

**REPORT TO THE HOUSE COMMITTEE ON EDUCATION
OF THE LOUISIANA LEGISLATURE**



**RESPONSE TO HOUSE RESOLUTION 34
OF THE 2020 REGULAR SESSION**

March 2021

**FROM THE LOUISIANA DEPARTMENT OF EDUCATION, LOUISIANA BOARD OF REGENTS,
AND LOUISIANA WORKFORCE COMMISSION, IN CONSULTATION WITH THE LOUISIANA
SCHOOL BOARDS ASSOCIATION**

STATUTORY REPORTING REQUIREMENTS AND OVERVIEW OF THE RESOLUTION

[House Resolution \(HR\) 34](#) of the 2020 Regular Session requested “... the state Department of Education, the Louisiana Workforce Commission, and the Board of Regents, in consultation with the Louisiana School Boards Association, to jointly prepare and submit a report to the House Committee on Education...¹, relative to the status of data sharing agreements and related efforts underway to obtain and analyze data needed for evaluation of the Jump Start program.” See Attachment A.

Jump Start is Louisiana’s innovative career and technical education (CTE) program that was established in 2014. Jump Start prepares students to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors. Students are required to attain industry-promulgated, industry-valued credentials in order to graduate with a Career Diploma. Jump Start is an elective path for students pursuing a university-preparatory diploma. The industry-based certifications and credentials are aligned with high-growth, high-wage job sectors as approved by Louisiana's Workforce Investment Council. The Jump Start pathways and related programming prepare students to successfully transition to the workplace while also enabling them to continue their postsecondary training and education and career development. The Board of Elementary and Secondary Education (BESE) and the legislature have made significant financial investments in the Jump Start program through the Minimum Foundation Program, including the Supplemental Course Allocation, Career Development Funds, and weighted funding for career and technical education courses.

HR 34 states that program evaluation that includes careful analysis of outcome data is essential in determining whether public policies are achieving their intended goals and objectives; and evaluation and continuous improvement of the Jump Start program requires knowledge of whether or not students have been able to secure employment in the industry in which they trained or have continued to pursue advanced training in said industry.

HR 34 suggests the program evaluation analytics shall include, at minimum, the following relative to Jump Start graduates and the industry-based certifications or credentials earned through the Jump Start program:

- which specific industry-based certifications and credentials are being earned;
- whether or not the students enter a public postsecondary education institution pursuing a degree, certification, or credential related to such certifications or credentials; and
- whether or not students enter the workforce in an occupation related to such certifications or credentials.

Industry-based certifications and credentials earned are collected by the Louisiana Department of Education (LDOE). Information about post-secondary enrollment, degree obtainment, and additional credentials are collected by the Louisiana Board of Regents (BoR). Confidential quarterly wage and employer information is collected by the Louisiana Workforce Commission (LWC). In order for the analytics suggested by HR 34 to be conducted, student records need to be shared securely while protecting student privacy and adhering to student privacy laws between multiple state agencies.

¹ An extension of the original report due date to the state legislature of December 31, 2020 was requested by the LDOE. The revised due date of March 31, 2021 was granted.

Student Data Privacy Regulations

[The Family Educational Rights and Privacy Act](#) (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. Parents give permission to schools to share student data with third parties for specific purposes. FERPA also allows disclosure of data under specific conditions where prior consent is not required to disclose information (20 U.S.C. § 1232g; 34 CFR Part 99.31). In addition to the federal student privacy regulations, Louisiana has additional regulations in place to further protect student privacy.

In 2015, [R.S. 17:3914](#) legislation was enacted so that no official or employee of a city, parish, or other local public school system shall provide personally identifiable student information to any member of the school board or to any other person or public or private entity, except such an official or employee may, in accordance with applicable state and federal law. Additionally, this legislation (R.S. 17:3914 (C)(3)) required the state Department of Education to develop a system of unique student identification numbers and each local public school board shall assign such a number to every student enrolled in a public elementary or secondary school. Student identification numbers shall not include or be based on social security numbers, and a student shall retain his student identification number for his tenure in Louisiana public elementary and secondary schools. Subsequently, the LDOE contracted with the private entity, eScholar, to develop the system of unique student identification numbers for statewide use. The legislation (R.S. 17:3914 (F)(1)) allows for schools to contract with a public or private entity for student and other education services, and pursuant to such contract, student information, including personally identifiable information and cumulative records, may be transferred to computers operated and maintained by the entity for such purpose. All school systems contracted with eScholar for this unique identification system.

