THE OHIO STATE UNIVERSITY

Strategic Plan

Ohio Education Research Center

The Ohio State University

John Glenn College of Public Affairs

2024-2029

THE OHIO STATE UNIVERSITY

VISION

The Ohio State University is the model 21st-century public, land grant, research, urban, community-engaged institution.

MISSION

The university is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES

Shared values are the commitments made by the University community in how we conduct our work. At The Ohio State University, we value:

- Excellence and Impact
- Diversity and Innovation
- Inclusion and Equity
- Care and Compassion
- Integrity and Respect

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS MISSION

- Prepare tomorrow's public and nonprofit leaders through education, training, and professional development.
- Help solve public problems and build knowledge in the field of public affairs through interdisciplinary research; and,
- Integrate knowledge from inside and outside the university and transfer that knowledge to external stakeholders in the public, nonprofit, and private sectors across Ohio, the nation, and the globe.

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Letter from the Dean

The late Senator John Glenn, for whom our college is named, devoted his life to the cause of others as a U.S. Marine, an astronaut, a legislator and an educator. We actively follow his call to inspire citizenship and develop leadership in pursuit of the common good. These values guide our research, teaching and engagement with the community.

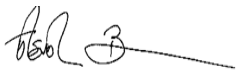
The Ohio Education Research Center (OERC) embodies these values by translating contemporary research into practical applications that improve communities throughout the state.

The center provides real-time data and analysis to our government and nonprofit partners to help inform decisions related to education, workforce development, human services and other major public policies.

Under the leadership of Professor Josh Hawley, the center helps find solutions and build knowledge through interdisciplinary partnerships, resulting in a stronger network on which policymakers can rely.

The Glenn College is proud to be the home of the OERC and a champion for its continued success. We support the center's efforts, as described in this strategic plan, to expand its portfolio and enhance its services to local and state partners in the years to come.

Sincerely,



Trevor Brown

Dean

John Glenn College of Public Affairs

Letter from the Director

I'm pleased to share the Ohio Education Research Center's five-year Strategic Plan, which outlines the center's current strengths and future opportunities for supporting Ohio's leaders with current educational research and recommendations for successful future planning.

We are proud of our 15-year track record of partnership and collaboration with the State of Ohio and colleagues in other institutions across Ohio. What started with the Ohio Department of Job and Family Services and the American Recovery and Reinvestment Act in 2009 has now become a robust infrastructure supporting educational outcomes, job development and a healthy workforce. This work spans nonprofit, private and government sectors and leverages federal, foundation and state support.

To help identify opportunities that leverage our past successes and meet the state's future needs, we conducted a self-study. This work included interviews with the center's State of Ohio clients and members of the center's governing board from higher education and the nonprofit sector. As you will see in this document, the self-study provided input related to external opportunities, analysis of the center's internal organizational structure (inclusive of operations, oversight and budget model), and suggestions for change.

Key areas of opportunity include the following:

- Structural change addressing the center's status and funding model.
- Strategic leadership and operational management changes to focus center leaders on strategy while maintaining core operations.
- Expanding the research capacity to take advantage of additional federal funds that fall within the center's scope of expertise.

We could not have come this far without the consistent collaboration of our partners across the State of Ohio. Advancing the work to meet future needs will involve the same degree of partnership, and I look forward to that future with optimism.

Sincerely,

Josh Hawley, Director
Ohio Education Research Center

Center Overview

Vision:

The Ohio Education Research Center provides evidence-based evaluation and data science support to improve Ohio's future.

Mission:

The Ohio Education Research Center provides solution-focused data and evaluation to build educational, workforce, and social and housing support for Ohio communities and government.

Key Successes:

- Secured Ohio Department of Job and Family Services partnership under the Workforce Data Quality Initiative (WDQI) in 2009-10.
- Successfully funded through the American Recovery and Reinvestment Act of 2009 (ARRA) and Race to the Top (RttT) funding in 2011.
- Developed the Ohio Longitudinal Data Archive (OLDA) in 2012 as a data management resource for both state government and external partners.
- Created the Student Success Dashboard, an early warning system for dropout prevention and piloted the dashboard with more than 20 school districts between 2012-2015.
- Designed and built dashboards for the Governor's Office of Workforce Transformation, the Ohio Department of Job and Family Services, the Department of Higher Education, and Opportunities for Ohioans with Disabilities to monitor outcomes of the state's education and workforce training programs. These included the Workforce Success Measures (2015-2022) and the Career Resource Navigator (2022-Present)
- Developed Evaluation systems to generate The Department of Education and Workforce's "One Goal" measures of postsecondary and employment outcomes for Ohio high school graduates.

History:

The education research center's 15-year history of collaboration across educational, nonprofit, private and governmental institutions has provided a foundation for success with federal, foundation and state support.

Center Launch

The OERC began in 2011 with a request from the Ohio Department of Education for a statewide research center to support activities funded under the American Recovery and Reinvestment Act of 2009 (ARRA) and Race to the Top (RttT) in 2011. This grant-sponsored activity built on a prior collaboration with the Ohio Department of Job and Family Services (ODJFS) which launched the Workforce Data Quality Initiative (WDQI) in 2009-10. The WDQI resulted in data systems to support linking workforce data to education and social service programs.

