Youth Apprenticeship Data Framework

A TOOL FROM THE PARTNERSHIP TO ADVANCE
YOUTH APPRENTICESHIP

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Overview of the Youth Apprenticeship Data Framework

Youth apprenticeship is a strategy for building a more inclusive economy by creating affordable, reliable, and equitable pathways from high school to good jobs and college degrees. Youth apprenticeship programs are growing in states and communities across the country, as partnerships of employers, educators, community leaders, and state and local policymakers discover that apprenticeship can expand economic opportunity, while meeting the needs of businesses across a range of industries.

As youth apprenticeship programs develop and expand across the U.S., it is critical that practitioners develop plans for capturing, analyzing, and leveraging data at every stage of program development. Robust data allow state and local leaders to monitor, evaluate and demonstrate the impact of youth apprenticeship programs, to drive continuous improvement practices, and to identify best practices to support improvement, replication, and scale.

After extensive consultation with leading youth apprenticeship practitioners and education and workforce experts, the Partnership to Advance Youth Apprenticeship has developed the Youth Apprenticeship Data Framework. This framework is designed to help program leaders identify relevant, actionable information and data they can collect to document their processes, monitor apprentice progress, and track outcomes for apprentices, employers, and other key stakeholders. Based on stakeholder feedback, the Framework has been organized into three categories--Partnership Data, Pathway Data, and Participant Data--each of which is described in greater detail below.

ABOUT THE YOUTH APPRENTICESHIP DATA FRAMEWORK

The Youth Apprenticeship Data Framework is intended to be a practical and adaptable guide to support youth apprenticeship partnerships' efforts to build data systems that monitor the effectiveness of youth apprenticeship programs and inform continuous improvement activities. The framework can be used as a foundation that supports the data capacity of leaders and organizers working together to identify, develop, and scale up effective, equitable youth apprenticeship programs around the country. Programs should use this Framework to start conversations with partners about what data are being collected and by whom; to identify and address gaps in data collection; to develop and expand data sharing agreements; and to determine what data infrastructure will be needed to improve data capacity as programs expand.

At the same time, however, the Youth Apprenticeship Data Framework is also designed to set an aspirational bar for data collection in the field of youth apprenticeship and to establish a consistent vision for how the field defines, measures, and communicates its progress and success. PAYA recognizes that many programs—especially pilots and early-stage programs—will not be ready to collect or access all of the indicators in the Framework. Program leaders should use this framework to identify indicators that are available at their particular stage of program development, and then to determine what resources and actions will be necessary to collect additional indicators as the program evolves. As the field improves its capacity to collect and report on the indicators included in the Youth Apprenticeship Data Framework, the evidence base for youth apprenticeship will grow, informing innovation and improvement at scale.

Although this tool has been largely developed for use at the local or regional program level, it can also inform state-level efforts to collect and report youth apprenticeship data, which requires careful alignment across multiple systems. For example, state system leaders can use the Youth Apprenticeship Data Framework to provide guidance to local and regional programs to improve their ability to report consistent, quality data and to ensure program-level data collection efforts are aligned to regional and state priorities for youth apprenticeship.

NAVIGATING THE YOUTH APPRENTICESHIP DATA FRAMEWORK

Based on feedback from youth apprenticeship practitioners and experts from across the fields of education and workforce development, the indicators in the Youth Apprenticeship Data Framework have been organized into three categories:

- **Partnership Data**: These indicators collect information about partner organizations, including information about their engagement in the development, design, and implementation of the youth apprenticeship programs. In addition, indicators in this category provide important context about the communities and systems in which youth apprenticeship programs operate, which can inform programs' efforts to set and track goals for participation and apprentice outcomes that directly address local equity challenges.

- **Pathway Data**: These indicators collect information about the design, structure, requirements, outcomes, and employers involved in youth apprenticeship programs. PAYA recommends this information be collected for each occupational pathway, so program leaders have a clear picture of how program structures, outputs, and outcomes may vary within and across their programs.

- **Participant Data**: These indicators collect participant-level information about the students who apply to and enroll in apprenticeship programs, including apprentice demographics, progress measures, and outcomes. These data will allow program leaders to monitor participation, progress, and completion, and help them take steps to ensure programs expand opportunity and lead to improved education and employment outcomes.

For each category, the Framework includes a table with multiple indicators program leaders should consider collecting to document or monitor partner engagement, apprentice participation and progress, and program design and outcomes. The Framework also includes a definition for each indicator.

The Youth Apprenticeship Data Framework also includes additional information about each indicator:

> *PAYA Principles for High-Quality Youth Apprenticeship*: Each indicator in the Youth Apprenticeship Data Framework has been tagged with one or multiple of the PAYA Principles for High-Quality Youth Apprenticeship. While each program is likely to collect its own mix of indicators from the Framework initially, program leaders should ensure they are collecting multiple indicators for each PAYA Principle to monitor and improve alignment to those foundational design principles.

> *Collection Phase*: To help program leaders prioritize data to collect as their programs launch, grow, and evolve, each indicator in the framework has also been labeled with a stage of program

development. Programs building partnerships and beginning to design pilot pathways should initially prioritize the collection of the indicators labeled Pre-Launch, many of which relate to key elements of partnership and program development. As programs launch pilots and begin enrolling apprentices, program leaders should build on the information and data collected during the pre-launch phase by collecting indicators labeled Pilot. Finally, as programs move into the later stages of a pilot program (e.g. additional cohorts of apprentices enroll and/or an initial cohort completes the program) and become more established, program leaders should be prepared to collect indicators labeled Established to collect outcomes data and other key information. These phases are intended to be cumulative. In other words, as a program matures and expands its capacity to collect indicators labeled Established, it should continue collecting indicators labeled Pre-Launch and Pilot, as well.

Accountability Requirement: The Accountability Requirement column denotes indicators that are included in federal accountability requirements and, as such, are currently being collected by local and/or state partners. Data that is required to be reported under the Every Student Succeeds Act (ESSA), Workforce Innovation and Opportunity Act (WIOA), Perkins V, and by the Registered Apprenticeship Partners Information Management Data System (RAPIDS) have been labeled in an effort to reduce duplication and streamline collection efforts. (Please note the collecting agencies will vary by state, and therefore have not been listed here. Program leaders should consult education and workforce partners to learn more.)

Readers can explore each category of indicators in the following pages. Each table of indicators can be searched, sorted, and downloaded as a PDF. Below each table of indicators, PAYA has provided a customizable spreadsheet program leaders can download and adapt to facilitate data collection processes informed by this Framework. A PDF version of the full Youth Apprenticeship Data Framework, along with other tools and resources to support program-level data planning, collection, and use, is available in the Appendix section of this report.

