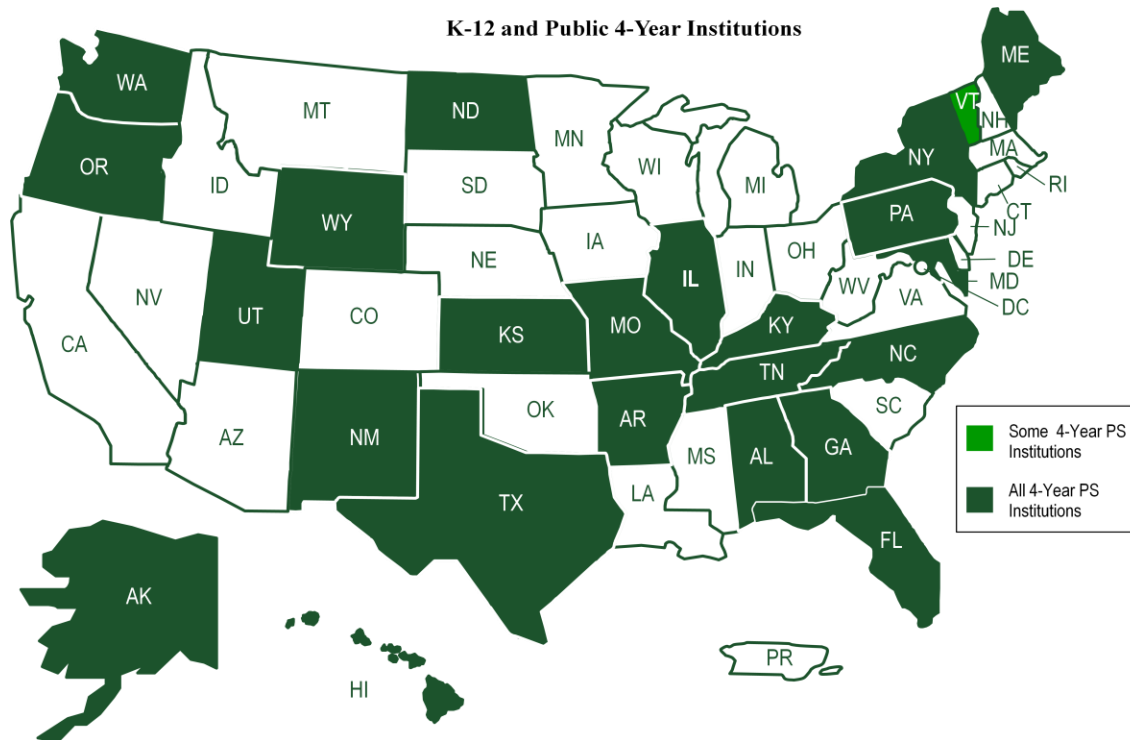
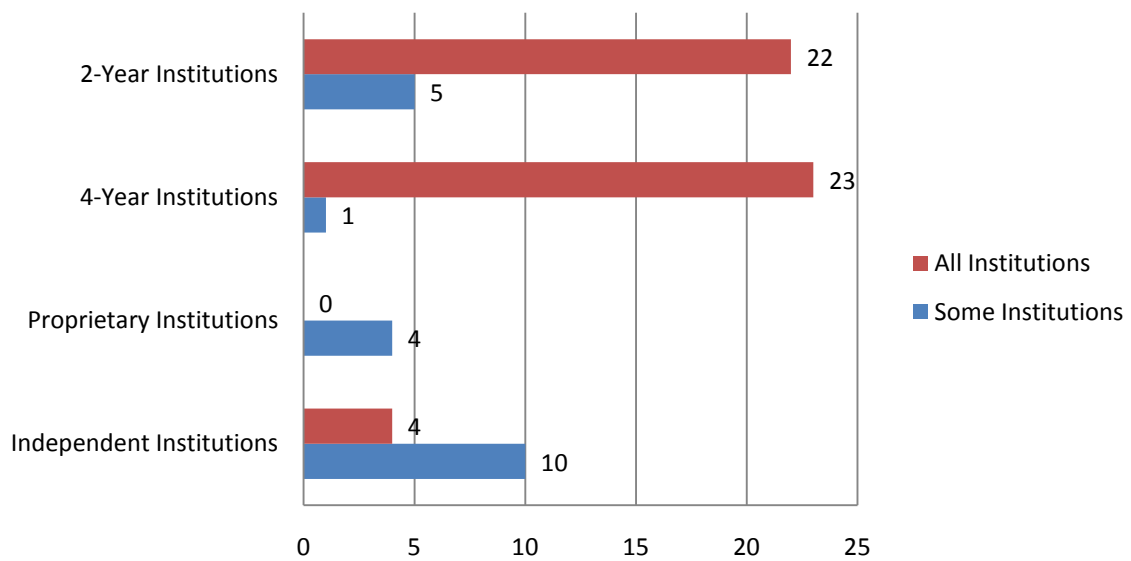




