

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 once in postsecondary, when they make a living wage, and how that intersects with specific types of education pathways
- *Disaggregation* by: a) academic year, b) statewide/district/region, c) starting point of early care or kindergarten, d) student characteristics (including race/ethnicity, gender, age bracket, parental education level, childhood English language learner, 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 third grade success and English language mastery; 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 contracted program type
- *Disaggregation by:* a) academic year, b) statewide/region/district, c) student characteristics (including race/ethnicity, gender, early learning and care entry age, childhood English language learner, early learning and care family income level, child with a disability, foster status, and homeless status), and one of the following d) contracted provider type, state program type, half day status, duration of enrollment, and type of K-12 institution
- *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 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 number of months and the number of hours per day they were enrolled in early care?
- How does participation and attainment vary for specific populations, 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 social service 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, plus a chart showing how figures vary based on the participation in social services
- *Disaggregation* by a) academic year, b) statewide/region/district/institution, c) student characteristics (including race/ethnicity, gender, parental education level, K-12 socioeconomic disadvantaged status, foster status, and homeless status), and one of the following d) grade level and four-year adjusted cohort graduation rate
- *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
- How do postsecondary, financial aid, and employment milestones vary for students based on secondary school attributes, including:
 - Proportion of students completing four years of high school math
 - Proportion of students completing a-g requirements
- 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

Dashboard

- *Infographic* showing the proportion of students enrolling in postsecondary education and institution type, plus separate graphs showing postsecondary outcomes including number of units completed in the first year, completing transfer-level math and English requirements in the first year (community college only), retained fall to spring of first year, continued to second year, earned an award, and median time to award
- *Disaggregation* by: a) academic year, b) statewide/region/district/institution, c) type of K-12 institution, d) student characteristics (including race/ethnicity, gender, parental education level, military status, childhood English language learner, K-12 socioeconomic status, foster status, and homelessness status), and one of the following d) postsecondary institution type, postsecondary institution, completed a college course while in high school, completed a K-12 career and

technical education course, completed a K-12 career and technical education pathway, completed high school, time to enrollment in postsecondary

- *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 completed
 - Completed a career and technical education course
 - Completed a college course while in high school
 - Completed an Advanced Placement course
 - Completed an International Baccalaureate course
 - Met a-g course eligibility requirements
 - Eleventh grade assessments
 - Completed high school
- How do postsecondary, financial aid, and employment milestones vary for students differ based on secondary school attributes, including:
 - Proportion of students who completed a CTE course
 - Proportion of students completing a-g course requirements
 - Proportion of students completing a college course while in high school
 - Proportion of students completing an Advanced Placement course
 - Proportion of students completing an International Baccalaureate course
 - Proportion of graduates meeting College/Career Indicator requirements
 - Institution receives 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 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 time to transfer and time to completing a bachelor's degree after transferring
- *Disaggregation* by a) academic year, b) statewide/region/district/community college/four-year college, c) student characteristics (including race/ethnicity, gender, age bracket, parental education level, military status, received financial aid, foster status, and homelessness status), plus one of the following d) time to transfer from first community college enrollment, earned a postsecondary award, type of community college award, type of private college award, postsecondary award discipline, declared four-year major, type of four-year institution, time to transfer after exiting community college
- *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 K-12 math course taken
 - Completed a CTE course
 - Completed a college course while in high school
 - Completed an Advanced Placement course
 - Completed an International Baccalaureate course
 - Met a-g course eligibility
 - Eleventh grade assessments
 - Completed 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:
 - Type of college enrollment
 - Community college educational goal
 - Declared four-year institution major
 - Completed transfer level math and English
 - Transfer preparation level
 - Type of community college award
 - Postsecondary award discipline
 - 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:
 - Proportion of students completing transfer-level math and English
 - Number of transferrable units completed per year in community college
 - Proportion of students taking a distance education course
 - Proportion of students earning an Associate Degree for Transfer
- How does milestone attainment vary for specific populations, community colleges, four-year institutions, types of financial aid, 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 for state aid), plus a separate graph showing common four-year declared majors and the 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 amount of debt
- *Disaggregation* by a) year, b) statewide/region/district/community college/four-year college, c) student characteristics (including race/ethnicity, gender, age bracket, parental education level, military status, foster status, and homelessness status), plus one of the following d) type of financial aid, type of postsecondary institution, declared four-year major, type of award, postsecondary award discipline

