

# Massachusetts Education-to-Career Research and Data Hub (E2C Hub)

## Research Advisory Committee

Sept 24, 2024

# E2C Updates

An official website of the Commonwealth of Massachusetts

Here's how you know

Select Language

Select Language

Belarusian

Croatian

French

Hebrew

Japanese

Lao

Malayalam

Afrikaans

Bengali

Czech

Frisian

Hindi

Kannada

Latin

Maltese

Albanian

Bhojpuri

Danish

Galician

Hmong

Kazakh

Latvian

Maori

Amharic

Bosnian

Dhivehi

Georgian

Hungarian

Khmer

Lingala

Marathi

Arabic

Bulgarian

Dogri

German

Iscelandic

Kinyarwanda

Lithuanian

Meltilon (Manipuri)

Armenian

Catalan

Dutch

Greek

Igbo

Konkani

Luganda

Mizo

Assamese

Cebuano

Esperanto

Guarani

Ilocano

Korean

Luxembourgish

Mongolian

Aymara

Chichewa

Estonian

Indonesian

Krio

Macdonian

Myanmar (Burmese)

Azerbaijani

Chinese (Simplified)

Ewe

Haitian Creole

Irish

Kurdish (Kurmanji)

Maithili

Nepali

Bambara

Chinese (Traditional)

Filipino

Hausa

Italian

Kurdish (Sorani)

Malagasy

Norwegian

Basque

Conscan

Finnish

Hawaiian

Japanese

Kyrgyz

Malay

Odia (Oriya)

to-Career Research and Data Hub

Increasing data access to promote equity

Search for data, e.g. graduation rates, MCAS...

Welcome! Our website is new, and we'd love your feedback. Take this 3 minute survey

Translation on the E2C Hub site

Awards Conferred

How many undergraduate awards are conferred each year by all institutions?

Download the Data

Filter By:

Segment or Institution

Award Type

Detail Table: By Segment

Selected Detail

Grand Total

Community College

State Universities

University of Mass.

Family Access to Formal Early Education and Care

Children Enrolled in Formal Early Education and Care Statewide

Eligible Children Receiving EEC Child Care Financial Assistance Statewide

New data and dashboards from DHE and EEC

E2C

Home

Explore

Public Data

How It Works

About

Ask a Question

Previous questions asked

Which districts has the highest average teacher salaries?

E2C Chatbot

Top 10 Districts with Highest Average Teacher Salaries

Concord-Carlisle

Boston Day and Evening Academy Charter (District)

Lincoln-Sudbury

Phoenix Academy Public Charter High School

Springfield (District)

Weston

Carlisle

UP Academy Charter School of Dorchester (District)

Concord

Masconomet

Lowell Middlesex Academy Charter (District)

