R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5360	SBCTC	Transfer Pathway Employment	4/14/2025	Pending	Under Review	Individual-level data or unredacted aggregate data	- What is the employment rate and median earnings of CTC transfer pathway students post transfer - are there variations by credits at transfer or pre and post transfer pathways/degrees
5359	Parent fact finding	Statistical data on number of HS	4/4/2025	Pending	New	Individual-level data or unredacted aggregate data	1. Were the graduation rates higher or lower when? 2. What were the practice and procedures used from back then vs now and what graduation rates looked like based on
5358	The BERC Group	Shoreline School District Corequisite Senior Math Evaluation	4/2/2025	Pending	Under Review	Individual-level data or unredacted aggregate data	1. How do students who participate in Shoreline's Bridge Math course perform compared to students in Bridge to College Math courses in demographically comparable districts? 2. Are students who complete the Shoreline Bridge Math course more likely to enroll in a post-secondary institution after high school graduation compared to similar students in Bridge to College students from other districts? 3.How does the type of postsecondary institution attended (4-year, 2-year, or none) differ between Shoreline bridge math students and similar students from other districts? 4. How does postsecondary (Running Start) credit attainment of Shoreline co-requisite Bridge students compare to the College math credit attainment (in a postsecondary institution) of similar past senior cohorts that took Bridge, or took another senior year math, or didn't take math but enrolled in postsecondary. 5. How does the dual credit attainment of students' who participate in Shoreline's Bridge Math corequisite model compare to past senior students of Shoreline School District and comparison districts.
5356	Washington State Board for	SBCTC Transfer to Baccalaureate	3/21/2025	Approved	Complete	Redacted aggregate data	1. How many dual-enrolled or award-seeking CTC students transfer from a Washington Community or Technical College to a public, four-year institution in Washington state by academic year?
5354	State Board of Education	Future Ready	3/25/2025	Approved	In progress	Redacted aggregate dataset	
5353	Foster Insights, University of Chicago	Targeted Efforts to Support Educational Stability for Foster Youth	3/12/2025	Pending	Under Review	Individual-level data or unredacted aggregate data	- How many school moves have children in foster care experienced during the project period? - How often are placement changes linked to school moves? - How frequently are children placed in homes far from their original school, resulting in a school change? - Do school changes result in decreased school attendance among foster youth? - Is there an increase in behavioral incidents following a school move? - Are there differences in attendance and behavior outcomes based on the distance of the placement from the child's original home? - Are certain subgroups of foster youth (age, gender, race/ethnicity, disability status, etc) more affected by school moves
5352	Health Care Authority	Prenatal-25 Behavioral Health	3/11/2025	Pending	New	Redacted aggregate data	Quantitative representations of the gaps and the recommended strategies directly related to the quantitative analysis to address the gaps; Estimated number of families in the perinatal phase, children, youth transitioning into adulthood, and
5351	Workforce Training & Education Coordinating Board	Inventory of Public 4 Year programs in Washington with performance on CareerBridge.	3/5/2025	Pending	Under Review	Individual-level data or unredacted aggregate data	What programs (by CIP and award level) are available in the state? What is the post exit employment of completers? What were their earnings? What industry did they find work? What occupation did they find themselves in?
5350	Gates Foundation	Dual Credit Completion by CTE	3/4/2025	Approved	Complete	Redacted aggregate data	1) What proportion of students, in grades 9 - 12, complete a dual credit class, disaggregated by CTE and non-CTE dual credit, in any given academic year, disaggregated by race/ethnicity and FRPL eligibility? What is the state average and

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5349	Learning Policy Institute	Washington Student Homelessness Policy Study	3/3/2025	Pending	Under Review	Individual-level data or unredacted aggregate data	What is the evidence of impact of Washington's policies to support students experiencing homelessness (esp. HSSP & HSSeP) for this student group (e.g., less student mobility, less chronic absenteeism, higher graduation rates, college-going rates, college-completion rates)?
5347	Gates Foundation	Postsecondary Direct Enrollment of Highschool Class of 2024	2/25/2025	Approved	Under Review	Redacted aggregate data	1) What is the postsecondary enrollment rate for the Class of 2024 in the first fall after high school graduation (Fall 2024)? What are the rates for different population groups - race/ethnicity, gender and income levels - for the state average and school district average?
5346	Michigan State University	Upward Mobility in Career and Technical Education: Identifying Key Ingredients for Success	2/18/2025	Pending	Under Review	Individual-level data or unredacted aggregate data	1. Which skills taught in CTE programs support upward mobility among students pursuing careers that do not require college degrees?

2. What skills are taught in CTE programs that are not found in traditional high school programs?

3. What skills in CTE programs predict labor market and career outcomes?

4. How can CTE best meet the needs of diverse students in both preparing and inspiring them to pursue optimal career paths? |

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5345		The effect of the reduction of traditional shop programs on male high school graduation rate	2/7/2025	Approved	Withdrawn	Redacted aggregate data	What is the cohort graduation rate for WA state by gender over time - starting with the earliest date available. Getting specific school data would be helpful, if possible.
5344	Ohio State University	Longitudinal Analysis of Geographic Location as a Predictor of Educational Placement for Students with Extensive Support Needs	2/18/2025	Approved	Withdrawn	Redacted aggregate data	1) What are the trends in the educational placement of students with intellectual disability over time across and within states? 2) To what extent do urbanicity and socioeconomic status contribute to the variability in the educational placement of students with intellectual disability across and within states?
5343	Washington STEM	Career Connected Learning - Wages	2/4/2025	Approved	In progress	Redacted aggregate data	What are the wage and employment outcomes for Career Launch students enrolling before the age of 30? How do annualized wages and employment statuses change over time, before, during, and after completion, of a Career Launch program? How do wages and employment outcomes differ across programs based on their 2 digit industry codes (NAICS)?
5342	Washington State Opportunity Scholarship	Major Names and CIP Codes by Institution	1/30/2025	Approved	Withdrawn	Redacted aggregate data	For every CIP code that is eligible for our scholarship recipients to pursue, which colleges and universities in Washington offer a bachelor's degree program and what is the associated major name? Major names can vary by college whereas CIP codes are consistent; we would like to see all of the different major names and be able to link them to a specific college.
5341	Western Washington University	Course Enrollment Trends at WA Public Universities	1/29/2025	Approved	Complete	Redacted aggregate data	1) What are the trends in enrollment in courses across disciplines at public universities in the state? 2) Which subjects are attracting more students, and which are attracting fewer? 3) Are the trends observed at Western Washington University reflective of the state as a whole?
5340	OFM/ERDC	PESB Indicator Reports for Educator Preparation Programs	1/16/2025	Authorized	Queue	Individual-level data or unredacted aggregate data	Hiring and persistence indicators for teachers and principals.

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5339	OSPI	Superintendent Chris Reykdal's Annual Press Update on the State of Education in Washington	1/15/2025	Approved	Complete	Redacted aggregate dataset	What is the total percentage of students in the 2023 graduating cohort that took university-level dual credit (Running Start, College in the High School, Advanced Placement, International Baccalaureate, and/or Cambridge International)? Note: We see this on the dashboard separated by course type but we are hoping for a rolled up percentage for all university-level course types. With my partners here at OSPI, we checked back on previous dual credit reporting to see if it was our data or yours that provided us with previous rolled-up percentages for university-level dual credit. We traced the source back to your organization. We have the rolled-up percentages for the following years but are missing data for 2023. - 2017: 56.1% - 2018: 58.7% - 2019: 60.9% - 2020: 62.2% - 2021: 63.1% - 2022: 62.5% We apologize for the short turnaround of this request and understand if it is not possible given the timeframe. The Superintendent's press conference is tomorrow morning so we are hoping to have this data point by end-of-day if possible. If the timeframe is not possible, we won't be able to use this measure at our press conference, but we would still like to have the data point to add to our Indicators of Student Readiness document and see how students' coursetaking is changing year-over-year.
5338	MIT Blueprint Labs	Washington Charters Project	3/25/2025	Pending	Under Review	Individual level dataset	1) What are the immediate and longer-run impacts of charterschool attendance on student academic and non-test scoreoutcomes? 2) Do charter school effects vary across time andlocation in WA? 3) Do charter schools have spillover effects onstudents and schools located nearby? 4) What charter schoolpractices have the greatest impact on academic and non-testscore outcomes? 5) What kinds of teachers are attracted tocharter schools? 6) How has the demand for charter schoolschanged over the years that WA's charter sector has beenactive? 7) What does spending and resource use look like forcharters, and how are they associated with student outcomes?How do these compare to traditional public schools?
5337	EdNW	Understanding and Supporting the Whole Student: A NSF S-STEM Net Hub	12/17/2024	Pending	Under Review	Individual level and Redacted Aggregate	"RQ1: To what extent do state need-based financial aid programs and public benefits programs, designed to support low-income students, improve access to and success in STEM pathways in college and STEM workforce outcomes for Washington public high school students? RQ2: To what extent do state need-based financial aid programs and public benefits programs, designed to support low-income students, improve access to and success in STEM pathways in college and STEM workforce outcomes for students who enroll in Washington public postsecondary institutions? "
5336	ABC of WW	Electrician Workforce	12/11/2024	Approved	Complete	Redacted aggregate data	How many individuals plan to join Electrician Apprenticeship training programs directly after high school, and what programs are those?
5335	Washington Student Achievement Council	Four-Year FTE Data for SHEF Survey	12/3/2024	Approved	Complete	Redacted aggregate data	Survey question: Four-Year Institutions annual FTE by institution, residency, and student level (undergraduate vs graduate)
5334	Sedro-Woolley School District	Transitional Kindergarten	11/29/2024	Approved	Waiting on requester	Redacted aggregate data	What percent of students entered kindergarten ready in all six areas of WaKIDS, over time?

