

LONGITUDINAL DATA SYSTEM

Data Analytics Tool/Data Dashboard



The purpose of this model policy is to establish a data analytics tool that allows schools, parents, students, employers, and policymakers to visualize important K-12 to career data to make informed choices on college and career pathways. This policy codifies data collection, reporting, and analysis and creates a data visualization tool, a data dashboard, to allow users to visualize the data.

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DATA ANALYTICS TOOL/DATA DASHBOARD

Be it Enacted by the Legislature of the (state):

SECTION 1. DEFINITIONS

- (1) As used in this section, the terms have the following meanings:
 - (a) “Agency” means the state’s workforce agency.
 - (b) “CTE” means career and technical education.
 - (c) “Department” means the state’s education agency.
 - (d) “Industry-recognized credential” means a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is recognized by employers in the state, nationally or internationally.

SECTION 2. DATA COLLECTION AND REPORTING

- (1) The department shall develop or contract with a third party to develop a data analytics tool or data dashboard to allow schools, parents, students, employers, and policymakers:
 - (a) To visualize the state’s data collection, reporting and analyses;
 - (b) Make informed choices on college and career pathways; and
 - (c) Inform the state on its return on investment.
 - (d) Contracts with a third party must conform to applicable state contracting laws and rules.



(2) The data analytics tool or data dashboard must include data on the following:

(Note: this section is customizable based on the data available and priorities of the state)

(a) Program inventory

- (i) Local CTE pathways and courses offered by each school, college, or university linked to occupations by the Standard Occupational Classification System (SOC) code.
- (ii) Linkages of local CTE pathways offered by a school to CTE programs or academic degree programs at a college or university and linkages of college CTE programs to academic programs at a college or a university.
- (iii) Approximate number of student slots available for each local CTE pathway at a school, college, or university (e.g., one section or 30 students).
- (iv) Whether the CTE pathways or programs are offered at the school campus, on a college or university campus, or virtually.
- (v) Work-based learning experiences offered through the CTE pathway by type of experience (e.g., pre-apprenticeship, apprenticeship, externship, internship, on-the-job training, etc.).
- (vi) College acceleration opportunities offered to students by type and by school

(b) Student attainment and performance data by program and school

- (i) Student enrollment in CTE pathways by pathway.
- (ii) Student completion of CTE pathways by pathway.
- (iii) Student attainment of industry credentials through CTE pathways by credential linked to occupations by SOC code.
- (iv) Student completed work-based learning experiences by type of experience
- (v) Student enrollment and performance data by type of college acceleration opportunity
- (vi) Demographic breakdown of student attainment and performance data.

(c) Articulation

- (i) Links to articulation agreements recognizing CTE pathway completion or credential attainment to college credit by school and by college or university
- (ii) Student attainment of postsecondary credit through CTE pathway. completion or credential and by student demographics and postsecondary institution.

(d) Real-time occupational data

- (i) Real-time local, regional, and state labor market data for CTE pathways and industry credentials linked to SOC codes. Labor market data must include current employment, current job openings, projected demand in the short-term and long-term, entry-level wages, and average annual wages.
- (e) Program costs and financial aid
 - (i) CTE pathways or industry credential program costs.
 - (ii) Cost of the programs to student and family.
 - (iii) Availability of financial aid or supports to reduce or eliminate costs to the student and family.
- (f) Program success metrics
 - (i) Program success indicators as determined by the department or agency that indicate how successful the program is in placing a student in an occupation, into postsecondary education, placing a student in a middle- to high-wage occupation, or attainment of a stackable industry credential.
 - (ii) Evaluation of programs based on the program success indicators.
- (g) Digital transcript uploads
 - (i) Functionality that allows students the option to upload digital transcripts of CTE pathways or industry credentials attained to specific job postings or postsecondary programs but otherwise protects student privacy in accordance with FERPA and other state and federal laws.
- (h) Postsecondary and Employer search function
 - (i) Functionality that allows colleges, universities, and employers to search digital transcript uploads in accordance with FERPA and other state and federal laws or specific programs that are successful in producing student outcomes described in subparagraph f.
- (3) The department shall ensure that state secondary, postsecondary, and longitudinal data systems are integrated to allow the state to match students with student outcomes.
- (4) The agency shall provide all real-time employment data to the department or its approved third party for inclusion in the data analytics tool or data dashboard.
- (5) By (*date*), the department shall annually report to the legislature on its implementation of this section and recommendations to improve the data analytical tool or data dashboard.
- (6) The department shall adopt rules to implement this section.

SECTION 3. EFFECTIVE DATE

This act shall take effect upon becoming a law.