Initial work on AI chatbot for data

OFFICE of the GOVERNOR

COMMONWEALTH of MASSACHUSETTS

FIVE YEAR CAPITAL INVESTMENT PLAN

E2C Hub awarded \$2.8 million for FY25

# Agenda

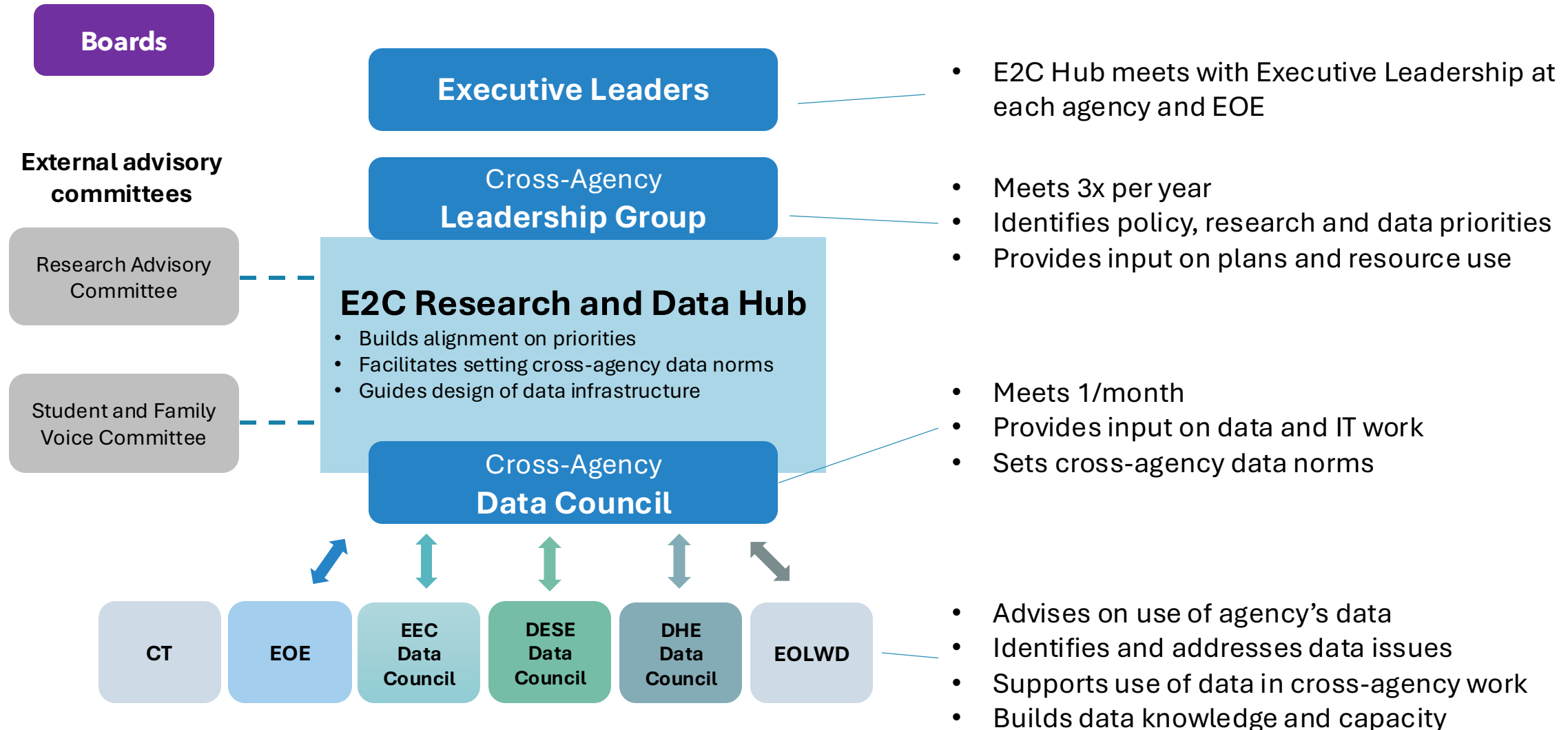
- Welcome new members
- Recap of FY24 work and discussion of FY25 plans
- Improvements to research processes
  - Research request portal
  - Preview of changes to research files and documentation
  - Research agendas

# 2024 RAC Members

Domain	Name	Org/District
Early Childhood	Anne Douglass	UMass Boston
Early Childhood	Kate Giapponi Schneider	Brandeis University
Early Childhood	Amaris Kinne	Neighborhood Villages
Early Childhood	Christina Weiland	University of Michigan
Early Childhood	Yoonsook Ha	Boston University
K-12	Brian Gill	Mathematica
K-12	Christopher Cleveland	Brown University
K-12	Dan Goldhaber	CALDER
K-12	Kate Keller	EdVestors
K-12	Sarah Cohodes	University of Michigan
K-12	Shaun M. Dougherty	Boston College
Higher Ed	Alexander K. Mayer	MDRC
Higher Ed	Cheryl Ching	University of Massachusetts Boston
Higher Ed	Jeremiah Johnson	UMass Donahue Institute
Higher Ed	Monnica Chan	UMass Boston
Higher Ed	Shanette Porter	University of Chicago
Higher Ed	Wil Del Pilar	The Education Trust