As part of The Ohio State University's John Glenn College of Public Affairs, the initial work under the OERC was conducted across several Ohio universities and non-profits. This required coordination by senior faculty and administrators and allowed us to build a strong record of collaborative work with state sponsors over time.

Deliverables focused on large-scale program investments that the federal government was making, such as an Early Warning System for dropout prevention and a data system for early childhood programs across state agencies. We completed both of those initiatives. A full record of these reports and projects, required under federal pass-through agreements, is available on the OERC website.

Ohio Longitudinal Data Archive

In 2012, the center launched the Ohio Longitudinal Data Archive (OLDA), a data management resource for both state government and external partners. The OLDA provides for secure access and governance of state data resources for approved policy and evaluation studies using Ohio records. The OLDA stores data from five state agencies (Education, Higher Education, Housing, Job and Family Services, and Opportunities for Ohioans with Disabilities). These data are available to government agencies as well as to external researchers.

The OLDA is broadly used to conduct research into outcomes of education and training, with additional opportunities for analysis related to human services, housing, and health care as the need arises. The core data holdings enable researchers to answer critical questions related to employment outcomes of higher education, the growth or decline of industries and sectors, and how educational credentials impact employment.

More than 10 years later, the OLDA now serves as the backbone for some of the most important analyses that individual agencies need to conduct.

- The governor's Office of Workforce Transformation used the OLDA to coordinate development of the Career Resource Navigator (CRN), a technical resource designed to provide individuals comparable information about the economic value of educational degrees and credentials. The CRN meets the requirements of the U.S. Department of Labor and enables better decision-making across the state.

- The Department of Education and Workforce uses the OLDA to ensure access to workforce outcomes for all high school graduates from Ohio schools as required under the Ohio Revised Code.

Partnerships and Collaboration

In the early years, we conducted formal surveys and meetings with teams from state agencies and academia. Input from these sources, such as a range of questions on the economic outcomes of education, became the basis for the center's agenda in subsequent years. The information obtained in 2013 from a series of meetings with ODJFS staff and leadership are an indication of this effort. There were a series of functional roles identified for research including the following:

- Strategic planning
- Program outcomes
- Return on investment.
- Foundational understanding of program participants

Additionally, two key topics emerged during these deliberations:

1. **Workforce:**
    - What are the impacts of on-the-job training and other subsidized services on employers? Do these services improve employee retention?
    - What are the long-term employment outcomes of different job training programs?
    - What are the impacts of OJT and other subsidized services on employers? Do these services improve employee retention?
    - How do higher education programs affect long-term earnings?
2. **Health and Human Services:**
    - What are the educational outcomes of recipients of TANF's post-secondary education services, including the number of post-secondary credits earned in the 12-month service receipt limit vs. completion of not-for-credit remediation courses?
    - What are the outcomes of services to children in foster care, adopted children, and their families?
    - What are the self-sufficiency barriers (e.g., employment, substance abuse, incarceration) that should be addressed by effective programs?

- Are there regional differences in program impact?

Eventually, these areas of focus were incorporated onto data application forms that researchers fill out to access the data.

Additional Funding Support Secured

Over the years, federal funding has been secured from the National Science Foundation, National Institutes of Health, and other sources to carry out original research. Work varies from year to year and builds on the expertise of the principal investigators and staff at Ohio State.

Dashboard Development

One of the most important developments over time has been the integration of the center's annual work into state reports or dashboards. In 2021, we provided data services and analytical support to legislatively mandated work for three state agencies – the Office of Workforce Transformation, the Department of Education, and the Department of Higher Education. These services include diverse projects such as:

- The Office of Workforce Transformation's "Workforce Success Measures"
- The OhioMeansJobs dashboard on "Workforce Data Tools"
- The Department of Education's "One Goal Measure for the State Report Card"

Current Status

With agency relationships and data systems now firmly established, the center's work has evolved from defining the overarching agenda and identifying data needs to serving research requests for agency partners.

This involves both internal and external researchers. The data system provides access to more than 40 active projects that involve state administrative records. Our team has expanded support to teams working across the United States as well as through connections within Ohio.

One of the most significant shifts has been the development of a substantial intramural research capacity in the center leveraging the longitudinal data archive. Researchers from across the university have applied to and used the OLDA to conduct path-breaking research. Dr. Bruce Weinberg from the Department of Economics, Dr. Stephanie Moulton from the John Glenn College and Dr. Jay Plasman from the College of Education and Human Ecology have all applied for and used data (between 2013-2023) from the OLDA to conduct academic research.

In addition to educational institutions and agencies, we also support state agencies working with administrative data. We are in the multi-year process of supporting the Innovate Ohio

Platform (IOP) rollout. The IOP is a service run by the Department of Administrative Services designed to facilitate data storage, access, and analysis by state government. We have supported agencies' movement of data into this system and worked to develop the staffing and resources to facilitate robust use of the data for research.

The initial funding period for the OERC was four years. Since that time the contracts have been extended on either a one-year or two-year basis, depending on the funding agreement.

For the FY25 budget cycle, we are negotiating a new two-year agreement for the work.

Strategic Scan

A self-study was conducted by the center director with support from the associate director and in consultation with the dean of the John Glenn College of Public Affairs. As a part of this process, the director or associate director interviewed members of the center's governing board and clients. The following people were interviewed:

- Lisa Gray and Kevin Duff, Ohio Excels
- Chad Aldis and Aaron Churchill, Fordham
- Hannah Halbert, Policy Matters Ohio
- Noah Sudow, Whiteboard Advisors

The interviews were conducted using similar questions.

