PAYA 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	

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