Domain	Name	Org/District
Labor/Workforce	Pinghui Wu	Federal Reserve Bank of Boston
Labor/Workforce	Hannah Hermanson	UMass Chan Medical School
Labor/Workforce	Mark Melnik	UMass Donahue Institute
Labor/Workforce	Penny Hasseli	MassHire Metro North Workforce Board
District/Advocates	Abigail Anderson	Needham Public Schools
District/Advocates	Anne McKenzie	Hadley Public Schools
District/Advocates	Sean Precious	Brockton Public Schools
District/Advocates	Vernée Wilkinson	SchoolFacts Boston

# E2C Hub governance and decision-making structure



# Student and Family Communications Strategy

You suggested data sharing:	We're working to:
Through the schools: <ul style="list-style-type: none"><li>• Staff meetings</li><li>• Professional development</li><li>• School councils/school improvement</li><li>• School parent communications</li></ul>	Build relationships with school and district data users: <ul style="list-style-type: none"><li>• Launching community of practice</li><li>• Presenting to Mass. School Administrators Association</li></ul>
In school committee presentations	Exhibit/present at Mass. Association of School Committees Annual Meeting
With parent groups	<ul style="list-style-type: none"><li>• Outreach to family advocacy groups</li><li>• Participate at School Family Summit</li></ul>
On social media	<ul style="list-style-type: none"><li>• Post more regularly on Dept. of Elementary and Secondary Education channels</li><li>• Ask schools and parent groups to share content</li></ul>

# Agenda

- Welcome new members
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Education-to-Career Research and  
Data Hub

# FY24 Annual Review

June 2024



# FY24 evaluation framework

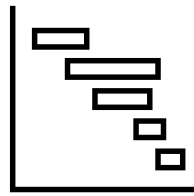
## What is the process?

- 1** E2C team drafts slides with self-evaluation on projects and key indicators
- 2** Agency leaders fill out survey to rate and give feedback
- 3** Leadership group discusses at June 10 meeting, identifies barriers and solutions
- 4** E2C team updates FY25 plan, shares with RAC for feedback and implements changes

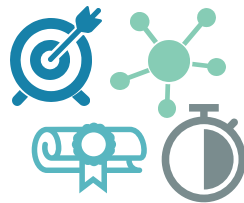
## What gets evaluated?



**E2C performance**  
on 4 key indicators



**E2C project progress** relative  
to annual goals  
and indicators



Agency support for  
**4 guiding principles**  
for cross-agency  
work

## Who provides input?

**E2C Self-Eval**

**Leadership Group**

**Research Advisory Committee**

# E2C Self-Evaluation Framework

Category	Indicators	Successes	Challenges
<b>Governance</b>	<ul style="list-style-type: none"> <li>Collaborates effectively with <u>agency data leaders</u> to shape goals, direction and implementation</li> <li>Incorporates input from <u>executive leaders</u> to shape project goals and direction</li> <li>Communicates clearly about vision and goals to agency leaders and staff</li> </ul>	<ul style="list-style-type: none"> <li>Provides regular, concrete updates on work at monthly cross-agency meetings and 3x/year Leadership Group meetings</li> <li>Data stories have focused on top agency policy priority areas</li> <li>Planning for FY25 has engaged agency data staff, and has been grounded in 4 guiding principles to support E2C vision</li> </ul>	<ul style="list-style-type: none"> <li>Executive Group (Commissioners and Secretary) has not been convened or formally updated since Nov. 2022</li> <li>EOLWD leadership representative has been vacant since Jenn James's departure <ul style="list-style-type: none"> <li>No backups designated or engaged in case of departure</li> </ul> </li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>Incorporates input from <u>external groups</u> appropriately to ensure their needs are represented in project goals</li> <li>Maintains focus on data and policy areas directly relevant to equity goals</li> <li>Continues to expand availability of data relevant for equity measures</li> <li>Communicates clearly about vision and goals to external groups</li> </ul>	<ul style="list-style-type: none"> <li>Research Advisory Committee has met 3 times and provides input on priorities</li> <li>Student and Family Voice Committee launched, with plans for 3x/yr meetings</li> <li>Teacher diversity work has empowered program to make data-driven decisions</li> <li>Data stories and E2C pages have "Equity Lens" sections</li> <li>E2C team presents at range of public events to share vision and resources</li> <li>E2C Hub has deeper disaggregations of some data than previously available</li> </ul>	<ul style="list-style-type: none"> <li>Equity and Research Manager departed in Jan 2024 and role is vacant</li> <li>Newsletter audience is still mostly highly engaged researchers or policy people</li> <li>E2C team has aimed to provide race/gender crosses of DESE data but progress has been slow</li> </ul>

