It’s Time to Use Our Data!

Hawai‘i DXP Data Summit
April 8, 2016

Hans Peter L’Orange
SLDS State Support Team
Today’s Agenda

• Introduction and Setting the Stage
• Why all this Attention to Data?
• SLDS: P-20 Longitudinal Data Systems
• State Examples: What are Others Doing?
• Multi-State Data Exchange
• Your Questions and (Perhaps) Some Answers
Never has America required so many of its citizens to know so much. Never have employers sought such a broadly trained — and retrained — workforce. Never has technology transformed so rapidly and so thoroughly how Americans live and work. Never before has education after high school played such a crucial role in enabling an individual to enter the middle class. And never before has a society expected so much from ... education.

The National Center for Public Policy and Higher Education
Differences in College Attainment By Age

Source: Organisation of Economic Cooperation and Development, *Education at a Glance 2006*
Roughly half of Hispanics and African-Americans don’t complete high school within four years.

Source: National Center for Education Statistics; Common Core Data, Digest of Education Statistics, and IPEDS Graduation Rate Survey
I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma.

President Obama, Address to Joint Session of Congress, February 24, 2009
A Picture equals 1,000 Words

Those with Bachelor’s degree or better gained 187,000 jobs in the recession.

People with Bachelor’s degree or better gained 2 million jobs in recovery.

People with Associate’s degree or some college education gained 1.6 million jobs in recovery.

People with high school degree or less lost 230,000 jobs by February 2012 in recovery.

Those with high school degree or less lost 5.6 million jobs altogether in recession.

Those with Associate’s degree or some college education lost 1.75 million jobs in recession.

Employment change (Millions)
A P20W world requires more data

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>K-12</th>
<th>Postsecondary</th>
<th>Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which preschool programs best prepare students for kindergarten?</td>
<td>What's the graduation rate by high school?</td>
<td>Do high school graduates require postsecondary remediation?</td>
<td>Which industries are employing high school &amp; college graduates?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How successful are college grads in the workforce by major/credential?</td>
</tr>
</tbody>
</table>
Legislative Background

- Authorized in 2002 by the Education Sciences Reform Act and the Educational Technical Assistance Act
- The grants are cooperative agreements—more active federal government involvement than in typical grants
- Administered by the Institute of Education Sciences (IES) of the U.S. Department of Education
Goals of the Program

Enable grantees to design, develop, and implement SLDSs to efficiently and accurately manage, analyze, disaggregate, report, and use individual student P-20W (early childhood through workforce) data.

Long-term goals of the program are to:

1. identify what works to improve instruction
2. ensure grads are equipped for long-term success
3. simplify reporting and increase transparency
4. inform decisionmaking at all levels of education
5. permit creation and use of accurate, timely P-20W data
SLDS Program Evolution

2006 & 2007 Competitions

**K12**

- Number of grants: 14, 13
- Average Award: $3.7M & 4.8M

2009 Competition

**K12 + ONE**

- of the following: PreK, Postsec, Workforce, OR Student-Teacher link

- Number of grants: 27
- Average Award: $5.6M

2009 ARRA Competition

**K12 + ONE**

- of the following: K12, PreK, OR Postsec/Workforce

- Number of grants: 24
- Average Award: $4.1M

2012 Competition

**ONE**

- of the following: K12, PreK, OR Postsec/Workforce

- Number of grants: 20
- Average Award: $12.5M

2015 Competition

**ONE or TWO**

- of the following: Financial Equity and Return on Investment; Educator Talent Management; Early Learning; College and Career; Evaluation and Research; OR Instructional Support

- Number of grants: 16
- Average Award: $4.1M
To date, 47 states, DC, PR, and VI have been awarded SLDS grants totaling $721M:

- **1st Round (FY06):** Nov. 2005 – 14 grantees awarded over $52M
- **2nd Round (FY07):** June 2007 – 13 grantees awarded over $62M
- **3rd Round (FY09):** April 2009 – 27 grantees awarded over $150M
- **4th Round (FY09 ARRA):** May 2010 – 20 states awarded $250M under American Reinvestment and Recovery Act (ARRA)
- **5th Round (FY12):** May 2012 – 24 grantees awarded nearly $99M
- **6th Round (FY15):** September 2015 – 16 grantees awarded nearly $108M
“Over the past decade, States have made a great deal of progress in developing Statewide longitudinal data systems, most of them with the assistance of SLDS Program funds. This competition will focus on enhancing States' capacity to use those systems to identify problems and drive improvement efforts.”

