



Data Connections

ExcelinEd Pathways Model Policy | 2025

The purpose of this model policy is to establish a data analytics tool that enables schools, parents, students, employers and policymakers to connect and examine key K-12 and postsecondary education experiences and employment outcomes. These connections inform decisions about college and career pathways, as well as resource alignment within the state. This policy codifies data collection, reporting and analysis, and creates a data dashboard to allow users to visualize the data.

Data Analytics Tool/Data Dashboard

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

SECTION 1. DEFINITIONS

As used in this section, the terms have the following meanings:

- (1) “Agency” means the state’s workforce agency.
- (2) “CTE” means career and technical education.
- (3) “Department” means the state’s education agency.
- (4) “Industry Credentials” are certifications, licenses or other credentials that employers use to validate an individual’s knowledge and skills in a specific field. They are awarded by a third-party, such as an industry association or professional society. Industry credentials can be earned by students (high school and postsecondary) as well as workers currently employed in the field.

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) To make informed choices on college and career pathways; and
 - (c) To 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.); and
 - (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 by course and program of study;
 - (ii) Student completion of CTE by course and program of study;
 - (iii) Student attainment of industry credentials through CTE pathways, by credential and occupation, linked to SOC codes;
 - (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;
 - (vii) Student wage data by program of study;
 - (viii) Student wage data by industry certification earned;
 - (ix) Student wage data by postsecondary degree earned; and
 - (x) Student wage data by industry.
- (c) 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.
- (d) Program costs and financial aid
- (i) CTE pathways or industry credential program costs;
 - (ii) Cost of the programs to student and family; and
- (i) Availability of financial aid or supports to reduce or eliminate costs to the student and family.
- (e) 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; and

- (ii) Evaluation of programs based on the program success indicators.
- (2) The department shall ensure that state secondary, postsecondary, and longitudinal data systems are integrated to allow the state to match students with student outcomes.
- (3) 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.
- (4) 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.
- (5) The department shall adopt rules to implement this section

SECTION 4. EFFECTIVE DATE

This act shall take effect upon becoming law.