[R.S. 17:3913](#) requires transparency of sharing any student level data. This legislation requires the LDOE to enter into data sharing agreements with entities for which student data are being shared and requires the LDOE to publish those data sharing agreements on the LDOE [website](#). Additionally, school systems are also required to have a contract or data sharing agreement with private vendors that deliver services under state contracts. To facilitate this process, the LDOE created a statewide data sharing agreement that school systems can opt into these agreements. The LDOE partnered with the Louisiana School Boards Association (LSBA) to create a standard template for all data sharing agreements. This standard template is meant to communicate transparently the data that are being shared amongst all entities including the school systems, the LDOE, and any private entity.

Based on the student privacy legislation, in order to obtain the data necessary for the Jump Start program evaluation referenced by HR 34, the LDOE and school systems may choose to enter into data sharing agreements with the BoR and the LWC.

Status of Data Sharing Agreements

Board of Regents

LDOE and BoR have a data sharing [agreement](#) currently in existence. This agreement allows for data sharing for the purpose of audit and evaluation of education programs. This agreement was established in 2019 and expires in 2024. This agreement allows not only for data from the BoR to be shared with the LDOE but also allows the LDOE to share data with the BoR. The LDOE receives college enrollment information about high school graduates, while the BoR receives high school transcript information that is used for program eligibility and evaluation such as the TOPS program and Dual Enrollment.

The process by which the LDOE and the BoR share student-level data, while protecting student privacy, is multi-layered. The BoR shares student information, student first and last name, social security number, and date of birth, with the LDOE vendor, eScholar. eScholar adds the statewide student unique identifier (LASID), removes the other student information prior to sharing the file with LDOE. The LDOE adds student transcript information and shares with the BoR with the student unique identifier. The BoR then shares college enrollment data back with the LDOE using the student unique identifier. No student data other than the unique identifier is ever exchanged directly between the LDOE and the BoR, thus protecting student privacy. The BoR shares student information provided directly to the BoR by the student and shares that data with eScholar directly. Because the data are collected directly by the BoR, the school systems are not required to opt-in to this agreement with the BoR. The existing data sharing agreement between the BoR and the LDOE can be applied to the requested analytics of the Jump Start program by HR 34 as the agreement allows for the evaluation of education programs.

Louisiana Workforce Commission

Currently, discussions are taking place between LDOE and LWC that would allow school systems to share social security numbers to LWC via eScholar, along with a unique student identifier. LWC could match the social security numbers to some level of the NAICS code along with information on the years and quarters within which wages were reported by employers. Such an agreement between school systems and the LWC would allow school systems the option to share the social security numbers of the students who participated in Jump Start. The information would be returned to LDOE with only the student identifier rather than the social security number, thus protecting student privacy. LWC has met internally and discussed this report and a proposed data sharing agreement on September 30, 2020; November 12, 2020; December 10, 2020; February 4, 2021; and February 8, 2021. LWC also met with LDOE on September 30, 2020, and November 18, 2020, as well as having several email exchanges (September 2020 – February 2021) concerning a proposed data sharing agreement and for finalizing the language of this report. LDOE and LWC are still working through the process of developing a data sharing agreement.

Legal or Operational Challenges Remaining to Evaluate the Jump Start Program

Per HR 34's request, this report shall outline any legal or operational challenges that may require legislative remedies to obtain and analyze the data needed to fully evaluate the effectiveness of the Jump Start program and any recommendations to address such challenges. Those legal or operational challenges are outlined below respective of each agency: LDOE, BoR, and LWC.

LDOE Legal or Operational Challenges – these are challenges the LDOE has identified specific to that agency

States across the nation are tackling the longitudinal secondary to post-secondary to workforce data sharing issue by establishing legislation that allows state agencies to share information while adhering to FERPA student privacy requirements. According to the Data Quality Campaign, [Education Data Legislation Review 2020](#), there were 28 bills in a single year, 2020, that required linking or sharing data across state agencies. Below are a few examples for Louisiana to consider.