(emphasis added)
State Examples
Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. By bridging existing data with other incoming data, a range of education programmatic and delivery questions can be answered to gauge the effectiveness of current programs and design targeted improvement strategies to help students.

SLEDS brings together data from education and workforce to:

- Identifying the most viable pathways for individuals in achieving successful outcomes in education and work.
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

The Minnesota P-20 Education Partnership governs the SLEDS system. The project is managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Department of Education (MDE), and Employment and Economic Development (DEED).

Contact Us

If you have comments, questions, or suggestions, do not hesitate to send us a message at sleds.support@state.mn.us

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MN SLEDS Data Use

Getting Prepared
Recent High School Graduates and Developmental Courses

2016

The term ‘college’ is used to reference any type of postsecondary institution, including both academic and vocational training.

All information is from the Minnesota Public High School Class of 2013. College enrollment and developmental education activity are within two years of graduation.

1. 77% of high school graduates go to college.

2. 26% of high school graduates enrolled in one or more developmental courses.

3. Among graduates enrolled in developmental education in Minnesota:
   - 85%
   - Minnesota Public Two-Year Colleges
   - Minnesota State Universities
   - Private for-profit colleges in Minnesota
   - The University of Minnesota
   - Private not-for-profit colleges in Minnesota

4. Minnesota does well in moving students from high school to college. However, gaps in enrollment exist for key groups of students, including students of color and lower income students.

5. Completion rates for developmental education enrollees had sixth year completion rates ranging from 44% at for-profit institutions to 73% at state universities.

6. Total tuition incurred by students enrolling in developmental education at Minnesota’s public institutions was $11,806,000 for the class of 2013.
Minnesota's Early Childhood Integrated Data System

Dept of Education
- K12 Enrollment & Assessment
- Early Childhood Special Education
- ACCESS (English Learners)
- EE Student
- Kindergarten Entry Profile
- Teacher licensing and organization data

Dept of Human Services
- Child Care Assistance Program
- TQRIS ("Develop")
- TANF ("MFIP")
- SNAP

Dept of Health
- Birth Records

Web Site and Answers
- How many children are served?
- In what programs are children participating?
- In what type of quality program do children participate?
- What are child outcomes over time?
Early Results: Program Participation

Statewide
School Year: 2013-14

Kindergartners Who Participated in Public Early Care and Education

2014 Total kindergartners = 70,016

NOTE: This chart shows public school kindergartners who participated in at least one of the following public early care and education programs: Child Care Assistance (CCAP), Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE) or School District Preschool (MN District Preschool) prior to Kindergarten entry. Counts of all children served in these programs as well as Head Start or pre-K Scholarships.

Test Data Only

St. Paul Public School District
School Year: 2013-14

Kindergartners Who Participated in Public Early Care and Education

2014 Total kindergartners = 4,689

NOTE: This chart shows public school kindergartners who participated in at least one of the following public early care and education programs: Child Care Assistance (CCAP), Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE) or School District Preschool (MN District Preschool) prior to Kindergarten entry. Counts of all children served in these programs as well as Head Start or pre-K Scholarships.
Early Warning System Overview

- Red flag appears by student when 1 or more indicators are failing or caution
ADVISER Student-Level View

Intervention Catalog

• Red flag disappears when an intervention is assigned.
ADVISER Teacher’s Classroom

General Overview
- Attendance
- Discipline
- Grades
ADVISER Teacher’s Classroom

Writing Objectives for each student
ADVISER School Summary

Rolls up student level information
The UNC Data Dashboard is an interactive, online database that gives students, parents, policymakers and taxpayers expanded access to detailed system data on selected core measures. This new tool reflects UNC’s commitment to increase transparency, better track and measure our productivity, efficiency, and impact, and demonstrate greater accountability to the people of North Carolina.

For the best dashboard experience, we recommend the use of Chrome or Firefox browsers. Compatibility with tablet devices, mobile phones, or Internet Explorer 10 is under development and coming soon.
## North Carolina Transfer Students

### GPA During 1st Year

![Graph showing GPA During 1st Year](image)

### Percentage of Transfer Students with 1st Year GPA At or Above... (Fall 2014 Cohort)

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>83%</td>
<td>77%</td>
<td>69%</td>
<td>60%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>2.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### GPA During 1st Year