- What are your policy priorities this year? Where do you see them going in the next five years?
- What interests do you have in the education and workforce space in the near future?
- How are you getting your information for reports/studies?
- What major sources of data have you had trouble getting in recent years? What's easy to find?
- What suggestions do you have for the OERC as we embark on our second decade?

Additionally, we reviewed priorities for the agencies we support in Ohio, as well as the federal priorities that have been developed for education and workforce data systems. Specifically, we reviewed the Ohio Education Department's Strategic Plan, as well as the Ohio Department of Job and Family Services, each of which is significant.

The director hosted meetings with the staff in 2021 to document staff perceptions of the work in the center and ascertain additional activities staff wish to pursue on the center's behalf. The following questions served as guidelines for this process.

- What should we work on? What is the appropriate balance between formal publishable work and funded contract activities for the government?
- What makes you excited to come to work? Is it the topic? The methods? The technology? The people?
- What do you tell people you do for work?
- Is there something we are completely missing an opportunity to do? Is there a new idea or program we should be exploring?

Finally, the director reviewed the key components of the center relative to other operations at large research universities in the state of Ohio and nationally. We identified three comparable centers and performed a comparative analysis of each:

- Rutgers Heldrich Center for Workforce Development
- Georgetown Center of Education and Employment
- University of Texas at Austin Ray Marshall Center for the Study of Human Resources

Conversations with the directors or associate directors for each of these centers included the following:

- Mission/vision
- Funding/operations
- Current work
- Trends or gaps in work

The External Environment

The State of Ohio relies on the center and the OLDA for significant annual support across a range of programs and one-time projects. We perform valuable services that have been increasingly recognized by high-level interactions with Ohio's executive leadership – and above all by consistent requests for work and collaborative action.

There are opportunities for the center to be more effective in its work with the State of Ohio. Research collaboration with the state is still very decentralized. For example, the Department of Education can work with the OERC, and it can provide data directly to other organizations. In another example, the Job and Family Services and Education departments both have contracts with private businesses (e.g., SAS, Deloitte, and IBM) and provide access to highly confidential administrative data.

There are ways we could help improve this situation. The DAS IOP system is a great way to share data between state agencies. There is a significant level of technical capacity in the IOP that did not exist 10 years ago. However, there isn't the same kind of "soft" capacity in data governance and research support.

Since the State envisions data as a strategic resource – the state DAS could collaborate with the OERC/OLDA team to develop the capacity to serve internal and external researchers more actively through the data center.

The Internal Environment

The OERC is a college-sponsored research center, formally a part of the John Glenn College of Public Affairs at Ohio State. In addition, the OLDA is a funded project that exists within the Center for Human Resource Research at Ohio State. The OERC maintains an advisory board chaired by the dean of the Glenn College. This board meets twice a year. The dean appoints a director of the center.

The center has produced an impressive range of work since its founding. As an academic institution, the OERC has worked to provide data and collaborative opportunities to faculty and students in support of publications and dissertations, as well as focusing on the work required to support data-based products for state and local government such as dashboards and scorecards.

What is distinctive about the center's products is the collaborative work with state and local government. Most of the publications revolve around collaborative contracts with state agencies.

1. Faculty/student publications (last 5 years).

    1. Choi, Su Sung; Jeong, Seongji; Hawley, J (2023). Middle-Aged Adults' Career Trajectories and Later Life Financial Security: Evidence from Korea. Longitudinal and Lifecourse Studies.

    2. Jeong, S. J., Choi, S. J., & Hawley, J. (2023). Mid-Aged Adults' Career Trajectories and Late-Life Financial Security: A Sequence Analysis Approach. Longitudinal and Life Course Studies.

    3. Lou, T., & Song, T. (2023). Ethnic Segregation and Immigrants' Labor Market Outcomes: The Role of Education. IZA Journal of Labor Economics, 12(1).

    4. Collura, J. Raffle, H., Stevens, M., Joseph, M. (in press). Youth-infused community coalitions. In B.D. Christens (Ed.) Cambridge Handbook of Community Empowerment. Cambridge University Press.

    5. Jeong, S. J., Choi, S. J.,& Hawley, J. (2022). How Can Urban Middle-aged Participants Increase Their Agricultural Entrepreneurship Volition During COVID-19? Evidence from South Korea. Journal of Agricultural Education and Extension.

    6. Jeong, S. J., Growth-Joynt, T., Arndt, B., DePouli, K., Dissen, Aren., and Shank, E. (2022). Exploring Employment Outcomes by Generational Temporary Assistance for Needy Families (TANF) Experience. Coleridge Training. This document was created as a data training in Coleridge and under confirmation process (not yet available to public).

7. Oslock, W.M., Satiani, B., Way, D.P., Tamer, R.M., Maurer, J., Hawley, J.D., Sharp, K.L., Williams, T.E., Pawlik, T.M., Ellison, E.C. and Santry, H.P., 2022. A contemporary reassessment of the US surgical workforce through 2050 predicts continued shortages and increased productivity demands. The American Journal of Surgery, 223(1), pp.28-35.

8. Braun, A., Hawley, J., & Garner, J. (2021). Maintaining School Foodservice Operations during COVID-19: The Case of Ohio. Current Developments in Nutrition, 5(Supplement_2), 209-209.