**K-12 and Public 4-Year Institutions**

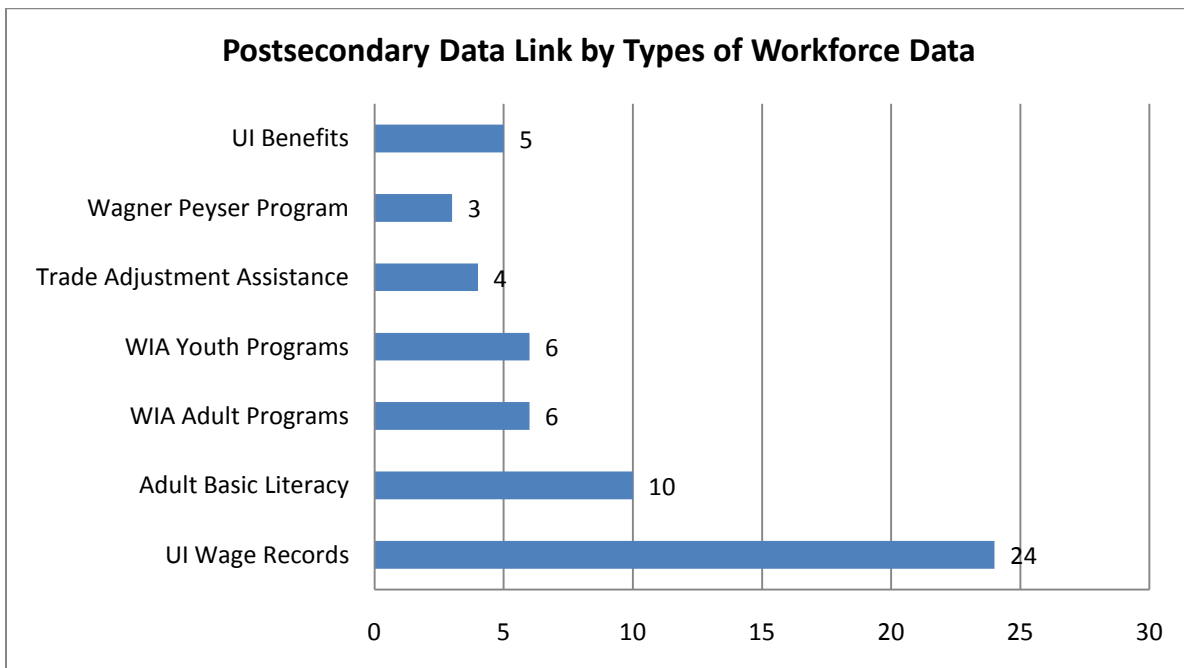
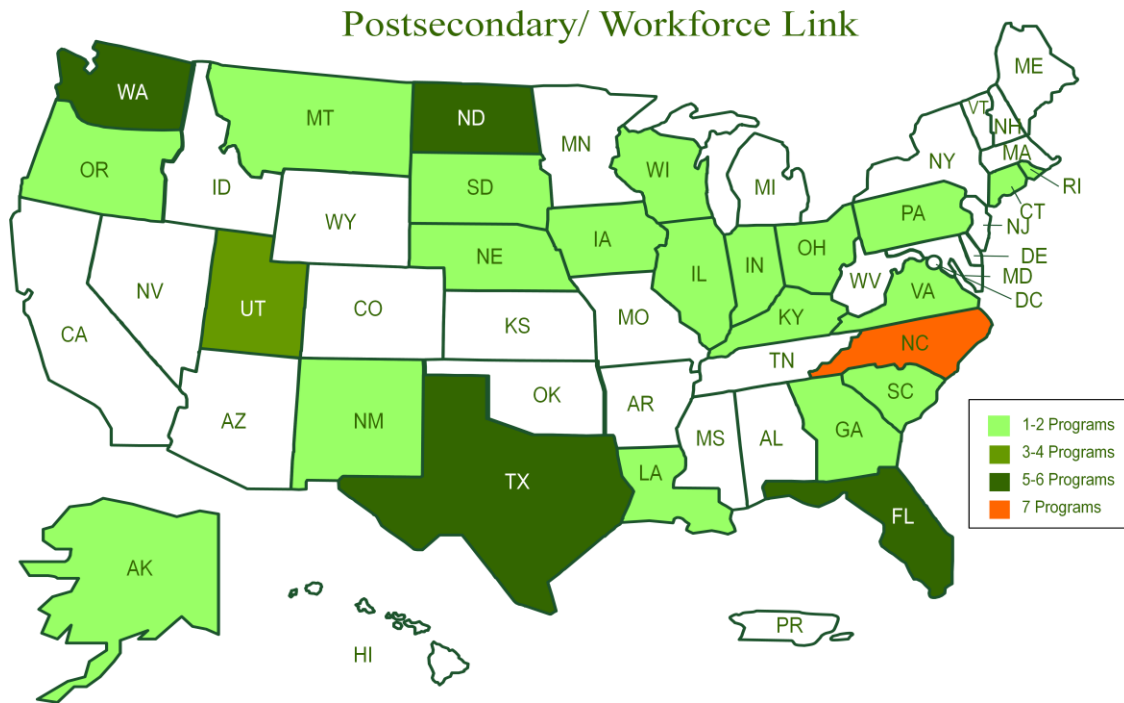