Partnership Data

High-quality youth apprenticeship programs are built on strong partnerships that include intermediary organizations, employers, high schools, providers of postsecondary education, and other community partners and leaders.

Indicators in this section of the framework will help program leaders understand and document:

- How partners are contributing to program development and implementation

- How satisfied partners and other stakeholders are with the program and its outcomes

- Student demographics and outcomes of partner school districts and postsecondary institutions

- How apprentice demographics and outcomes compare to those of non-apprentice peers

This information can help program leaders make decisions to strengthen the partnerships that undergird high-quality youth apprenticeship programs, while also gathering information to ensure that they are delivering positive results for employers, apprentices, and core partners.

Youth Apprenticeship Data Framework: Partnership

Search in table

Indicator	Definition	PAYA Principle	Collection Phase	Accountability Requirements
Names and type of organizations in the partnership	Organizations involved in the partnership and the type of organization of each, including schools and school districts, postsecondary institutions, workforce boards or committees, employers employing apprentices and/or contributing to program development, community organizations, government offices or agencies, labor unions, and advisory bodies	● Accountable	Pre-Launch	
Team members involved in pathway course and competency development	Partners who cooperated to develop the competencies, outcomes, courses, and other key instructional and learning elements of the youth apprenticeship pathway, including faculty members from K–12 and postsecondary institutions or agencies, representatives from workforce boards, and relevant employers or industry groups	● Adaptable	Pre-Launch	
Partnership meeting data	Information on major meetings of partnership, including attendance, frequency, represented partners, and agendas and/or minutes	● Accountable	Pre-Launch	
Number, type, and size of student recruitment activities	Information on student recruitment activities hosted by partnership	● Equitable ● Accountable	Pilot	
Stakeholder engagement activities	Information on significant stakeholder engagement or outreach activity, including attendance, frequency of engagement, represented partners and demographics, agendas, and other pertinent information	● Accountable	Pre-Launch	

Stakeholder feedback	Data and feedback obtained through surveys of partner experience and satisfaction; surveys should, at minimum, target apprentices and employers	● Accountable	Pilot	
Employer satisfaction	Employer satisfaction levels and perceptions of program benefits through, at minimum, surveys designed to obtain qualitative evidence of employer return on investment. PAYA recommends surveying employer partners regularly throughout the year.	● Adaptable ● Accountable	Pilot	WIOA
Employer return on investment measure	Evidence of return on investment may include reduced recruitment costs for entry-level workforce, improved retention, increased productivity from real work, increased employee engagement or motivation, etc. and may be collected through surveys. Though quantitative data may not be initially available, programs should give thought to collecting data to generate a basic quantitative ROI estimate for program participation as the program becomes established.	● Adaptable ● Accountable	Established	
Apprentice satisfaction	Apprentice satisfaction levels and perceptions of program benefits through, at minimum, surveys designed to obtain qualitative evidence of satisfaction or measures of Employer Net Promoter Score (eNPS), if applicable. PAYA recommends surveying apprentices regularly throughout their apprenticeship.	● Adaptable ● Accountable	Pilot	
Total school enrollment (by K–12 school)	Number of students enrolled in each partner K–12 institution, broken down by race/ethnicity. PAYA recomends using the categories used by the National Center for Education Statistics. Visit https://nces.ed.gov/ccd/elsi/ for more information or to access data from your LEA or SEA.	● Equitable ● Accountable	Pre-Launch	
Free and reduced-price lunch status enrollment (by K–12 school)	Total number and/or percentage of students enrolled in each partner K–12 institution who are eligible for free or reduced-price lunch	● Equitable ● Accountable	Pre-Launch	
Enrollment of students from special populations (by K–12 school)	Total number of students enrolled in each partner K–12 institution who are identified under a special population, as defined by Perkins V	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Four-year adjusted cohort graduation rate (by K–12 school)	Percentage of students at each partner K–12 institution who graduate within four years, disaggregated by gender, race, and special population (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Number of secondary CTE participants (by K–12 school)	Number of students at each partner K–12 institution who completed at least one CTE course in a CTE program or program of study, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Number of secondary CTE concentrators (by K–12 school)	Number of students at each partner K–12 institution who completed at least two courses in a single CTE program or program of study, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Postsecondary credits earned by students at time of high school graduation (by K–12 school)	Average number of postsecondary credits earned at time of high school graduation, and types of credits, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V (optional)
Number of industry credentials earned by students at time of high school graduation (by K–12 school)	Average number of industry credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	

Metric	Description	Category	Stage	Framework
Type/name of industry-recognized credentials earned by students at time of high school graduation (by K–12 school)	Types and names of industry-recognized credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	Perkins V
Number of students who enroll in postsecondary education or training following high school graduation (by K–12 school)	Number of students each year who enroll in education or training following high school graduation, disaggregated by subgroup including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Number of students who accept offers of part- or full-time employment following high school graduation (by K–12 school)	Number of students each year who accept offers of part- or full-time employment following high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Total school enrollment (by postsecondary institution)	Number of students enrolled in each partner postsecondary institution, further broken down into the following demographics, by institution. PAYA recommends using the categories used by the National Center for Education Statistics. Visit https://nces.ed.gov/ccd/elsi/ for more information.	● Equitable ● Accountable	Pilot	
Enrollment of students from special populations (by postsecondary institution)	Total number of students enrolled in each partner postsecondary institution who are identified under a special population as defined by Perkins V	● Equitable ● Accountable	Pilot	
Graduation/credential attainment rate (by postsecondary institution)	Percentage of students at each partner postseconary institution who graduate or attain a degree/credential, disaggregated by gender, race, and special population. (Note: Institutions may use a 2, 4, 6-year or other rate.)	● Equitable ● Accountable	Pilot	
Number of postsecondary/adult CTE participants (by postsecondary institution)	Number of students at each partner postsecondary institution who completed at least one CTE course in a CTE program or program of study, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pilot	
Number of postsecondary/adult CTE concentrators (by postsecondary institution)	Number of students at each partner postsecondary institution who earned at least 12 credits in a single CTE program or program of study, or completed a CTE program if that CTE program encompasses fewer than 12 credits, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pilot	
Number of industry credentials earned by students at time of postsecondary graduation (by postsecondary institution)	Average number of industry credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	
Type/name of industry-recognized credentials earned by students at time of postsecondary graduation (by postsecondary institution)	Types and names of industry-recognized credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	
Number of students who enroll in further postsecondary education or training following graduation (by postsecondary institution)	Number of students each year who enroll in postsecondary education or training following high school graduation, disaggregated by subgroup including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	
Number of students who accept offers of part- or full-time employment following high school graduation (by postsecondary institution)	Number of students each year who accept offers of part- or full-time employment following high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	

Download the Partnership Data Collection Tool spreadsheet.

