



VLDS

# Virginia Longitudinal Data System (VLDS)

November 11, 2014

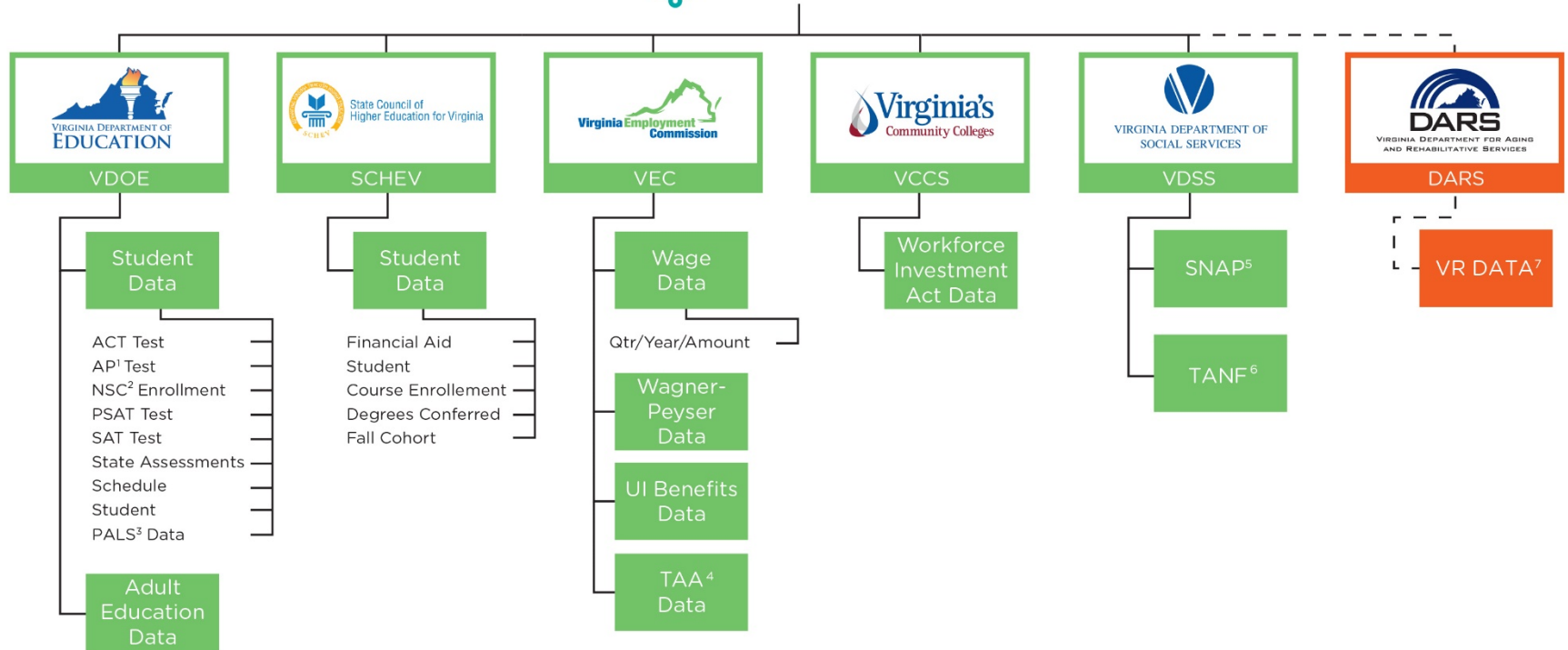
# Background

- Funded by USED through 2009 ARRA Grant
- Design/development 2010-2013
- Live - September 2, 2013
- Establishes an integrated system for the sharing and analysis of data across executive branch agencies
- Consistent with federal and state statutes and regulations
- [Video](#)

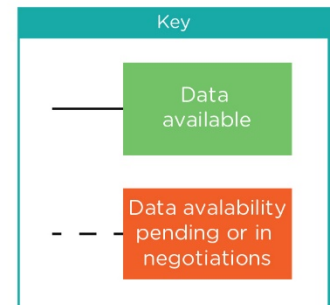
# Partners / Data Providers

- Department of Education
- State Council on Higher Education
- Virginia Employment Commission
- Virginia Community College System
- Department of Social Services  
Department of Aging and Rehabilitative Services (in process)
- Department of Labor and Industry  
(2015?)