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Transfer Students</th>
<th>Transfer Student Courses</th>
<th>Transfer GPA</th>
<th>Non-Transfer Students</th>
<th>Non-Cour</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>2006</td>
<td>5,878</td>
<td>55,028</td>
<td>2.79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2007</td>
<td>6,104</td>
<td>57,105</td>
<td>2.85</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>6,331</td>
<td>59,709</td>
<td>2.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>6,657</td>
<td>63,787</td>
<td>2.88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>7,093</td>
<td>68,712</td>
<td>2.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>7,112</td>
<td>68,771</td>
<td>2.91</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
North Carolina Workforce Outcomes

**HIGHLY PAID UNIVERSITY DEGREES**

Top-Paying Bachelor’s Degree Programs
(By Median Wage After 5 Years of 2007-2008 Graduates from All University of North Carolina System Schools)

- Nuclear Engineering
- Computer Engineering, General
- Electrical & Electronics Engineering
- Chemical Engineering
- Mechanical Engineering
- Engineering, General
- Mechanical Engineering/Mechanical Technology/Technician
- Construction Engineering
- Applied Mathematics, General
- Medical Radiologic Technology/Science – Radiation Therapist

**HIGHLY PAID COMMUNITY COLLEGE DEGREES**

Top-Paying Associate’s Degree Programs
(By Median Wage After 5 Years of 2007-2008 Graduates from All North Carolina Community Colleges)

- Cardiovascular Technology (Invasive and Non-Invasive)
- Radiation Therapy Technology
- Fire Protection Technology
- Nuclear Medicine Technology
- Clinical Trials Research Associate
- Electrical Engineering Technology
- Associate Degree Nursing
- Dental Hygiene
- Medical Sonography
- Cardiovascular Sonography

Data Source: NC Common Follow-up System
North Carolina Educator Preparation

Technical Note:
These tables reflect data on the UNC system's productivity of initially licensed teacher education graduates and alternative licensure completers. Alternative licensure completers are prepared through alternative teacher education programs. These programs prepare qualified individuals who do not have an undergraduate degree in education to teach in elementary, middle, and/or high schools. The data was obtained from UNC General Administration's Office of Institutional.
## 2014 Kentucky Postsecondary Feedback Report

Data for the Kentucky Postsecondary Feedback Report comes from the Kentucky Longitudinal Data System (KLDS). Employment data in this report are limited to workers employed in firms covered by the Kentucky Unemployment Insurance System. We estimate that covers over 90% of people employed in the state. The Postsecondary Feedback Report is divided into five sections. Section A gives a snapshot about a recent class of students. Section B gives employment outcome information about graduates. Section C provides information about students who transferred. Section D provides data about graduates who continued their education. Section E provides data about students who left in academic year 2012 without graduating or transferring.

### A. What were the recent enrollment and graduation numbers for Northern Kentucky University?

In order to ensure the confidentiality of individuals, some data items have been redacted. Redacted data are represented by an asterisk (*).

<table>
<thead>
<tr>
<th>Academic Year 2012 Profile</th>
<th>Northern Kentucky University</th>
<th>Kentucky 4-Year Public Comprehensive Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(summer 2011, fall 2011, and spring 2012 terms)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Total enrollment</td>
<td>17,725</td>
<td>84,998</td>
</tr>
<tr>
<td>2. Undergraduate enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Full-time</td>
<td>14,701</td>
<td>70,056</td>
</tr>
<tr>
<td>b. Part-time</td>
<td>11,292</td>
<td>55,116</td>
</tr>
<tr>
<td>3. Graduate enrollment</td>
<td>14,701</td>
<td>8,797</td>
</tr>
<tr>
<td>a. Full-time</td>
<td>3,409</td>
<td>14,940</td>
</tr>
<tr>
<td>b. Part-time</td>
<td>3,025</td>
<td>15,464</td>
</tr>
<tr>
<td>4. Number of graduates</td>
<td>2,740</td>
<td>14,289</td>
</tr>
<tr>
<td>5. Bachelor's degree earners by origin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. In-state</td>
<td>1,937</td>
<td>9,728</td>
</tr>
<tr>
<td>b. Out-of-state</td>
<td>854%</td>
<td>27.7%</td>
</tr>
<tr>
<td>6. Graduate degree earners by origin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. In-state</td>
<td>717</td>
<td>3,770</td>
</tr>
<tr>
<td>b. Out-of-state</td>
<td>58.7%</td>
<td>69.1%</td>
</tr>
<tr>
<td>7. Students who left without re-enrolling at any institution in academic year 2013</td>
<td>41.3%</td>
<td>30.9%</td>
</tr>
</tbody>
</table>

### Quick Statistics

What happened to the academic year 2012 graduates of this institution one year later?