- Arkansas – [Arkansas Research Center](#) established in 2009 includes data from Workforce Services, Human Services, Arkansas Department of Career Education, Arkansas Department of Education, and Arkansas Department of Higher Education.

- California – [Cradle-to-Career Data System Act](#) in 2019 focused on how students move through the education system and into the workforce. The legislation charged a workgroup representing entities that would be contributing data to the system with presenting recommendations to the legislature for the structure and processes of the data system. The workgroup met monthly in 2020 to develop these recommendations.
- Kentucky – Legislation established a longitudinal data system in 2019. The public agencies providing data to the Kentucky Longitudinal Data System are the Council on Postsecondary Education, the Department of Education, the Early Childhood Advisory Council, the Kentucky Higher Education Assistance Authority, the Kentucky Commission on Proprietary Education, and other agencies of the Education and Workforce Development Cabinet.
- Maryland – The Maryland Longitudinal Data System (MLDS) Center, established by legislation in 2014, is an independent unit of state government that collects and organizes individual-level student and workforce data from all levels of education and the state's workforce. Agencies include the Maryland State Department of Education, Higher Education Commission, Department of Labor, Department of Juvenile Services, and the University of Maryland, School of Social Work and College of Education.
- Mississippi – Legislation established a statewide longitudinal data system in 2013. Agencies include Department of Education, State Board for Community and Junior Colleges, Board of Trustees of State Institutions of Higher Learning, State Workforce Investment Board, Department of Employment Security, Department of Human Services, and State Early Childhood Advisory Council.
- Nebraska – [Nebraska Statewide Workforce and Education Reporting System Act](#), (2020) which requires the Department of Labor to share data with pre-Kindergarten to 12 and postsecondary to establish a P–20W data system. This bill specifies that the system allow for many uses including providing workforce data to postsecondary institutions and guiding students to successful pathways.
- North Carolina – Legislation enacted in 2016 created a longitudinal data system under the Department of Public Instruction to include data from these public agencies: Department of Public Instruction, Local boards of education, local school administrative units, and charter schools, the University of North Carolina and its constituent institutions, the Community Colleges System Office and local community colleges, the North Carolina Independent College and Universities, Inc., and private colleges or universities, Nonpublic schools serving elementary and secondary students, the Department of Commerce, Division of Employment Security, the Department of Revenue, the Department of Health and Human Services, and the Department of Labor.
- North Dakota – Legislation established a statewide longitudinal data system in 2003. Public agencies include public K-12 school districts and participating private schools, public colleges and universities and North Dakota workforce development training and education programs.
- Pennsylvania – In 2016, an executive order to release agency data to the public in an open, accessible format was signed. [Open Data Pennsylvania](#) was launched to make data available in order to measure government performance, engage citizens, create economic opportunities, and develop innovative policy solutions. It includes data from Department of Community and Economic Development, Department of Corrections, Department of Education, Department of Environmental Protection, Department of Human Services, Department of Labor and Industry, Department of Transportation, Office of Administration.

- Rhode Island – In 2009, the [Rhode Island DataHub](#) was created, establishing a statewide longitudinal data system (SLDS) to integrate and link data from various agencies and organizations. Over the past decade, Rhode Island has worked to increase partnerships between state and local agencies to foster cross-sector problem solving. This data hub connects data across sectors to support research and analysis that informs policy making and program evaluation to improve the well-being of all Rhode Islanders. It includes data from the Department of Education, Department of Health, Department of Labor and Training, and the Department of Children, Youth and Families.
- West Virginia – Legislation in 2009 allowing the Department of Education, the Higher Education Policy Commission, and Workforce West Virginia to share data for a longitudinal data system.