Pathway Data

High-quality youth apprenticeship programs enroll students in on-the-job training, combined with academic learning for specific occupational pathways. This unique combination prepares them to be successful in a full range of postsecondary education options and to begin their careers, broadening their options for the future.

Indicators in this section of the framework will help program leaders understand and document:

- The requirements for enrollment in each pathway

- The journey of a youth apprentice through each pathway, including courses, on-the-job training, and the estimated time to complete the program

- The course credits and credentials required and/or offered within each pathway

- The accessibility and transferability of related instruction credits towards an associate or bachelor's degree

- The names, types, and size of employers participating in each occupational pathway

- How a program's apprenticeship pathways are connected to careers that offer family-sustaining wages and opportunities for advancement

This information can help program leaders document and explain the core elements of each occupational pathway, and identify strengths and areas for improvement within particular pathways, or across the program as a whole.

Youth Apprenticeship Data Framework: Pathway

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Indicator	Defintion	PAYA Principle	Collection Phase	Accountability Requirements
Pathway name	Typically the occupation for which apprentices train. PAYA suggests a naming convention that also includes the industry sector, where relevant and possible, based on program design (i.e. Pathway Name = [Occupation - Industry Sector])	● Career-Oriented	Pre-Launch	RAPIDS (for Registered Apprenticeship only)
Pathway duration	Amount of time, in months or years, typically required to complete all components of apprenticeship program, including related technical instruction (RTI), on-the-job training, or other required elements	● Career-Oriented	Pre-Launch	
Aligned credentials earned	Pathway-aligned credentials earned by apprentice upon completion of the program, including, but not limited to, an industry-recognized certificate or certification; a certificate of completion of an apprenticeship; a license recognized by the state involved or federal government; an associate or baccalaureate degree; or advanced standing for related apprenticeship	● Career-Oriented	Pre-Launch	
Program registration	Information on whether or not program is registered, either with the U.S. Department of Labor or a state apprenticeship agency	● Career-Oriented	Pilot	
Method of measuring progress	Information on whether progression in the program and on-the-job training is measured by time, competency, or a hybrid of the two	● Career-Oriented	Pilot	RAPIDS (for Registered Apprenticeship only)
Number of employers participating in pathway	Number of employers hiring youth apprentices in this occupation through the program	● Career-Oriented	Pilot	
Names of employers participating in pathway	Names of employers hiring youth apprentices in this occupation	● Career-Oriented ● Adaptable	Pilot	
Average financial costs borne by apprentices	Program participation costs borne by apprentices and their families, including tuition, fees, books, equipment, and required supplies or activities. Include transportation costs to the extent they are measurable and significant (e.g., program requires apprentices to purchase a bus pass). Do not include monthly car payments or other transportation-related expenses that have been incurred regardless of program enrollment.	● Equitable	Pilot	
Source of funding for related instruction	Sources of funds used to pay for related technical (or supplemental) instruction, by pathway, such as employer contribution, public funds, scholarships, etc.	● Equitable	Pre-Launch	
Average regional salary for this occupation	Average salary earned by a person working full time in this occupation in this particular region or city	● Career-Oriented ● Equitable	Pre-Launch	
Prerequisite: age	Minimum age required for program eligibility, if applicable	● Equitable	Pre-Launch	
Prerequisite: grade in school	Minimum grade or year in school required for program eligibility (typically between sophomore and senior years), if applicable	● Equitable	Pre-Launch	
Prerequisite: coursework	Coursework, either at the secondary or postsecondary level, required for eligibility for program, if applicable	● Equitable	Pre-Launch	
Prerequisite: minimum GPA	Minimum grade point average for eligibility for youth apprenticeship program, if applicable	● Equitable	Pre-Launch	
Prerequisite: minimum test score	Exams or assessments required for entrance to program, and corresponding minimum score for eligibility, if applicable	● Equitable	Pre-Launch	
Prerequisite: certifications	Certifications required to start youth apprenticeship program, if applicable	● Equitable	Pre-Launch	
Prerequisite: level of CTE participation	Information on whether program participants are required to be CTE participants and/or CTE concentrators, if applicable	● Equitable	Pre-Launch	
Prerequisite: other	Other prerequisites or conditions required for eligibility not listed above	● Equitable	Pre-Launch	

Pathway structure: hours of coursework	Total number of contact hours of related technical instruction over the course of the year, as well as the total number of contact hours of RTI per week	● Career-Oriented	Pre-Launch	
Pathway structure: hours of on-the-job training	Total number of hours of on-the-job training spent at the jobsite over the course of the year, as well as the total number of hours of on-the-job training per week	● Career-Oriented	Pre-Launch	RAPIDS (for Registered Apprenticeship only)
Related instruction: course name and description	Name and description of each course offered as part of the youth apprenticeship pathway's related instructional component	● Portable	Pre-Launch	
Related instruction: institution conferring credit	Name of the institution(s) conferring credit for each course offered as part of the youth apprenticeship's related instructional component	● Portable	Pre-Launch	RAPIDS (for Registered Apprenticeship only)
Related instruction: credit weight	Number of credits associated with each course in the pathway's related instructional component	● Portable	Pre-Launch	
Related instruction: format/location	Format and location of each course offered in the pathway's related instructional component	● Portable ● Equitable	Pre-Launch	
Related instruction: transferrable to other two- or four-year institutions	Is each course transferable to other two- or four-year institutions or part of an apprenticeship program that culminates in a degree in a related field?	● Portable ● Equitable	Pre-Launch	
Related instruction: mandatory or elective instruction	Information on whether the course is part of mandatory instruction for the pathway or is an elective or supplementary course	● Portable	Pre-Launch	
Employer: name	Names of businesses employing and training apprentices through this pathway	● Adaptable	Pilot	
Employer: size of company	Number of employees working for each employer hiring apprentices	● Adaptable	Pilot	
Employer: classification	Legal classification of each employer: public or private sector; if private, publicly traded or privately held	● Adaptable	Pilot	
Employer: number of youth enrolled	Number of youth apprentices working for each employer during each cycle, year, or cohort	● Adaptable ● Accountable	Pilot	
Employer: average starting wage	Average starting wage paid by each employer to youth apprentices at the start of program	● Career-Oriented ● Equitable	Pilot	
Employer: maximum eligible wage	Maximum wage that can be paid by each employer to youth apprentices at time of program completion	● Career-Oriented ● Equitable	Pilot	
Employer: number of interview invitations offered	Number of interview invitations extended by each employer to students, by year or program application cycle	● Equitable ● Accountable	Pilot	
Employer: number of offers of employment	Number of interview invitations extended by the employer to students, by year or program application cycle	● Equitable ● Accountable	Pilot	

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[Download](#) the Pathway Data Collection tool spreadsheet.