9. Hawley, Joshua D. 2020. "Ohio and the Longitudinal Data Archive: Mutually Beneficial Partnerships between State Government and Researchers." In: Cole, Dhaliwal, Sautmann, and Vilhuber (eds), *Handbook on Using Administrative Data for Research and Evidence-based Policy*.

10. Joshua Hawley. (2020) *Data Sciences in The Public Interest: Improving State and Local Government Performance in the Workforce* (Book for W.E. Upjohn Institute for Employment Research, Kalamazoo, MI.

11. (Editors) Navid Ghaffarzadegan, Richard C. Larson, Joshua Hawley. (2017). Special Issue, Education as a Complex System. *Systems Research and Behavioral Science*, May/June, Vol. Volume 34, Issue 3; pp. 209–374.

12. Hawley, Joshua. (2020). Workforce Data (and Knowledge) Under Pressure. *Employment Research Newsletter* 27 (3), 2.

13. Hyungjo Hur, Julie Maurer, Joshua D. Hawley. (2019). Misalignment of education and workforce outcomes: Understanding the workforce pipeline and diversity in behavior and social sciences, *Human Resource Development Quarterly* 30(3), pp. 407-435 Article DOI: 10.1002/hrdq.21343

14. Navid Ghaffarzadegan, Ran Xu, Richard C. Larson, Joshua D. Hawley (2018). Symptoms versus Root Causes: A Needed Structural Shift in Academia to Help Early Careers, *Bioscience*, 68 (10), pp. 744-745.

2. Dashboards

1. Ohio Career Resource Navigator (Released in 2022 with Ohio Governor's Office of Workforce Transformation, Ohio Department of Job and Family Services, Ohio Department of Higher Education and Opportunities for Ohioans with Disabilities, updated annually).

2. Workforce Success Measures (Developed initially in 2013 for Office of Workforce Transformation, redeveloped two times since that year, 2016 and 2020/1). Updated annually.

3. Ohio Higher Education Outcomes (Ohio Department of Higher Education) Updated annually (Developed initially in 2014; redesigned and updated in 2021).

4. OhioMeansJobs Workforce Data Tools – Ohio Workforce Supply Tool and Ohio Employment Projections (Developed initially in 2016 for the Ohio Dept. Of Higher Education, maintenance contract in place). Updated annually.

5. UI Claims Dashboard (Developed initially in 2020, maintained since that time. Updated weekly.

6. Student Success Dashboard (Developed initially in 2013 for the Ohio Department of Education). Discontinued in 2020.

7. Compact Dashboard (Developed initially in 2015 for the Columbus State Community College,) Discontinued in 2021.

3. Reports Last Five Years

    1. ADRF Education and Workforce Connections Postsecondary Education Data Model Report (2021). Ohio Education Research Center.

    2. Comprehensive Case Management and Employment Program Impact Study – Cuyahoga County Report (2020). Ohio Education Research Center

    3. Fast Forward (2020): The Future of Smart Work in Central Ohio. Ohio Education Research Center

    4. Tian Lou & Josh Hawley (2019). How do apprenticeships benefit young workers? An Evaluation of Registered Apprenticeship Programs in Ohio

    5. Josh Hawley, Tian Lou, Randall Olsen & Christopher Spence (2019) Report on the Evaluation of Ohio's Wage Pathways Program

4. Other Products

    1. Ohio's Evidence Based Clearinghouse (Ohio Department of Education and Workforce, 2019-present).

    2. Coleridge Initiative Training. The Applied Data Analytics training program was developed by the independent organization (Coleridge Initiative). The Ohio State University has hosted two separate cohorts for this training (2019 and 2020). In

addition, the team has helped lead several other training cohorts for states (e.g., Tennessee) and the federal government (U.S. Department of Labor).

Operations

The center's internal structure includes the director, an associate director, and a director of data services based at CHRR.

The center is currently run by Joshua Hawley, a professor in the Glenn College. He was part of the team that started the OERC and serves as an associate director for the Center for Human Resource Research. The associate director is Erin Joyce, who has a long history with both the OERC and education policy in the state. Dr. Lisa Neilson is the lead research scientist in charge of the data center. She has 12 years of experience with the center. As of 2024, there were 15 full-time staff as well as a data services team at CHRR. Our staffing arrangement provides flexibility in the work as we have access to many technical staff at CHRR.

Oversight

Policy Advisory Board – The Policy Advisory Board is comprised of the director, the associate director and the lead agency staff identified by the Department of Education and Workforce and the Ohio Department of Higher Education. The board guides the research agenda for the OERC that ensures that the center is addressing timely and important state government needs. The board acts as the intermediary between OERC staff and state agencies when issues arise that require course corrections or troubleshooting. The board cultivates collaborative research efforts across state agencies, including alignment with the OLDA Partnership research priorities. The board advocates for sustained funding of the OERC and identifies and addresses barriers to achieving the policy agenda (legal issues, timing of data availability, etc.).