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5332		Emergency Rental Assistance: Evaluating the Targeting of Eviction Prevention Services	7/24/2024	Pending	Waiting on requester	Individual level dataset	
5331	The BERC Group	Washington Open ProfTech Textbook	11/22/2024	Pending	Withdrawn	Individual-level data or unredacted aggregate data	The following research questions will guide the study: 1. What is the impact of Open ProfTech textbooks on student academic performance? 2. Does the use of Open ProfTech textbooks impact students that qualify for Federal Pell Grant status disproportionately compared to students who do not qualify for Federal Pell Grant status? 3. Does student performance increase significantly for those from underserved populations when an Open ProfTech textbook is used instead of a traditional textbook?
5330	University of Washington	Highline School District Noise Insulation Evaluation	11/21/2024	Pending	Under Review	Individual-level data or unredacted aggregate data	1) What is the effect of noise insulation on student outcomes in schools exposed to airport noise pollution? 2) Are there heterogeneous treatment effects on students from disadvantaged backgrounds? 3) Does age of exposure or duration of exposure to noise insulation deferentially impact student outcomes?
5329	Department of Children, Youth, and Families	Head Start Data	9/26/2024	Pending	Under Review	Individual level dataset	What are the educational outcomes for children who participated in Head Start compared to other early learning programs? How does Head Start participation impact long-term academic performance and school readiness? How can Head Start programs improve instruction and services to enhance outcomes for specific populations, such as dual language learners and low-income families?
5328	Northwestern University	Estimating the Returns to a New Postsecondary Degree	11/12/2024	Authorized	Under Review	Individual-level data or unredacted aggregate data	1. How does the introduction of CCB programs impact the following student outcomes: a. Degree completion (associate and bachelor's degrees) b. Employment and labor force participation c. Employment characteristics (i.e., hours worked, salary, company size) d. Overall income and wages 2. What are the mechanisms through which these programs are impacting outcomes? (i.e., Are certain institutions/programs better at improving outcomes? What are the characteristics of those institutions/programs?)
5327	University of Washington	Tuition Waivers for UW / State of WA Employees	11/12/2024	Approved	Complete	Redacted aggregate dataset	How many individuals (either UW or State of Washington employees) enrolled in a University of Washington course(s) under the tuition waiver program for these employees (under UW APS 22.1)? How many individuals received tuition waivers under UW APS 22.1 in the following UW quarters: Fall Quarter 2023 Winter Quarter 2024 Spring Quarter 2024 Summer Quarter 2024 If possible, please specify each quarter by campus: Bothell, Seattle, Tacoma.

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5326	Military	Washington Youth Challenge Academy	11/1/2024	Pending	Waiting on requester	Redacted aggregate dataset	1a. What is the on-time High School completion rate for WYCA graduates? 1b. What is the on-time High School completion rate for those who participated but did not complete the WYCA program? 1c. What was the on-time High School completion rate for youth categorized as "at-risk" or "of promise" in the K-12 population from 2009 through 2019? 2a. What is the High School completion rate for WYCA graduates? 2b. What is the high school completion rate for WYCA participants who did not finish WYCA? 2c. What is the high school completion rate for youth categorized as "at-risk" or "of promise" in the K-12 population from 2009 through 2019? 3a. What is the high school equivalency earning rate of WYCA? 3b. What is the high school equivalency earning rate of WYCA participants who did not finish WYCA? 3c. What is the high school equivalency earning rate for youth categorized as "at-risk" or "of promise" in the K-12 population from 2009 through 2019? 4a. What is the direct postsecondary enrollment rate for for WYCA graduates? 4b. What is the direct postsecondary enrollment rate for for those who participated but did not complete the WYCA program? 4c. What is the direct postsecondary enrollment rate for youth categorized as "at-risk" or "of promise" in the K-12 population from 2009 through 2019? 5a. How many WYCA graduates attended any post-secondary education: vocational, junior or community college, 4-year college? (Total and differentiated, if possible) 5b. How many WYCA participants who did not complete the program attended any post-secondary education: vocational, junior or community college, 4-year college? (Total and differentiated, if possible) 5c. How many youth categorized as "at-risk" or "of promise" in the K-12 population from 2009 through 2019 attended any post-secondary education: vocational, junior or community college, 4-year college? (Total and differentiated, if possible) 6a. How many WYCA graduates enlisted from or directly upon completion of secondary level schooling? 6b. How many WYCA participants who did not complete the program enlisted from or directly upon completion of secondary level schooling? 6c. How many youth categorized as "at-risk" or "of promise" in the K-12 population from 2009 through 2019 enlisted from or directly upon completion of secondary level schooling?
5325	Legislature	2024 Fall Enrollment - Legislative Staff	10/22/2024	Approved	Complete	Redacted aggregate dataset	I wanted to see if I could get the following data that I could use for the presentation by Nov 21. Or if I should reach out to the institutions instead. • Fall term data – attached file from last year, update fall 2023 for final enrollment and add fall 24 day 10 enrollment • 2023-24 final enrollment HC and FTE – files attached. For 2023-24 amounts included spring term day 10. Update for final 2023-24. • Resident undergraduate headcount, data for fall 2015 to fall 2024 day 10 o New students vs current students o Entering status = direct from high school and transfers o Received vs did not receive WA College Grant If possible, can you please let me know by Nov 1 which information ERDC can provide – and cannot provide – by Nov 21, so that I can reach out to the institutions if needed.

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5324	NORC at University of Chicago	NORC - Opportunity Matters: Investigating the Impact of COVID	10/2/2024	Pending	Withdrawn	Redacted aggregate dataset	RQ1: What was the quality and quantity of math courses completed by graduating high school seniors by the end of Spring 2019, 2020, 2021, 2022, and 2023? a. What proportion of graduating high school seniors had taken (and passed) at least one higher level math class (e.g., AP course) by the end of Spring 2019, 2020, 2021, 2022, and 2023? b. What was the average number of math courses taken? c. What differences exist at intersections of student characteristics such as race and gender? RQ2: What was the quality and quantity of science courses completed by graduating high school seniors by the end of Spring 2019, 2020, 2021, 2022, and 2023? a. What proportion of graduating high school seniors had taken (and passed) at least one higher level science class (e.g., AP course) by the end of Spring 2019, 2020, 2021, 2022, and 2023? b. What was the average number of science courses taken? c. What differences exist at intersections of student characteristics such as race and gender? RQ3: How do high school math and science course taking patterns change across the five cohorts: pre-COVID (Class of 2019) and the cohorts where COVID hit at varied points in their high school careers (Classes of 2020, 2021, 2022, and 2023)? a. In what ways do these course taking patterns differ across intersections student characteristics such as race and gender? b. What factors (e.g., previous end of course grades for math and science courses, GPA, attendance course type/mode of instruction) are associated with course taking patterns?
5324	NORC at the University of Chicago	NORC Opportunity Matters: Investigating the Impact of the COVID-19 Pandemic on the STEM Career Pipeline	12/5/2024	Pending	Waiting on requester	Individual-level data or unredacted aggregate data	RQ1: What was the quality and quantity of math courses completed by graduating high school seniors by the end of Spring 2019, 2020, 2021, 2022, and 2023? a. What proportion of graduating high school seniors had taken (and passed) at least one higher level math class (e.g., AP course) by the end of Spring 2019, 2020, 2021, 2022, and 2023? b. What was the average number of math courses taken? c. What differences exist at intersections of student characteristics such as race and gender? RQ2: What was the quality and quantity of science courses completed by graduating high school seniors by the end of Spring 2019, 2020, 2021, 2022, and 2023? a. What proportion of graduating high school seniors had taken (and passed) at least one higher level science class (e.g., AP course) by the end of Spring 2019, 2020, 2021, 2022, and 2023? b. What was the average number of science courses taken? c. What differences exist at intersections of student characteristics such as race and gender? RQ3: How do high school math and science course taking patterns change across the five cohorts: pre-COVID (Class of 2019) and the cohorts where COVID hit at varied points in their high school careers (Classes of 2020, 2021, 2022, and 2023)? a. In what ways do these course taking patterns differ across intersections student characteristics such as race and gender? b. What factors (e.g., previous end of course grades for math and science courses, GPA, attendance course type/mode of instruction) are associated with course taking patterns?

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5323	Mathematica and WSAC	PSC Funded Mathematica WSAC WEIOA Project	9/24/2024	Authorized	Under Review	Individual level dataset or unredacted aggregate dataset	For a given cohort of students in a specific institution, the VAE estimate answers the question: what are the returns to students' earnings from enrolling at the institution? Net VAE answers the question: what is the net return to students, after accounting for the costs of enrollment? Other key research questions that the study will address include, but are not limited to, the following: ● How much do the returns of similar institutions vary across the state? ● What proportion of degree programs generate positive net VAE? ● How does the VAE of bachelor's programs compare to those of associate programs, on average? ● Do certain demographic subgroups have systematically lower VAE than others, on average? ● Do certain types of institutions or majors produce higher VAE for disadvantaged students than others?
5322	Office of Governor	GovOffice - Direct PS Enrollment for GRY2023 HS Grads	9/26/2024	Approved	Complete	Redacted aggregate dataset	see email
5321	Pierce County	Behavioral Health Sales Tax and Student Outcomes	9/5/2024	Pending	Under Review	Individual level dataset or unredacted aggregate dataset	Overarching Research Question: Have the wrap-around services offered by Pierce County behavioral and mental health providers met the behavioral and mental health needs of students, thereby serving as an integral component of the continuum of supports required by the MTSS framework? Have the educational outcomes of program participants increased? Specific Research Questions: A. What is the absence rate for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation decreased student absences? B. What is the disciplinary rate for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation decreased disciplinary actions? C. How do standardized test scores compare for students known to be receiving mental and behavioral health services compared to all students? Has program participation increased student performance on standardized tests? D. What is the course completion rate for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation increased the likelihood of course completion? E. What is the grade completion rate for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation increased the likelihood of grade progression? F. What is the graduation rate for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation increased the likelihood of graduation? G. What is the rate of enrollment in 2- and 4-year post-secondary education institutions for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation increased the likelihood of enrollment in 2- and 4-year post-secondary institutions? H. What is the rate of enrollment in juvenile justice education institutions for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation decreased the likelihood of enrollment in juvenile justice institutional education settings? I. What is the rate of employment for students who are known to be receiving mental and behavioral health services compared to all students? Has program participation increased the likelihood of employment?
5320	OSPI	OSPI-SHB1316-RunningStartFTE-TimMcClain	7/22/2024	Approved	Complete	Redacted aggregate dataset	