- Employed in Kentucky: 54.2%
- Continued education: 6.0%
- Not employed in Kentucky and not continuing education: 39.8%

What were the average earnings in Kentucky for academic year 2008 graduates of this institution five years later?

- Associate degree earners: $43,142
- Bachelor's degree earners: $35,192
- Graduate degree earners: $48,737
- Professional degree earners: $42,840
Kentucky University Feedback Report

Academic Year 2008 Bachelor's Degree Earners who Continued their Education within 5 Years

- In-State 4-Yr Public: 16.6%
- In-State 2-Yr Public: 1.1%
- In-State 4-Yr Independent: 2.2%
- Other In-State or Proprietary or Out-of-State: 9.2%

Employment and Continuing Education One Year After Academic Year 2012 Students Left this Institution

Graduates
- Continued Education, Not Employed in KY: 54.2%
- Employed in KY: 6.0%
- Not Employed in KY and Not Continuing Education: 39.8%

Students who Left Without Graduating
- Transferred: 34.8%
- Left (dropped out), Not Employed in KY: 25.9%
- Left (dropped out), Employed in KY: 39.3%

Individuals who are not identified as working in Kentucky may be employed in another state. Institutions located near the state border may be affected by this to a greater degree.

Note: This Kentucky Postsecondary Feedback Report was produced using data from the Kentucky Longitudinal Data System (KLDS) and provides information at a deeper level and in a different format than previous reports. If you intend to compare data from this report to others, please review the technical notes for each to ensure that the data are comparable. For more information, please visit [http://KCEWS.ky.gov](http://KCEWS.ky.gov) or e-mail KCEWS@ky.gov.

Kentucky Unbridled Spirit

September 17, 2014
2014 Kentucky Teacher Preparation Feedback Report

Data for the Kentucky Teacher Preparation Feedback Report comes from the Kentucky Longitudinal Data System (KLDS). The report is divided into three sections. Section A compares enrollment and graduation information for all students with those students in teacher preparation programs. Section B provides data about time-to-employment for first-time teaching graduates with a Bachelor's degree, as well as retention rates for those graduates who were employed as certified public K-12 employees within one year of graduating. Section C maps districts of employment for several recent cohorts of first-time teacher preparation graduates who earned a Bachelor's degree.

A. What were the recent enrollment and graduation numbers for University of Louisville?

In order to ensure the confidentiality of individuals, some data items have been redacted. Redacted data are represented by an asterisk (*).

<table>
<thead>
<tr>
<th>Academic Year 2011-2012 Profile</th>
<th>University of Louisville</th>
<th>4-Year Public and Independent Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Total, all majors</td>
<td>24,839</td>
<td>175,600</td>
</tr>
<tr>
<td>b. Teacher preparation programs</td>
<td>731</td>
<td>11,922</td>
</tr>
<tr>
<td>c. Percent of total enrollments in teacher preparation programs</td>
<td>2.9%</td>
<td>6.8%</td>
</tr>
<tr>
<td>2. Undergraduate enrollment</td>
<td>367</td>
<td>8,617</td>
</tr>
<tr>
<td>3. Graduate enrollment</td>
<td>364</td>
<td>3,305</td>
</tr>
<tr>
<td>4. Bachelor's degree earners</td>
<td>88</td>
<td>2,273</td>
</tr>
<tr>
<td>a. In-state origin</td>
<td>*</td>
<td>79.4%</td>
</tr>
<tr>
<td>b. Out-of-state origin</td>
<td>*</td>
<td>20.6%</td>
</tr>
<tr>
<td>5. Graduate degree earners</td>
<td>165</td>
<td>1,010</td>
</tr>
<tr>
<td>a. In-state origin</td>
<td>86.7%</td>
<td>84.1%</td>
</tr>
<tr>
<td>b. Out-of-state origin</td>
<td>13.3%</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

Quick Statistics

What happened to academic year 2011-2012 first-time teaching graduates with a Bachelor's degree from this institution one year later?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Median Annual Salary **</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Employed in Kentucky as a certified public K-12 employee</td>
<td>41.3%</td>
<td>$40,118</td>
</tr>
<tr>
<td>b. Employed in the education industry in Kentucky, but not as a certified public K-12 employee</td>
<td>32.0%</td>
<td>$14,219</td>
</tr>
<tr>
<td>c. Employed in Kentucky, but not in the education industry</td>
<td>13.3%</td>
<td>$14,312</td>
</tr>
<tr>
<td>d. Not employed in Kentucky, but continuing education</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>e. Not employed in Kentucky and not continuing education</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Median annual salary includes total salary for all jobs in MUNIS. Median wages include total wages for jobs covered by the Kentucky unemployment insurance system.
Districts of Employment for the University of Louisville's First-Time Teaching Graduates with a Bachelor's Degree from 2008-2012*

* Includes all first-time teaching graduates with a bachelor's degree from academic years 2007-2008 to 2011-2012 who were employed as certified public K-12 employees in Kentucky during the academic year immediately following graduation.
Did You Know...

