Policy Priority 1:

DATA

A Statewide Database to Track All Individual Learning

In order to create a system where all learning counts, we must build data systems capable of tracking that learning. Next, we need to be able to analyze that data to understand opportunities to make improvements and fill gaps in the system—especially as it relates to achievement gaps. More comprehensive and better linked data will enable us to provide seamless and equitable educational experiences across learning providers and throughout a lifetime.

MUST-HAVES

| Foundation

- ✓ Include credit- and credential-level data from all state and state-related two- and four-year institutions and workforce training programs.
- ✓ Include demographic information (race, ethnicity, gender, socioeconomic status).
- ✓ Create a unified data system or data that can be linked across relevant agencies.
- ✓ Provide links to employment and wage data.
- ✓ Provide links to all credentials (diplomas, badges, certificates, certifications, licenses, apprenticeships, degrees of all types and levels) delivered, issued, funded, authorized, overseen, or governed by the state/agency/entity.

| Equity

- ✓ Require annual reports that analyze awarded credit disaggregated by race, ethnicity, gender, and socioeconomic status.
- ✓ If data reveals inequities in how learning is counted among demographic groups, require a process to identify and adjust policies and practices as necessary within and across relevant sectors.
- ✓ Conduct systematic examinations of how a proposed action or decision may affect different racial and ethnic groups, for all ALC policies and decision making.

| Accountability	✓ Establish or identify a governing entity and related policy that compels state agencies, institutions, and systems to report data regularly and accurately. ✓ Require annual reports that track demographics, employment, and wage data.
| Quality	✓ Require annual reports that track the relationship between awarded credit toward programs and employment/wage outcomes.