**K-12 Data Links by Types of Postsecondary Institutions**



**Postsecondary and Workforce Data Links**

The DQC surveyed states about seven workforce-related data sources. Of these, many states have begun linking their postsecondary data with data from their state’s Unemployment Insurance Wage Record system.



**Linking P20/Workforce Data Can Help Policymakers Address Key Policy Questions**

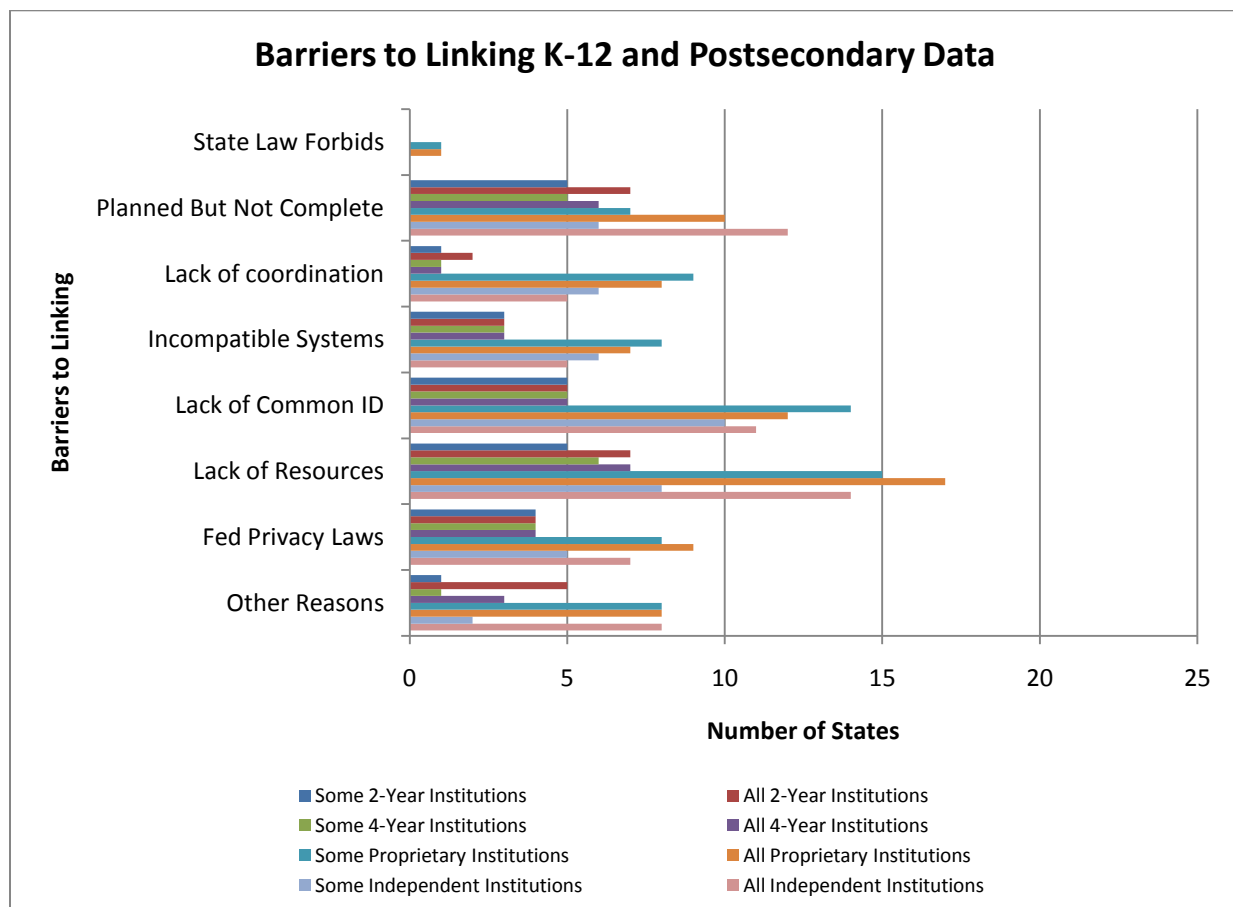
By linking education and workforce data, states increase their ability to answer new questions that affect a broader range of students.