Advisory Committee – The Advisory Committee is an appointed committee that oversees the policies and procedures of the Ohio Education Research Center. Membership includes the dean of the John Glenn College of Public Affairs and faculty from the John Glenn College of Public Affairs, the Center for Human Resource Research, the College of Education and Human Ecology, and the College of Arts and Sciences. Members are appointed by the dean of the John Glenn College of Public Affairs and serve a term of two years unless otherwise agreed. The director of the OERC serves on the Advisory Committee as an ex officio member. Duties of the Advisory Committee include:

- Development of the pattern of administration
- Periodic review of the Center
- Connection to university priorities

Budget

Since 2016 the OERC/OLDA has been kept in place through annual or bi-annual agreements between The Ohio State University and state agencies. The center maintains a collective agreement that produces funds for Ohio State to conduct specific work. This is coordinated by the ODJFS on behalf of six agencies: Education, JFS, Housing (OHFA), OOD, DODD and ODHE. This formal agreement is negotiated in the spring/summer of the budget cycle in line with agency budget cycles. In recent years, the governor's office has also participated in coordination of the funding.

This fiscal agreement provides for specific activities to be carried out. In addition, the center has a parallel data agreement that all agencies co-sign, which allows for the continued use of agency unit record data to support the projects identified by the fiscal agreement.

Meaningful Outcomes

Since 2010 the emphasis of the OERC has changed to include a more general role with state government and the larger research community which is interested in evaluating statewide programs. The original three agencies now also include the Governor's Office of Workforce Transformation, the Housing Finance Agency, and the Department of Developmental Disabilities. At other times membership has included the Ohio Department of Mental Health and Addiction Services. Moreover, some agencies have multiple divisions, and the center's projects have evolved to include work with specific agencies depending on the need.

Additionally, the center has enhanced capacity for providing internal and external researchers with access to state administrative data. This capacity is supportive of a broad range of research data and methods. The center processes applications for data from education, labor, housing and others. Data are requested over time, or in a single point of time. Individuals or teams across universities can request access to data. As a result, our team has significant experience with data stewardship.

Finally, the technical capacity the center has evolved to support various state-sponsored projects is significant. The roster of dashboards and the websites developed is representative of enhanced services across states. We have developed the technical abilities that will support other states access to similar products, or to support increased utilization by the State of Ohio. This technical capacity is a scarce resource and must be safeguarded as well through progressive HR and Talent Management practices in the university.

Opportunities

Center Status:

The center is operated by the Glenn College, and collaborations with CHRR and other OSU units occur via ad hoc administrative arrangements that need to be carefully coordinated according to the specifications of the projects and contracts involved.

Despite these administrative complexities, continuing this work provides an important public benefit. The center currently serves as an independent, impartial data resource for the state and there could be additional opportunities to support the state in this way.

Opportunities to address these challenges include:

a) **Change how the center is organized.** Three possible options include consolidating operations in one academic unit, creating a new university level center that can cross multiple academic units, or creating a new university center in partnership with the state. This has been a successful model with the Ohio Colleges of Medicine Government Resource Center or the Ohio Supercomputer Center for Computational Services, both of which are housed at Ohio State.

b) **Fund the OERC from central university operations.** Currently, there are no funds supporting the center operations from any central university office. The center receives a small subsidy from the Glenn College, which pays a fraction of one staff salary. Since 2012, all funds supporting the director's appointment have come from externally generated resources.

c) **Create user groups of researchers** to collaborate with the center on data-related tasks that state agencies may not have enough staffing to carry out. The center director and associate director can help facilitate this work.

Management and Staffing:

In addition to the director noted above, the center's internal staffing includes an associate director who helps support the work. The Glenn College and CHRR provide the director and associate director with support from human resources, finance, and sponsored project staff within their own units. At the external level, the center works closely with a team of state agency staff and leadership to ensure that the projects, data systems and operations can meet statewide needs.

The partnerships the OERC/OLDA forged early in the center's history led to significant reporting and research. The institutional framework for the involvement has changed in the last 10 years as some organizations have shifted priorities and others closed. The center and the state could use a stronger set of working relationships with non-partisan research

organizations. Focusing the center's leadership on building these relationships could tap into additional resources and knowledge.

Under the current staffing model, these opportunities would be difficult to realize. The center's staffing and management require some changes to grow and develop into a university-wide, data-oriented research organization.

Mission and Vision:

The center was established to serve two primary functions: provide data services and support statewide evaluation and research. However, the data services have grown over time to include significant work with dashboarding and data visualization. Moreover, as the original Race to the Top contract ended, the arrangements with the other state universities and nonprofits largely ended. The center still collaborates with many principal investigators outside of Ohio State but receives these requests based on investigator-initiated outreach.

Opportunities to address these challenges include:

1. **Ensure the mission and vision statements** clarify the center's role with state sponsors.

2. **Identify the subjects that are appropriate for the center to study**. The policy council should determine if the subject areas are to be constrained or broadened.

3. **Create a more permanent data center** to serve state administrative requirements, such as research, evaluation, and support for external and internal users.

Research mission:

The center has developed a strong reputation in the state and nationally for research in support of state policies. We have also conducted significant work in support of federally funded efforts such as the NIH Science Workforce effort (2010-2018) and NSF big data funding. We have pursued significant academic research funding on a periodic basis since the center has founded.

Much of our research support is from the State of Ohio and associated funders. We foresee additional needs within the next five years within the state agencies we currently serve. In addition, a strategic question for the future is what proportion of research vs. state funding should the center be pursuing.

Opportunities to address these challenges include:

1. **Determining the ideal funding mix** for the center. We would work with our state, university stakeholders and external advisors to consider what is the appropriate funding mix to ensure sound operations and meaningful outcomes.