While data sharing agreements indicating parental permissions are required by R.S. 17:3914 in order to share student social security numbers (SSN), the LDOE still faces legal and operational roadblocks even with these agreements in place. Those roadblocks, even with data sharing agreements in place, are as follows:

1. School systems may have difficulty obtaining parental permission to share student's SSN for Jump Start program evaluation when the evaluation of the program does not have a direct effect on his/her student. Program evaluation and students' participation of the program are unrelated and it could be problematic for school systems to explain the importance of such an evaluation to parents. Therefore, there will be Jump Start participants that will not have SSNs thus nothing to match to the LWC data resulting in an incomplete program evaluation. The BoR faces similar obstacles, noted below, in obtaining student SSN for purposes of TOPS eligibility.
2. The Jump Start program is funded by federal funds along with state funds. The Strengthening Career and Technical Education (CTE) for the 21st Century Act of 2018 (Perkins V), which amended the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. Jump Start is Louisiana's branding for CTE. Perkins funds the CTE/Jump Start program along with Louisiana's MFP funding. As with most federal grant programs, states are required to report annually on core indicators of performance. One of the performance indicators is post program placement. Through the cooperative data sharing agreement with the BoR, Louisiana is able to report post program placement in college but not in the workforce. HR 34 specifically covers program evaluation of the Jump Start program but it does not provide precedence to use the data for any other purpose including the Perkins grant. The lack of workforce placement data provides barriers to school systems evaluating and improving their program efficacy.

FERPA and R.S. 17:3914 legislation requires parental permission for student level data to be shared and school systems indicate parental permission has been obtained for specific purposes through data sharing agreements. R.S. 17:3914 is specific about sharing student's social security numbers (SSN) only when parental consent has been obtained. SSNs are needed for this program evaluation as it is the record identifier for LWC. While FERPA allows disclosure of data under specific conditions where prior consent is not required to disclose information (20 U.S.C. § 1232g; 34 CFR Part 99.31), R.S. 17: 3914 supersedes an allowable FERPA exception to share data between agencies. Currently, with parental permission SSNs can be obtained securely through the eScholar system and passed directly to the LWC. Additionally, data sharing agreements are the practice of the LDOE in sharing any student level data with any other entity. A solution to data sharing issues, as exemplified from other states, is for state agencies to share education records in connection with an evaluation of Federal or State supported education programs, or for the enforcement of, or compliance with, Federal legal

requirements that relate to those programs. The states outlined above have explored this solution and enacted various policies to share data amongst state agencies. Louisiana's current student privacy laws do not support a similar option.

BoR Legal or Operational Challenges – these are challenges the BoR have identified specific to that agency

Legal or operational challenges for the Board of Regents reflect those discussed previously by LDOE but at the post-secondary level. Prior to 2014, Louisiana had a robust longitudinal data system comparable to those in Arkansas and Florida. In 2009, Louisiana was the recipient of a non-competitive longitudinal data grant from the US Department of Education in the amount of four million dollars to last through 2013. In 2014, the renewal of the grant was not approved due to constraints and limitations posed by Act 837 of the 2014 Louisiana Legislative Session (LRS 17:3914 went into effect in 2015).

With the advent of the data privacy legislation in 2014 and 2015, access to the K-12 data set was prohibited, therefore significantly impacting the ability of BoR to accurately assess student access, success, and outcomes across the K-16 continuum.

While Act 228 of the 2015 Louisiana Legislative Session provided parents and guardians the opportunity to automatically opt-in with their consent for post-secondary admissions and TOPS scholarship consideration, consent for BoR access to data required additional action, placing Regents at a disadvantage as parents were not familiar with the work of the Board and less likely to give consent to the release of their child's information for policy research. Since that time, the consent form adding BoR has been sent to K-12 schools; however, if a parent or guardian opts out of consent to the release of their child's information a complete data profile and statewide analysis is not possible.

To conduct critical statewide research used to inform our policies and practices, the BoR and other educational entities require access to K-12 data to create a longitudinal data set for the state of Louisiana. Currently, Louisiana is far being outpaced by Florida, Georgia, and Texas in terms of access to a longitudinal data set from which research and analyses of existing programs, impact studies, and outcomes assessment can be done.