- *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 proportion of terms the student received financial aid?
- How do receiving financial aid 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 for graduates 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
- *Disaggregation* by a) academic year, b) statewide/region/district/institution/community college/four-year college, c) student characteristics (including race/ethnicity, gender, age bracket, parental education level, military status, financial aid status, foster status, and homeless status), plus one of the following d) type of postsecondary institution, postsecondary award discipline, type of postsecondary award, transfer status, 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 attained
- Year of graduation
- Year of journey status attainment
- Whether individuals are found in California's wage file
- 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 completing postsecondary or attaining apprenticeship journey status
- Whether individuals attained a living wage for themselves only or if they could support a family of four
- High demand occupations for entry-level jobs
- High demand occupations for middle-skills jobs
- High demand occupations for highly-skilled jobs
- Earnings for entry-level jobs in high demand occupations
- Earnings for middle skills jobs in high demand occupations
- Earnings for highly-skilled jobs in high demand occupations

Appendix A: 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.

Cohorts

- Year first enrolled in early care and learning
- 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

Timeframes

- Single year
- All years

Early Learning and Care Providers

- Early learning and care institution
- Early learning and care contracted provider type (includes licensure status)
- Early learning and care state program type
- Proportion of students in various racial/ethnic groups
- Proportion of homeless students

K-12 Institutions

- K-12 institution
- K-12 district
- Type of alternative school
- Type of K-12 institution school
- All online school
- All public schools
- All charter schools
- All K-12 schools
- Kindergarten offerings
- K-12 institution suspension rate
- Four-year adjusted cohort graduation rate
- Institution received additional funding under Local Control Funding Formula (LCFF+)
- Participant in a College Promise Program
- Average class size by grade
- Proportion of students in various racial/ethnic groups

- Proportion of homeless students
- Proportion of graduates meeting College/Career Indicator Requirements
- Proportion of socioeconomically disadvantaged students
- Proportion of students who were childhood English Language learners
- Proportion of children with a disability
- Proportion of K-12 chronically absent students
- Proportion of students completed a distance learning course
- Proportion of students who completed four years of math in high school
- Proportion of students who completed an AVID course
- Proportion of students who completed a K-12 career and technical education course
- Proportion of students who completed an Advanced Placement course
- Proportion of students who completed an International Baccalaureate course
- Proportion of students who completed a college course while in high school
- Proportion of students who completed a-g course requirements
- Proportion of students who earned the Seal of Biliteracy

Postsecondary Institution Types

- Institution
- College district
- Type of postsecondary institution
- 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
- Enrollment characteristics at postsecondary institutions
- Institution participates in a College Promise Program
- Race/ethnicity proportions
- Proportion of homeless students
- Proportion of students in the first generation to attend college
- Proportion of students with parents who do not have a bachelor's degree
- Proportion of students receiving disability services
- Proportion of students enrolled in distance learning courses
- Proportion of first-year students completed transfer-level math and English courses in community college
- Proportion of students who earned an associate degree for transfer

- Proportion of community college students enrolled in an English as a Second Language course
- Proportion of students eligible for state financial aid
- Proportion of students receiving financial aid
- Proportion of students in apprenticeship programs
- Total cost of college

Geographic Locations

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

Early Education Experiences

- Early learning and care entry age
- Early learning and care duration of enrollment
- Early learning and care half day status

Primary School Experiences

- Institutions attended
- Participated in a transitional kindergarten program
- K-12 grade level
- K-12 chronic absenteeism
- Enrolled in multiple elementary schools
- Enrolled in multiple middle schools
- Third grade assessment level – English language arts
- Third grade assessment level – math
- Fifth grade assessment level – English language arts
- Fifth grade assessment level – math
- Eighth grade assessment level – English language arts
- Eighth grade assessment level – math
- Elementary school science assessment
- Middle school science assessment
- English language proficiency assessments for California
- Completed an AVID course

