

Cradle-to-Career Data System Publicly Available Data

Background

This document outlines the data that would be available for public tools in the Cradle-to-Career Data system including the expected actions that various constituencies would be able to take after reviewing data produced by the data system, the specific content that would be visualized in the dashboard, and the types of questions that could be answered using the query tool. It is structured to address the six areas for study for the data system specified by the California Cradle-to-Career Data System Act [Education Code Section 10856\(b\)](#):

- Early education
- Primary school intervention
- College and career readiness
- Transfer outcomes
- Financial aid
- Employment outcomes

Pathway Diagram

Goals

- *For All*: clarify the educational pathways from early childhood to postsecondary education and employment, clarify differential outcomes for various student populations, and foster greater awareness about the interconnection between education, employment, and living wages

Dashboard

- *Infographic* showing the flow of students over time through each phase of education from early care to postsecondary, to clarify when individuals drop out of the education system, plus a second infographic that shows when individuals start working, when they make a living wage, and how that intersects with education pathways
- *Disaggregation* by: a) academic year, b) statewide/district/county, c) starting point of early care or kindergarten, d) student characteristics (including minimally race/ethnicity, gender, age, parents' education, language, socioeconomic status, foster status, and homeless status)

Early Education

Legislative Requirement

- [Education Code Section 10856\(c\)\(1\)](#) requires the California Data System (data system) to inform policy about the impact of early education on student success and achievement as a student progresses through education segments and the workforce.

Goals

- *For Families:* clarify the value and impact of subsidized early education programs on later academic success to inform decisions about participating in early care and learning programs; build awareness about institutional variables that influence student outcomes; support advocacy for resources related to early education
- *For Teachers and Counselors:* clarify the relative level of preparation for students in different types of subsidized early care and learning programs related to both kindergarten and third grade success; identify interventions that can address equity gaps; support decisions about intervention strategies and advocacy for resources
- *For Administrators and Policy Makers:* identify the types of subsidized early care and learning programs that are effective; highlight equity gaps; identify institutional variables that influence student outcomes; inform where resources are directed
- *For Advocates and Researchers:* identify examples of subsidized early care and learning programs that are effective at preparing students for elementary school; identify potential strategies for closing equity gaps, raising awareness, and developing policy proposals

Dashboard

- *Infographic* showing whether children who participated in early education programs have stronger third grade math and English language art (ELA) scores, and are less likely to be assessed as English Language Learners, compared to similar students who do not participate, plus a chart showing how outcomes vary based on early care program quality ratings
- *Disaggregation* by: a) academic year, b) statewide/district/county, c) student characteristics (including minimally race/ethnicity, gender, age, parents' education, language, socioeconomic status, IEP status, foster status, and homeless status), and one of the following d) early education type, quality rating, intensity of participation, K-12 school type, and kindergarten readiness
- *Export* with the ability to provide summary files or charts based on the variables selected

Query Builder

The public could construct summary data sets based on a set of available variables. The variables are intended to address the following questions:¹

- How do primary school, secondary school, postsecondary, financial aid, and employment milestones vary for students who participated in various types of subsidized early care and learning programs?
- How do primary school, secondary school, postsecondary, financial aid, and employment milestones vary for students based on the quality of the care?
- How do primary school, secondary school, postsecondary, financial aid, and employment milestones vary for students based on the intensity of participation in early care?
- How does participation and attainment vary for specific populations, early education types, K-12 institutions, postsecondary institutions, financial aid types, and industries of employment?

Primary School

Legislative Requirement

[Education Code Section 10856\(c\)\(2\)](#) requires the California Cradle-to-Career Data System to inform policy about the long-term effect of state intervention programs and targeted resource allocations in primary education.

Goals

- *For Families:* clarify why having students attend school can help boost high school graduation and postsecondary enrollment to inform decisions about school attendance; build awareness about institutional variables that influence student outcomes; support advocacy for resources related to attendance
- *For Teachers and Counselors:* clarify how key primary school momentum points relate to high school graduation and postsecondary outcomes; build awareness about the context of institutional variables that influence student outcomes; identify interventions that can address equity gaps; support decisions about intervention strategies and advocacy for resources
- *For Administrators and Policy Makers:* identify the types of primary school interventions that are effective at improving long-term outcomes; highlight equity gaps; identify institutional variables that influence student outcomes; inform where resources should be directed
- *For Advocates and Researchers:* identify examples of primary school programs that are effective at improving long-term outcomes; identify potential strategies for closing equity gaps, raising awareness, and developing policy proposals

