Virginia Longitudinal Data System (VLDS)
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

96,184 STUDENTS ENTERING VIRGINIA HIGH SCHOOLS (2008)

STANDARD DIPLOMA

0.78 out of 10
Students who earned a credential or stayed in college (Spring 2012)

1.7 out of 10
Students who directly enrolled in college (Fall 2008)

3.4 out of 10
Students earning a Standard Diploma (Spring 2008)

4.35 out of 10
Students earning an Advanced Diploma (Spring 2008)

ADVANCED STUDIES DIPLOMA

3.85 out of 10
Students who directly enrolled in college (Fall 2008)

3.2 out of 10
Students who earned a credential or stayed in college (Spring 2012)

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, 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:

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

- Business and Communications
- Education
- Health Professions
- Liberal Arts
- Psychology and Social Sciences
- STEM Disciplines
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)

Wage Trends at 3 Years Post-Completion

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

<table>
<thead>
<tr>
<th>Degree Years</th>
<th>Total Graduates</th>
<th>% Grad in Major with Wages</th>
<th>% of All Grad with Wages</th>
<th>1st Quartile</th>
<th>Median Wage</th>
<th>3rd Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>45</td>
<td>58%</td>
<td>46%</td>
<td>$41,074</td>
<td>$53,556</td>
<td>$62,369</td>
</tr>
<tr>
<td>1998-99</td>
<td>66</td>
<td>79%</td>
<td>44%</td>
<td>$38,613</td>
<td>$43,178</td>
<td>$56,312</td>
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<tr>
<td>1999-00</td>
<td>55</td>
<td>55%</td>
<td>47%</td>
<td>$34,440</td>
<td>$48,462</td>
<td>$61,875</td>
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<tr>
<td>2000-01</td>
<td>52</td>
<td>63%</td>
<td>43%</td>
<td>$35,798</td>
<td>$45,654</td>
<td>$56,713</td>
</tr>
<tr>
<td>2001-02</td>
<td>68</td>
<td>73%</td>
<td>42%</td>
<td>$41,986</td>
<td>$53,002</td>
<td>$61,593</td>
</tr>
<tr>
<td>2002-03</td>
<td>55</td>
<td>78%</td>
<td>44%</td>
<td>$33,754</td>
<td>$43,003</td>
<td>$58,319</td>
</tr>
<tr>
<td>2003-04</td>
<td>70</td>
<td>76%</td>
<td>47%</td>
<td>$42,070</td>
<td>$53,829</td>
<td>$60,450</td>
</tr>
<tr>
<td>2004-05</td>
<td>61</td>
<td>82%</td>
<td>47%</td>
<td>$45,905</td>
<td>$56,260</td>
<td>$74,682</td>
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<tr>
<td>2005-06</td>
<td>89</td>
<td>75%</td>
<td>47%</td>
<td>$46,106</td>
<td>$58,104</td>
<td>$69,820</td>
</tr>
<tr>
<td>2006-07</td>
<td>65</td>
<td>68%</td>
<td>46%</td>
<td>$34,481</td>
<td>$58,772</td>
<td>$76,814</td>
</tr>
<tr>
<td>2007-08</td>
<td>89</td>
<td>81%</td>
<td>45%</td>
<td>$42,953</td>
<td>$57,136</td>
<td>$72,025</td>
</tr>
<tr>
<td>2008-09</td>
<td>91</td>
<td>76%</td>
<td>45%</td>
<td>$43,677</td>
<td>$57,743</td>
<td>$71,069</td>
</tr>
</tbody>
</table>

(September 2014)
Institution Profiles

Virginia Tech

Blackburg, 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-R1 GI Bill recipients enrolled in 2012, at all sites.

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)
- Overall Publics: 74%
- Overall Privates: 51%
- Overall Publics: 15%
- Overall Privates: 35%
- Overall Publics: 55%
- Overall Privates: 75%
- Overall Publics: 94%

FTIC, Family Income $50,000 - $99,999
- Overall Publics: 73%
- Overall Privates: 56%
- Overall Publics: 27%
- Overall Privates: 44%
- Overall Publics: 60%
- Overall Privates: 77%
- Overall Publics: 94%

FTIC, Family Income $100,000 - $149,999
- Overall Publics: 80%
- Overall Privates: 64%
- Overall Publics: 21%
- Overall Privates: 39%
- Overall Publics: 58%
- Overall Privates: 76%
- Overall Publics: 95%

FTIC, Family Income $150,000 and Greater
- Overall Publics: 83%
- Overall Privates: 66%
- Overall Publics: 14%
- Overall Privates: 35%
- Overall Publics: 55%
- Overall Privates: 76%
- Overall Publics: 97%

VLDS
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.