18% of the class of 2013 high school graduates who enrolled in postsecondary and went to an out-of-state college in 2013-14

Washington's Education Research & Data Center (ERDC) partners with other state agencies to link data in order to understand how the education system is serving Washington citizens. ERDC focuses on analyzing the transitions between education systems and between education and workforce systems. These longitudinal analyses result in feedback reports and research briefs for use by policy makers, students and parents so they can make data-informed decisions.

Recent Reports
- Assessment of the General Educational Development Certificate on Earnings for Washington High School Dropouts

Quick Links
- High School Feedback Reports
- Statewide Public Four-Year Dashboard
- Postsecondary Graduate Earnings Report
- Higher Education Finances

erdc@ofm.wa.gov
(360) 902-0599
Undergraduate First Time Students Success in College Courses

**Years:**
- 2007-08
- 2008-09
- 2009-10

**Institution and Statewide:**
- Statewide
- Central Washington University
- Eastern Washington University

Filtered by: 2007-08, Statewide

**Total Students:** 7,233

**What you are looking at:**
Percentage of direct from high school students who complete college-level Math and English courses within the first two consecutive academic years. Because this metric calculates...
Students' participation in K-12 programs that support student learning and development play a role in academic success. Figure 7 shows that compared to high school graduates and those who transferred, students who dropped out had a higher proportion of participation in a special education (16%) and/or bilingual programs (6%).
## Earnings Information for WA Graduates Employed in WA

### Earnings Report

**Award Year:** 2011-12  
**Organization:** All organizations  
**Award Level:** Certificate requiring at least one year  
**Field of Study:** Health Professions And Related Programs  
**Options:** Show only programs with earnings data  
**Sort by:** Institution

---

<table>
<thead>
<tr>
<th>Institution</th>
<th>Field of Study</th>
<th>Award Year</th>
<th>Information</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate requiring at least one year of study</td>
<td>Health Professions And Related Programs</td>
<td>2011-12</td>
<td>Wage records analyzed (count)</td>
<td>2,042</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2011-12</td>
<td>Median Earnings</td>
<td>30,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Associate Degree | Health Professions And Related Programs | 2011-12    | Wage records analyzed (count)     | 2,551|      |      |      |      |
|                  |                                          | 2011-12    | Median Earnings                   | 47,300|      |      |      |      |

| Bachelor's Degree | Health Professions And Related Programs | 2011-12    | Wage records analyzed (count)     | 876  |      |      |      |      |
|                  |                                          | 2011-12    | Median Earnings                   | 59,300|      |      |      |      |

| Master's Degree   | Health Professions And Related Programs | 2011-12    | Wage records analyzed (count)     |      |      |      |      | 876  |
|                  |                                          | 2011-12    | Median Earnings                   |      |      |      |      | 59,300|
Earnings in Washington

Earnings Information for WA Graduates Employed in WA

Select an Award Level
- Certificate
- Apprenticeship
- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctoral-Professional
- Doctoral-Research