Participant Data

High-quality youth apprenticeship programs use data to continually monitor and support apprentices' progress and success, and to assess the degree to which the program is delivering equitable outcomes for individual youth apprentices.

Indicators in this section will help program leaders understand and document:

- The demographics of students applying to and participating in the program

- Hiring patterns by employers in specific occupations and industries

- Apprentices' wage progression over time

- Progress in and completion of different components of the program for each apprentice

- Long-term employment and educational outcomes following the completion of the program for each apprentice

Robust apprentice-level data can help programs identify strengths and gaps in participation, retention, and completion rates—especially those underrepresented by gender, race and ethnicity, or disability status—in youth apprenticeship programs. Participant data should be disaggregated to uncover barriers that may be limiting the progress or success of particular sub-groups of students.

When collecting and sharing participant-level data, program leaders should ensure they and their partners take necessary steps to protect student privacy by complying with local, state, and federal data privacy requirements. PAYA encourages program leaders to initiate conversations about data privacy early, as different partners may be subject to different data privacy requirements that affect their ability to collect and share particular indicators at the apprentice level.

Youth Apprenticeship Data Framework: Participant

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Indicator	Defintion	PAYA Principle	Collection Phase	Accountability Requirements
Participant identifier	Code or other label that identifies each individual applicant/apprentice. Consult local/state data privacy rules for guidance.	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Grade	Participant grade in school at the start of the program (typically between sophomore and senior years):	● Equitable	Pilot	WIOA
Age	Participant age at the start of the program	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Expected year of high school graduation	Year in which participant is expected to graduate from high school	● Equitable	Pilot	
Cohort identifier	Label that identifies the cohort or period of time in which participant began program, such as the start year, or other units	● Equitable	Pilot	
Gender	Gender of each participating apprentice:	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Race	Race(s) of each participating apprentice (as defined by the National Center for Education Statistics):	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Special populations	Special population status, as defined by Perkins V	● Equitable	Pilot	
CTE participation level	Student's level of enrollment in CTE courses prior to beginning the apprenticeship:	● Equitable	Pilot	
High school	Name of high school attended by participant	● Equitable	Pilot	
Number of interview invitations secured	Number of interview invitations received by applicant from employers during the recruitment and hiring stage. If 0, the indicators following this one do not need to be completed for this applicant.	● Career-Oriented ● Equitable	Established	
Employers offering interviews	Names of the employers who offered interview invitations to applicant during the recruitment and hiring stage	● Career-Oriented ● Equitable	Established	
Number of employment offers received	Number of offers of employment applicant received from employers during the recruitment and hiring stage.	● Career-Oriented ● Equitable	Established	
Employers offering employment	Names of employers who extended offers of employment to applicant during the recruitment and hiring stage	● Career-Oriented ● Equitable	Established	
Acceptance of apprentice position	Student's decision to accept offers of employment as youth apprentice, using "0" if student does not accept an offer of employment and "1" if student does. If 0/no, the indicators following this one do not need to be completed for this applicant.	● Career-Oriented ● Equitable	Pilot	
Pathway	Name of youth apprenticeship pathway in which apprentice participates	● Career-Oriented ● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Hiring employer name	Name of employer for which student will be working	● Career-Oriented ● Equitable	Pilot	
Starting wage	Hourly wage at start of program	● Career-Oriented ● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)

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Current wage	Updated wage, as apprentice's wage increases over the course of the apprenticeship	● Career-Oriented ● Equitable	Established	RAPIDS (for Registered Apprenticeship only)
Financial costs borne by apprentices	Program participation costs borne by apprentice and their families, including tuition, fees, books, equipment, transportation, and any other required supplies or activities.	● Equitable	Established	
Year-on-year program retention	Persistence of each youth apprentice from one year to the next (or on a semester basis, if preferred), based on retention in courses and/or on-the-job training.	● Equitable ● Accountable	Established	RAPIDS (for Registered Apprenticeship only)
Ending wage	Hourly wage at the completion of apprenticeship program	● Career-Oriented ● Equitable	Established	RAPIDS (for Registered Apprenticeship only)
Enrollment in courses offered as part of each youth apprenticeship pathway	Each apprentice's enrollment in courses offered as part of each apprenticeship pathway, including courses offered as part of related instruction and other supplemental or elective courses or modules	● Portable	Pilot	
Completion of courses offered as part of each youth apprenticeship pathway	Each apprentice's completion of all courses offered as part of each apprenticeship pathway, including courses offered as part of related instruction and other supplemental or elective courses or modules:	● Equitable ● Portable	Pilot	WIOA
Number of postsecondary course credit hours earned to date	Number of course credit hours each apprentice has completed in related instruction at time of data collection	● Equitable ● Portable	Established	WIOA
Number of postsecondary credits earned at time of program completion	Number of postsecondary credits each apprentice has completed at program completion, including any credits unrelated to apprenticeship participation	● Equitable ● Portable	Established	Perkins V, WIOA
Number of postsecondary credits earned in apprenticeship-related fields at time of program completion	Number of apprenticeship-related postsecondary credits each apprentice has completed at program completion (e.g. through required or elective related instructional coursework)		Established	
Progress toward or completion of postsecondary degree in related fields at time of program completion	Each apprentices's completion, or progress towards completion, of a postsecondary degree:	● Career-Oriented ● Equitable ● Portable	Established	Perkins V, WIOA
Progress toward or completion of industry-recognized credentials	Progress toward or completion of industry-recognized credentials earned in related fields at meaningful program milestones (e.g. beginning of apprentices' second or third year in program). (Note: This may include an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or federal government, an associate or baccalaureate degree, or a combination of required activities that lead to an industry-recognized credential	● Adaptable ● Equitable	Established	Perkins V, WIOA
Industry-recognized credentials earned at program completion	Name of industry-recognized credentials earned by each apprentice at time of program completion		Established	
Completion of or progress towards a nationally or state-issued apprenticeship credential at time of program completion	Each apprentices's completion, or progress towards completion, of a nationally or state-issued credential (e.g., a journeyperson certification) at time of program completion	● Career-Oriented ● Equitable	Established	WIOA