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5319	Legsilature - Senate Ways and Means	Senate Ways and Means - IHE Physical Enrollment	7/18/2024	Approved	Complete	Redacted aggregate dataset	
5318	OSPI	OSPI Graduation Pathways & PostHS Outcomes - Deb Came	7/8/2024	Approved	Waiting for data	Redacted aggregate dataset	The most pressing questions we are hoping to answer are: 1. Do post-secondary outcomes differ by graduation pathway? 2. Do students who meet the CTE only graduation pathway enter into post-secondary at the same rate as students who meet an math/ELA pathway? Graduation pathways may be grouped, such as ELA&math (only), CTE only, ELA/Math & CTE, ASVAB only, ASVAB & CTE, etc.
5317	Council of Presidents	COP SB5048 CIHS Report for Institutions (Aggregate)	6/25/2024	Approved	Complete	Redacted aggregate dataset	1. By institution, high school demographics of CiHS students including race, ethnicity, gender and FRPL. 2. Statewide student participation rates in CiHS programs at public 4-year institution programs, award of high school credit, award of postsecondary credit at an institution of higher education and subsequent enrollment in an institution of higher education. Race, ethnicity, gender, FRPL for CiHS participants
5316	University of Washington	UW - CAPAA Opportunity Gap Study	5/30/2024	Authorized	Complete	Individual level dataset	What are the demographic characteristics of the K-12 student body in Washington State, specifically within the Asian and NHPI communities? How do educational disparities vary by geographic context, such as school district, county, or city, within these communities? What are the key opportunity gaps faced by Asian American and NHPI students in the K-12 education system today? How do these opportunity gaps compare to those identified in the 2008 studies? How are AA/NHPI students faring in terms of mental health and belonging in school? How is the teacher workforce developing in terms of AA/NHPI representation? What are AA and NHPI students' (and parents') current needs with respect to language learning? What are unique strength and resilience factors in AA and NHPI students and families? How has the global COVID-19 pandemic historically impacted the schooling and academic achievements?
5314	ERDC	Katie CTE course counts	6/12/2024	Approved	Complete	Redacted aggregate dataset	What are the counts produced by the CEDARS Grade History, Course Catalog, and Student Schedule data extracts provided to ERDC for CTE courses based on available data elements?
5313	Professional Educators Standards Board	PESB - Teacher Pathway Report	5/24/2024	Approved	Complete	Redacted aggregate dataset	We are writing a teacher pathway report in collaboration with OSPI, L&I and the governor's office by the request of education committees. We will use these data to help inform the utilization of existing pathways. (1) Disaggregated by trad & alternative route (2) Disaggregated by race/ethnicity
5312	Big Picture High School	BigPictureSchool_PostsecondaryMeasureComparison	5/23/2024	Approved	Complete	Redacted aggregate dataset	
5311	Workforce Training & Education Coordinating Board	WWU - Examine Compass to Campus Outcomes	5/22/2024	Approved	Complete	Individual level dataset	We plan on evaluating C2C by comparing student outcomes of those who participated in the program with those who did not participate. Student outcomes we are interested in include 1) high school completion; 2) high school GPA; 3) 2-year college attendance; 4) 4-year college attendance; 5) college completion. We will compare outcomes between the C2C group and a control group. We will also estimate these outcomes using a regression analysis so can make statements about conditional relative differences between the groups.

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5310	WSU-SESRC	CHA - Opportunity Gap Study	4/22/2024	Authorized	Complete	Individual level dataset	
5308	Employment Security Department	WIOA Youth Participant Data	1/1/2024	Approved	Queue	Redacted aggregate dataset	1. Overlap: What is the overlap between WEIOA partcipants and K12 enrollment? # and % of WEIOA participants who we find in K12. a. Do WEIOA participants have K12 enrollment before WEIOA participation, after WEIOA participation or during WEIOA participation? b. Do we see WEIOA/K12 students enrolled in Open Doors programs or other types of non-traditional OSPI programs? 2. Outcomes: PS, Workforce - level of detail will determine what can be looked at/reported. a. # of months or years between exit of K12 or WEIOA participation and PS enrollment or employment? b. # and % of students who are WEIOA participants and enrolled in PS or in workforce.
5307	Washington Student Achievement Council	WSAC Local Labor Market and Post Secondary Enrollment for WA High School Graduates	5/9/2024	Approved	In progress	Individual level dataset	i. RQ1) How are local labor market conditions – such as prevailing wage rates and unemployment rates – associated with differences in college enrollment rates for recent high school graduates across the different counties in the state? ii. RQ2) Do these county labor market conditions relate to where students choose to enroll and what students choose to study in college? iii. RQ3) How are these market conditions related to the labor market choices of high school graduates who choose to not enroll in college and those who work while they are enrolled in college?
5306	OSPI	HS Grads PS enrollment out-of-state & private by demo characteristics	4/19/2024	Approved	Complete	Redacted aggregate dataset	1. What are the demographic characteristics (race/ethnicity, gender, FRPL, special programs) of HS graduates who enroll in PS out of state (by PS type - 2-yr, 4-yr, public, private)? 2. What are the demographic characteristics (race/ethnicity, gender, FRPL, special programs) of HS graduates who enroll in WA state private institutions?
5305	SOVA on behalf of Bill and Melinda Gates Foundation	BMGF Postsecondary Student Mindsets & Transitions	3/21/2024	Approved	Complete	Redacted aggregate dataset	1. Overall Trends in Postsecondary Enrollment (2018-2022): What are the overall trends in postsecondary enrollment rates for Washington high school graduates between 2018 and 2022, disaggregated by race, income level, and the 9 ESD regions in WA (101, 105, 112, 113, 114, 121, 123, 171, 189), to understand the broad patterns affecting postsecondary transitions? 2. District and School-Level Variations: What differences exist in postsecondary enrollment rates across school districts and individual high schools within each ESD region over 2018-2022? This question aims to delve into the granular data to identify specific local factors and trends influencing student transitions to postsecondary education, facilitating a nuanced analysis supporting targeted intervention strategies. 3. Post-High School Paths (2022 Graduates): What percentage of Washington high school graduates in 2022 enrolled directly in postsecondary institutions, took gap years, or entered the workforce, with a breakdown by demographic factors such as race/ethnicity and socioeconomic status, to identify the diverse pathways students pursue after high school?
5304	EDNW on behalf of ERDC	EdNW IE SLDS Grant 2019 (Outcome #5)	3/14/2024	Approved	In progress		

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5303	Leg.	First Time Enrollments at 4-Year Institutions	3/18/2024	Approved	Complete	Redacted aggregate dataset	first-time enrollments at each public 4-year institution who graduated from a WA public high school or received a high school equivalency certificate in the previous or current academic year that they enroll.
5302	EDNW on behalf of ERDC	EDNW CTE Project (SLDS 2019 Outcome #2)	3/14/2024	Approved	Complete	Individual level dataset	1. Between 2013-14 and 2022-23, how many CTE program areas, clusters, and pathways do individual schools and districts offer across the state? 2. Which students participate and persist in CTE programming? How do student characteristics vary with different levels of credit attainment, and by CTE program area, cluster, and pathway? How have these patterns changed over time? 3. What are the postsecondary and labor market pathways for students following high school graduation (or exit)? How do pathways vary by CTE credit attainment, CTE cluster, and student characteristics? How have patterns changed over time? 4. What is the relationship between [impact of] CTE credit attainment (overall and within a program of study) and [on] high school graduation within four years of a student's first 9th grade year for students in the classes of 2018 to 2023? How does the outcome vary by student characteristics and CTE cluster? How have these relationships changed over time? 5. What is the relationship between [impact of] CTE credit attainment (overall and within a program of study) and [on] college enrollment and success outcomes for students in the classes of 2018 to 2023? How do these outcomes vary by student characteristics, CTE cluster, and college sector? How have these relationships changed over time? 6. What is the relationship between [impact of] CTE credit attainment (overall and within a program of study) and [on] employment and earnings outcomes for students in the classes of 2018 to 2023? How do these outcomes vary by student characteristics, CTE cluster, and participation in postsecondary education? How have these relationships changed over time?
5301	Everett Public Schools	Postsecondary credential outcomes for Everett Public Schools students who enroll in dual credit	11/22/2024	Approved	Complete	Redacted aggregate dataset	What is the direct postsecondary enrollment rate for Everett Public Schools graduates who participated in any dual credit type, disaggregagated by dual credit type and race/ethnicity, Multilingual Learner, students with disabilities, and free and reduced lunch status?

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5300	Washington State Institute for Public Policy	WSIPP CTE Skill Centers	3/6/2024	Approved	Complete	Individual level dataset	We will focus on the three main research questions below. We will also try to answer sub-questions under each main research question as data allows. 1. What are CTE skill centers providing, and how does this differ from CTE in high schools? • What clusters and programs are offered only in SCs? • What share of courses in SCs vs. high schools are dual credit? • What credentials/certifications are offered at SCs vs high schools (if any)? • Examine industries/employers served by SCs. 2. Who can and does access CTE skill centers? • What are the characteristics of school districts that have SC access compared with districts that do not have SC access? • Who are the students enrolling in an SC and how do they compare with students not enrolled in an SC? • Other considerations related to access like what does it take to access an SC vs high school CTE programming? What barriers exist? Are programs at SC at capacity? 3. How does CTE skill center participation relate to student "high school transition" outcomes such as graduation, college enrollment, and employment. • What % of SC students graduate on time, extended, get a GED, or do not graduate? • What % of SC students enroll in postsecondary institutions (2-and 4-years)? What % of students have completed a credential at 1, 3, and 5 years post high school? • What % of SC students are in an apprenticeship at 1, 3, and 5 years post high school? • What is the employment rate for SC students at 1, 3, and 5 years post high school? • What is the average income for SC students at 1, 3, and 5 years post high school?

