

Preparing Students for Jobs

Ensuring Student Success in the Workforce

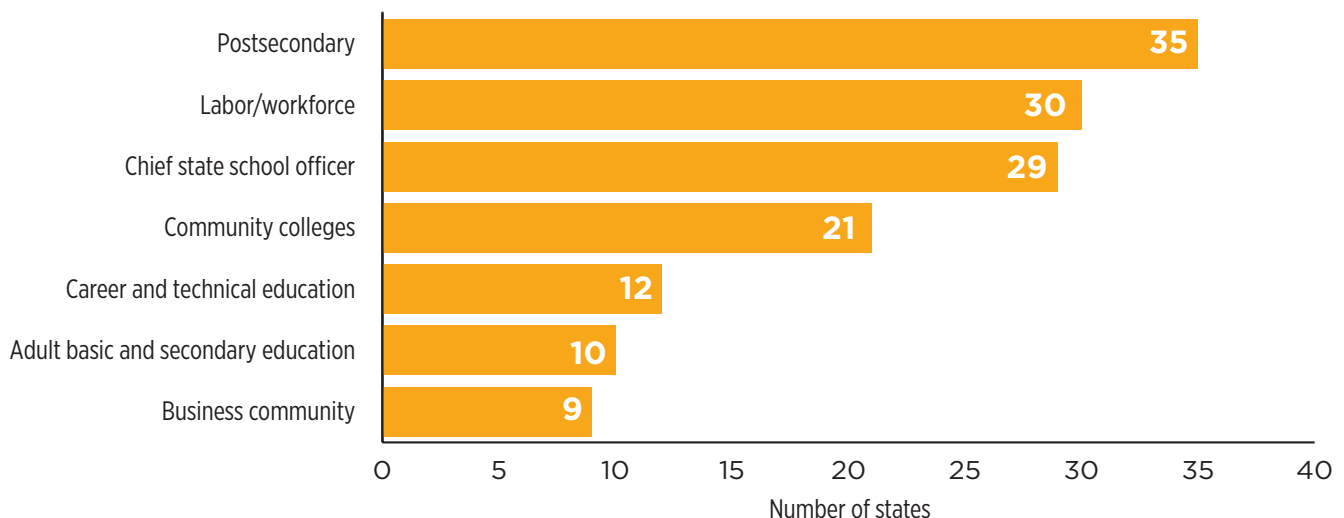


Why do workforce data matter?

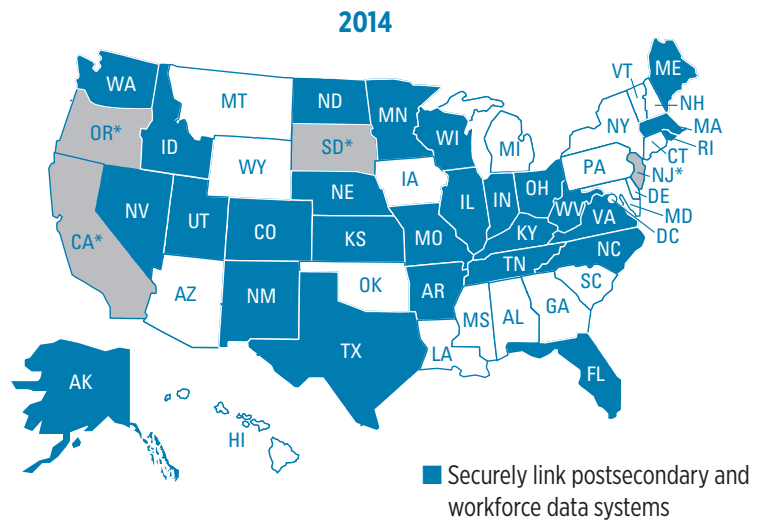
A strong education prepares students to succeed in their chosen careers, but education, training, and employment pathways are changing. Individuals take multiple paths into the workforce. Some get jobs after completing high school, some after earning a college degree. Others leave the workforce to go back to school, while still others enroll in education or skills training while working. One-fourth of adults in the United States have nondegree credentials, such as an information technology certificate, and workers with nondegree credentials have higher earnings than those without them.

To develop and support a strong workforce, policymakers, educators, school and business leaders, students, and the labor force can use data to inform improvements to the variety of routes through education and careers. States can securely link limited K-12 data with postsecondary and workforce data, such as program completion or employment status, to evaluate which schools, programs, and pathways help students be successful in college and careers. States can also collect and report information on students' readiness for college and careers to provide transparency and inform decisions about how to best prepare students for college and beyond.