2. **Address how the center maintains service** to state and local partners with data and evaluation, while **also competing for federal research funds**. The center's core functions would continue to revolve around the needs of state and local partners. We would also be well-positioned to leverage this expertise to pursue federal research funds that could further support our state and local partners.

3. **Study high school education outcomes**. The Department of Education and Workforce (DEW) and other public agencies are interested in tracking and analyzing high school education outcomes, such as employment and higher education. The center currently works with DEW on its One Goal project, which is designed to produce a measure of performance for high school graduates. This includes matching all students to higher education, employment, and military service – among other fields. Improving this data availability so that other agencies and researchers can work with the connected data is an important future step.

Succeeding in Our Strategic Focus Areas

Strategies and Tactics:

1. Update the center's organizational and funding models to enable expanded support for Ohio's public agencies.

   Tactics:

   a. Reorganize the center as a statewide or university entity housed within Ohio State, like other organizations.

   b. Add a full-time operations administrator to allow the center director and associate director to serve in a more strategic capacity.

   c. Build a pipeline of public sector professionals who can apply theoretical knowledge to practice by providing public affairs student interns with real-world experience in state agencies through the Public Sector Data Science internship program.

2. Provide timely and high-quality evaluation and research for local, county, state, federal and private agencies as well as other policy informing organizations.

   Tactics

   a. Build on the strong reputation and history of providing meaningful results for partners and agencies to ensure those needs continue to be met.

      i. Continue collaboration with the Center for Human Resource Research to provide administrative oversight of and conduct interdisciplinary research using the Ohio Longitudinal Data Archive (OLDA).

      ii. Conduct research aligned to a research agenda that cuts across the education continuum, from early childhood through adult workforce development.

      iii. Expand network of partners from within the university and across the state and nation, bringing research expertise to address local, state and national questions of policy and practice.

   b. Lead strategic discussions with state and agency partners to leverage the center's successful dashboard development in providing aggregate data when developing reports.

   c. Continue to develop data tools and dashboards that help policymakers and practitioners make informed decisions and improve policy and practice.

i. Work with the Department of Education and Workforce on measures of performance for high school graduates.

ii. Produce action-oriented materials, products and tools that identify emerging trends.

d. Pursue federal research funding opportunities that fall within the center's scope of expertise.

3. Facilitate a mutually beneficial cycle of knowledge creation and practical implementation regarding education and training for Ohio's educators, policymakers and community leaders.

Tactics

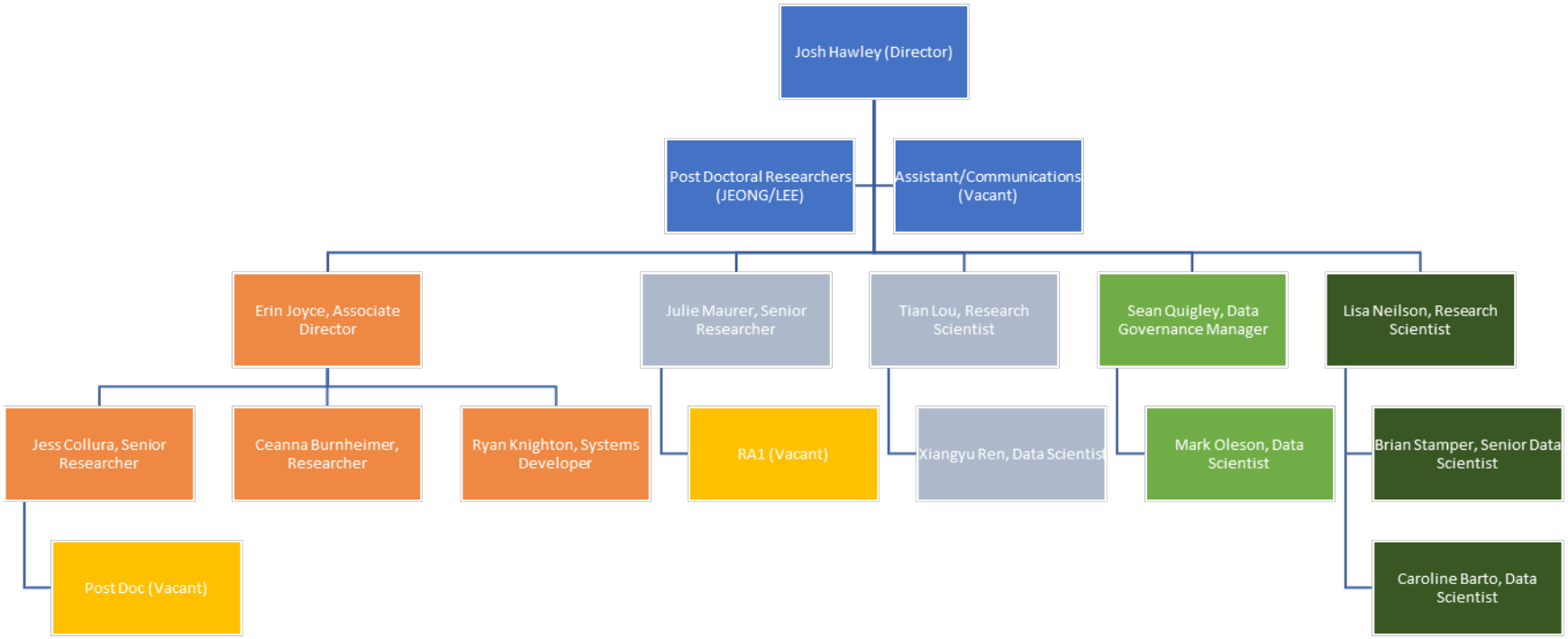
a. Enable the needs of practitioners to drive the research agenda so high-quality research has a rapid impact upon practice in the field, thus improving educational practice, policy and outcomes.