Secondary School Experiences

- Ninth grade math course
- Number of math courses completed in high school
- Highest K-12 math course completed
- Completed an AVID course
- Completed an Advanced Placement course

- Completed an International Baccalaureate course
- Completed a career and technical education course
- Completed and career and technical education pathway
- K-12 career and technical education pathway
- Completed in a work-based learning program
- Completed a distance learning course
- Met a-g course eligibility requirements
- Completed a college course while in high school
- Completed a leadership/military science course
- Earned the State Seal of Biliteracy
- Eleventh grade assessment level – English language arts
- Eleventh grade assessment level – math
- High school science assessment
- English language proficiency assessments for California
- ACT English score
- ACT math score
- ACT reading score
- ACT science score
- SAT reading & writing score
- SAT math score
- Advanced Placement score
- International Baccalaureate score
- K-12 individual College and Career Indicator level
- Enrolled in multiple high schools
- Completed high school

Postsecondary Experiences

- Applied to college
- Application term
- Admitted to college
- Enrolled in college
- Enrolled in college from out of state
- Time to enrolling in postsecondary
- Term of enrollment
- Institution attended
- Enrolled at multiple colleges
- Type of first-time enrollment
- Community college educational goal
- Retained fall to spring in postsecondary
- Number of units completed per year in postsecondary
- Number of transferrable units in a year in community college
- Enrolled in a community college basic skills math course
- Enrolled in a community college basic skills English course
- Completed transfer level English course in first year of community colleges

- Completed transfer level math course in first year of community colleges
- Enrolled in a community college ESL course
- Subject matter of ESL course in community college
- Postsecondary part time enrollment status
- Completed a postsecondary distance education course
- Returned for second year in postsecondary
- Declared four-year major
- Transfer preparation level
- Applied to transfer from a two-year to a four-year institution
- Accepted for transfer from a two-year to a four-year institution
- Transferred from a two-year to a four-year institution
- Time to transfer from first community college enrollment
- Time to transfer after exiting community college
- Earned a postsecondary award
- Type of community college award
- Type of private college award
- Type of four-year award'
- Postsecondary award discipline
- Time to postsecondary completion
- Time from transfer to earning a bachelor's degree
- Postsecondary graduate student status
- Highest level of education attained

Workforce Training Experiences

- Participated in an apprenticeship program
- Retained in an apprenticeship program
- Earned apprenticeship journey status

Financial Aid Experiences

- Eligible for state financial aid
- Applied for financial aid
- Approved for state financial aid
- Received financial aid
- Amount of financial aid
- Type of financial aid
- Financial aid dependency status
- Expected family contribution of students who applied for aid
- Expected family contribution for financial aid recipients
- Income level
- Amount of debt
- Proportion of terms received financial aid
- Proportion of financial aid types received

Social Service Experiences

- Medi-Cal status
- CalFresh status
- CalWORKS status
- Foster youth status

Employment Variables

- Employment record (one year, three years, five years, ten years after exiting postsecondary)
- 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) [note: included in earnings over time]
- 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 entry level occupations
- High demand middle skills occupations
- High demand highly skilled occupations
- Salaries for high demand entry level occupations
- Salaries for high demand middle skills occupations
- Salaries for high demand highly skilled occupations

Student Characteristics

- Race/ ethnicity
- Sex/gender
- Age bracket
- Lesbian, Gay, Bisexual, Transgender (LGBT)
- Early learning and care family income level
- K-12 socioeconomic disadvantaged status
- Parental education level
- Homeless status

- Child with a disability (includes special education and IEP status)
- Postsecondary student receiving disability services
- Childhood migrant education program participant
- Military status
- Early learning and care primary language
- Childhood English language learner

Appendix B: Data Points Available by Request

The following data points may be accessed through the data request process, either as summary or individual-level information

- Desired Results Developmental Profile scores
- Expected days of attendance
- Days of attendance
- Grade 6 math course
- Grade 8 math course
- Middle school math pathway
- K-12 Career and Technical Education concentrator
- Location of corporate headquarters of employer (this item pending further review)