*VLDS is extensible to allow for additional Partners to share and merge their data.*



1. Advanced Placement
2. National Student Clearinghouse
3. Phonological Awareness Literacy Screening
4. Trade Adjustment Assistance for Workers program
5. Supplemental Nutrition Assistance Program
6. Temporary Assistance to Needy Families
7. Vocational Rehabilitation Program Data



# The Burning Questions

- How can Virginia improve high school graduation rates while increasing students' preparation for college and careers?
- How can Virginia improve the preparation, recruitment, and retention of Virginia's educational personnel, including their meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools?
- How can Virginia improve performance of the public workforce system?
- By what means can Virginia's public workforce development system meet the needs of job seekers/workers and employers?

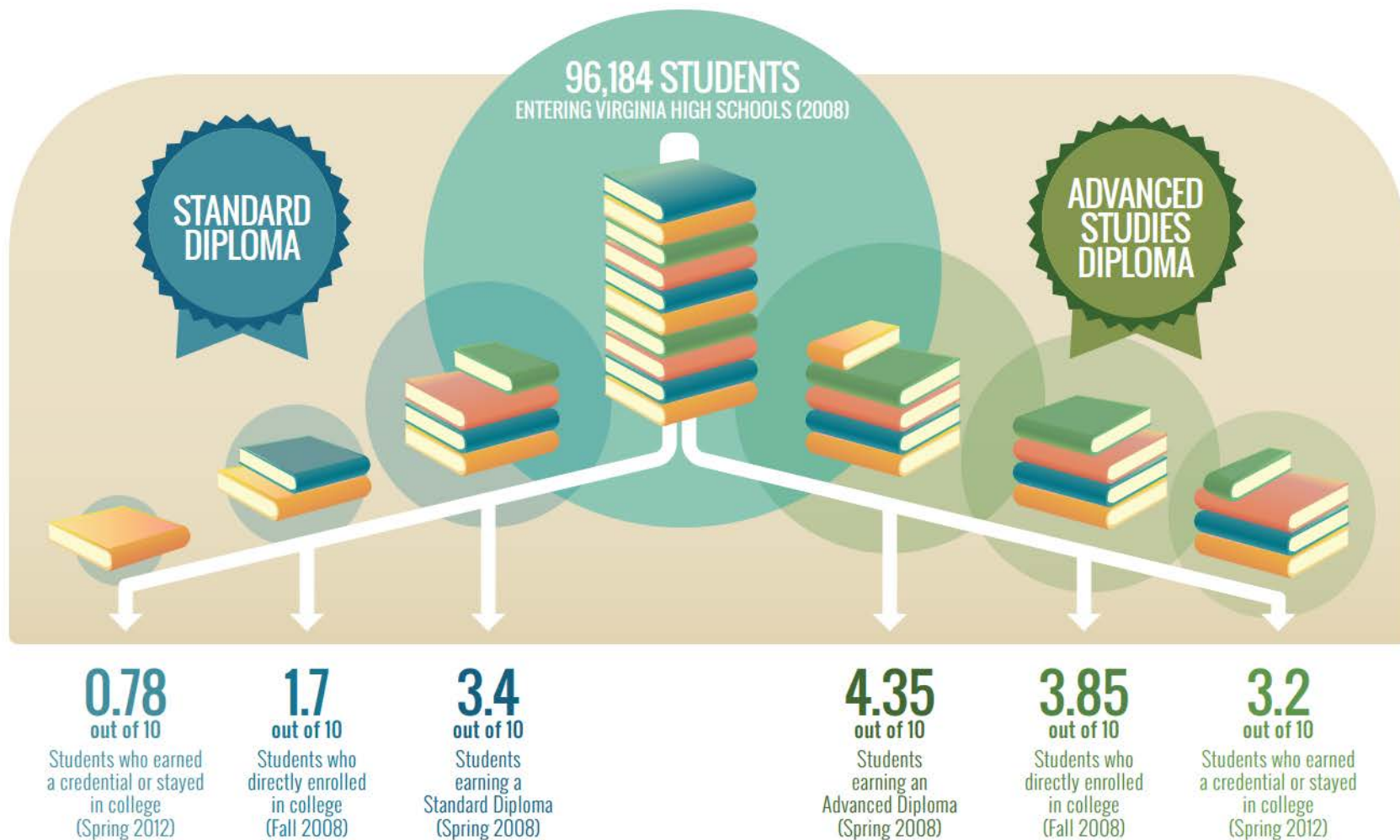
# DSS Burning Questions

- How does participation in public assistance programs (e.g. child care, WIC, Head Start, SNAP, TANF, Medicaid) in Virginia impact school readiness, school achievement, health, family cohesion, future employment, and wages?
- What is the return on investment from public assistance programs in Virginia? Are there patterns that suggest different program delivery models that may yield greater effectiveness or cost savings?
- What are the most critical health, safety, and community factors that contribute to children's school readiness and school achievement?
- What factors in the life of a foster care child have the greatest impact on school achievement and later mental, physical, and financial health?
- How does investment in early childhood health and education impact future need for and cost of public assistance?
- How many child care providers who participate in Virginia's Child Care Provider Scholarship Program go on to obtain an associate or bachelor's degree in early childhood?