# E2C Self-Evaluation Framework

Category	Indicators	Successes	Challenges
<b>Operations</b>	<ul style="list-style-type: none"> <li>Creates action plans and deliverables to effectively meet goals</li> <li>Meets project timelines for deliverables consistently</li> <li>Provides constructive and transparent updates on progress, barriers</li> <li>Allocates resources to achieve project goals efficiently and effectively</li> <li>Engages agency staff appropriately in projects, being mindful of other staff time commitments</li> </ul>	<ul style="list-style-type: none"> <li>FY planning begins with project and goal-setting at Leadership Group meeting</li> <li>Regular meetings with agency data staff keep them engaged in planning</li> <li>Highest priority projects remain on track</li> <li>CGI contract has augmented capacity for data import process to E2C Hub</li> </ul>	<ul style="list-style-type: none"> <li>E2C goals sometimes create time urgency that adds burden to agency data teams, especially where resources are limited</li> <li>Some projects remain behind schedule</li> <li>E2C projects do not have clearly defined milestones for measuring progress and escalating issues</li> </ul>
<b>Team</b>	<ul style="list-style-type: none"> <li>Designs organization and roles effectively to meet goals</li> <li>Selects individuals and vendors successfully who bring the requisite skills to deliver on action plans and goals</li> <li>Fosters a culture of learning, growth and collaboration on the team</li> <li>Retains and supports team members effectively</li> </ul>	<ul style="list-style-type: none"> <li>Agency analysts have developed valuable expertise and added data capacity</li> <li>Outreach and design roles have supported strong E2C brand and communication</li> <li>E2C staff regularly develop new skill sets as need to accomplish projects</li> <li>E2C staff collaborate effectively with one another across agencies and workstreams</li> <li>CGI vendor has added key skills and project management capacity</li> </ul>	<ul style="list-style-type: none"> <li>Contractors do not receive formal performance reviews</li> <li>Contractor turnover has been high (3 departures in FY24)</li> <li>Lack of formal training opportunities</li> </ul>