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5299	Research Triangle International	RTI CSF Targeted Universalism Evaluation	2/19/2024	Approved	Complete	Individual level dataset	1. How are universal and targeted services being delivered to students? 2. What resources, structures, and/or supports do advisors believe they need in order to successfully advise students from their mission populations? 3. How do students make the decision to seek help from CSF advisors? In what cases do they select to use CSF services versus other resources inside or outside of their school? 4. What universal service strategies did students report as effective (e.g. relatable, accessible) at reaching them and helping them learn new information? 5. What do students, especially those in mission populations, perceive as their college and career readiness needs? 6. In what ways does TU implementation vary across advisors and across high schools? What school conditions or characteristics are associated with differences in TU implementation? How does implementation differ across schools where the mission population is a smaller or larger part of the student body? 7. In what ways do advisors work with high school staff and other school-based service providers to implement TU? (e.g. data sharing, planning, marketing) 8. What are direct college enrollment rates for CSF students? What types of higher education institutions and programs do CSF students enter? 9. What college readiness milestones are achieved by CSF students? 10. In what ways do advisors perceive TU implementation impacted students? 11. How does offering TU in schools impact the delivery of other school-based services, if at all? 12. How do student outcomes vary across schools implementing TU in different ways? 13. How do school characteristics relate to relationship between TU implementation and student outcomes? 14. Within schools, how do direct enrollment rates compare before and after TU strategies were implemented? How do those shifts compare for the mission population(s) within the school?
5298	Vela Institute	6 year completion rates	2/20/2024	Approved	Complete	Redacted aggregate dataset	What is the postsecondary completion rate for Washington students that graduated from high school in 2017? Disaggregated by FRL and non FRL. Completion rates also broken out by completion type.
5297	Western Washington University	WWU Partnership with Ferndale High School	2/26/2024	Approved	Complete	Redacted aggregate dataset	However, as part of the setup for this program, we are interested in knowing which higher education institutions Ferndale High School students first attended after graduating.
5296	University of Kentucky	Defining and Evaluating Quality in Early Childhood Education.	2/14/2024	Withdrawn		Redacted aggregate dataset	The question we hope to answer though our research is which metrics or quality indicators engender early childhood education system improvement in developing pre-k readiness over others? The percentage of WA pre-k students who acheived kindergarten readiness during the academic year 2021-2022 at the district/county level.
5295	Washington State Board for Community and Technical Colleges	SBCTC DW Keys-HB 2374 Evidence	2/2/2024	Approved	Complete	Individual level dataset	Can we observe an increase in enrollment at a group of five pilot colleges for recent high school students who engaged in outreach efforts to support students from Educational Service Districts 114 or 123 by academic year?
5294	Lake Stevens School District	College admission data for LSSD by college including demographics 2022 vs 2023	1/31/2024	Withdrawn	Withdrawn	Redacted aggregate dataset	What is the direct postsecondary enrollment rate for students who participated in GAP 2023 vs 2022 when we were not in GAP? What were the demographics of those two years as well.

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5293	Pierce County Library	Pierce County Kindergarten Readiness	1/26/2024	Approved	Complete	Redacted aggregate dataset	I am asking our library foundation for a grant to give board books and early literacy tips to expectant mothers visited by Family Connects staff. For this request I would like to know the percentage of Pierce County children ready for Kindergarten in the areas of Language and Literacy. For the last couple of years so I can demonstrate a trend, if there is one. I am writing up a summary of the need for bringing block play programs to ECEAPs in Pierce County. For this I would like to know the percentage of Pierce County children ready for Kindergarten in the areas of Math and Cognitive Reasoning. For the last couple of years, so I can demonstrate a trend, if there is one.
5292	St. Martin's University	Understanding racial/ethnic equity gaps in accounting education	1/25/2024	Withdrawn	Withdrawn	Individual level dataset	Not yet provided
5291	University of California San Diego	Impact of Aircraft Noise Pollution on Academic Performance	1/22/2024	Authorized	Complete	Individual level dataset	The main goal of the project is to determine whether noise pollution has a negative impact on academic performance, and quantify the decrease in exam scores. Lower means families may be more likely to live near airports and suffer the impacts of noise pollution, so my study uses a shift in flight paths to measure the true impact of changes in noise pollution rather than residential sorting. I hope to provide quantify the size of the impact and determine whether the impacts are uniform across students.
5290	Western Washington University	WWU Fall Enrollment 2023	1/22/2024	Approved	Complete	Redacted aggregate dataset	Enrollment totals
5289	Bellevue College	Bellevue College Dashboard Dataset	1/17/2024	Approved	Complete	Redacted aggregate dataset	Earnings after Bachelors degree by institution
5288	Professional Educators Standards Board	PESB data manual and indicator update	1/16/2024	Approved	Complete	Redacted aggregate dataset	o What information does PESB gather through Asset/deficient text fields? o What information does PESB gather through WEST-B scores fields? o What information does PESB gather by collecting different completion dates data?
5287	Notre Dame & Oregon State	Impact Evaluation of Intensive Homelessness Prevention	1/2/2024	Pending	Waiting on requester	Individual level dataset	For students experiencing housing instability, how do intensive homelessness prevention services affect their school: -attendance -grades -assessment performance -behavior/disciplinary interventions -enrollment/location of enrollment
5286	Central Washington University	Median earnings for bachelor's degree recipients after graduation	12/11/2023	Approved	Complete	Redacted aggregate dataset	What are the median earnings for those who receive a bachelor's degree from public institutions in WA 1-10 years after graduation?

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5285	OFM/ERDC	SLDS Phase 3 POSTSECONDARY ATTAINMENT GAP IN WASHINGTON STATE	11/27/2023	Approved	Complete	Unredacted aggregate dataset	1. How GPAs of Washington state high school graduates relate to postsecondary enrollment in public and private 4-year institutions? 2. How GPAs of Washington state high school graduates relate to postsecondary CGPA in public and private 4-year institutions? 3. How GPAs of Washington state high school graduates relate to postsecondary retention rates in public and private 4-year institutions? 4. How GPAs of Washington state high school graduates relate to postsecondary graduation rates in public and private 4-year institutions?
5284	Rainier Prep	Rainier Prep PS Outcomes	11/27/2023	Approved	Complete	Redacted aggregate dataset	How does the high school graduation rate of Rainier Prep Middle School graduates compare to the high school graduation rate of other students in South King County and Highline Public schools disaggregated by race/ethnicity, MLL status, and FRL eligibility? How does the 2- and 4-year direct post-secondary enrollment rate of Rainier Prep graduates compare to the 2- and 4-year direct post-secondary enrollment rates for other local high schools (Highline) and students in South King County disaggregated by race/ethnicity, MLL status, and FRL eligibility? How does the 2- and 4-year post-secondary enrollment rate of Rainier Prep graduates compare to the 2- and 4-year direct post-secondary enrollment rates for other local high schools (Highline) and students in South King County disaggregated by race/ethnicity, MLL status, and FRL eligibility? How does the 2- and 4-year college matriculation rate of Rainier Prep graduates compare to the 2- and 4-year college matriculation rates for other local high schools and students in South King County disaggregated by race/ethnicity, MLL status, and FRL eligibility?
5283	Seattle University	Bailey Gatzert PS Outcomes	11/14/2023	Approved	Complete	Redacted aggregate dataset	1. What is the high school graduation rate of students who attended Bailey Gatzert Elementary School between the years 2011-2012 to 2015-2016? 2. What is the post-secondary participation rate of students who attended Bailey Gatzert Elementary School between the years 2011-2012 to 2015-2016? 3. What is the post-secondary completion rate of students who attended Bailey Gatzert Elementary School between the years 2011-2012 and 2015-2016? 4. What are the wage earnings of students who attended Bailey Gatzert Elementary School between the years 2011-2012 to 2015-2016?
5282.01	Washington Student Achievement Council	WSAC Fall Enrollment Report (Fall 2024)	12/13/2024	Authorized	Complete	Individual-level data or unredacted aggregate data	

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5282	Washington Student Achievement Council	WSAC Fall Postsecondary Enrollment Report	11/1/2023	Approved	Complete	Individual level dataset	How have higher education enrollment trends shifted during the COVID pandemic? - How have enrollment trends changed at two-year and four-year institutions? - For what types of students (i.e. undergraduates, graduates, first-time, residents, full-time, etc.) have the largest disruptions of enrollment trends occurred? - For which demographic groups (i.e. sex, age, race/ethnicity) have the largest disruptions of enrollment trends occurred?
5281	Washington Student Achievement Council	WSAC Linked HS Datamart (Enclave)	11/1/2023	Approved	Complete	Individual level dataset	WSAC will only be able to export summary, aggregate level tables or visuals per the enclave data export review process. ERDC will record each data export in our data request log to keep data contributors up to date about data usage.
5280	Washington Student Achievement Council	WSAC Regional Challenge Grant Reporting	11/1/2023	Approved	Complete	Individual level dataset	RQ1) For each region served by an RCG partnership, what is the high school graduation rate, overall and disaggregated by key population subgroups? ii. RQ2) For each region served by an RCG partnership, what is the direct to college enrollment rate, overall and disaggregated by key population subgroups? iii. RQ3) For each region served by an RCG partnership, what is the college completion rate within 8 years of high school graduation, overall and disaggregated by key population subgroups? iv. How have WaKids readiness scores changed over time, especially in regions served by the Regional Challenge Grant focusing on early child development?
5279	Washington Student Achievement Council	WSAC Student Trajectories Analysis	11/1/2023	Approved	Complete	Individual level dataset	RQ1) What are the range and variety of trajectories young adults take as they seek to transition from school to work? ii. RQ2) Are there clusters of trajectories (i.e., pathways) that lead to better postsecondary education and labor market outcomes, including postsecondary degree attainment, higher earnings, and more stable employment? iii. RQ3) How does utilization of school-to-work pathways differ for key learner subgroups? iv. RQ4) Do the economic returns of the identified pathways vary for key learner subgroups? v. RQ5) What are the differences in pathway utilization and outcomes that can be attributed to students who take dual enrollment or nondegree courses?
5278.01	Washington Student Achievement Council	WSAC Program Evaluations	2/3/2025	Authorized	Complete	Individual level dataset or unredacted aggregate dataset	