- What factors contribute to the success of TANF (Temporary Assistance for Needy Families) recipients after leaving the program. In particular, are those participating in TANF work skills training programs employed and earning a living wage one or two years after completing the program? Which work skills programs have the greatest success rates?

# VDOE/SCHEV Data Insights

- Persistence and college graduation is linked to high school achievement
- CTE completers who earned Advanced Studies diplomas had the highest average wages three-months after graduating with a Bachelor's degree
- We can predict students at risk of not being successful in school

# WHY YOUR VIRGINIA DIPLOMA TYPE MATTERS



So what does this mean? Experts predict that by 2020, at least 67 percent of all jobs in Virginia will require some type of college education or training after high school (Carnevale, Smith, & Strohl, 2013). But what determines college success? This research<sup>1</sup>, sponsored by the Virginia Department of Education and made possible by VLDS, shows that the courses students take in high school make a difference in whether students enroll, persist, and complete college. Graduates who earned Virginia's two main diplomas, the Standard and Advanced Studies, on average, had different college outcomes. Four years after high school, 74% of Advanced Studies diploma earners had earned a college degree or were still enrolled, compared to only 23% of Standard diploma earners. In Virginia, taking courses required in the Advanced Studies diploma sends a strong signal that students are prepared for college and other training after high school. In most cases, the standard diploma meets minimum requirements for admission to Virginia four-year colleges and universities (public & private), however, the advanced studies diploma is aligned with the expectations of our most selective and highest performing institutions.

1. Jonas, D.L., & Garland, M.W. (2014). *High school graduates' four-year college enrollment, persistence, and completion*. Report prepared for the Virginia Department of Education. Herdon, VA: CIT Connect. Available online by visiting [tinyurl.com/CCR-May2014](http://tinyurl.com/CCR-May2014)