# E2C Leadership Group Ratings and Feedback (1-5 scale)

Category	Indicators	Survey Rating	Survey key themes
<b>Governance</b> 3.7	<ul style="list-style-type: none"> <li>Collaborates effectively with agency data leaders to shape goals, direction and implementation</li> <li>Incorporates input from executive leaders to shape project goals and direction</li> <li>Communicates clearly about vision and goals to agency leaders and staff</li> </ul>	3.8	<ul style="list-style-type: none"> <li>Need more engagement of executive leaders to raise awareness of E2C Hub.</li> <li>Build more regular agency-specific touchpoints focused on plans.</li> </ul>
		3.2	
		4.3	
<b>Equity</b> 4.3	<ul style="list-style-type: none"> <li>Incorporates input from external groups appropriately to ensure their needs are represented in project goals</li> <li>Maintains focus on data and policy areas directly relevant to equity goals</li> <li>Continues to expand availability of data relevant for equity measures</li> <li>Communicates clearly about vision and goals to external groups</li> </ul>	4.2	<ul style="list-style-type: none"> <li>E2C places consistently values equity.</li> <li>Good structures to incorporate input from external groups.</li> </ul>
		4.2	
		4.4	
		4.3	
<b>Operations</b> 4.1	<ul style="list-style-type: none"> <li>Creates action plans and deliverables to effectively meet goals</li> <li>Meets project timelines for deliverables consistently</li> <li>Provides constructive and transparent updates on progress, barriers</li> <li>Allocates resources to achieve project goals efficiently and effectively</li> <li>Engages agency staff appropriately in projects, being mindful of other staff time commitments</li> </ul>	4.0	<ul style="list-style-type: none"> <li>Good transparency of updates, clear on progress and challenges.</li> <li>Delayed projects may be a sign that the team is trying to do too much.</li> </ul>
		3.6	
		4.2	
		4.5	
		4.3	
<b>Team</b> 4.0	<ul style="list-style-type: none"> <li>Designs organization and roles effectively to meet goals</li> <li>Selects individuals and vendors successfully who bring the requisite skills to deliver on action plans and goals</li> <li>Fosters a culture of learning, growth and collaboration on the team</li> <li>Retains and supports team members effectively</li> </ul>	4.0	<ul style="list-style-type: none"> <li>Analysts staffed at each agency have been valuable.</li> <li>Lack of permanent roles continues to be a challenge, with contractors more temporary in nature leading to high turnover.</li> </ul>
		3.7	
		4.7	
		3.5	

# FY24 E2C Project-by-project evaluation

	Project	Description	Self Eval	Survey Rating
Ownership of Goals	Early Literacy and B-5 Services	Combine data from 6 agencies to understand patterns of access for birth-to-5 services	Partial	3.3
	Early College	Combine DESE and DHE data to provide better information on a top policy priority	Met	4.8
	Workforce data	Improve data systems to move toward reliable data on internships	Partial	3.0
Facilitate Actionable Research	Unified research request process	Improve efficiency, save staff time, and expand capacity at each agency	Not Met	2.2
	Research advisory committee	Foster collaboration and partnership with researchers and community orgs; gather input on cross-agency projects	Partial	4.0
Increase Data Access	Public data portal	Make it easier for the public to find and access non-sensitive data	Met	4.8
	Internal capacity on new systems	Make it easier for staff to find, use and understand data internally	Partial	3.3
More Effective Data Use	Grow public user base	Increase usage to support better data-driven decision-making by external users	Partial	4.3
	Publish policy-focused data stories	Publish 6-8 data stories per year on high-priority policy topics	Met	4.8

# Big picture goals for E2C Hub: FY25-FY27



**Promote shared ownership of cross-agency data** and research to inform policy



**Grow the number of high-quality research projects** using longitudinal data related to policy questions



**Put data and research in the hands of students, families, educators** and local leaders



**Build on IDDS modernization to redesign processes and build staff capacity** with new tools

Goal

Projects

- 1.1 Strengthen and expand cross-agency linkages
- 1.2 Evaluate and set strategy for data-sharing projects

- 2.1 Launch research portal
- 2.2 Create standard research files for data enclave
- 2.3 Support research on agency priorities

- 3.1 Grow E2C Data Hub
- 3.2 Expand outreach, partnerships and training
- 3.3 Launch AI Chatbot for data

- 4.1 Promote Edwin as DESE source of truth
- 4.2 Establish college and career source of truth
- 4.3 Develop standard EEC datasets from data warehouse

# Agenda

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# Online portal to submit research proposals


## Preliminary Data Request Information

\* What type of data request are you pursuing?

-- None --

Confidential person-level data

Non-confidential district or school data

Are you looking for data? 

If you use multiple agencies for this project, select all that

## Requester Information

\* Name of organization/institution

\* Description of organization

## Identify Data Needed

Please check out EEC Researcher's Guide, DESE's Researcher's Guide, DHE Researcher's Guide for a comprehensive review of the data the department has available for research purposes.

Please note: SASID (State-Assigned Student Identifier) is a ten-digit number unique to each student, and it stays with the student throughout the student's public education in Massachusetts. SASID is not always available to match DESE and DHE to the same student each year.