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5278	Washington Student Achievement Council	WSAC Program Evaluations	11/1/2023	Approved	Complete	Individual level dataset	RQ1) How effective is the program in improving postsecondary enrollment, completion (e.g., certificate earned, and type of certificate earned), and success (e.g., increased earnings, employment in key occupations, and reduction in unemployment spells)? ii. RQ2) Which students are participating or not participating in the program (by region, school type, and student demographics)? Is there inequality in participation rates by race and gender (controlling for related factors such as socioeconomic status, school attended, academic performance, etc.)? iii. RQ3) How might the program be improved? iv. RQ4) Do program initiatives such as advertisement campaigns improve postsecondary access? How can we optimize these initiatives to better improve postsecondary & labor market outcomes? v. RQ5a) What are the differences in postsecondary enrollment across student subpopulations? Is it improving over time? vi. RQ5b) What explains these differences? (e.g., high school attended, high school course taking, academic preparation, financial constraints, family SES, etc.) vii. RQ6a) What are the differences in postsecondary completion and success (e.g., certificate earned, earnings, occupations, and unemployment spells) across student subpopulations? Is it improving over time? viii. RQ6b) What explains these differences? (e.g., high school attended, high school course taking, academic preparation, financial constraints, family SES, institution attended, type of degree, major)
5277	Washington Student Achievement Council	Higher Ed Fall Enrollment (2023)	10/30/2023	Approved	Complete	Redacted aggregate dataset	Update on fall enrollment numbers for 2023
5276	Legislature	Running Start FTE Increase	10/24/2023	Approved	Complete	Redacted aggregate dataset	For both the 2017 and 2022 dual credit cohorts, answer the following: 1. What % of RS credits are earned (earned / enrolled) by students across their entire high school career, who take more than 91+ RS credits, 76-90, 61-75, 46-60, 31-45, 16-30, 1-15? 2. At the college-term level, what % of RS credits are earned by students who take 16+ RS credits, 13-15, 10-12, 7-9, 4-6, 1-3, 0? 3. What is the distribution of the # of terms a student enrolls in RS in their high school career. 4. What is the distribution of the number of credits students earned per college-term? 5. What is the average total cumulative GPA by number of Running Start credits earned? Present results for all students and FRPM eligible students.
5275	Council of Presidents	Computer Science Degrees by Student Demographics	10/6/2023	Approved	Complete	Redacted aggregate dataset	How many degrees are awarded at the sector level and by institution for the CIP codes 1101, 1107, 1108 1110 over the last ten years for which data is avaible? By sector and institution, what are the student demographics of the students who earned one of the CIP code degrees? By sector and institution, what are the earnings of students who earned one of the CIP code degrees? What are the earnings by the student demographics?
5274	OSPI	OSPI Employment Outcomes	9/26/2023	Approved	Complete	Redacted aggregate dataset	What differences or similarities in students' economic outcomes when looking at SBA scores?
5273	ERDC	SB 5512- Higher Ed. Finance Dashboard	9/25/2023	Approved	Complete	Redacted aggregate dataset	See ESSB 5512

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5272.01	OSPI	OSPI (on behalf) KESE SPED Candidates Exits _ update 2022-23	5/24/2024	Approved	Complete	Redacted aggregate dataset	By academic year and by exit reason, how many special education teacher candidates exit an initial teacher certification program? (Also, by academic year, how many total special education teacher candidates are enrolled in an initial teacher certification program?)
5272	OSPI	KESE, Program Characteristics and SET Enrollment	9/15/2023	Approved	Complete	Redacted aggregate dataset	1. By program id, for 2021-22, what are the characteristics of all approved programs and associated clinical practices leading to initial teacher licensure in WA? (all endorsements) 2. In 2021-22, by unique program id, how many candidates were enrolled in an initial teacher certification program leading to a Special Education endorsement?
5271	Legislature	PCHEES Completions Leg. Update 2023	9/15/2023	Withdrawn		Redacted aggregate dataset	
5270.01	Professional Educators Standards Board	PESB Alt Report (In development)	12/13/2024	Approved	Queue	Redacted aggregate dataset	
5270	Professional Educators Standards Board	PESB Alt Report	9/14/2023	Approved	Complete	Redacted aggregate dataset	(3) Beginning December 1, 2017, and by December 1st each odd-numbered year thereafter, the Washington professional educator standards board shall report to the education committees of the house of representatives and the senate the following outcomes as indicators that alternative route programs are meeting legislative intent through the regulation and oversight of the Washington professional educator standards board. In considering administrative rules for, and reporting outcomes of, alternative route programs, the Washington professional educator standards board shall examine the following data on alternative route program participants: (a) The number and percentage hired as certificated teachers; (b) The percentage from underrepresented populations; (c) Three-year and five-year retention rates of participants hired as certificated teachers; (d) The average hiring dates; and (e) The percentage hired by districts in which the participants completed their alternative route programs
5269	ERDC	Exploring the pathways and workforce experiences of Washington CTC students	9/1/2023	Approved	Complete	Individual level dataset	1. What do the credential pathways and workforce experiences of CTC students in high-demand programs look like, especially for students with dependents versus students without dependents? 2. Which credential pathways provide the highest earnings, controlling for student characteristics? 3. What proportion of CTC students are attaining credentials in high-demand programs versus non-high-demand programs? 4. What proportion of CTC students who earn high-demand program credentials end up receiving a living wage? 5. How does progress along the credential pathway vary across student groups, especially students with dependents compared to students without dependents?
5268.01	Kitsap Strong	Kitsap Strong	8/7/2024	Approved	Complete	Redacted aggregate dataset	Question 1: What percentage of high school graduates enrolled in post-secondary institutions (i.e., 2-Year/CTC or 4-Year college program) in the first year after graduation for each year (i.e., 2005 up to the latest year of data available)? Question 2: What percentage of high school graduates completed a post-secondary credential (i.e., an associates, bachelors, or higher degree) within eight years of high school graduation for each year (i.e., 2005 up to the latest year of data available)?

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5268	Graduate Kitsap	Graduate Strong Cradle to Career Population-Level Outcomes	8/30/2023	Approved	Complete	Redacted aggregate dataset	Question 1: What percentage of high school graduates enrolled in post-secondary institutions (i.e., 2-Year/CTC or 4-Year college program) in the first year after graduation for each year (i.e., 2005 up to the latest year of data available)? Question 2: What percentage of high school graduates completed a post-secondary credential (i.e., an associates, bachelors, or higher degree) within eight years of high school graduation for each year (i.e., 2005 up to the latest year of data available)?
5267	OSPI	KESE, Candidate Exiters	9/5/2023	Approved	Complete	Redacted aggregate dataset	By academic year and by exit reason, how many special education teacher candidates exit an initial teacher certification program? (Also, by academic year, how many total special education teacher candidates are enrolled in an initial teacher certification program?)
5264	ERDC	CS & Engineering Program Updates	10/12/2023	Approved	Queue	Redacted aggregate dataset	The university must continue work with the education research and data center to demonstrate progress in computer science and engineering enrollments. By September 1st of each year, the university shall provide a report including but not limited to the cost per student, student completion rates, and the number of low income students enrolled in each program, any process changes or best-practices implemented by the university, and how many students are enrolled in computer science and engineering programs above the prior academic year.
5263	LNI	2ESSB 5764 Apprenticeships and Higher Education	8/3/2023	Approved	Complete	Redacted aggregate dataset	Should the state establish an institution, or centralized program, for apprentices to receive related supplemental instruction for credit towards a degree? 1. How many apprentices who completed their apprenticeship went into higher education and what programs did they go into? Did they complete that program? 2. Did any of the apprentices who went into apprenticeship also have higher education degrees before they entered their apprenticeship and where did the degrees come from?
5262.01	Washington Student Achievement Council	PCHEES Tuition Waivers	11/21/2023	Approved	Complete	Redacted aggregate dataset	What is the number and type of tuition waivers at each public higher ed institutions?
5262	Washington Student Achievement Council	PCHEES Tuition Waivers	6/19/2023	Approved	Complete	Redacted aggregate dataset	number and type of tuition waivers granted by PCHEES institutions
5261	Council of Presidents & SBCTC	(SB 5048) College in the High School Eval.	6/12/2023	Withdrawn			NA- withdrawn
5259	Professional Educators Standards Board	Educator preparation programs for special education and bilingual education	6/9/2023	Approved	Complete	Redacted aggregate dataset	How many preperation programs offer SPED and/or Bilingual education an endorsement by the program types(Graduate vs. undergraduate & alternative routes vs. traditional routes)? How many candidates complete programs that offer SPED and/or Bilingual education endorsements, disaggregated by the program types (Graduate vs. undergraduate & alternative routes vs. traditional routes)?

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5258	State Auditor's Office	SAO: Running Start and College in the High School: Assessing dual-credit transferability	7/7/2023	Approved	Complete	Individual level dataset	This audit will assess eight institutions of higher education to learn the extent to which they accept dual credits earned in two of Washington's large dual credit programs: Running Start and College in the High School. The audit will seek to answer the following questions: 1.To what extent do higher education institutions accept dual credit earned in the two programs? 2.Are there differences in dual-credit transfer rates between higher education institutions? If so, why? 3.How do higher education institutions communicate with students about the transferability of dual credit courses?
5257	Washington State Institute for Public Policy	Prison to Postsecondary (HB 1044)	6/7/2023	Approved	Complete	Individual level dataset	Additional research questions may be added, but at a minimum, we will examine the following questions in the preliminary report. Questions related to enrollment in CTCs • Are individuals who participated in postsecondary education programs while incarcerated more likely to enroll in CTCs post release, compared to similar individuals who did not participate in postsecondary education programs while incarcerated? • Are individuals who participated in postsecondary education programs while incarcerated more likely to enroll in CTCs [within the first, second, third year of release], compared to similar individuals who did not participate in postsecondary education programs while incarcerated? • What do enrollment patterns look like in terms of characteristics like race and ethnicity, gender, age, fields of study, CTC characteristics, access to Reentry Navigators, and regions of the state. Questions related to completion of certificate or degree programs in CTCs • Are individuals who participated in postsecondary education programs while incarcerated more likely to complete a professional certificate post release, compared to similar individuals who did not participate in postsecondary education programs while incarcerated? • Are individuals who participated in postsecondary education programs while incarcerated more likely to complete an associate degree post release, compared to similar individuals who did not participate in postsecondary education programs while incarcerated? • Are individuals who participated in postsecondary education programs while incarcerated more likely to transfer to a 4-year institution post release, compared to similar individuals who did not participate in postsecondary education programs while incarcerated? • What do completion and transfer patterns look like in terms of characteristics like race and ethnicity, gender, age, fields of study, CTC characteristics, access to Reentry Navigators, and regions of the state.
5256	Gates Foundation	K12 Geographic Settings Update	5/17/2023	Approved	Complete	Redacted aggregate dataset	NA
5254	Seed West on behalf of Office of Education Ombuds	External Review of the Office of the Education Ombuds	5/23/2023	Approved	Complete	Redacted aggregate dataset	Does the number of students in a school/district predict likelihood of contacting the OEO? Does the number/percentage of students receiving free/reduced price lunch in a school/district predict likelihood of contacting the OEO? Does the number/percentage of students in a school/district with IEPs predict likelihood of contacting the OEO? Does the number/percentage of students receiving English Language Learning services in a school/district predict likelihood of contacting the OEO? Does the number/percentage of students identifying in particular racial groups predict likelihood of contacting the OEO?