# Mid-Career Wage Outcomes

## Grand Total, All reporting Institutions

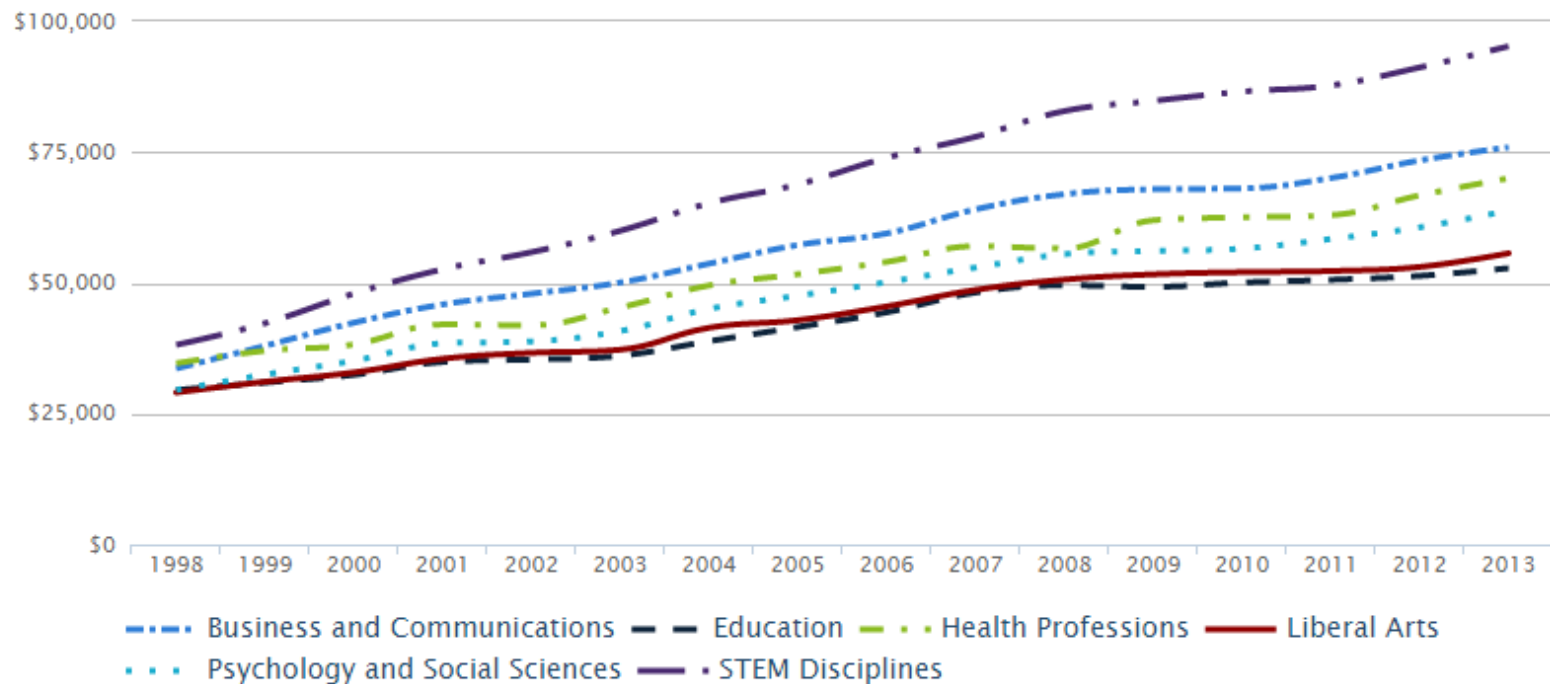
Graduates of 1992-93

Four-Year Bachelor's Degree

The chart below provides the trend of earnings at median for six groupings of disciplines for all graduates at the specified degree level.

Wage values in real dollars. Excludes individuals earning less than 150% of the federal poverty line.