\* Do you need identifiers?

-- None --

-- None --

Yes

No

data elements that you are requesting access to

Years of data requested (Select start and end date)

\* Start year


\* End year


Are you merging data from other sources?


-- None --




# Check on status of requests

 **MASSACHUSETTS**  
**Department of**  
**Early Education and Care**

 **MASSACHUSETTS**  
**Department of Elementary**  
**and Secondary Education**

 **MASSACHUSETTS**  
**Department of**  
**Higher Education**

 **Massachusetts**  
**Education-to-Career**  
**Research and Data Hub**

## Data Request Status Lookup

This portal allows you to look up the status of projects by email. You can enter the email for either the primary investigator or the data liaison. The status column shows how the project is progressing through the following review steps:


- Request Submitted
- Research team review
- State agency legal review
- Institution review
- Execution of MOU
- Fulfilling data request

## Results

Project Title	Project ID	Status	Submitted On
NO REQUEST FOUND			

# Standardizing our data for research

Name	Earliest Year	Latest Year
ACCESS for ELLs	2018	2020
AP	2007	2023
ELAR		2024
EPIMS	2008	2024
Grad Cohort	2010	2023
MCAS Assessment	2005	2023
MCAS + Thetas	2015	2024
MCAS Student Quest.	2017	2023
MTEL		2024
NSC	2003	2023
PARCC	2015	2016
SAT	2007	2023
SCS	2011	2024
SIMS A	2002	2024
SIMS D	2002	2023
SSDR	2005	2023
VOCAL	2018	2023
HEIRS		
CAP		
GED	2010	2023
Dropout Files	2010	2023
Instruction mode	2020	2021
Migrant students	2010	2024
PAL		
Voting		2019 (?)
Wage		
FAFSA	2019	2024

- 
- List of datasets available with years
  - Improved documentation: data dictionaries, calculation rules
  - Rules for resolving duplicate data
  - Simplified files on post-grad outcomes
  - Data enclave for secure handling of data

# Improved Documentation

## Students with Disabilities

	SIMS	Edwin
Students with Disabilities	DOE032 Special Education Placement, ages 3–5 > '05' or	MKEP_EDUC_ENV_CODE > '05' or MKEP_EC_EDUC_ENV_CODE > '05'
	SIMS	Edwin
	DOE034 Special Education Placement, ages 6–21 > '05'	
	**At District-level and above, students with disabilities enrollment includes DOE011 = '02' (Sending)	** At District-level and above, students with disabilities enrollment includes MKEP_REPORT_REASON_CODE = '02' (Sending)