Award Year/Salary Year
- 2007-08
- 2008-09
- 2009-10
- 2010-11
- 2011-12
- 2013

2013 Median wage for Bachelor's Degree Graduates in 2012 after graduation by institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue College</td>
<td>$48,200</td>
</tr>
<tr>
<td>University of Washington</td>
<td>$41,400</td>
</tr>
<tr>
<td>Washington State University</td>
<td>$39,900</td>
</tr>
<tr>
<td>Central Washington University</td>
<td>$36,700</td>
</tr>
<tr>
<td>Eastern Washington University</td>
<td>$34,100</td>
</tr>
<tr>
<td>Western Washington University</td>
<td>$32,900</td>
</tr>
<tr>
<td>The Evergreen State College</td>
<td>$30,200</td>
</tr>
<tr>
<td>All organizations</td>
<td>$37,900</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Median Wages for 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer And Information Sciences And Support Services</td>
<td>$69,400</td>
</tr>
<tr>
<td>Engineering</td>
<td>$65,700</td>
</tr>
<tr>
<td>Health Professions And Related Programs</td>
<td>$59,300</td>
</tr>
<tr>
<td>Engineering Technologies And Engineering-Related Fields</td>
<td>$55,000</td>
</tr>
<tr>
<td>Mathematics And Statistics</td>
<td>$49,100</td>
</tr>
<tr>
<td>Business, Management, Marketing, And Related Support Services</td>
<td>$43,800</td>
</tr>
<tr>
<td>All Programs</td>
<td>$37,900</td>
</tr>
<tr>
<td>Architecture And Related Services</td>
<td>$36,900</td>
</tr>
<tr>
<td>Education</td>
<td>$36,300</td>
</tr>
<tr>
<td>Philosophy And Religious Studies</td>
<td>$36,200</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>$36,000</td>
</tr>
<tr>
<td>Communication, Journalism, And Related Programs</td>
<td>$34,600</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>$34,300</td>
</tr>
<tr>
<td>Law Enforcement, Firefighting And Related Protective Services</td>
<td>$34,000</td>
</tr>
<tr>
<td>Area, Ethnic, Cultural, Gender, And Group Studies</td>
<td>$33,900</td>
</tr>
<tr>
<td>Natural Resources And Conservation</td>
<td>$33,800</td>
</tr>
</tbody>
</table>
Welcome to the **RI DataHUB**, a place to explore and use data to address key issues and improve the policies, programs, and services that affect Rhode Islanders.

**DATA STORY:**
What is Adult Education's role in helping Rhode Island's workforce compete more effectively?
Data Stories

What can all the data tell us?

On this page are "Data Stories." These stories, or guided tours through selected data, introduce new RI DataHUB users to the world of WEAVE software. Starting with an Essential Question, the stories walk the user through an example of how researchers, policy-makers, and the public might use this powerful analytical tool. Nested within each data story are numerous "tips and tricks" for visualizing data with the graphing options of WEAVE’s interactive software.

Browse by Tags

- Attendance
- Higher Education
- Absenteeism
- Chronic Absenteeism
- Math
- Middle School
- College
- Education Demographics
- Postsecondary
- Maternal Health
- GPA
- Lead Poisoning
- Out-Of-School Time
- Disaffection
- Drug Use
- Remedial
- Economy

Health and Social Assistance in Rhode Island’s Economy

This story looks at the distribution of wages for jobs in RI’s Health Care sector.

Sources: RI DLT

Voting Habits of Rhode Island’s Young Adults

Sources: U.S. Census, RISCOS

Young Adults in RI’s Education-to-Career Pipeline

Sources: RIDEL, RIOPC, RI DLT

RI’s College to Career Landscape

How do the fields of study of recent URI, RIC, and CCRI graduates relate to their place in the state’s employment landscape?

Sources: U.S. Census, RIOPC, RI DLT

Educating for a Stronger Workforce

This story investigates the details of educational building blocks and their relationship to completion of diplomas, degrees, and certificates.

Sources: RIDE

RI’s Out-of-School Time Programs

Preparing children for college, career, and life takes more than just reading, writing, and math.

This story examines the critical role that out-of-school time programs in Rhode Island play in promoting youth well-being.

Sources: RIDE

Substance Use at Barrington Middle and High School

This story examines the results of the BAY Team’s bi-annual Youth Survey. It focuses on the starting age and frequency of drug use by Barrington students both between grades and over time.

Sources: RIDEL

The Educational Costs of Unhealthy Housing

Environmental records in the home such as lead, mold, allergens, carbon monoxide, pesticides, and radon harm thousands of children in Rhode Island each year. This story examines the educational costs of unhealthy housing, using lead poisoning as our proxy for unhealthy housing.

Sources: Health, RIDEL

High School Chronic Absenteeism & College Persistence: Linking K-12 data to Post-secondary outcomes

A data story previewing the linkage of data from K-12 to higher education.

Sources: RIDE, RIS, RIOPC

Children and Youth Cabinet (Roger Williams HS)

Part two of the working data story for and with the Providence Mayor’s Children and Youth Cabinet. The primary goal of this part of the story is to understand factors affecting attendance in middle school. Our focus school is Roger Williams Middle School.

Sources: RIDE

Children and Youth Cabinet (PAIS & Cooley HS)

Final installment of the Children and Youth Cabinet story. The working data story for and with the Providence Mayor’s Children and Youth Cabinet. The primary goal of this part of the story is to understand factors affecting attendance in middle school. Our focus school is Roger Williams Middle School.

