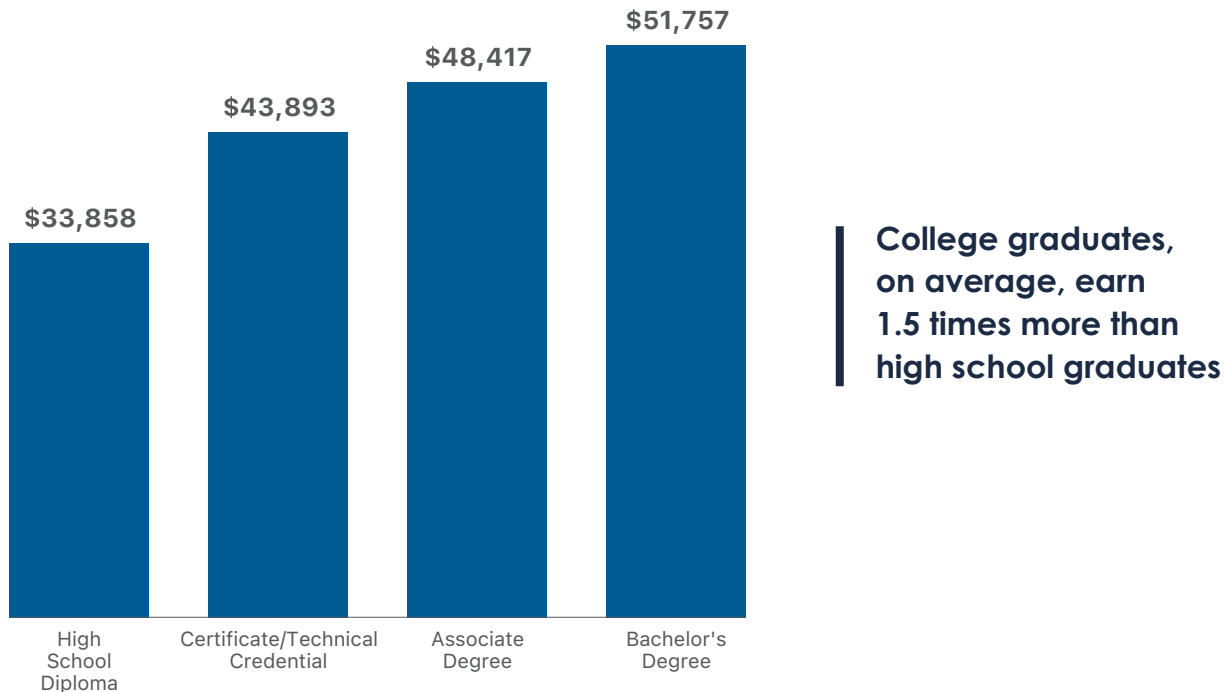# SCORE
State Collaborative on Reforming Education

Using Data And Driving Innovation For The Future Of Work

NOVEMBER 2023

All Tennessee students should earn degrees and credentials that prepare them for careers that enable economic independence. From K–12 to postsecondary to workforce development, more can be done to better prepare students for this goal, and this can only be done by looking at data across systems and using that information to drive innovation.
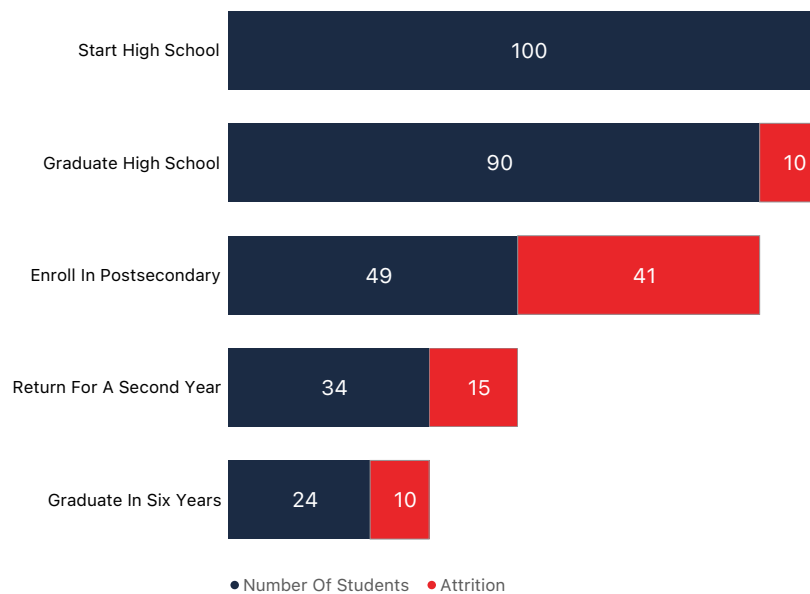
Median full-time wages five years after completion by degree type for 2015-16 graduates