b. Foster interdisciplinary collaboration among researchers, state, regional and local agencies to link administrative data from multiple sectors so that research and data products are available to policymakers, program administrators and service providers.

c. Develop a stronger set of working relationships with non-partisan research organizations to tap into additional resources and knowledge.

d. Ensure stakeholder engagement and knowledge transfer takes place, communicating findings broadly through multiple platforms and networks to bridge research, policy and practice.

Appendix 1: Organizational Chart



Appendix 2: Staff List with Brief Biographies

Staffing

Joshua Hawley (Ed.D., Harvard, M.A., B.A. UW Madison) is the Director of the OERC and a Professor in the John Glenn College. In addition to teaching data science and education/workforce policy, he works in support of a variety of state support projects on unemployment, education, and labor force outcomes.

Julie Maurer (Ph. D., M.A. OSU, B.S. UC Irvine) is a Senior Researcher at the OERC, leading research projects and dashboards development of education and workforce data.

Seong Ji Jeong (Ph. D., M.A. Seoul National University, B.A. Sungkonghoe University) is the OERC's Post-Doctoral Scholar analyzing administrative data and evaluating education and workforce programs.

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Lisa Neilson (Ph. D., M.A. OSU,. M.Sc., B.A.Sc., University of Guelph) is a Research Scientist at CHRR. She is an OLDA analyst, manages OLDA data governance and curation, and consults with researchers on how to use administrative records for specified research projects.

Tian Lou (Ph. D., M.A. UCONN, B.A. Nankai University) is a Research Scientist at CHRR. She is a labor economist and uses Ohio administrative data to evaluate Ohio welfare and job training programs.

Brian Stamper (B.S., B.A. OSU) is a Data Science Senior Analyst at CHRR working with the OLDA and preparing extracts of data sets from the OLDA and other sources for use in various research projects.

Sungjin Lee (Ph. D. in Public Affairs, University of Missouri) is a Post-Doctoral Scholar, specializing in data analysis and policy evaluation including welfare, criminal justice, and workforce programs.

Erin Joyce (M.A. U Notre Dame, B.A. Loyola University Maryland) is the OERC and OLDA Operations Director, managing the day-to-day operations of the OERC and leading agency engagement and projects for the Ohio Analytics Partnership.

Jessica Collura (Ph. D., M.S. UW Madison, B.A. Miami University) is a Senior Research Associate at the OERC leading and supporting applied research projects focused on education.

Ceanna Burnheimer (B.A. OSU) is a Research Associate supporting OERC and collaborative project operations, scheduling, and communications and qualitative research in education.

Xiangyu Ren (M.S., M.P.A. NYU, B.S. OSU) is a Data Science Analyst at CHRR, supporting the evaluation of welfare and workforce programs.

Ryan Knighton (B.S. OSU, A.A.S. COTC) is a Systems Developer/Engineer at CHRR. In his role, he is responsible for the technical development of web-based tools and platforms for the Ohio Education Research Center.

Caroline Barto (B.S. OSU) is a Data Science Analyst centered at CHRR, assisting the OERC by extracting and processing administrative data for research purposes.

Sean Quigley (B.S. OSU) is a Data Governance Project Manager working with OERC and CHRR. He is responsible for managing projects and deliverables under the Data Science program with the ODJFS and acts as a technical liaison with stakeholders.

Mark Oleson (B.S. OSU) is a Data Management Analyst at CHRR supporting projects to evaluate welfare and workforce data.

Appendix 3: Research Using OLDA Data (2013-2023)

Description	Investigator	Organization	Year
Using measures of students' academic and labor market success to inform institutional and program accountability.	Scott-Clayton	Columbia	2013
Labor Market Returns of Educational Inputs	Ost	University of Illinois	2014
Office of Workforce Transformation's Career Resource Navigator (Workforce Success Measures) dashboard	Hawley	OERC	2014
Employment and Recidivism Outcomes	Bellair	OSU	2015
Postsecondary Education and Labor Market Relationships	Scott-Clayton	Columbia	2015
GEAR UP Evaluation	Neilson	OERC	2016
HHF Study	Holtzen	OHFA	2016
Mapping Barriers to Community College Completion among Older Learners: Identifying Malleable Factors to Improve Student Outcomes	Cummins	Miami U	2016
Registered Apprenticeship Outcomes	Hawley	OERC	2016
Workforce Supply Tool	Hawley	OERC	2016
Ohio Bioscience & Healthcare Sector Data for BioOhio	Cook	BioOhio	2017
The Effect of the Academic Calendar on Postsecondary Outcomes	Bostwick	OSU, Economics	2017
Central Ohio Labor Force Profile	JobsOhio & Columbus 2020		2018
Coleridge Initiative's Applied Data Analytics Training	Hawley	OERC	2018
College Credit Plus	Harlow	CHRR	2018
College Major, College Coursework and Post-College Wages	Light	Economics, OSU	2018
Comprehensive Case Management and Employment Program Evaluation	Hawley	OERC	2018
Exploratory analysis of the post-military employment and training experiences of veterans in Ohio.	Hawley	2018 Summer Internship - ODJFS	2018