Dashboard

- *Infographic* showing the relationship between chronic elementary school absenteeism, high school graduation, and postsecondary enrollment rates, plus

¹ See the appendix for how terms are operationally defined.

a chart showing how figures vary based on the counselor to student ratio at the elementary and middle school levels

- *Disaggregation* by a) academic year, b) statewide/district/institution, c) student characteristics (including minimally race/ethnicity, gender, grade, parents' education, socioeconomic status, foster status, and homeless status), and one of the following d) academic intervention type, and four-year high school graduation status
- *Export* with the ability to provide summary files or charts based on the variables selected

Query Builder

The public could construct summary data sets based on a set of available variables.

The variables are intended to address the following questions:

- How do secondary school, postsecondary, financial aid, and employment milestones for students vary based on the following primary school experiences:
 - kindergarten type
 - chronic absenteeism
 - assessment scores
 - class size
 - middle school pathway
- How do postsecondary, financial aid, and employment milestones vary for students based on secondary school attributes, including:
 - Counselor/student ratio in grades K-5
 - Counselor/student ratio in grades 6-9
 - Availability of courses in grade 6 math by type
 - Availability of courses in grade 8 math by type
- How does milestone attainment vary for specific populations, K-12 institutions, postsecondary institutions, financial aid types, and industries of employment?

College and Career Readiness

Legislative Requirement

[Education Code Section 10856\(c\)\(3\)](#) requires the California Cradle-to-Career Data System to inform policy about how prepared high school pupils are to succeed in college.

Goals

- *For Families and Students:* clarify historical trends for postsecondary enrollment rates and success at their children's school, in comparison to other schools, to support school selection; build awareness about institutional variables that influence student outcomes; support advocacy for improvement in postsecondary preparation
- *For Teachers and Counselors:* identify where students are pursuing postsecondary education and if they are meeting both immediate and long-term postsecondary success milestones; clarify how to focus advising related to preparation for math and English, financial aid to support full time enrollment, and education plans to support completion; identify interventions that can address equity gaps; support advocacy for improvement in postsecondary preparation
- *For Administrators and Policy Makers:* specify how the College/Career Indicator (CCI) relates to postsecondary outcomes, including the value of each component in predicting the types of postsecondary institutions, majors, and programs that students pursue to inform accountability frameworks; highlight how outcomes vary by student characteristics; identify institutional variables that influence student outcomes; support advocacy for improvement in postsecondary preparation
- *For Advocates and Researchers:* understand predictive factors related to postsecondary success; evaluate the impact of recent policy changes related to college and career pathways; identify potential strategies for closing equity gaps, raising awareness, and developing policy proposals

Dashboard²

- *Infographic* showing the proportion of students enrolling in postsecondary education and institution type, plus separate graphs showing postsecondary outcomes including credits earned per term, completing math and English requirements in the first year, retained fall to spring of first year, continuing to second year, earning an award, and average time to award
- *Disaggregation* by: a) academic year, b) statewide/district/institution, c) K-12 school type, d) student characteristics (including minimally race/ethnicity, gender, age, parents' education, military status, language, socioeconomic status, foster status, and homelessness status), and one of the following d) postsecondary institution type, postsecondary institution, UC eligibility status, CSU eligibility status, high school GPA, early college credit participation, CTE

² The dashboard will specify variables that are requirements for college enrollment.

participation, CTE pathway completion, high school completion status, college enrollment timeframe

- *Export* with the ability to provide summary files or charts based on the variables selected

Query Builder

The public could construct summary data sets based on a set of available variables. The variables are intended to address the following questions:

- Where do K-12 students apply to postsecondary, get accepted, and enroll?
- Which K-12 institutions are most successful at supporting students in enrolling in postsecondary and apprenticeship opportunities?
- For specific four-year institutions, which K-12 districts provide the most applicants and enrollees?
- How do postsecondary, financial aid, and employment milestones vary for students differ based on secondary school experiences, including:
 - Ninth grade math course
 - Highest math course taken
 - CTE course taking
 - Participation in pre-apprenticeship programs
 - Completed early college credit (dual enrollment course, Advanced Placement, International Baccalaureate)
 - GPA (topical, a-g, honors, cumulative)
 - Met a-g course eligibility
 - Completed college credits
 - Smarter Balanced grade 11 assessments
 - Graduated high school
- How do postsecondary, financial aid, and employment milestones vary for students differ based on secondary school attributes, including:
 - Available seats in CTE courses
 - Availability of pre-apprenticeship programs
 - Availability of courses in courses fulfilling a-g requirements
 - Availability of courses in dual enrollment courses
 - Availability of courses in Advanced Placement and International Baccalaureate courses
 - Counselor/student ratio in grades 9-12
 - College/Career Indicator value
 - Receive additional funding under Local Control Funding Formula (LCFF+)
- How does milestone attainment vary for specific populations, K-12 institutions, postsecondary institutions, financial aid types, and industries of employment?