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5253	Washington Student Achievement Council	WSAC Strategic Plan and Dashboard	5/22/2023	Approved	Complete	Redacted aggregate dataset	1. The Asian and Native Hawaiian/Other Pacific Islander categories are combined in your dashboard. Could I get the disaggregated numbers from you? 2. The sum of the headcounts by race/ethnicity (105,382) is lower than the summary total in the dashboard (106,031). Do you know why?
5252	OSPI	Washington K-12 students who become educators	5/19/2023	Approved	Complete	Redacted aggregate dataset	1A) Who from Washington goes on to teach and why? 1B) Who is teaching now? And how is it different then who was teaching before (prior 2020)? [demographic trends] 2A) What type of student becomes a teacher and why? Academic experiences of students who become teachers (profile) 2B) Student Education/Learning Experience Graduation and Career Pathway 3) Do teachers return to their hometowns and/or region? 4A) Do students in GYO/RWT programs go on to teach? 4B) Paraeducators who go on to teach (experience/routes/certification type/demographics) 5) Which teachers began limited/emergency certification? 5A) What are the demographics of teachers who begin on these limited/emergency certifications? 5B) What certification types do these teachers pursue?
5251.01	OFM Forecasting and Research F&R	County Revenue and Expenditure Chapter	1/24/2025	Approved	Complete	Redacted aggregate data	Annual State-Supported FTEs and Total FTEs By Residence County and College (SBCTC, PCHEES) , for Academic Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024.
5251	OFM Forecasting	County Expenditure & Revenue Report	5/5/2023	Approved	Complete	Redacted aggregate dataset	Which counties in Washington State pay more in State taxes than they receive in State expenditures.
5250	CWU	CWU Foster Care Students	4/17/2023	denied		Redacted aggregate dataset	1) For the last 5 years, what percentage of our student population at CWU has EVER been in foster care? 1) For the last 5 years, what percentage of our student population at CWU is CURRENTLY in foster care?
5249	Legislature Senate Ways and Means	College Bound Student Outcomes-Agg	3/23/2023	Approved	Complete	Redacted aggregate dataset	In the Ways and Means hearing for HB 1232, the question came up on how many College Bound students graduate from a 2 or 4 year institution with a certificate or a degree? I think the larger question is how many graduate out of a cohort that pledges in 7th or 8th grade?
5248.02	Center for Educational Effectiveness	LaunchNW Community Dashboard	3/3/2025	Approved	Complete	Redacted aggregate data	What percent of high school graduates enrolled in post secondary institutions in the first year after graduation? This is a recurring request. Last year's project was R5248.01
5248.01	Center for Ed. Effectiveness on behalf of Launch NW	Launch NW Community Dashboard	3/13/2024	Approved	Complete	Redacted aggregate dataset	The dashboard will provide guiding information for future investments and efforts to improve support of students toward eventual career attainment. District superintendents will have immediate access to information about their current students, identifying specific areas of strength and weakness that can be addressed through new student interventions, programs, or resource investments. Our desire is to be able to disaggregate the data by demographics to better identify groups of students whose needs are not being met at the same level by the current systems in place.

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5248	Center for Ed. Effectiveness on behalf of Launch NW	LaunchNW Community Dashboard	3/22/2023	Approved	Complete	Redacted aggregate dataset	The dashboard will provide guiding information for future investments and efforts to improve support of students toward eventual career attainment. District superintendents will have immediate access to information about their current students, identifying specific areas of strength and weakness that can be addressed through new student interventions, programs, or resource investments. Our desire is to be able to disaggregate the data by demographics to better identify groups of students whose needs are not being met at the same level by the current systems in place.
5247	Western Washington University	PCHEES Enrollment, Transfer & FTIC	3/10/2023	Approved	Complete	Redacted aggregate dataset	1) What is the total enrollment or the number of students in each of WA public 4-year institutions from PCHEES for each fall term over the last five years including fall 2022? 2) What is the number of new students with breakdowns of freshmen and transfers in WA public 4-year institutions from PCHEES for each fall term over last five years including fall 2022?
5246	Washington Student Achievement Council	Direct Enrollment for Research Brief (March 2023)	3/6/2023	Approved	Complete	Redacted aggregate dataset	numerator counts and denominator counts in a table for the graph below that we created from your high school outcome dashboard. (Washington's direct enrollment rate between 2011 and 2021.
5244	Office of Governor	Change in racial/ethnic composition of students over time	2/7/2023	Approved	Complete	Redacted aggregate dataset	Does K12 enrollment reflect WA state population across different race and ethnic groups?
5243	Michigan St.	The effect of import shock on college enrollment	1/25/2023	Denied		Redacted aggregate dataset	I would like to request data about counts of High School Graduates, counts of high school graduates enrolled in a postsecondary Four-year Institution, counts of high school graduates enrolled in a postsecondary Two-year Institution, by County (or district-level), College-Going Rate Timeframe by graduation year, preferably 1990-2022. It would be great if you could add a note indicating whether: 1)the college enrollment indicates in-state, out-of-state, or both locations' college/university; 2)the college enrollment is within 6, or 12, or other months of high-school graduation; 3)the high-school graduation data is from public or private high school, or both.

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5242.01	Westat	Study of the Impact of English Learner Entrance and Exit Policies	12/2/2024	Approved	Complete	Individual-level data or unredacted aggregate data	1) Were standardized statewide procedures, introduced to Title III under ESSA, associated with more consistent application of initial classification procedures across districts within states? 2) Were standardized statewide procedures, introduced to Title III under ESSA, associated with more consistent application of reclassification procedures across districts within states? 3) Do EL classification thresholds set by states identify the students most likely to benefit from receiving EL services, when considering their future instructional opportunities, experiences, academic achievement, and attainment? Are thresholds set too low, classifying students as ELs who would be better served by not being classified? Are thresholds set too high, thereby limiting the number of students who might benefit from receiving EL services? 4) Do reclassification thresholds set by states lead to a smooth transition by students out of EL status, when considering their future instructional opportunities, experiences, academic achievement, and attainment? Are thresholds set too high, retaining students as EL for too long? Are thresholds set too low, transitioning students out of EL status too quickly? 5) Do the effects of classification and reclassification vary for different types of students or students in different policy contexts? In addition, this study will generate important descriptive information about English learners: 6) For how many years do students remain English learners? 7) What is the average achievement on state assessments of current English learners, former English learners, and students who have ever been English learners? 8) How frequently are students dually identified as English learners and students with disabilities?
5242	Westat (for IES)	Study of the Impact of English Learner Entrance and Exit Policies	2/9/2023	Approved	Complete	Individual level dataset	1) Were standardized statewide procedures, introduced to Title III under ESSA, associated with more consistent application of initial classification procedures across districts within states? 2) Were standardized statewide procedures, introduced to Title III under ESSA, associated with more consistent application of reclassification procedures across districts within states? 3) Do EL classification thresholds set by states identify the students most likely to benefit from receiving EL services, when considering their future instructional opportunities, experiences, academic achievement, and attainment? Are thresholds set too low, classifying students as ELs who would be better served by not being classified? Are thresholds set too high, thereby limiting the number of students who might benefit from receiving EL services? 4) Do reclassification thresholds set by states lead to a smooth transition by students out of EL status, when considering their future instructional opportunities, experiences, academic achievement, and attainment? Are thresholds set too high, retaining students as EL for too long? Are thresholds set too low, transitioning students out of EL status too quickly? 5) Do the effects of classification and reclassification vary for different types of students or students in different policy contexts? In addition, this study will generate important descriptive information about English learners: 6) For how many years do students remain English learners? 7) What is the average achievement on state assessments of current English learners, former English learners, and students who have ever been English learners? 8) How frequently are students dually identified as English learners and students with disabilities?

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5241	Washington State Institute for Public Policy	WSIPP Study of Transitional Kindergarten	2/1/2023	Approved	Complete	Individual level dataset	How many districts offered TK, and how many classrooms and students per district were in TK programs, in the 2019-20 through 2022-23 school years? What is the profile of TK students (1) demographic, developmental, and family characteristics?; (2) other pre-k experiences, if any?; (3) use of developmental/school support services and developmental level? How does TK staff preparation and classroom instruction/curriculum compare with ECEAP staff and classroom instruction? How do TK programs (a) select and prioritize children for TK enrollment? Why do districts offer TK, ECEAP, and other early learning programs, and what funding sources are used.
5240	OSPI/PESB	Keeping Exceptional Special Educators	1/31/2023	Approved	Complete	Redacted aggregate dataset	For each EPP for the last 3 years, how many qualified SpEd and/or ECSE teacher candidates apply to the SpEd and/or ECSE endorsement program and how many qualified SpEd and/or ECSE teacher candidates are "not accepted" to the SpEd and/or ECSE endorsement program?
5238	Tubman Health	Receipt of Health Degrees	1/19/2023	Approved	Complete	Redacted aggregate dataset	What are the median wages for WA students that earned their healthcare degrees? Essentially, Tubman is looking for a derivative of the existing Earnings for Graduates Dashboard "browse by institution" tab, but broken out by the federal race categories.