Higher Education Workforce Outcomes Web-Based Data Too	Hawley	OERC	2018
Mapping Workforce Certificate and Degree Pathways in Ohio Are We Effectively Providing Postsecondary Training Opportunities toupport Employment Among Adult Learners?	Bozick	RAND	2018
New Skills for Youth - High School Graduate Employment Mach	Neilson	OERC	2018
Ohio Housing Finance Agency Tenant Descriptive Analysis	Neilson	OERC	2018
Wage Pathway Evaluation Study	Olsen	CHRR	2018
Assessing the Impact of the Summer Youth Employment Proam on Selected Youth Outcomes	Coulton	CWRU	2019
Data to promote a lead safe Cleveland: Quantification of dowstream outcomes	Coulton	CWRU	2019
Effects of multiple Title program enrollment and Apprenticesip on successful participant outcomes	Rizo-Patron	ODJFS	2019
Evaluation of Registered Apprenticeship Programs in Ohio	Hawley	OERC	2019
Further Education During Unemployment: Supplemental Anaysis on Reemployment and Training Services	Leung	Cornell University	2019
Future of Smart Work - Central Ohio Employment Projection	Harlow	OERC	2019
OSU Student In-Term Employment	Neilson	OERC	2019
Post-secondary Employment Outcomes	Dannemiller	ODHE	2019
Youth Vocational Rehabilitation Service Persistence	Neilson	OERC	2019
Americorps Program Evaluation	McFadden	College Now Greater Cleveland	2020
An Evaluation of Ohio's New Dual Enrollment Program	Porter	Kent State U	2020
Improving the Education and Labor Market Outcomes of Stuents in Sub - baccalaureate Postsecondary Institutions: What can we learnom Ohio's system of public career and technical centers?	Bahr	U. Michigan	2020
Multi-State Postsecondary Feedback Dashboard	Tombari	KYSTATS	2020
ODE SLDS - Postsecondary Outcomes (One Goal)	Hawley	OERC	2020
OHFA Property Owners Employment Study	Neilson	OERC	2020
Ohio UI Claims and the Covid-19 Pandemic	Hawley	OERC	2020

On-Campus Food Pantries and Postsecondary Outcomes	Light	OSU Economics	2020
Opportunity Port Evaluation	Moulton	OSU Glenn College	2020
UI Claims match to Credit Reports	Moulton	OSU Glenn College	2020
Broadband Workforce Analysis	Hawley	OERC	2021
Choose Ohio First Employment Analysis	Neilson	OERC	2021
Do Performance-Based Funding Policies Increase Grade Iflation?	Warnick	Stanford	2021
Employment First Evaluation	Neilson	OERC	2021
Evidence-Based Intervention Training for Education (EBIE) Ohio Training Data	Neilson	OERC	2021
Higher Ed Graduate Mobility	Toma	U. Kentucky	2021
The Effect of Criminal Justice Contact on Credit, Debit, an Financial Coping Outcomes	Moulton	OSU Glenn College	2021
Wages and Tenure for DoDD Providers	Neilson	OERC	2021
Broadband and 5G Workforce Supply	Maurer	OERC	2022
Democratizing Our Data - 2022	Hawley	OERC	2022
Homeowner Assistance Fund analysis	Neilson	OERC	2022
Household health shocks and labor force engagement	Moulton	OSU	2022
Labor Market Consequences of Diabetes Diagnosis	Moulton	OSU	2022
Ohio international students' education and labor market utcomes	Lou	OERC	2022
Strengthening and Diversifying the CS/IT Pipeline for Ecoomic Security and Mobility in Ohio: Technical Assistance	Mulhern	RAND	2022
Strengthening the Manufacturing Workforce in Ohio	Mulhern	RAND	2022
The Impact of University Peers and Curriculum on Studen' Outcomes	Weinberg	OSU	2022
The Role of Household Cancer Diagnoses on Academic an Labor Market Outcomes	Moulton	OSU	2022
Third Grade Reading Guarantee Outcomes	Hawley	OERC	2022
Vocational Rehabilitation and WIOA Co-Enrollment	Neilson	OERC	2022
Career and technical education in Ohio: A study on CTE prticipation, industry credentials, and impacts on student outcomes	Plasman	OSU	2023

College Majors, Student Debt, and Career Outcomes	Weinberg	OSU	2023
Effects of credit counseling on the financial outcoms of individuals who experience job loss	Moulton	OSU	2023
Good Jobs Challenge and QUEST Employment Outcoes	Maurer	OERC	2023
Industries of Ideas: A prototype system for measurig the effects of Technology and Innovation Partnerships (TIP) investents on firms and jobs (AI and electric vehicles)	Weinberg	OSU	2023
ODE Attendance Study	Hawley	OERC	2023
Tech Cred Record Verification	Neilson	OERC	2023
The Impact of Cultural Peer Effects on Doctoral Studnts	Bostwick	Kansas State U	2023
UI Equity	Lou	OERC	2023
Understanding Public Investments in Postsecondaryorkforce Development	Huffer	Columbia U	2023