Transfer Outcomes

Legislative Requirement

[Education Code Section 10856\(c\)\(4\)](#) requires the California Cradle-to-Career Data System to inform policy about the length of time it takes students who transfer from community colleges to the University of California, California State University, or another four-year postsecondary educational institution to graduate with a baccalaureate degree.

Goals

- *For Families and Students:* clarify historical trends for transfer eligibility, transfer rates, and four-year success at different community colleges to support college selection; build awareness about institutional variables that influence student outcomes; support advocacy for improvement in transfer pathways
- *For Faculty and Counselors:* clarify where students are transferring and if they are meeting both immediate and long-term success milestones; identify how to focus advising related to fulfilling transfer requirements, financial aid to support full time enrollment, and education plans to support transfer; identify interventions that can address equity gaps; and support advocacy for improvement in postsecondary preparation
- *For Administrators and Policy Makers:* specify how available majors and advising relate to transfer outcomes; support strategic enrollment management; highlight how outcomes vary by student characteristics; identify institutional variables that influence student outcomes; support advocacy for improvement in transfer pathways
- *For Advocates and Researchers:* understand predictive factors related to transfer and bachelor's degree attainment; identify potential strategies for closing equity gaps, raising awareness, and developing policy proposals

Dashboard

- *Infographic* showing the proportion of students who become eligible to transfer, earn an associate degree or associate degree for transfer, transfer, and the type of institution to which they transfer, plus separate graphs showing the average time to transfer and average time to completing a bachelor's degree after transferring
- *Disaggregation* by a) academic year, b) statewide/district/community college/four-year college, c) student characteristics (including minimally race/ethnicity, gender, age, parents' education, military status, socioeconomic status, foster status, and homelessness status), plus one of the following d) community college completion status and type (such as no degree, certificate, associate of arts, associate of science, associate degree for transfer), community college program, four-year major, four-year college type, transfer enrollment timeframe, total time to bachelor's degree
- *Export* with the ability to provide summary files or charts based on the variables selected

Query Builder

The public could construct summary data sets based on a set of available variables. The variables are intended to address the following questions:

- How do transfer outcomes differ based on secondary school experiences, including:
 - Ninth grade math course
 - Highest math course taken
 - CTE course taking
 - Completed early college credit (dual enrollment course, Advanced Placement, International Baccalaureate)
 - GPA (topical, a-g, honors, cumulative)
 - Met a-g course eligibility
 - Completed college credits
 - Smarter Balanced grade 11 assessments
 - Graduated high school
- How do transfer eligibility, transfer, post-transfer milestones, bachelor's degree completion, post baccalaureate completion, and post-transfer employment vary for students differ based on community college experiences, including:
 - Native student vs transfer status
 - Educational goal
 - Declared major
 - Course taking patterns
 - Transfer preparation level
 - Award type and program
 - Enrolled in multiple colleges
- Where do transfer students apply, get accepted, and enroll?
- How do transfer, financial aid, and employment milestones vary for students based on community college attributes, including:
 - Availability of courses in transfer-level math and English courses
 - Counselor/student ratio
 - Proportion of students receiving student services
 - Proportion of courses taken online
 - Number of Associate Degrees for Transfer offered
- How does milestone attainment vary for specific populations, community colleges, four-year institutions, financial aid types, and industries of employment?

Financial Aid

Legislative Requirement

[Education Code Section 10856\(c\)\(5\)](#) requires the California Cradle-to-Career Data System to inform policy about college access, completion, and the long-term effects of access to state financial aid.