Sources: RIDE
Young Adults in RI's Education-to-Career Pipeline

The experience of young adults who have advanced through RI's public education system and entered the workforce offers insight into the state's school-to-career pipeline. A previous data story looked at early college outcomes for a group of RI public school students.

Now, with nearly a decade of data, we examine how the educational experience of these students is shaping the start of their careers. This story looks at factors such as educational attainment and field of study to see how they relate to later employment in RI.
The Importance of the Young Adult Workforce

The young adults under study were part of a 2014 DataHUB analysis of the demographics of RI's young adults, which presented information on employment and social characteristics. Why study this group? For one thing, at 11.4% of the population, young adults are a bigger force in RI than in the rest of New England (9.8%) or in the country as a whole (10.0%). For another, as recent workforce entrants, their experience provides insight into our ability to prepare the next generation to meet emerging job demands.

Studying the education-to-career pathway of young adults can yield important information about workforce patterns that will shape RI’s economy in the years to come. With both the state and students seeking to gain the most from their investment in education, this information may also help guide choices that will align education and training with RI’s projected industry requirements.

The Pipeline: RI Public Education through College and the Workforce

The Math Preparation and Postsecondary Success Data Story examined initial higher education outcomes for a “pipeline” of students from Rhode Island’s public schools. In the current story, we take an in-depth look at the portion of these students who:

- were originally enrolled in 8th grade in Rhode Island public schools in the 2005-06 school year;
- progressed through 11th grade in Rhode Island public schools “on time” in the 2008-09 school year; and
- have since enrolled at URI, RIC, or CCRI – Rhode Island’s public institutions of higher education.¹

By now, these students are earning certificates, associate’s degrees, and bachelor’s degrees. We’ll relate these students’ education attainment and field of study with their place in the state’s employment landscape.

In the charts that follow, graduates are those who have earned a degree or certificate from URI, RIC, or CCRI; current students are those who are enrolled at one of these institutions. Some overlap exists between these groups, as students may have earned a certificate or degree and later enrolled for further studies.

¹ About 55% of the group progressing through 11th grade enrolled at URI, RIC, or CCRI by fall 2014. This is consistent with figures from a National Center for Educational Statistics study, which found that 56.3% of high school students in a national cohort enrolled in any of a roughly comparable set of institutions (a four-year public postsecondary institution, a two-year institution, or a less than two-year institution).
Graduates by Latest Degree or Certificate

## Associate’s Degree Breakdown

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>250</td>
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<tr>
<td>Science</td>
<td>50</td>
</tr>
<tr>
<td>Business</td>
<td>30</td>
</tr>
<tr>
<td>All Others</td>
<td>10</td>
</tr>
<tr>
<td>Applied Science</td>
<td>5</td>
</tr>
</tbody>
</table>

## Bachelor’s Degree Breakdown

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (all ..)</td>
<td>300</td>
</tr>
<tr>
<td>Arts</td>
<td>200</td>
</tr>
<tr>
<td>Business</td>
<td>100</td>
</tr>
<tr>
<td>Nursing</td>
<td>50</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>10</td>
</tr>
<tr>
<td>Other Bachelor ..</td>
<td>5</td>
</tr>
</tbody>
</table>
Conclusions

What can we learn from school, industry, and wage data for this group of RI students?

Keeping Talent in RI

- Young adults are staying in RI in large numbers for both college and early work experience.
- To keep talented workers in state over time, industries need to provide jobs that offer a living wage, while students and schools must align education choices with industry needs.

Challenges and Opportunities for Young Workers

- The recent graduates under study are more likely than counterparts in the overall workforce to work in traditionally low-wage industries (e.g., retail trade) and less likely to work in key higher-wage industries such as manufacturing or construction.
- Although industries of employment may change as more of these young adults move into full-time jobs, the prevalence of low-wage industries among this group signals an opportunity to select areas of study that will provide the skills needed to fill future workforce gaps.

Maximizing the Wage Benefits of Higher Education

- Many students progressing through RI’s public secondary schools enroll in public higher education and thus have at least some college experience.
- Even just 18 months out, the impact of earning a certificate or degree on the wages of young adults in RI is substantial. To gain the full benefits of higher education, students need to assess their ability to manage the academic, time, and financial demands of college before enrolling.
The State of
State Postsecondary
Data Systems

2012 Update on Data Sharing
with K-12 and Labor

November 2012
2010 Original Report

• Research Question
  What are the characteristics and uses of state-level postsecondary student unit record systems (SURS)?