High school graduation	Each apprentice's high school graduation status, or progress towards graduation, including an indicator for on-time graduation (within four academic years from ninth-grade matriculation)	● Equitable ● Accountable	Established	ESSA, Perkins V, WIOA
Program completion	Each apprentice's completion of required program elements, including but not limited to coursework (related technical instruction and any other mandatory courses or modules), on-the-job learning (as measured by hours and/or skill/competency acquisition), completion of a high school diploma, and any industry exams and certifications. (Apprentices who transition from apprentice status to full-time employee prior to completing all components of the youth apprenticeship program should not be counted for the purposes of this indicator.)	● Equitable ● Accountable	Established	
Number of job interviews secured following program completion	Number of job interviews (for full-time positions in the occupation or industry of the apprenticeship) secured by youth apprentices upon program completion	● Career-Oriented ● Equitable	Established	
Starting wage, post-completion	Starting wage of apprentices who accept jobs in related fields after program completion	● Career-Oriented ● Equitable	Established	WIOA
Enrollment in further study at partner postsecondary institution following program completion	Enrollment status of each apprentice in further study at a partner postsecondary institution within 24 months of completing the youth apprenticeship program	● Equitable ● Portable	Established	Perkins V, WIOA
Enrollment in further study at other postsecondary institution following program completion	Enrollment status of each apprentice in further study at a non-partner postsecondary institution within 24 months of completing the youth apprenticeship program	● Equitable ● Portable	Established	Perkins V, WIOA
Number of employment offers received in related fields following program completion	Number of offers of employment apprentices receive from employers in related fields, and those outside of the field in which they trained, at program completion	● Career-Oriented ● Equitable	Established	
Accepted offers of employment following program completion	Information on apprentices who accept offers of employment at program completion	● Career-Oriented ● Equitable	Established	Perkins V, WIOA
Occupation and employer, two and four quarters after exit, for apprentices who accept offers of employment post-completion	Position and employer of apprentices who accept part- or full-time employment immediately following program, as well as two and four quarters after exit	● Career-Oriented ● Equitable	Established	
Hourly wage, two and four quarters after program completion	Wage progression of each graduated youth apprentice, two and four quarters after exit	● Career-Oriented ● Equitable	Established	WIOA

Download the Participant Data Collection Tool spreadsheet.

Conclusion

Youth apprenticeship allows students to complete high school, start their postsecondary education at no (or low) cost, get paid work experience alongside a mentor, and start along a path that broadens their options for the future. Youth apprenticeship programs rely on close collaboration across education institutions, employers, intermediary organizations, and other community stakeholders who share responsibility for ensuring the success of the program and the continuous improvement of the program as a whole.

The Youth Apprenticeship Data Framework is a tool to support program leaders' efforts to identify and collect the information and data they need to effectively document their processes and programs; monitor progress; evaluate the outcomes of apprentices, employers, and other key stakeholders; and engage in continuous improvement efforts. Robust data collection in youth apprenticeship requires alignment and cooperation across multiple partners and systems, each of which will have its own processes and priorities for data. Establishing a shared plan for data collection and data sharing is a complex but critical task for program leaders. The Youth Apprenticeship Data Framework provides direction and a useful foundation for this critical, collaborative process.

At the same time, however, the Youth Apprenticeship Data Framework sets an ambitious standard for the future of data collection and use across the field of youth apprenticeship. As the field continues to grow and improve, this Framework will promote a shared culture around the collection and use of data, and promote programmatic alignment to the PAYA Principles for High-Quality Youth Apprenticeship. With these norms in place across the field, the evidence base for youth apprenticeship will continue to expand and strengthen, informing growth, innovation, and investment in the field over time.

Appendix

YOUTH APPRENTICESHIP DATA FRAMEWORK - PARTNERSHIP, PATHWAY, AND PARTICIPANT DATA

Below, you will find a table that includes indicators listed across all three categories of the PAYA Data Framework. A PDF of this table can be downloaded via this link.

YOUTH APPRENTICESHIP DATA COLLECTION TOOL SPREADSHEETS

- Partnership Data Collection Tool

- Pathway Data Collection Tool

- Participant Data Collection Tool

To download, click one of the links above and select the "File" menu. Then select "Download" from the dropdown list to download the file as an Excel Spreadsheet. To copy the file for use as a Google Sheet, simply select "Make a Copy" in the "File" menu. PAYA encourages program leaders to modify and share these files to support data collection and sharing. A Google Drive folder with all three of the PAYA Data Collection Tool spreadsheets is available at this link.

ADDITIONAL RESOURCES FROM PAYA

The Role of Data and Accountability in Growing Youth Apprenticeship Program (Advance CTE)

Improving Youth Apprenticeship Data Quality: Challenges and Opportunities (Advance CTE)

Unpacking the PAYA Data Framework: Planning for Collecting & Sharing Data Across Partners

Check back soon for additional tools and resources to support your program's data collection efforts.

QUESTIONS?

Please submit any suggested modifications, additions, or technical issues to paya@newamerica.org.

Youth Apprenticeship Data Framework: All Indicators

PAYA Data Category	Indicator	Definition	PAYA Principle	Collection Phase	Accountability Requirements
Partnership	**Names and type of organizations in the partnership**	Organizations involved in the partnership and the type of organization of each, including schools and school districts, postsecondary institutions, workforce boards or committees, employers employing apprentices and/or contributing to program development, community organizations, government offices or agencies, labor unions, and advisory bodies	● Accountable	Pre-Launch	
Partnership	**Team members involved in pathway course and competency development**	Partners who cooperated to develop the competencies, outcomes, courses, and other key instructional and learning elements of the youth apprenticeship pathway, including faculty members from K–12 and postsecondary institutions or agencies, representatives from workforce boards, and relevant employers or industry groups	● Adaptable	Pre-Launch	
Partnership	**Partnership meeting data**	Information on major meetings of partnership, including attendance, frequency, represented partners, and agendas and/or minutes	● Accountable	Pre-Launch	
Partnership	**Number, type, and size of student recruitment activities**	Information on student recruitment activities hosted by partnership	● Equitable ● Accountable	Pilot	
Partnership	**Stakeholder engagement activities**	Information on significant stakeholder engagement or outreach activity, including attendance, frequency of engagement, represented partners and demographics, agendas, and other pertinent information	● Accountable	Pre-Launch	
Partnership	**Stakeholder feedback**	Data and feedback obtained through surveys of partner experience and satisfaction; surveys should, at minimum, target apprentices and employers	● Accountable	Pilot	
Partnership	**Employer satisfaction**	Employer satisfaction levels and perceptions of program benefits through, at minimum, surveys designed to obtain qualitative evidence of employer return on investment. PAYA recommends surveying employer partners regularly throughout the year.	● Adaptable ● Accountable	Pilot	WIOA
Partnership	**Employer return on investment measure**	Evidence of return on investment may include reduced recruitment costs for entry-level workforce, improved retention, increased productivity from real work, increased employee engagement or motivation, etc. and may be collected through surveys. Though quantitative data may not be initially available, programs should give thought to collecting data to generate a basic quantitative ROI estimate for program participation as the program becomes established.	● Adaptable ● Accountable	Established	
Partnership	**Apprentice satisfaction**	Apprentice satisfaction levels and perceptions of program benefits through, at minimum, surveys designed to obtain qualitative evidence of satisfaction or measures of Employer Net Promoter Score (eNPS), if applicable. PAYA recommends surveying apprentices regularly throughout their apprenticeship.	● Adaptable ● Accountable	Pilot	