These challenges have resulted in the following issues:

- 1) Where previously Board of Regents had access to the complete K-16 data set, access to K-12 data was prohibited which resulted in significant delay to post-secondary institutions admissions and financial aid processes.
- 2) ACT 228 of the 2015 Louisiana Legislative Session allowed for the addition of the Board of Regents to the list of approved agencies, however, in the implementation, the form indicated BoR as a separate entity which parents had to select. This automatically precluded BoR from receiving the full population of the cohort for the purposes of research and analyses thus impacting the ability of the BoR to study and assess current policies and programs.
- 3) In cases where parental consent was not given, post-secondary institutions were not able to provide the student with timely information and/or decisions regarding admissions and financial aid processes.
- 4) In cases where electronic transcripts produced through the STS system (LA's official transcript) contained errors or were missing, post-secondary campuses were not able to access the individual student transcripts for comparison.
- 5) Where previously Board of Regents had access to the complete K-16 data set, access to K-12 data was not allowed, severely limiting opportunities to conduct research and assessment on the impact of high school performance on college academics.
- 6) As the coordinating Board for LA post-secondary education, BoR no longer had access to a longitudinal data set for outcomes research and assessment unless specifically contracted via an MOU with LDOE or the specific agency with the information. Due to these limitations, it is not possible to capture a complete snapshot of how students

are performing at the various post-secondary institutions and the potential impact of high school programs such as dual enrollment, Advanced Placement, and Jump Start in supporting their preparation.

- 7) Significant time delay in projects as BoR and contracted agency process and vet MOUs. Often, data is housed in various entities and MOUs must be contracted with each, representing a temporary solution to a required long-term need for data-informed policy making.
- 8) In order for BoR to support and assess outcomes for the Master Plan, and its goal of more than doubling the number of credentials in the state, access to detailed student level data PK-20 data is imperative to understanding the educational pipeline in Louisiana as well as the opportunities for improvement.

We believe we can find a solution to both protect student data and establish a robust state data set to address critical policy questions.

LWC Legal or Operational Challenges – these are challenges the LWC has identified specific to that agency¹

Data collected by LWC for the operation of the unemployment insurance program is not educational data. LWC requires employers to submit quarterly wage reports indicating what wages were paid for a given social security number for the administration of the unemployment insurance program. LWC may provide data derived from the administration of the unemployment insurance program only under the specific conditions listed under 20 CFR 603.9 and 603.10. These federal regulations require a data sharing agreement. Additionally, the DOA's Office of Technology Services has promulgated the Information Security Policy, which also requires data sharing agreements. Education records can only be disclosed pursuant to an agreement that complies with 34 CFR §99.35(a)(3) when released for program audit and evaluation purposes. The LDOE's contract with eScholar addresses the confidentiality and privacy concerns related to educational records. However, LWC's wage records are not educational records, and are subject to different requirements not necessarily covered in LDOE's eScholar contract. Therefore, any social security numbers shared with the LWC to be matched to wage record data would have the LDOE unique identifiers and pursuant to a data sharing agreement with the LDOE, wage data would be shared directly with the LDOE with only the unique identifiers. However, LWC would not return the wage record data to eScholar, whose contract does not address the confidentiality requirements related to data derived from the unemployment insurance program.

LWC data is confidential under 20 CFR Part 603 and under La. R.S 23:1660. It is also exempt from public records requests under La. R.S. 44:4.1(12). While LWC data may be provided to a public official for execution of an intended public duty on a reimbursable basis, federal funds cannot be used to pay the costs incurred with sharing unemployment data. Any proposed data sharing agreement must provide for the payment of costs incurred by LWC for executing the exchange, and for costs should a breach occur. It is possible for LWC to provide 4-digits of the NAICS code. However, if any public reports contemplated by LDOE list NAICS codes or industry information with too much specificity, such as at the parish level, those codes, along with other publicly available information, could lead to the identification of employers. Public release of employer identities based on unemployment insurance data is prohibited. Out of an abundance of caution, three digits of the NAICS would more likely protect employers' identities without having to implement further data suppression techniques. Prior to LDOE publishing or making any reports publicly available, LWC would need to conduct a review to ensure confidentiality is maintained.

While other states may have constructed longitudinal data systems, and enacted legislation to allow for the sharing of data between agencies, a review of a few of the programs used by other states indicates that MOUs and data sharing agreements have not been eliminated. As all state workforce agencies are subject to the same federal regulations at 20

¹ LWC cannot recommend or oppose any legislation in accordance La. R.S. 34:56(F)(1). LWC's participation in this report is limited to providing factual information, and LWC takes no position on any of the legislation referenced in this report.

