

Moving from Data for Compliance to Data for Action

In recent years the federal government has increased its support for state efforts to collect and use data to improve student achievement. A wide array of federal funding opportunities exists to help states build a secure infrastructure to support data use and ensure that students are prepared for college and careers. Because the reporting requirements for these programs are frequently developed without input from other programs and agencies, grantees are required to report data that are often uninformative or duplicative.

This spotlight offers an overview of data that are available as a result of the compliance reporting requirements of federal programs. Although not an exhaustive list, this resource provides a starting point to understand the breadth of information available, where it overlaps, and where gaps exist. The US Department of

Education's *EDFacts* initiative has addressed some of the overlap in data collection between the agency's programs and state agencies. This information is drawn from federal legislation, statute, guidance, or program information.

Stay tuned for future installments of our *Federal Spotlight* series, in which we will continue to discuss how these programs support data collection and use. We also will highlight the steps federal policymakers can take to pivot from data collection for compliance toward a system that supports the effective use of data as a measure of return on investment and as a way to increase collaboration and promote transparency.

For more information about federal programs that support the effective use of data, please visit www.dataqualitycampaign.org.

DQC'S Federal Policy Principles

Reduce Burden: Decrease duplicative data collection.

Collaboration: Encourage collaboration to link, match, and share data across sectors.

Infrastructure: Build, maintain, and innovate data systems.

Transparency: Communicate about data in a way that helps change conversations.

Capacity: Ensure public can analyze, access, and use information.

Privacy: Ensure the security and confidentiality of all student-level data.



	DEPARTMENT OF HEALTH AND HUMAN SERVICES		DEPARTMENT OF EDUCATION							DEPARTMENT OF LABOR
	Child Care and Development Fund	Head Start	Race to the Top – Early Learning Challenge	Race to the Top	School Improvement Grants	Teacher Incentive Fund	Individuals with Disabilities Education Act		Perkins	Workforce Investment Act
							Part C	Part B		
Achievement: State and national test scores, year-to-year progress for students and adults		✘	✘	✘	✘		✘	✘		✘
College and career readiness: Coursework, dropout rates, remediation, skills attainment					✘				✘	
Degree/skill/credential completion: Degrees, credentials, diplomas					✘			✘	✘	✘
Employment status: Training program participation, employment status	✘	✘							✘	✘
Health and nutrition: Insurance coverage status, overall health indicators such as body mass index, free and reduced-price lunch participation		✘								
Income/wages: Earnings, starting wages, income growth; generally tied to completion in a particular program or education area										✘
Parents and families: Familial characteristics, parental involvement, outcomes	✘	✘					✘	✘	✘	
Postsecondary persistence: Enrollment in college or postsecondary, enrollment in college-level classes									✘	
Program data: Continuous enrollment, year-to-year enrollment change, program participants and exiters, characteristics to determine program effectiveness										
School environment, resources, and success: Failing status, environment	✘	✘	✘	✘	✘			✘		✘
School leaders: Principals, principal training, evaluation methods, effective principals		✘								
Subgroups: Migrant students, minority students, economically disadvantaged students										
Teachers: Teacher preparation, teacher credentials, effective teachers, teacher evaluation		✘	✘	✘	✘	✘				

DATA COLLECTED