Goals

Goals for the data system related to financial aid might include:

- *For Students and Families:* clarify how financial aid enables students to enroll in and complete postsecondary education, including the total cost of attending college, to support decisions regarding applying for financial aid; build awareness about institutional variables that influence student outcomes; support advocacy for improvements in state financial aid systems
- *For Faculty and Counselors:* clarify whether students are securing financial aid and how this relates to postsecondary education applications, enrollment, and success; clarify how to focus advising; identify interventions that can address equity gaps; support advocacy for improvements in state financial aid systems
- *For Administrators and Policy Makers:* specify how access to sufficient financial aid relates to postsecondary access and success to inform budget decisions; highlight how outcomes vary by student characteristics; identify institutional variables that influence student outcomes; support advocacy for improvements in state financial aid systems
- *For Advocates and Researchers:* clarify how financial aid relates to postsecondary applications, enrollment, and success, and if all students are benefiting from aid; identify potential strategies for closing equity gaps, raising awareness, and developing policy proposals

Dashboard

California data system dashboards would allow the public to visualize information such as:

- *Infographic* showing proportion of students who receive federal, state, and institutional aid (including loans) who apply to and enroll in college, compared to similar students who don't receive aid (based on eligibility criteria), plus a separate graph showing common majors and the average time to an award for students with and without aid, plus a separate graph showing the types of industries in which students secure jobs and whether they attain the living wage, plus a separate graph on debt accumulation
- *Disaggregation* by a) year, b) statewide/district/community college/four-year college, c) student characteristics (including minimally race/ethnicity, gender, age, parents' education, military status, socioeconomic status, foster status, and homelessness status), plus one of the following d) aid type, college type, major, type of award

- *Export* with the ability to provide summary files or charts based on the variables selected

Query Builder

The public could construct summary data sets based on a set of available variables. The variables are intended to address the following questions:

- Which students apply for, get approved for, and receive various types of aid?
- How does postsecondary enrollment, milestone attainment, completion, and employment vary for students based on the type and duration of financial aid?
- How do financial aid receipt and postsecondary outcomes vary for specific populations, K-12 institutions, postsecondary institutions, and industries of employment?
- How much aid do students receive at a specific institution, compared to the total cost of attending that institution?
- What is the ratio of aid types at a specific institution?
- How much debt do students incur, and how long would it take them to repay loans, based on post-college earnings?

Employment Outcomes

Legislative Requirement

[Education Code Section 10856\(c\)\(6\)](#) requires the California Cradle-to-Career Data System to inform policy about the workforce effect of graduation from high school, community college, and four-year postsecondary educational institutions.

Goals

- *For Students and Families:* clarify likely earnings for specific degrees, majors and programs, and the most common industries in which students are employed, to support decisions about which program of study to pursue; build awareness about institutional variables that influence student outcomes; support advocacy for education offerings
- *For Faculty and Counselors:* highlight the alignment of programs with the labor market and timeframes for attaining living wages to inform advising and curriculum development; identify interventions that can address equity gaps; support advocacy related to education offerings
- *For Administrators and Policy Makers:* specify how postsecondary course/program offerings and advising relate to employment and earnings outcomes to inform scheduling, program review, and recruitment efforts; highlight how outcomes vary by student characteristics; identify institutional variables that influence student outcomes; and support advocacy about the role of education in rebuilding the California economy
- *For Advocates and Researchers:* highlight whether postsecondary institutions are providing a ladder to economic security for all populations; identify potential strategies for closing equity gaps, raising awareness, and developing policy proposals

Dashboard

- *Infographic* showing employment match rates, earnings gains, and earnings in the year after leaving postsecondary education or an apprenticeship, plus a separate graph showing how those figures change over time, with benchmarks throughout for living wages (the default view shows results for students who graduated)
- *Disaggregation* by a) academic year, b) statewide/district/institution, community college/four-year college, c) student characteristics (including minimally race/ethnicity, gender, age, parents' education, military status, socioeconomic status, foster status, and homeless status), plus one of the following d) college type, major, completion status and type, if transferred, pre-apprenticeship and apprenticeship status, and post-college timeframe
- *Export* with the ability to provide summary files or charts based on the variables selected

Query Builder

- Highest level of education (certificate, associate degree, apprenticeship journey status, bachelor's degree, graduate degree, professional degree, PhD)

- Year of graduation
- Year of journey status attainment
- Year of exit
- Whether individuals remain and are employed in California after leaving postsecondary
- Whether individuals' industries of employment, employment status, and earnings change over time
- The degree of consistency in employment status
- The range of earnings for specific groups
- Whether earnings increased for specific groups after exiting postsecondary or apprenticeship programs
- Whether individuals attained a living wage for themselves only or if they could support a family of four
- High demand occupations (based on a crosswalk to CIP/TOP, potentially only for completers)
- For high demand occupations, earnings of people employed in those occupations (based on a crosswalk to CIP/TOP, potentially only for completers)

Appendix: Query Builder Variables

Users will be able to construct table with summary results using any of the values listed below, in any combination. However, small cell sizes will be suppressed in accordance with the California Cradle-to-Career Data System Deidentification Policy.