Partnership	**Total school enrollment (by K–12 school)**	Number of students enrolled in each partner K–12 institution, broken down by race/ethnicity. PAYA recomends using the categories used by the National Center for Education Statistics. Visit https://nces.ed.gov/ccd/elsi/ for more information or to access data from your LEA or SEA.	● Equitable ● Accountable	Pre-Launch	
Partnership	**Free and reduced-price lunch status enrollment (by K–12 school)**	Total number and/or percentage of students enrolled in each partner K–12 institution who are eligible for free or reduced-price lunch	● Equitable ● Accountable	Pre-Launch	
Partnership	**Enrollment of students from special populations (by K–12 school)**	Total number of students enrolled in each partner K–12 institution who are identified under a special population, as defined by Perkins V	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Partnership	**Four-year adjusted cohort graduation rate (by K–12 school)**	Percentage of students at each partner K–12 institution who graduate within four years, disaggregated by gender, race, and special population (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Partnership	**Number of secondary CTE participants (by K–12 school)**	Number of students at each partner K–12 institution who completed at least one CTE course in a CTE program or program of study, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Partnership	**Number of secondary CTE concentrators (by K–12 school)**	Number of students at each partner K–12 institution who completed at least two courses in a single CTE program or program of study, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Partnership	**Postsecondary credits earned by students at time of high school graduation (by K–12 school)**	Average number of postsecondary credits earned at time of high school graduation, and types of credits, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V (optional)
Partnership	**Number of industry credentials earned by students at time of high school graduation (by K–12 school)**	Average number of industry credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	
Partnership	**Type/name of industry-recognized credentials earned by students at time of high school graduation (by K–12 school)**	Types and names of industry-recognized credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	Perkins V
Partnership	**Number of students who enroll in postsecondary education or training following high school graduation (by K–12 school)**	Number of students each year who enroll in education or training following high school graduation, disaggregated by subgroup including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Partnership	**Number of students who accept offers of part- or full-time employment following high school graduation (by K–12 school)**	Number of students each year who accept offers of part- or full-time employment following high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner K–12 institution	● Equitable ● Accountable	Pre-Launch	ESSA, Perkins V
Partnership	**Total school enrollment (by postsecondary institution)**	Number of students enrolled in each partner postsecondary institution, further broken down into the following demographics, by institution. PAYA recommends using the categories used by the National Center for Education Statistics. Visit https://nces.ed.gov/ccd/elsi/ for more information.	● Equitable ● Accountable	Pilot	

CENTER ON EDUCATION & LABOR, EDUCATION POLICY

Partnership	**Enrollment of students from special populations (by postsecondary institution)**	Total number of students enrolled in each partner postsecondary institution who are identified under a special population as defined by Perkins V	● Equitable ● Accountable	Pilot	
Partnership	**Graduation/credential attainment rate (by postsecondary institution)**	Percentage of students at each partner postseconary institution who graduate or attain a degree/credential, disaggregated by gender, race, and special population. (Note: Institutions may use a 2, 4, 6-year or other rate.)	● Equitable ● Accountable	Pilot	
Partnership	**Number of postsecondary/adult CTE participants (by postsecondary institution)**	Number of students at each partner postsecondary institution who completed at least one CTE course in a CTE program or program of study, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pilot	
Partnership	**Number of postsecondary/adult CTE concentrators (by postsecondary institution)**	Number of students at each partner postsecondary institution who earned at least 12 credits in a single CTE program or program of study, or completed a CTE program if that CTE program encompasses fewer than 12 credits, as defined by Perkins V, by category and subgroup including gender, race, and special population	● Equitable ● Accountable	Pilot	
Partnership	**Number of industry credentials earned by students at time of postsecondary graduation (by postsecondary institution)**	Average number of industry credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	
Partnership	**Type/name of industry-recognized credentials earned by students at time of postsecondary graduation (by postsecondary institution)**	Types and names of industry-recognized credentials earned at time of high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	
Partnership	**Number of students who enroll in further postsecondary education or training following graduation (by postsecondary institution)**	Number of students each year who enroll in postsecondary education or training following high school graduation, disaggregated by subgroup including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	
Partnership	**Number of students who accept offers of part- or full-time employment following high school graduation (by postsecondary institution)**	Number of students each year who accept offers of part- or full-time employment following high school graduation, disaggregated by subgroup, including gender, race, and special population, at each partner postsecondary institution	● Equitable ● Accountable	Pilot	
Pathway	**Pathway name**	Typically the occupation for which apprentices train. PAYA suggests a naming convention that also includes the industry sector, where relevant and possible, based on program design (i.e. Pathway Name = [Occupation - Industry Sector])	● Career-Oriented	Pre-Launch	RAPIDS (for Registered Apprenticeship only)
Pathway	**Pathway duration**	Amount of time, in months or years, typically required to complete all components of apprenticeship program, including related technical instruction (RTI), on-the-job training, or other required elements	● Career-Oriented	Pre-Launch	
Pathway	**Aligned credentials earned**	Pathway-aligned credentials earned by apprentice upon completion of the program, including, but not limited to, an industry-recognized certificate or certification; a certificate of completion of an apprenticeship; a license recognized by the state involved or federal government; an associate or baccalaureate degree; or advanced standing for related apprenticeship	● Career-Oriented	Pre-Launch	