CFR Part 60 and FERPA, it can reasonably be concluded that the states mentioned as examples are also operating based upon data sharing agreements. For instance, the Nebraska Statewide Workforce and Education Reporting System referenced by LDOE requires the execution of a memorandum of understanding at Neb. Rev. Stat. §48-3704(1). Likewise, California’s Cradle-to Career Data Systems Act also recognizes that agreements are required at Ch. 8.5, §10857(a)(9). Kentucky law references the necessity of agreements at Ky. Rev. Stat. Ann. § 151B.133(14) in order to protect the confidentiality of shared data.

Once data sharing obstacles involving student identifiers have been removed, LWC suggests that the Industry Based Certification Council (IBCC), which has been tasked through legislation, La. R.S. 23:2065, with reviewing and ensuring the validity, viability, and evaluation of all State-wide credentials, may be the best entity to conduct the analysis. The IBCC includes business and industry members from nearly every industrial sector around the state. It includes state-level officials who provide career and technical education (CTE) at all levels, and includes members representing state agencies responsible for federal funding from US Department of Education as well as US Department of Labor. This council has already established a collaboration amongst state agencies, obtained federal dollars, and is evaluating the workforce and educational needs of Louisiana. IBCC already receives the numbers of students that complete a credential. Once limitations on sharing the social security number with IBCC are removed, IBCC could evaluate whether or not the students are employed in the associated industry.

The IBCC has successfully done this evaluation of credential work in collaboration with the Jump Start Program as well as business and industry in the past and continues to have a highly productive collaboration. This Council not only checks that these credentials are valid when they are approved for inclusion on the Statewide Focus List, but also reevaluates them every three years for the purpose of ensuring their continued validity and viability. This review does not include emerging credentials in the Jump Start pathway, but does include all credentials that effect high-wage, high-demand, and high-skill jobs. LWC suggests that it may be more expedient to expand the evaluation process of the IBCC to include evaluation of the results of the Jump Start program, rather than creating a new and more cumbersome system from the ground up.

CONCLUSION

HR 34 has highlighted the need for multiple state agencies to collaborate to establish agreements to share data so that a program evaluation for the Jump Start program can occur. The Jump Start program is funded not only by legislative allocations of state funding but also by federal funding. This program allows students an alternate route to the traditional high school diploma aimed at college enrollment by offering students workforce credentials that allow a smooth transition from high school directly into the workforce. Studying the outcomes of this program is essential in continuing to meet the needs of our high school students as well as the Louisiana workforce. Scholarly research (U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation, Administration for Children and Families, 2018; Fairris, D., 2012; Yale Poorvu Center for Teaching and Learning, 2021) indicates that program evaluations are invaluable for the following reasons:

- Program evaluations can uncover what programs are working and what programs are not working,
- Program evaluations showcases the effectiveness of a program to the community and to funders,
- Program evaluations results can guide resource allocation decisions, and
- Program evaluations results may be used to establish and then spread best-practice program features.

While individual data sharing agreements across agencies will allow the LDOE to share and receive data with the BoR and the LWC necessary to evaluate the Jump Start program, as outlined in this report, there are still limitations of this methodology. Establishing, renewing, and revising individual agreements regularly or, in some cases, annually inhibits the comprehensive and reliable flow of data and communication across relevant agencies. These agreements take considerable time and a willingness among all agencies to exchange data. Ultimately, legislation that would support the need for state agencies to share education data would pave the way for state agencies to establish streamlined ways to share the data while protecting student privacy. Examples of eleven state's legislative initiatives, described in this report, provide avenues that Louisiana can and should explore. Many of these states have passed student privacy laws that safeguard student-level data ensuring student privacy while enabling the development of systems to securely link data from early learning, K-12, postsecondary and workforce agencies. The Education Commission of the States (ECS) policy guide on common challenges of state data systems and a review of best practices identified the most common challenge in a statewide data system was the lack of statewide vision, fragmentation within existing data systems, lack of staffing capacity among agencies, lack of access to data that are not being collected, and inadequate funding (Von Zastrow & Perez, 2019). Louisiana faces many of these obstacles as multiple agencies work to forge links among different data systems.