High School Diploma: $33,858
Certificate/Technical Credential: $43,893
Associate Degree: $48,417
Bachelor's Degree: $51,757

College graduates, on average, earn 1.5 times more than high school graduates

High School Diploma reflects 2015-16 high school graduates with no additional postsecondary enrollment. All other categories reflect 2015-16 completers.

Source: P20 Connect, 2022

*Estimated student trajectory based on success
rates throughout the education pipeline, 2022*

	Number Of Students	Attrition
Start High School	100	
Graduate High School	90	10
Enroll In Postsecondary	49	41
Return For A Second Year	34	15
Graduate In Six Years	24	10

● Number Of Students   ● Attrition

Only one-quarter of high school students successfully navigate the postsecondary pipeline.

Source: TDOE and THEC, 2023

Tennessee must use timely, accurate data to build innovative, reimagined education-to-work pathways to meet these urgent workforce needs. This education and workforce information is foundational to providing employers and educators with what they need to develop partnerships around training, upskilling, and recruiting students into work. Tennessee's current statewide longitudinal data system (SLDS) can be a powerful tool to connect information between education and the workforce so that educators know where to improve programming and employers know where to find future talent or identify talent gaps. Of the 40 states that have an SLDS, Tennessee is one of three that lack a publicly available data dashboard.[1] This limitation in data use prevents educators and employers from working together around clear solutions to advance education-to-work pathways.

There are several examples of how increased access, use, and transparency of this data can benefit Tennesseans.

→ Examine year-to-year how many students who concentrate in career and technical education in K-12 education actually enroll in this field in higher education.

→ Examine wages for students who choose to forgo college and immediately enter the workforce.

→ Evaluate nondegree credentials and the value they hold for employers who hire individuals with these credentials.

Across the US, there are several states who could serve as a model for intentional cross-agency collaboration between education and workforce sectors to produce data and reports that help employers and educators understand what partnerships and strategies to employ to strengthen the education-to-work pathways:

→ The Virginia Office of Education Economics (VOEE) was created by legislation and established in 2021 to provide timely, connected information to Virginians across education and workforce sectors. Using longitudinal data, VOEE provides frequent analysis and resources for educators and employers related to education and labor market alignment. The office has a supply-and-demand occupation dashboard that allows users to compare education programs to workforce needs at the regional level.

→ The Kentucky Center for Statistics (KYSTATS) was created in 2012 to use statewide longitudinal data to evaluate education and workforce efforts across the state. KYSTATS produces regular reports and user-friendly data dashboards that help educators identify opportunities to improve practice to meet workforce need and that support employers in identifying where to forge stronger education-to-work partnerships to improve their hiring pool.

→ The Indiana Education and Workforce Development (EWD) database is a large-scale data matching initiative within the state's Management Performance Hub. These longitudinal data sets answer valuable questions for educators and employers about the state's education and workforce pipeline, producing reports and dashboards that show Indiana student college readiness and evaluate the return on investment for different programs of study in higher education when students enter the state's workforce.

POLICY OPPORTUNITIES TO USE DATA AND DRIVE INNOVATION FOR THE FUTURE OF WORK

Tennessee has the opportunity to improve the access and use of our state's education and workforce data systems through the following policy actions:

→ Produce an education-to-workforce pipeline tool that provides up-to-date information about Tennessee's education programs, including the availability and quality of career and technical education (CTE) offerings in K-12 and higher education, compared to state and regional workforce needs.

→ Explore whether there are additional data that we should begin to collect in Tennessee, such as occupational codes, that could help ensure that Tennessee is developing a strong education-to-workforce pipeline.

→ Elevate the state's existing Data Advisory Committee into state law, providing sustainable governance and vision for access and use of education and workforce data from the leadership of the state agencies that contribute information to the SLDS.

→ Provide grants to school districts, higher education institutions, and employers to use longitudinal data to understand how practice can be improved to strengthen the education-to-work pipeline for students.

1. https://reports.ecs.org/comparisons/statewide-longitudinal-data-systems-2021-01

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