Pathway	**Program registration**	Information on whether or not program is registered, either with the U.S. Department of Labor or a state apprenticeship agency	● Career-Oriented	Pilot	
Pathway	**Method of measuring progress**	Information on whether progression in the program and on-the-job training is measured by time, competency, or a hybrid of the two	● Career-Oriented	Pilot	RAPIDS (for Registered Apprenticeship only)
Pathway	**Number of employers participating in pathway**	Number of employers hiring youth apprentices in this occupation through the program	● Career-Oriented	Pilot	
Pathway	**Names of employers participating in pathway**	Names of employers hiring youth apprentices in this occupation	● Career-Oriented ● Adaptable	Pilot	
Pathway	**Average financial costs borne by apprentices**	Program participation costs borne by apprentices and their families, including tuition, fees, books, equipment, and required supplies or activities. Include transportation costs to the extent they are measurable and significant (e.g., program requires apprentices to purchase a bus pass). Do not include monthly car payments or other transportation-related expenses that have been incurred regardless of program enrollment.	● Equitable	Pilot	
Pathway	**Source of funding for related instruction**	Sources of funds used to pay for related technical (or supplemental) instruction, by pathway, such as employer contribution, public funds, scholarships, etc.	● Equitable	Pre-Launch	
Pathway	**Average regional salary for this occupation**	Average salary earned by a person working full time in this occupation in this particular region or city	● Career-Oriented ● Equitable	Pre-Launch	
Pathway	**Prerequisite: age**	Minimum age required for program eligibility, if applicable	● Equitable	Pre-Launch	
Pathway	**Prerequisite: grade in school**	Minimum grade or year in school required for program eligibility (typically between sophomore and senior years), if applicable	● Equitable	Pre-Launch	
Pathway	**Prerequisite: coursework**	Coursework, either at the secondary or postsecondary level, required for eligibility for program, if applicable	● Equitable	Pre-Launch	
Pathway	**Prerequisite: minimum GPA**	Minimum grade point average for eligibility for youth apprenticeship program, if applicable	● Equitable	Pre-Launch	
Pathway	**Prerequisite: minimum test score**	Exams or assessments required for entrance to program, and corresponding minimum score for eligibility, if applicable	● Equitable	Pre-Launch	
Pathway	**Prerequisite: certifications**	Certifications required to start youth apprenticeship program, if applicable	● Equitable	Pre-Launch	
Pathway	**Prerequisite: level of CTE participation**	Information on whether program participants are required to be CTE participants and/or CTE concentrators, if applicable	● Equitable	Pre-Launch	
Pathway	**Prerequisite: other**	Other prerequisites or conditions required for eligibility not listed above	● Equitable	Pre-Launch	
Pathway	**Pathway structure: hours of coursework**	Total number of contact hours of related technical instruction over the course of the year, as well as the total number of contact hours of RTI per week	● Career-Oriented	Pre-Launch	
Pathway	**Pathway structure: hours of on-the-job training**	Total number of hours of on-the-job training spent at the jobsite over the course of the year, as well as the total number of hours of on-the-job training per week	● Career-Oriented	Pre-Launch	RAPIDS (for Registered Apprenticeship only)
Pathway	**Related instruction: course name and description**	Name and description of each course offered as part of the youth apprenticeship pathway's related instructional component	● Portable	Pre-Launch	
Pathway	**Related instruction: institution conferring credit**	Name of the institution(s) conferring credit for each course offered as part of the youth apprenticeship's related instructional component	● Portable	Pre-Launch	RAPIDS (for Registered Apprenticeship only)

Pathway	**Related instruction: format/location**	Format and location of each course offered in the pathway's related instructional component	● Portable ● Equitable	Pre-Launch	
Pathway	**Related instruction: transferrable to other two- or four-year institutions**	Is each course transferable to other two- or four-year institutions or part of an apprenticeship program that culminates in a degree in a related field?	● Portable ● Equitable	Pre-Launch	
Pathway	**Related instruction: mandatory or elective instruction**	Information on whether the course is part of mandatory instruction for the pathway or is an elective or supplementary course	● Portable	Pre-Launch	
Pathway	**Employer: name**	Names of businesses employing and training apprentices through this pathway	● Adaptable	Pilot	
Pathway	**Employer: size of company**	Number of employees working for each employer hiring apprentices	● Adaptable	Pilot	
Pathway	**Employer: classification**	Legal classification of each employer: public or private sector; if private, publicly traded or privately held	● Adaptable	Pilot	
Pathway	**Employer: number of youth enrolled**	Number of youth apprentices working for each employer during each cycle, year, or cohort	● Adaptable ● Accountable	Pilot	
Pathway	**Employer: average starting wage**	Average starting wage paid by each employer to youth apprentices at the start of program	● Career-Oriented ● Equitable	Pilot	
Pathway	**Employer: maximum eligible wage**	Maximum wage that can be paid by each employer to youth apprentices at time of program completion	● Career-Oriented ● Equitable	Pilot	
Pathway	**Employer: number of interview invitations offered**	Number of interview invitations extended by each employer to students, by year or program application cycle	● Equitable ● Accountable	Pilot	
Pathway	**Employer: number of offers of employment**	Number of interview invitations extended by the employer to students, by year or program application cycle	● Equitable ● Accountable	Pilot	
Participant	**Participant identifier**	Code or other label that identifies each individual applicant/apprentice. Consult local/state data privacy rules for guidance.	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Participant	**Grade**	Participant grade in school at the start of the program (typically between sophomore and senior years):	● Equitable	Pilot	WIOA
Participant	**Age**	Participant age at the start of the program	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Participant	**Expected year of high school graduation**	Year in which participant is expected to graduate from high school	● Equitable	Pilot	
Participant	**Cohort identifier**	Label that identifies the cohort or period of time in which participant began program, such as the start year, or other units	● Equitable	Pilot	
Participant	**Gender**	Gender of each participating apprentice:	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Participant	**Race**	Race(s) of each participating apprentice (as defined by the National Center for Education Statistics):	● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Participant	**Special populations**	Special population status, as defined by Perkins V	● Equitable	Pilot	
Participant	**CTE participation level**	Student's level of enrollment in CTE courses prior to beginning the apprenticeship:	● Equitable	Pilot	
Participant	**High school**	Name of high school attended by participant	● Equitable	Pilot	
Participant	**Number of interview invitations secured**	Number of interview invitations received by applicant from employers during the recruitment and hiring stage. If 0, the indicators following this one do not need to be completed for this applicant.	● Career-Oriented ● Equitable	Established	