There is interest in revisiting the current student privacy legislation requiring parental permission to share information with other education agencies, as expressed to the BOR. An anticipated bill proposal for the upcoming 2021 legislative session that will ask LEAs to collect SSNs from all students, and upon request from the BoR, the LEAs can share that information without parental permission. The information would be shared by LEAs through the student identification system's vendor, eScholar. The LDOE would not have access to the student SSNs as it will be collected by eScholar. Discussion of proposed changes to the privacy bill legislation will occur with the current bill's author. Support for the flow of data amongst education agencies would allow stakeholders and policymakers access to aggregate data on state residents from birth to the workforce to drive accountability, investment decisions, and provide decision makers a tool to develop policies to support objectives. With careful consideration of how to use data to improve education while safeguarding student privacy, future data sharing can be used as a tool in Louisiana's success and to identify future high-wage employment opportunities for all Louisiana graduates.

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ATTACHMENT A

ENROLLED

2020 Regular Session

HOUSE RESOLUTION NO. 34

BY REPRESENTATIVES MCKNIGHT AND GAROFALO

A RESOLUTION

To urge and request the state Department of Education, the Louisiana Workforce Commission, and the Board of Regents, in consultation with the Louisiana School Boards Association, to jointly prepare and submit a report to the House Committee on Education not later than December 31, 2020, relative to the status of data sharing agreements and related efforts underway to obtain and analyze data needed for evaluation of the Jump Start program.

WHEREAS, in 2014, the State Board of Elementary and Secondary Education (BESE) established the Jump Start program to support high school students in earning industry-based certifications and credentials aligned with high-growth, high-wage job sector as approved by Louisiana's Workforce Investment Council; and

WHEREAS, Jump Start training pathways and related programming prepare students to successfully transition to the workplace while also enabling them to continue their postsecondary training and education and career development; and

WHEREAS, BESE currently recognizes regional/emerging, basic, and advanced Jump Start training pathways in eleven key industry sectors, including agriculture, food, and natural resources; architecture and construction; arts, audiovisual technology, and communication; business management and administration; health sciences; hospitality and tourism; human services; information technology; law, public safety, corrections, and security; manufacturing; and transportation, distribution, and logistics; and

WHEREAS, BESE and the legislature have made significant financial investments in the Jump Start program through the Minimum Foundation Program, including the

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Supplemental Course Allocation, Career Development Funds, and weighted funding for career and technical education courses; and

WHEREAS, program evaluation that includes careful analysis of outcome data is essential in determining whether public policies are achieving their intended goals and objectives; and

WHEREAS, evaluation and continuous improvement of the Jump Start program requires knowledge of whether or not students have been able to secure employment in the field in which they trained or have continued to pursue advanced training in the same industry; and

WHEREAS, this information is not available without data sharing agreements between Louisiana's local education agencies and the state Department of Education, the Louisiana Workforce Commission, and the Board of Regents; and

WHEREAS, representatives from the state Department of Education, the Louisiana Workforce Commission, and the Louisiana School Boards Association testified during the House Committee on Education meeting held May 13, 2020, that such agreements can and will be pursued in a cooperative manner in order to perform the analysis necessary for evaluation of the Jump Start program.

THEREFORE, BE IT RESOLVED that the House of Representatives of the Legislature of Louisiana does hereby urge and request the state Department of Education, the Louisiana Workforce Commission, and the Board of Regents, in consultation with the Louisiana School Boards Association, to jointly prepare and submit a report to the House Committee on Education not later than December 31, 2020, relative to the status of data sharing agreements and related efforts underway to obtain and analyze data needed for evaluation of the Jump Start program.

BE IT FURTHER RESOLVED that such data shall include, at minimum, the following relative to Jump Start graduates and the industry-based certifications or credentials earned through the Jump Start program: which specific industry-based certifications and credentials are being earned; whether or not the students enter a Page

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public postsecondary education institution pursuing a degree, certification, or credential related to such certifications or credentials; and whether or not they enter the workforce in an occupation related to such certifications or credentials.

BE IT FURTHER RESOLVED that such report should outline any legal or operational challenges that may require legislative remedies to obtain and analyze the data needed to fully evaluate the effectiveness of the Jump Start program and any recommendations to address such challenges.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the state superintendent of education, the secretary of the Louisiana Workforce Commission, the commissioner of higher education, and the executive director of the Louisiana School Boards Association.

SPEAKER OF THE HOUSE OF REPRESENTATIVES