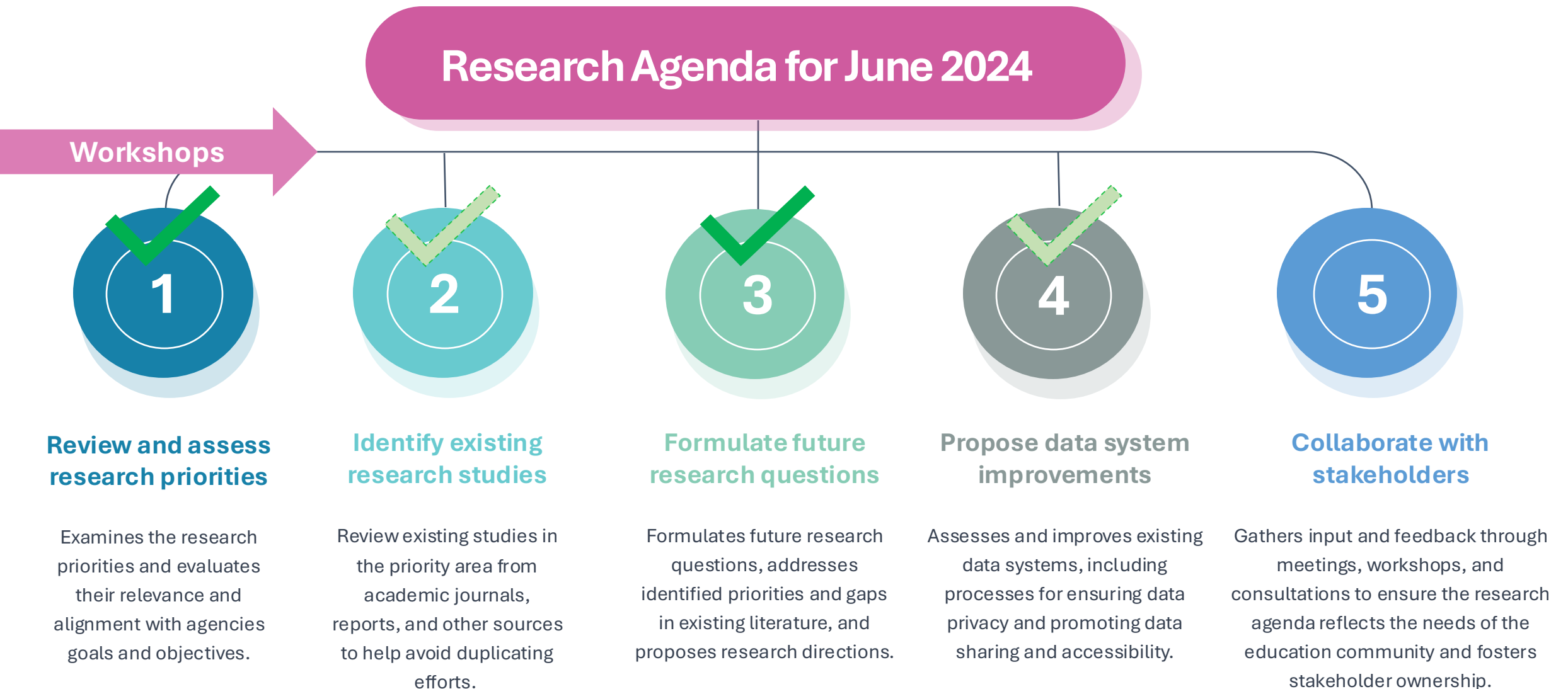
## High Needs

	SIMS	Edwin
High Needs	Students who meet any of: <ul style="list-style-type: none"><li>• DOE026 English Learner = 01 <u>or</u></li><li>• (DOE032 Special Education Placement, ages 3–5 &gt; '05' or DOE034 Special Education Placement, ages 6–21 &gt; '05') <u>or</u></li><li>• DOE019 Low Income = '01'</li></ul>	Students who meet any of: <ul style="list-style-type: none"><li>• MKEP_LEP_IND = 'Y' <u>or</u></li><li>• (MKEP_EDUC_ENV_CODE &gt; '05' or MKEP_EC_EDUC_ENV_CODE &gt; '05') <u>or</u></li><li>• MKEP_LOW_INCOME_STATUS_CODE in ('01', '02')</li></ul>

## Summary of Low-Income Filters by Year

	SIMS	SPSS	Edwin
2003 and earlier	DOE19 – Low-Income Status = '01'		MKEP_LOW_INCOME_STATUS_CODE = '01' (Low Income student)
2004 – 2014	DOE19 – Low-Income Status = '01' or '02'		MKEP_LOW_INCOME_STATUS_CODE = '01' (Student is eligible for free lunch) or '02' (Student is eligible for reduced-priced lunch)
2015 – 2021	DOE19 not used <need source of Low income>		MKEP_LOW_INCOME_STATUS_CODE = '01' (Economically Disadvantaged)
2022 – present	DOE19 not used <need source of Low income>		MKEP_LOW_INCOME_STATUS_CODE = '01' (Low Income)

# Framework for Developing the Research Agenda



# Next steps

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- Follow-up via email
- Save the date for our next meeting:  
**Tuesday, January 21, 3:00-4:30 p.m.**

Questions? Email us anytime at [E2CHub@mass.gov](mailto:E2CHub@mass.gov)