Participant	**Employers offering interviews**	Names of the employers who offered interview invitations to applicant during the recruitment and hiring stage	● Career-Oriented ● Equitable	Established	
Participant	**Number of employment offers received**	Number of offers of employment applicant received from employers during the recruitment and hiring stage.	● Career-Oriented ● Equitable	Established	
Participant	**Employers offering employment**	Names of employers who extended offers of employment to applicant during the recruitment and hiring stage	● Career-Oriented ● Equitable	Established	
Participant	**Acceptance of apprentice position**	Student's decision to accept offers of employment as youth apprentice, using "0" if student does not accept an offer of employment and "1" if student does. If 0/no, the indicators following this one do not need to be completed for this applicant.	● Career-Oriented ● Equitable	Pilot	
Participant	**Pathway**	Name of youth apprenticeship pathway in which apprentice participates	● Career-Oriented ● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Participant	**Hiring employer name**	Name of employer for which student will be working	● Career-Oriented ● Equitable	Pilot	
Participant	**Starting wage**	Hourly wage at start of program	● Career-Oriented ● Equitable	Pilot	RAPIDS (for Registered Apprenticeship only)
Participant	**Current wage**	Updated wage, as apprentice's wage increases over the course of the apprenticeship	● Career-Oriented ● Equitable	Established	RAPIDS (for Registered Apprenticeship only)
Participant	**Financial costs borne by apprentices**	Program participation costs borne by apprentice and their families, including tuition, fees, books, equipment, transportation, and any other required supplies or activities.	● Equitable	Established	
Participant	**Year-on-year program retention**	Persistence of each youth apprentice from one year to the next (or on a semester basis, if preferred), based on retention in courses and/or on-the-job training.	● Equitable ● Accountable	Established	RAPIDS (for Registered Apprenticeship only)
Participant	**Ending wage**	Hourly wage at the completion of apprenticeship program	● Career-Oriented ● Equitable	Established	RAPIDS (for Registered Apprenticeship only)
Participant	**Enrollment in courses offered as part of each youth apprenticeship pathway**	Each apprentice's enrollment in courses offered as part of each apprenticeship pathway, including courses offered as part of related instruction and other supplemental or elective courses or modules	● Portable	Pilot	
Participant	**Completion of courses offered as part of each youth apprenticeship pathway**	Each apprentice's completion of all courses offered as part of each apprenticeship pathway, including courses offered as part of related instruction and other supplemental or elective courses or modules:	● Equitable ● Portable	Pilot	WIOA
Participant	**Number of postsecondary course credit hours earned to date**	Number of course credit hours each apprentice has completed in related instruction at time of data collection	● Equitable ● Portable	Established	WIOA
Participant	**Number of postsecondary credits earned at time of program completion**	Number of postsecondary credits each apprentice has completed at program completion, including any credits unrelated to apprenticeship participation	● Equitable ● Portable	Established	Perkins V, WIOA
Participant	**Number of postsecondary credits earned in apprenticeship-related fields at time of program completion**	Number of apprenticeship-related postsecondary credits each apprentice has completed at program completion (e.g. through required or elective related instructional coursework)		Established	
Participant	**Progress toward or completion of postsecondary degree in related fields at time of program completion**	Each apprentices's completion, or progress towards completion, of a postsecondary degree:	● Career-Oriented ● Equitable ● Portable	Established	Perkins V, WIOA

Participant	**Progress toward or completion of industry-recognized credentials**	Progress toward or completion of industry-recognized credentials earned in related fields at meaningful program milestones (e.g. beginning of apprentices' second or third year in program). (Note: This may include an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or federal government, an associate or baccalaureate degree, or a combination of required activities that lead to an industry-recognized credential	● Adaptable ● Equitable	Established	Perkins V, WIOA
Participant	**Industry-recognized credentials earned at program completion**	Name of industry-recognized credentials earned by each apprentice at time of program completion		Established	
Participant	**Completion of or progress towards a nationally or state-issued apprenticeship credential at time of program completion**	Each apprentices's completion, or progress towards completion, of a nationally or state-issued credential (e.g., a journeyperson certification) at time of program completion	● Career-Oriented ● Equitable	Established	WIOA
Participant	**High school graduation**	Each apprentice's high school graduation status, or progress towards graduation, including an indicator for on-time graduation (within four academic years from ninth-grade matriculation)	● Equitable ● Accountable	Established	ESSA, Perkins V, WIOA
Participant	**Program completion**	Each apprentice's completion of required program elements, including but not limited to coursework (related technical instruction and any other mandatory courses or modules), on-the-job learning (as measured by hours and/or skill/competency acquisition), completion of a high school diploma, and any industry exams and certifications. (Apprentices who transition from apprentice status to full-time employee prior to completing all components of the youth apprenticeship program should not be counted for the purposes of this indicator.)	● Equitable ● Accountable	Established	
Participant	**Number of job interviews secured following program completion**	Number of job interviews (for full-time positions in the occupation or industry of the apprenticeship) secured by youth apprentices upon program completion	● Career-Oriented ● Equitable	Established	
Participant	**Starting wage, post-completion**	Starting wage of apprentices who accept jobs in related fields after program completion	● Career-Oriented ● Equitable	Established	WIOA
Participant	**Enrollment in further study at partner postsecondary institution following program completion**	Enrollment status of each apprentice in further study at a partner postsecondary institution within 24 months of completing the youth apprenticeship program	● Equitable ● Portable	Established	Perkins V, WIOA
Participant	**Enrollment in further study at other postsecondary institution following program completion**	Enrollment status of each apprentice in further study at a non-partner postsecondary institution within 24 months of completing the youth apprenticeship program	● Equitable ● Portable	Established	Perkins V, WIOA
Participant	**Number of employment offers received in related fields following program completion**	Number of offers of employment apprentices receive from employers in related fields, and those outside of the field in which they trained, at program completion	● Career-Oriented ● Equitable	Established	
Participant	**Accepted offers of employment following program completion**	Information on apprentices who accept offers of employment at program completion	● Career-Oriented ● Equitable	Established	Perkins V, WIOA
Participant	**Occupation and employer, two and four quarters after exit, for apprentices who accept offers of employment post-completion**	Position and employer of apprentices who accept part- or full-time employment immediately following program, as well as two and four quarters after exit	● Career-Oriented ● Equitable	Established	
Participant	**Hourly wage, two and four quarters after program completion**	Wage progression of each graduated youth apprentice, two and four quarters after exit	● Career-Oriented ● Equitable	Established	WIOA

Acknowledgments