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5237	Education Northwest	Apprentices' Demand for Degrees	1/12/2023	Approved	Complete	Redacted aggregate dataset	1a. Since 2000, how many individuals who completed a state-registered apprenticeship program (AP) were concurrently enrolled in a Washington community or technical college while active in their state-registered AP? 1b. What percentage of individuals who completed a state-registered AP were concurrently enrolled in a Washington community or technical college? 1c. Among individuals who completed a state-registered AP and were concurrently enrolled in a Washington community or technical college, what percentage eventually completed a certificate or associate degree, overall? By AP? By CIP? By AP and CIP? 1d. Among individuals who completed a state-registered AP and were concurrently enrolled in a Washington community or technical college what types of certificates and associate degrees did these individuals earn, overall? By AP? By occupation enrollment segment? By CIP? By AP and occupation enrollment segment? By AP and CIP? 2a. Since 2000, how many individuals who completed a state-registered apprenticeship program (AP) later enrolled in a Washington community or technical college? 2b. What percentage of individuals who completed a state-registered AP later enrolled in a Washington community or technical college? 2c. Among individuals who completed a state-registered AP and later enrolled in a Washington community or technical college, what percentage eventually completed a certificate or associate degree, overall? By AP? By CIP? By AP and CIP? 2d. Among individuals who completed a state-registered AP and later enrolled in a Washington community or technical college what types of certificates and associate degrees did these individuals earn, overall? By AP? By occupation enrollment segment? By CIP? By AP and occupation enrollment segment? By AP and CIP? 3a. Since 2000, how many individuals who completed a state-registered apprenticeship program (AP) were concurrently enrolled in a Washington public university while active in their state-registered AP? 3b. What percentage of individuals who completed a state-registered AP were concurrently enrolled in a Washington public university? 3c. Among individuals who completed a state-registered AP and were concurrently enrolled in a Washington public university, what percentage eventually completed a certificate or associate degree, overall? By AP? By CIP? By AP and CIP?
5236.01	American Institutes for Research	Seattle Preschool Program Evaluation	2/15/2025	Pending	Under Review	Individual-level data or unredacted aggregate data	1) What is the impact of SPP participation on grade 3 standardized assessment scores and kindergarten through grade 3 attendance rates among Seattle Public School (SPS) students over time?

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5236	American Institutes for Research	Seattle Preschool Program Evaluation	1/17/2023	Approved	Complete	Individual level dataset	1. What are family perceptions of how SPP impacts children and families? 2. In 2022/23, to what extent are SPP children's spring TSG scores and growth on TSG from fall to spring related to SPP implementation practices and CLASS scores? 3. What is the impact of SPP participation on kindergarten readiness among SPS kindergarten students over time, as measured by the Washington Kindergarten Inventory of Developing Skills (WaKIDS) assessment? 4. How do SPP families, SPP teachers, and SPS teachers characterize student-level kindergarten readiness? 5. What is the impact of SPP participation on grade 3 standardized assessment scores and kindergarten through grade 3 attendance rates among Seattle Public School (SPS) students over time? 6. Are SPP classrooms and programs meeting family, teacher, and DEEL perceptions of quality? How does SPP help them improve? 7. What are the components of the SPP model? How does implementation of certain components vary across programs? 8. To what extent does SPP benefit children of color through providing access to high-quality early learning? How do families of color perceive the benefits of SPP? How have race-based opportunity gaps among SPP children—as detected in TSG and WaKIDS assessments—changed over time? 9. Has the design and implementation of SPP had any unintended consequences for families, educators, and Seattle's early learning system (such as the availability of infant/toddler care)? If so, what are those unintended consequences?
5235	Leg.	Pre-College Course taking	1/6/2023	Approved	Withdrawn	Redacted aggregate dataset	percent of students who enrolled in pre-college math in their first year? The member would like that data for each four-year institution and then the CTCs can be rolled up to sector level if that's easier. The request is only for 1 year of data.
5234.01	Washington Student Achievement Council	Biannual WSAC Transfer Report (Individual)	8/16/2024	Approved	Complete	Redacted aggregate dataset	
5233.04	SDP Harvard University	SDP: P20W Diagnostic Toolkit - Aleksei amendment	6/21/2024	Approved	Withdrawn	Individual level dataset	Thank you! Some of the variables I've requested are in the data through Bonnie's SDP project: the workforce variables I request include those in the SDP project, as do the variables in PSEnrollment, and PSAchievement. I believe some of the K12 variables in the SDP data are more granular than those I request (specifically, the K12 annual summary and K12 assessment files).
5233.03	Harvard	SDP: P20W Diagnostic Toolkit - EOC Subject Details Adition	4/19/2024	Approved	Complete	Individual level dataset	See R5233 for complete info.
5233.01	Harvard Center for Education Policy Research	SDP: P20W Diagnostic Toolkit-Grade History	1/8/2024	Approved	Complete	Individual level dataset	see 5233
5231.03	Workforce Training & Education Coordinating Board	WTB Perkins AY22-23 Record level	6/11/2024	Approved	Complete	Individual level dataset	
5231.02	Workforce Training & Education Coordinating Board	WTB Perkins (21-22)	6/14/2023	Approved	Complete	Individual level dataset	What does the CTE cohort look like over time (sex, race)? How do the participants do in the labor market (pay, industry, occupation)? Do the participants go on to further education?

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5227	Foundation for Tacoma Students	Tacoma Comparative Outcome Reporting for Pierce County Pathways Participants	1/5/2024	Pending	Under Review	Individual level dataset or unredacted aggregate dataset	1) How does participation in PCPW campaigns impact the outcomes those programs are intented to support? (specifically college enrollment and financial aid utilization)? 2) How do participants in PCPW programs compare to the general student population by school and district, and by similar demographic groups or propensities within schools and districts (for instance, low income Black students, The graduating class at Franklin Pierce High School, ETC.) 3) How do further interventions around referral and support (based on matched National Student Clearinghouse data) address summer melt and first year college persistence and financial aid utilization or recertification. 4) How do PCPW's emerging peer mentoring programs in local community colleges support persistence, Pell utilization and Pell recertification
5226.02	Legislature - Senate Ways and Means	Legislative Ways & Means Final Fall Headcount & FTE Fall 24 10-day Update - due Nov.	6/13/2024	Approved	Complete	Redacted aggregate dataset	1. What is the fall term headcount and FTE by institution and campus for state-funded enrolled students, disaggregated by student level and residency status? 2. What is the fall term headcount and FTE for undergraduate enrollment by institution and campus, disaggregated by residency status, and first-time enrolled, transfer, or continuing status?
5226.01	Legislature	Hi Ed Fall Term Enrollment	9/26/2023	Approved	Complete	Redacted Aggregate Dataset	State Funded Total Headcount & FTE By Residency and Student Level Final Fall Term - 2012-2022 Day 10 Fall Term - 2023
5225.02	Legislature Senate Ways and Means	Legislative Ways & Means Final Fall Headcount & FTE 2024 Update	6/12/2024	Approved	Complete	Redacted aggregate dataset	1. What is the fall term headcount and FTE by institution and campus for state-funded enrolled students, disaggregated by student level and residency status? 2. What is the fall term headcount and FTE for undergraduate enrollment by institution and campus, disaggregated by residency status, and first-time enrolled, transfer, or continuing status?
5225.01	Legislature	Higher Ed Enrollment, Resident Headcount	9/8/2023	Approved	Complete	Redacted aggregate dataset	Higher ed enrollment trends
5224.01	Washington Student Achievement Council	Equity in College Access (EO) 2023	9/14/2023	Withdrawn		Individual level dataset	RQ1a) What are the differences in postsecondary access across student subpopulations? Is it improving over time? RQ1b) What explains these differences? (e.g., high school attended, high school course taking, academic preparation, financial constraints, family SES, etc.) RQ2a) What are the differences in postsecondary success across student subpopulations? Is it improving over time? RQ2b) What explains these differences? (e.g., high school attended, high school course taking, academic preparation, financial constraints, family SES, institution attended, type of degree, major)

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5221.01	Washington Student Achievement Council	WSAC College Bound	9/14/2023	Withdrawn		Individual level dataset	RQ1) Is the CBS associated with an increase in college enrollment and completion? How is this pattern changing over time? RQ2) Is the CBS associated with decreasing inequalities in college enrollment and completion? How is this pattern changing over time? RQ3) Is the CBS associated with better employment outcomes? How is this pattern changing over time? RQ4) Which students are participating in the CBS (by region, school type, and student demographics)? Is there inequality in participation rates by race and gender (controlling for related factors such as socioeconomic status, school attended, academic performance, etc.)? RQ5) How has CBS auto-enrollments changed the composition of students participating in the CBS? (Historically, CBS participants needed to apply.) RQ6) Did CBS auto-enrollments have an effect on increasing college enrollment and completions? What was the effect of CBS auto-enrollment on increasing the disbursement of financial aid? RQ7) Do CBS initiatives such as Otterbot (Artificial Intelligence messaging technology) improve postsecondary access? How can we optimize these initiatives to better improve postsecondary & labor market outcomes?
5213.02	ERDC	ERDC Dual Credit Projects	9/19/2023	Approved	Internal Research	redacted aggregate dataset	TBD
5213.01	ERDC Leg. Request	Dual Credit Report, 2023 (HB1867)	2/3/2023	Approved	Complete	Redacted aggregate dataset	1. What can we learn about enrollment in dual credit using a maximum representation technique for analysis? 2. What are the most frequent combinations of enrollment across dual credit types? 3. What can regression analysis tell us about the likelihood of enrollment in dual credit? 4. How many K-12 credits are earned from dual credit?
5208.04	OSPI	HB1295-Institutional Education Reporting - 2024	1/29/2025	Approved	Complete	Redacted aggregate data	(1) The office of the superintendent of public instruction shall annually collect and post on its website data related to institutional education programs, disaggregated by gender, race, ethnicity, and age, including data on: (g) Long-term education and workforce outcomes of youth in and released from institutional education facilities as provided annually by the education data center under RCW 43.41.400. See https://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/Session%20Laws/House/1295-S2.SL.pdf?q=20220721103651 Results should also be disaggregated by the OSPI flag for 90+ days of IE enrollment.
5208.02	ERDC	Institutional Ed Projects- Echo Glen Analysis	9/20/2023	Withdrawn		Redacted aggregate dataset	TBD
5208.02	ERDC	JR Data Linkage	1/22/2024	Approved	Internal Research		Linking DCYF data with OSPI data to examine the completeness of institutional ed student enrollment.
5208.01	ERDC Leg. Request	HB1295-Institutional Education, 2023	2/3/2023	Approved	Complete	Redacted aggregate dataset	See https://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/Session%20Laws/House/1295-S2.SL.pdf?q=20220721103651

