KEY ACCELERATION CONSIDERATIONS: DATA

Data is foundational to ensuring equitable access to courses, understanding program baselines, establishing goals to scale programs and setting trajectories to reach those goals, and building proof points to justify and scale accelerated pathway programs. Routine monitoring and reporting of data enables leaders to know when something is working and should be scaled more quickly or provides early warnings that something is not working to make mid-course corrections.

CORE ELEMENTS OF DATA-DRIVEN PROCESS:

- Inventory what data sharing agreements currently exist among partners and whether these need to be created or modified.

- Identify which partner(s) are responsible for collecting, housing, and reporting data, and establish timelines.

- Understand whether and how indicators are defined across partners; this is particularly important given the porous boundaries between the secondary and postsecondary sectors.

- Conduct an audit to better understand which data are currently collected, and develop a plan for any necessary refinements to current data collection methods or infrastructure (e.g. identifying proxy indicators in the short-term while longer-term groundwork is laid).

- Engage in a process to define how each indicator will be used and what claims the data will support (e.g., progress monitoring, continuous improvement, public reporting, accountability, etc.).

- Determine how to disaggregate data (e.g., by race/ethnicity, gender, family income, grade-level, cohort, credit thresholds, school and program type, etc.).

- Plan for approach to build broad understanding of the data and the capacity to meaningfully use it across stakeholders through storytelling.

As communities work to build and scale accelerated pathways to credentials, it will be important to prioritize key indicators.

KEY INDICATORS TO COLLECT:

INPUTS	LEADING INDICATORS	OUTCOMES
• Students' advising experiences with mentors and coaches	• Awareness/perception of programs	• Credit accrual by the end of 12th grade and within one year after 12th grade
• Work-based learning (i.e., shadowing and internship) opportunities	• Student enrollment in programs, with a consideration of how program enrollment compares to overall school / district enrollment	• Completion/attainment of credential or continuation to four-year or workforce
• Employer skills, credentials and certification needs	• Progress/persistence through programs (attendance, GPA, credits attempted, credit pass rates, credit accrual, continuation)	• Student satisfaction and other qualitative evidence
• Nonprofit partnerships to provide wraparound services (housing, transportation)	• Out-of-pocket costs for program participation	• Workforce/internship employer feedback
• Communications sessions and materials on programs		• Wage data
• Labor market data		