States can develop a cross-agency governance council to guide secure data collection, sharing, and use. Governance councils, with members from different agencies, can help states use data to gain a holistic understanding of both traditional and nontraditional routes to employment. According to *Data for Action 2014*, **43 states** have a cross-agency data governance council, but the state-level policy leaders and other representatives included on the councils vary.

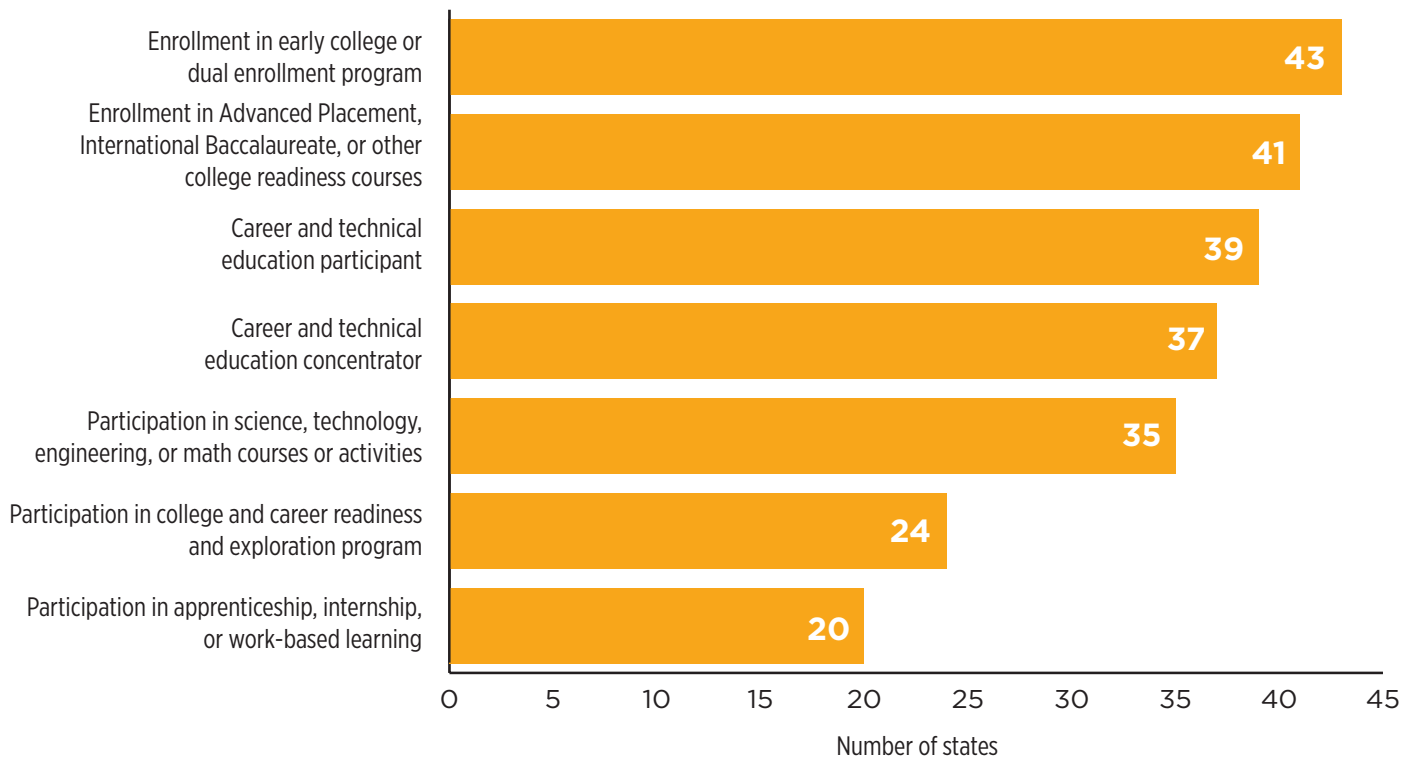


By securely sharing limited, critical information about how their graduates fare as they move from education into the workforce, the K-12, postsecondary, and workforce sectors can identify best practices or make adjustments to programs or curriculum. Forty-three states report that they securely link K-12 data systems with postsecondary data systems, **19 states** securely link K-12 and workforce data systems, and **27 states** securely link postsecondary and workforce data systems.



*California, New Jersey, Oregon, and South Dakota did not participate in the *Data for Action 2014* survey.

While schools and districts are responsible for monitoring student enrollment and participation in college and career readiness programs, states can play a critical role in securely collecting data on student participation in these opportunities. States can use this information to ensure that students have equitable access to college and career readiness programs that meet their education needs.



To learn more, read *State Student Data Privacy Legislation: What Happened in 2014, and What Is Next?* and *Help Wanted: Projections of Jobs and Education Requirements Through 2018*.