Median Wages over Time



# Mid-Career Wage Outcomes

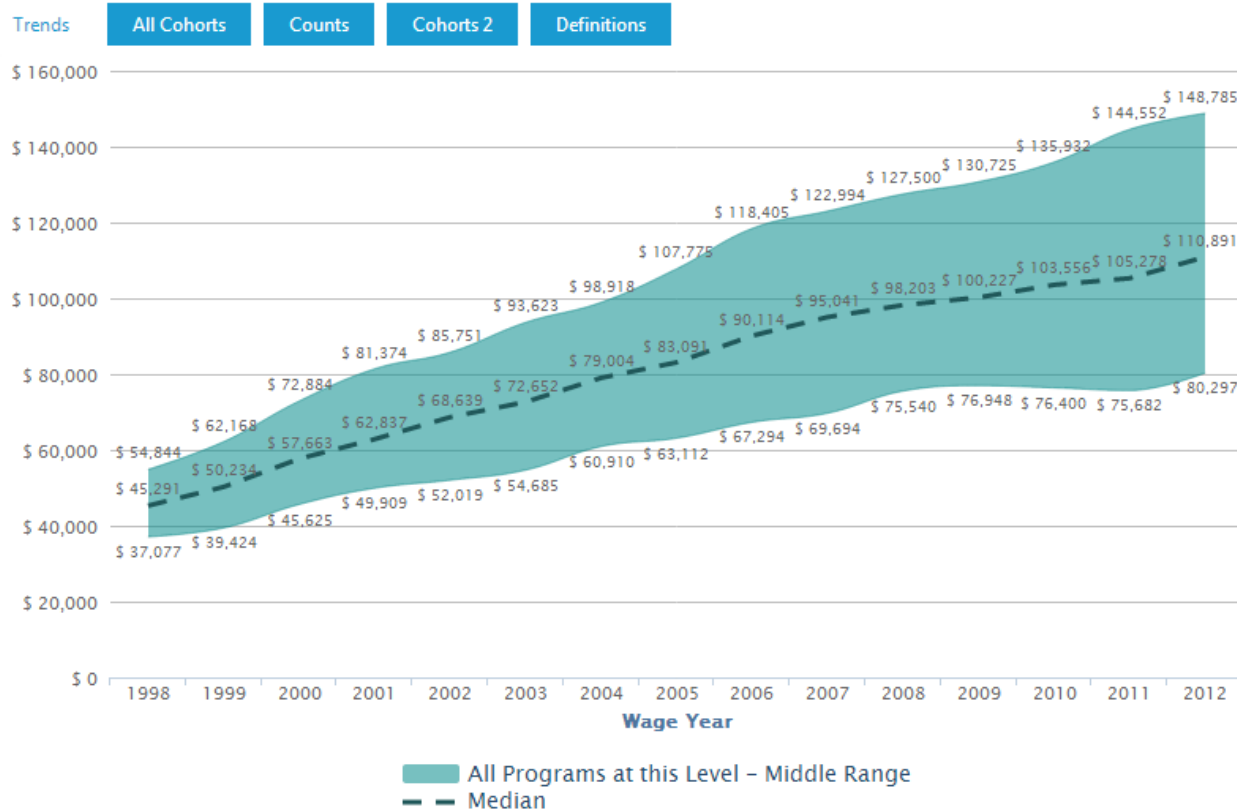
## Grand Total, All reporting Institutions

Graduates of 1992-93

Four-Year Bachelor's Degree

### Engineering

The chart below overlays the middle range of earnings (25th to 75th percentile) for the selected 2-Digit Classification of Instructional Program (CIP) Code the same range of earnings for all graduates the specified degree level. Wage values in real dollars. Excludes individuals earning less than 150% of the federal poverty line.