Note: Between August 2020 and April 2021, the state data providers will document the availability, construction, and quality of the specific data points listed below. This review may result in some data points only being available through the data request process, due to concerns about missing or poor quality information.

Cohorts

- Year first enrolled in early care and learning
- Year first enrolled in transitional kindergarten
- Year first enrolled in kindergarten
- Year first enrolled in third grade
- Year first enrolled in sixth grade
- Year first enrolled in seventh grade
- Year first enrolled in ninth grade
- Year graduated from high school
- Year first enrolled in postsecondary
- Year graduated from postsecondary
- Year exited from postsecondary

Timeframes

- Single year
- All years

Early Learning and Care Program Types

- Contracted agency type (center-based programs, family childcare home education networks, alternative payment childcare programs)
- State program type (CalWORKS, California Home Visiting Program)
- Licensure status (licensed, license-exempt)

K-12 Institution Types

- K-12 institution
- K-12 district
- Type of secondary school
- All public schools
- All charter schools
- All K-12 schools

Postsecondary Institution Types

- Institution
- College district

- All community colleges
- All four-year institutions
- All public institutions
- All private institutions
- All independent institutions
- All California postsecondary institutions
- Out of state two-year public college (from National Student Clearinghouse)
- Out of state two-year private college (from National Student Clearinghouse)
- Out of state four-year public college (from National Student Clearinghouse)
- Out of state four-year private college (from National Student Clearinghouse)
- All out-of-state postsecondary institutions (from National Student Clearinghouse)
- All postsecondary institutions

Geographic Locations

- Zip Code of Institution
- County
- Region
- Assembly District
- Senate District
- Statewide

Early Learning and Care Institution Characteristics

- Early care and education quality rating (Quality Counts California tier, classroom quality measures)

K-12 Institution Characteristics

- Race/ethnicity proportions
- Proportion of English Language Learners
- Proportion of low-income students
- Proportion of students with disabilities
- Proportion of students chronically absent
- Suspension rate
- Student/counselor ratio (grades K-5, 6-8, 9-12)
- Four-Year Adjusted Cohort Graduation Rate (for high schools)
- Proportion of graduates meeting UC/CSU Requirements, Seal of Biliteracy, Golden State Seal Merit Diploma
- Proportion of graduates with College/Career Indicator level of prepared, approaching prepared, and not prepared
- Receiving additional funding under Local Control Funding Formula (LCFF+)
- Postsecondary student/counselor ratio (community college, four-year)
- Proportion of students enrolled in various types of grade 6 math courses
- Proportion of students enrolled in various types of grade 8 math courses
- Proportion of students enrolled in Advancement Via Individual Determination (AVID) courses

- Proportion of students enrolled in courses fulfilling a-g requirements
- Proportion of students enrolled in CTE courses
- Proportion of students in pre-apprenticeship programs
- Proportion of students enrolled in dual enrollment courses
- Proportion of students enrolled in distance learning courses
- Proportion of students enrolled in Advanced Placement (AP) courses
- Proportion of students enrolled in International Baccalaureate (IB) Courses
- Participant in a College Promise Program

Postsecondary Institution Characteristics

- Race/ethnicity proportions
- Proportion of English Language Learners
- Proportion of low-income students
- Proportion of students with disabilities
- Student/counselor ratio
- Participant in a College Promise Program
- Proportion of first-year students enrolled in community college transfer-level math and English courses
- Proportion of students in pre-apprenticeship and apprenticeship programs
- Proportion of students receiving student services
- Proportion of students enrolled in distance learning courses
- Total cost of college (from SEARS survey, IPEDS, or another source)

Early Education Experiences

- Intensity of early care and education participation (half day, full day, part year, full year)
- Desired Results Developmental Profile scores (self regulation, social and emotional, language and literacy, math, physical development)