• Key Findings
  o Growing number of agencies (19) were collecting data from independent institutions.
  o Social Security Number was the primary ID used in most agencies.
  o Agencies challenged by managing external data requests and developing interfaces for public access to SUR data.
2012 Update

• Focused on **Data Sharing Practices** across sectors

• **Key Findings:**
  - Data sharing between agencies grew rapidly from 2010 to 2012, either through P-20 data warehouses or federated models
  - 28 postsecondary agencies had access to K-12 and workforce data elements
Purpose of 2016 Report

• What data are collected by higher education agencies?

• More importantly, how are these data being used to inform policy?
Postsec / K-12 Linkages

45 Agencies in 39 States Currently Link or Plan to Link Postsecondary to K-12 Data Agencies
44 Agencies in 39 States Currently Link or Plan to Link Postsecondary to Labor Data Agencies
30 States’ Postsecondary Agencies currently have access to K-12 and Workforce Data

- WA Detail: OFM - Has access
  - SBOE - Has access
  - WSAC - No access

- MN Detail:
  - MDH - Has access
  - NISC - Labor only

- NY Detail:
  - CUNY - Has access
  - SUNY - K-12 Only
  - NYSED - No access

- CA Detail:
  - CGC - Has access
  - CSU - No access
  - UC - Has access

- FL Detail:
  - BOCJC - K-12 Only
  - DOE - Has access

- Has Access to both K-12 and Labor/Workforce Data Elements
20 Agencies in 18 States Currently Link or Plan to Link Postsecondary to Early Childhood Data
# Summary of Linkages

<table>
<thead>
<tr>
<th>Postsecondary Linkages to:</th>
<th>2010</th>
<th>2012</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>20</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Workforce</td>
<td>23</td>
<td>27</td>
<td>44</td>
</tr>
</tbody>
</table>
## Findings - General Uses

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generating reports and statistics (internal and external)</td>
<td>56</td>
</tr>
<tr>
<td>Decision / policymaking</td>
<td>54</td>
</tr>
<tr>
<td>Research</td>
<td>53</td>
</tr>
<tr>
<td>Cross-sector collaboration (K12, labor, etc.)</td>
<td>51</td>
</tr>
<tr>
<td>Consumer information</td>
<td>43</td>
</tr>
<tr>
<td>External Reporting (Complete College America, Achieving the Dream, SREB, etc.)</td>
<td>39</td>
</tr>
</tbody>
</table>
"WICHE and its 16 member states and territories work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education’s contributions to the region’s social, economic, and civic life."

I am a . . .

► Student or Parent
► Policymaker or Researcher
► Educator, Faculty Member, or Administrator
► Healthcare or Behavioral Health Stakeholder
► Business or Community Leader

Recent WICHE Publications
MLDE History and Development

• 2008 – Gates Foundation grant for initial meeting of WICHE member states
• 2010 – Gates grant to build 4-state exchange
• 2014 – Gates grant to expand MLDE
SLDS – Conceptual Map

- My State’s K-12 Schools
- My State’s Postsecondary Institutions
- Credential
- My State’s Labor Force

Arrows indicate the flow and connections between these entities.
The Multistate Longitudinal Data Exchange
Allowable uses

Across states, what are the patterns of mobility, enrollment, and employment?

How do state and institutional policies and programs affect education and employment outcomes?

By more fully accounting for individual mobility, to what extent does sharing data among states supplement existing state data resources available for conducting evaluations leading to improvements?
Timeline and next steps

• “Final” data sharing agreement now available to states (15-20 states reviewing)
• May -June 2016: States execute data sharing agreements (10-15 expected to sign)
• Fall 2016: Expanded exchange becomes operational
• Fall 2017: Additional state cohort?
• Summer 2018: Exchange becomes state-led initiative
Issues and Challenges

Focusing on Priorities that Make Data Work

1. Measure What Matters
2. Make Data Use Possible
3. Be Transparent and Earn Trust
4. Guarantee Access of Protect Privacy
Issues and Challenges

• Data systems by themselves are not the answer – it’s how the data are used
• Deal with policy(people) issues; the problems aren’t always technical
• Privacy – utmost concern; must be maintained and FERPA followed
• Consistency remains a challenge
• Simple is probably better (at least to start)
• Are we getting what we need? Do we need a national unit record data system?
Questions and Discussion

Hans Peter L’Orange

hanspeterfaye@gmail.com
hlorange@sst-slds.org