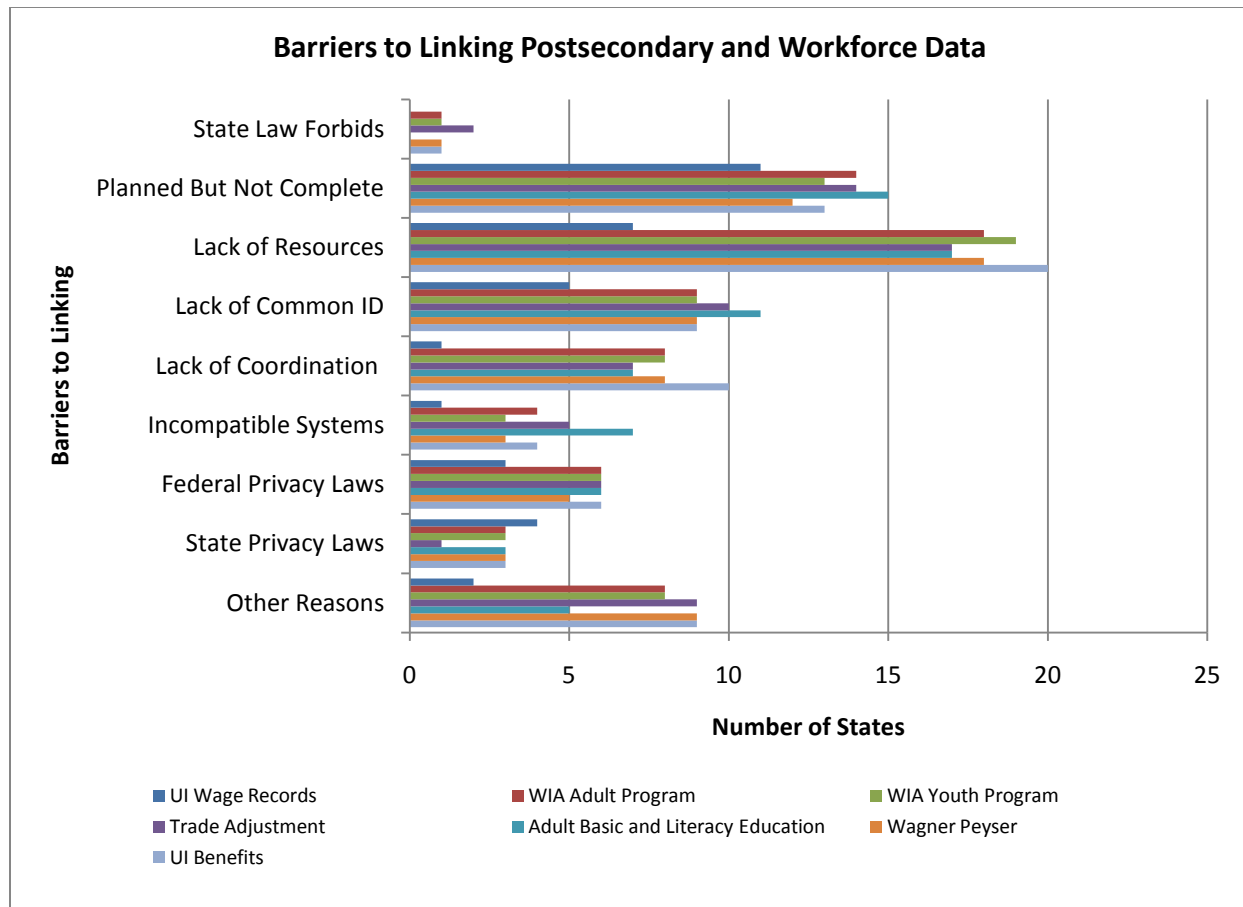
- What high school performance indicators, e.g., enrollment in rigorous courses or performance on state and college entrance assessments, are the best predictors of students’ postsecondary success, e.g., postsecondary admission, enrollment, course placement, retention, and completion?
- How does participation in advanced curricular options, e.g., honors, dual credit, or Advanced Placement courses, in high school affect postsecondary admission, enrollment, course placement, and completion?
- What is the employment rate of postsecondary education graduates and in what industries do they work? How do their benefits differ from those of non-graduates?
- What percentage of postsecondary students enter the workforce prior to completing a credential? How do their employment patterns, earnings, and stability differ from graduates?

In addition to developing the capacity to answer these questions, states must also prioritize data access, analysis, and use.

**Barriers to Linking Education and Workforce Data**

While progress has been made on linking education and workforce data, much work remains to be done to ensure robust links between and amongst the K-12, postsecondary and workforce sectors. States have identified several barriers to linking education and workforce data, ranging from the lack of coordination to resource constraints.





### Next Steps

While states are currently working to connect education and workforce data, much remains to be done before the goal of having data systems that can link across the P-20/Workforce spectrum is achieved. To connect these education and workforce databases, states should engage a broad range of stakeholders to:

1. Prioritize, through broad-based stakeholder input, the critical policy questions to drive the development and use of longitudinal data systems.
2. Ensure data systems are interoperable within and across agencies and states by adopting or developing common data standards, definitions and language.
3. Protect personally identifiable information through governance policies and practices that promote information security while allowing appropriate data access and sharing.

### *About the Data Quality Campaign*

The Data Quality Campaign (DQC) is a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement. The campaign will provide tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access and use.

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