Primary School Experiences

- Type of kindergarten (transitional, half-day, all-day)
- Chronic absenteeism (single year, two years, three years, four years, and five years)
- Third grade assessment level (math, English, English Language Learner)
- Fifth grade assessment level (math, English, English Language Learner)
- Eighth grade assessment level (math, English, English Language Learner)
- Class size (by grade)
- Middle school math pathway
- Number of elementary schools attended
- Number of junior high schools or middle schools attended

Secondary School Experiences

- Ninth grade math course
- Highest math course completed

- Number of courses taken (AP, IB, CTE, a-g)
- Work-based learning
- Completed a CTE pathway
- Participated in a pre-apprenticeship program
- GPA type (topical, a-g, cumulative)
- GPA year (9th, 10th, 11th, 12th)
- Met a-g course eligibility
- Completed early college credit (dual enrollment course, Advanced Placement, International Baccalaureate)
- Smarter Balanced grade 11 scores (math, English)
- College and Career Indicator level
- Number of high schools attended since beginning grade 9
- Number of days enrolled over academic year
- Number of days attended over academic year
- Graduated high school (type of award)

Postsecondary Experiences

- College application status (applied, accepted)
- Enrolled in college
- Time to enrolling in college
- Matriculation status (first-time first-year, new undergraduate transfer, new/transfer postbaccalaureate)
- Average units earned in first year (community college, four-year institution)
- Retained fall to spring of first year (community college, four-year institution)
- Completed gateway courses in first year (math, English)
- Gateway course requirement waived due to AP/IB score
- Number of transferrable units taken per term (CSU only, CSU/UC)
- Educational goal
- Full time vs part time status
- Took a developmental education course (math, English)
- Took an online course (community college, four-year institution)
- Enrolled in multiple colleges, excluding dual enrollment students (community college, four-year)
- Participated in a pre-apprenticeship or apprenticeship program
- Satisfactory academic progress in first year (community college, four-year institution)
- Returned for second year (community college, four-year institution)
- Retained in an apprenticeship program
- Declared major (TOP codes, CIP codes)
- Transfer preparation level (transfer prepared, transfer ready, earned an associate degree for transfer)
- Transfer application status (applied, accepted)
- Transferred from a two-year to a four-year college
- Time to transfer

- Completed an award (any award, certificate, associate degree, transferred from a two-to a four-year institution, bachelor's degree, post baccalaureate degree, apprenticeship journey status)
- Average time to completion (any award, certificate, associate degree, transferred from a two-to a four-year institution, bachelor's degree, bachelor's degree after transfer, post baccalaureate degree)
- Program of study for award earned (for community college awards: menu of TOP code titles; for four-year institution awards: menu of CIP code titles)
- Highest level of education attained

Financial Aid Experiences

- Applied for aid (list of aid types including local, state, federal, military, loans, need-based)
- Approved for aid (list of aid types including local, state, federal, military, loans, need-based)
- Received aid (list of aid types including local, state, federal, military, loans, need-based)
- Sustained aid (list of aid types including local, state, federal, military, loans, need-based)
- Proportion of aid received (including local, state, federal, military, loans, need-based)
- Loan amount (list of dollar ranges)

Employment Variables

- Employed (one year, three years, five years, ten years after exiting postsecondary)
- Employment location (by state)
- Number of quarters employed (in first year, third year, fifth year, and tenth year after exiting postsecondary)
- Cumulative quarters employed (three years, five years, ten years after exiting postsecondary)
- Industry of employment (one year, three years, five years, ten years after exiting postsecondary)
- 25th percentile earnings (one year, three years, five years, ten years after exiting postsecondary)
- Median earnings (one year, three years, five years, ten years after exiting postsecondary)
- 75th percentile earnings (one year, three years, five years, ten years after exiting postsecondary)
- Earnings gains (one year, three years, five years, ten years after exiting postsecondary)
- Attained living wage for a single individual (one year, three years, five years, ten years after exiting postsecondary)

- Attained living wage for a family of four (one year, three years, five years, ten years after exiting postsecondary)
- High demand occupations
- Earnings for people employed in high demand occupations

Student Characteristics

- Race/ ethnicity
- Sex/gender
- Age bracket
- Socioeconomic status
- Expected family contribution for college
- Financial aid dependency status
- Parental education level
- Foster youth status
- Homeless status
- Disabled status
- Special education status
- Migrant status
- Military status
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)
- Language
- Individualized Education Plan (IEP) status
- Participation in a social service (CalFresh, CalWORKs, Medi-Cal)
- Enrolled in postsecondary from out-of-state