# State-Level Program Scorecard

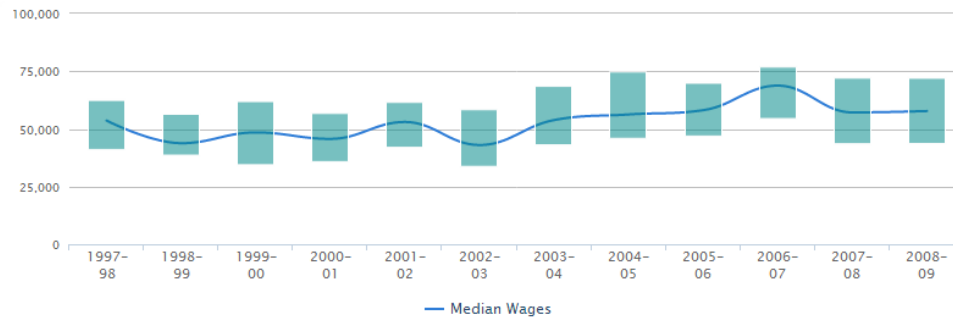
## Grand Total, All reporting Institutions

Associate's Degree (Occ/Tech Credit)

Dental Hygiene/Hygienist (51.0602)

[Programs](#)
[Enrollment](#)
[Degrees Awarded](#)
[Outcomes](#)
[Graduate Debt](#)
[Wage Outcomes](#)
[Debt and Wages](#)
[Wage Trends](#)

### Wage Trends at 3 Years Post-Completion



Note: All wage and data are limited to those graduates working in Virginia.

Degree Years	Total Graduates	% Grads in Major with Wages	% of All Grads with Wages	1st Quartile	Median Wage	3rd Quartile
1997-98	45	58%	46%	\$41,074	\$53,596	\$62,369
1998-99	66	79%	44%	\$38,613	\$43,787	\$56,332
1999-00	55	55%	47%	\$34,449	\$48,462	\$61,875
2000-01	52	62%	43%	\$35,798	\$45,664	\$56,713
2001-02	66	73%	42%	\$41,986	\$53,002	\$61,503
2002-03	55	78%	44%	\$33,754	\$43,003	\$58,319
2003-04	78	76%	47%	\$43,079	\$53,829	\$68,460
2004-05	61	82%	47%	\$45,905	\$56,260	\$74,692
2005-06	89	75%	47%	\$46,906	\$58,104	\$69,829
2006-07	65	68%	46%	\$54,461	\$68,772	\$76,814
2007-08	89	81%	45%	\$43,553	\$57,136	\$72,025
2008-09	91	76%	45%	\$43,677	\$57,743	\$71,969



(September 2014)

# Institution Profiles

## Virginia Tech

Blacksburg, VA 24061

Gen. Phone: (540) 231-6000 Fax:

Admission web page / Financial Aid web page / Net Price Calculator / College Scorecard / College Navigator / SCHEV Program Inventory

VT had 884 Post-911 GI Bill recipients enrolled in 2012, at all sites.

- Home
- Admissions
- Enrollment
- UG Origin
- Completions
- Grad. Rates
- Transfer
- Debt
- Wages
- Tuition

**84%** of all students entering in **2005-06** either graduated within an **Extended Time-to-Completion** or were continuing their enrollment in the final year of observation.

### Graduation Rates within Six Years

#### Students Entering Institution in Fall and Spring of 2007-08

Gender: All, Race/Ethnicity Status: All

Six-year institutional graduation rates compared to sector rates and the minimum and maximum values of the rates for Virginia institutions.

FTIC = First-Time in College.

Comparisons are to institutions at the same degree-level.

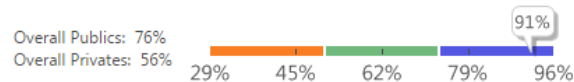
#### FTIC (All)



#### FTIC, Family Income \$50,000 - \$99,999



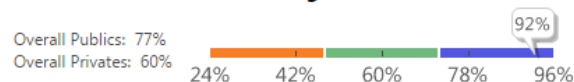
#### FTIC, In-State



#### FTIC, Family Income \$100,000 - \$149,999



#### FTIC, In-State, Direct from High School



#### FTIC, Family Income \$150,000 and Greater



# Closing Comments

- VLDS is a powerful tool for linking data and studying outcomes over time.
- SCHEV has over 20 years of student-level data to inform policy.
- No other state publishes the detail, nor provides the flexibility in use, that SCHEV does.