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5203.01	Washington Student Achievement Council	WSAC key indicators of postsecondary enrollment: Adult enrollment	6/26/2023	Approved	Complete	Redacted aggregate dataset	1) What is the adult enrollment rate in Washington currently and over time (the last 10 years)? 2) What is the adult enrollment rate in Washington by county? 3) What is the adult enrollment rate in Washington by race/ethnicity? 4) What is the adult enrollment rate in Washington by gender? 5) What is the adult enrollment rate in Washington by income status? 6) What is the adult re-engagement rate in Washington currently and over time?
5200.02	OSPI	OSPI Exploring outcomes by SBA Score	5/8/2024	Approved	Complete	Redacted aggregate dataset	What similiarities or differences exist in student outcomes when looking at SBA scores?
5200.01	OSPI	Relationship between Smarter Balanced Assesment Scores and Post-High School Outcomes	8/25/2023	Approved	Complete	Redacted aggregate dataset	Outcome measures: 2-yr public in-state post-secondary enrollment 4-yr public in-state post-secondary enrollment private or out-of-state 2- or 4- year enrollment If possible, also include retention (continued enrollment in post-secondary into 2nd year after HS) Apprenticeship participation AA degree while in HS Employment (% with earnings in month or quarter. Of those with earnings, median monthly or quarterly) All outcomes measured from time exited K12 to one-year out (graduate Spring 2020, look for outcomes through Summer 2021)
5195.03	OSPI	FS 160 EDFacts data	11/26/2024	Approved	Complete	Individual-level data or unredacted aggregate data	In accordance with Title I of the ESEA, States are required to report data where available for public, in-state programs of postsecondary education, and if available and, to the extent practicable, for private programs of postsecondary education in the state or programs of postsecondary education outside the state. If data are available, a state should include all students included in the cohort of students graduating from high school in school year (SY) 2022-23. Report on whether these students enrolled or did not enroll in an institution of higher education for the first academic year that begins after the academic year of the students' graduation. In addition, the state should report on the students for which they had no information on enrollment status.
5195.02	OSPI	FS 160 2023	11/27/2023	Approved	Complete	Unredacted aggregate dataset	In accordance with Title I of the ESEA, States are required to report data where available for public, in-state programs of postsecondary education, and if available and, to the extent practicable, for private programs of postsecondary education in the state or programs of postsecondary education outside the state. If data are available, a state should include all students included in the cohort of students graduating from high school in school year (SY) 2021-22. Report on whether these students enrolled or did not enroll in an institution of higher education for the first academic year that begins after the academic year of the students' graduation. In addition, the state should report on the students for which they had no information on enrollment status.
5195.01	OSPI	FS160 2022	1/3/2023	Approved	Complete	Unredacted aggregate dataset	What is the college enrollment of high school grads 16 months after graduation? Postsecondary enrollment any time during the 16 month after high school graduation. Includes enrollment in WA 2 and 4 year public institutions; and WA private and out of state institutions from the National Student Clearinghouse.

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5191.03	CCER	CCER CEDARS Refresh 2024	1/13/2025	Approved	Complete	Individual level dataset or unredacted aggregate dataset	See associated annual research agenda for more details. Projects withestablished approval: Road Map Project Annual Results Report andDashboard College Enrollment and Community & Technical College(CTC) Outcomes Dashboard Data Warehouse Cloud MigrationCommunity Responsive Data Dashboards Community PracticePartnerships (CPP)	College Preparation, Transition Support, andStudent Experiences Implementing Street Data Frameworks Data andResearch Fellows College Preparation Reporting School PartnerAdvocacy Reporting Detailed Race Disaggregation Educator Retentionand Mobility High School Coursetaking & College PlacementEmergency Waivers Reengagement Network Education Outcomesamong Emergent Multilingual Learners (EML) Equity in SpecialEducation Placement and Role of School Discipline in SPED TrackingHomelessness and School Mobility Students in Foster Care Emergingand prospective projects: Horizons Partnership Local DataIntermediary: CCER has been selected to provide data measurementand reporting support for the Puget Sound ESD (PSESD) HorizonsPartnership. Through Horizons, PSESD will partner with the Highline,Federal Way, and Tukwila School districts, Highline College, andregional CBOs to expand programs, grounded in culturally responsiveadvising and implementation practices, that are proven to reducehistorical educational inequities and help students transition from highschool into postsecondary education. CCER will support thispartnership with measuring progress towards selected goals. SchoolClimate Assessment & Alignment: This project There is significantvariance across the state when comes to the types of climate data wecollect and the measures we use to understand how students areexperiencing their school environments. In an effort to bring alignmentacross the RMPR, we are interested in understanding the variety ofclimate surveys and measures that are currently being collected bydistricts. The purpose of this project is to identify commonality amongsurvey questions and measures in order to promote more alignmentacross districts throughout the region.
5191.02	CCER	CCER CEDARS Refresh- 2023	11/28/2023	Approved	Complete	Individual level dataset	Please see the 2024 CCER\ERDC Research Agenda for study overviews and approaches.
5191.01	CCER	CCER CEDARS Refresh- 2022	2/14/2023	Approved	Complete	Individual level dataset	Please see the accompanying CCER 2023 Research Agenda for study overviews and approaches.
5190.03	OSPI	OSPI Perkins 2024 (AY22-23) (Aggregate)	1/29/2024	Approved	Complete	Redacted aggregate dataset	What percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
5190.02	OSPI	OSPI Perkins 2023 (AY21-22) (Aggregate)	7/15/2023	Approved	Complete	Redacted aggregate dataset	
5190.003	OSPI	OSPI Perkins 2024 (AY22-23) (Individual Level)	1/29/2024	Approved	Complete	Individual level dataset	What percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
5190.002	OSPI	OSPI Perkins 2023 (AY21-22) (Individual Level)	7/15/2023	Approved	Complete	Individual level dataset	What percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
5189.05	Washington STEM	Career Connect Washington	12/5/2024	Authorized	Complete	Redacted aggregate data	Enrollment and completion in Career Launch endorsed programs.

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5189.04	Washington STEM	WASTEM CareerConnectedLearning 2025	6/5/2024	Approved	Complete	Redacted aggregate dataset	What is the regional enrollment and completion in Career Launch endorsed programs? Are Career Launch enrolled students employed? What wages were they earning before, during, and after CL enrollment? Subgroups: 1) Education service district, County when possible 2) Enrolled/registered before age 30 and all ages 3) HS grad year, ELL, FRPL/Low Income, Race, Gender, disability, CL program code, experiencing homelessness, rural/urban, Foster care
5189.03	Washington STEM	CCL for Career Connect Washington (2024)	1/3/2024	Approved	Complete	Redacted aggregate dataset	Enrollment and completion in Career Launch endorsed programs. Wages earned before during and after CL enrollment. A sum of enrollment and completion by the time periods provided.
5189.02	Washington STEM	Career Connected Learning- Wage Exploration	5/9/2023	Approved	Complete	Redacted aggregate dataset	were they employed before the ccl enrollment? were they enrolled after the ccl program enrollment? Enrollment indicator first, maybe an "average wage" as well.
5185.01	JLARC	Higher Ed Tuition Impact (added elements)	2/15/2023	Withdrawn		Individual level dataset	
5184.05	Washington State Opportunity Scholarship	WSOS Opportunity Scholarship (Agg.)	8/29/2023	Approved	Complete	Redacted aggregate dataset	Does the Opportunity Scholarship have a meaningful impact on college affordability? Specifically, we are seeking measures of unmet need, out-of-pocket costs, and total loan burden for Opportunity Scholarship recipients compared to their peers.
5184.05	Washington State Opportunity Scholarship	WSOS Opportunity Scholarship (Ind)	11/4/2024	Authorized	Under Review	Individual level dataset or unredacted aggregate dataset	How the outcomes of WSOS recipients compare to their peers? Specifically, WSOS will compare graduation rates (4 and 6 year for baccalaureate students; 2, 4 and 6 year for professional technical students) and employment rates and salaries (9 months and 5 years after graduation).
5184.04	Washington State Opportunity Scholarship	WSOS Opportunity Scholarship (Indv)	8/28/2023	Approved	Queue	Individual level dataset	How the outcomes of WSOS recipients compare to their peers? Specifically, WSOS will compare graduation rates (4 and 6 year for baccalaureate students; 2, 4 and 6 year for professional technical students) and employment rates and salaries (9 months and 5 years after graduation).
5179.01	Washington Student Achievement Council	Fall Enrollment-CTC data	5/9/2023	Approved	Complete	Redacted aggregate dataset	- How have higher education enrollment trends shifted during the COVID pandemic? - How have enrollment trends changed at two-year and four-year institutions? - For what types of students (i.e. undergraduates, graduates, first-time, residents, full-time, etc.) have the largest disruptions of enrollment trends occurred? - For which demographic groups (i.e. sex, age, race/ethnicity) have the largest disruptions of enrollment trends occurred?
5178.02	ERDC	FY19 Outcome 1, Phase 3: Multilingual, IEP, & FRPL Intersections	4/24/2023	Approved	Complete	Individual level dataset	Among students who attended high school in WA, how likely are they to complete a post-secondary degree if they were multilingual and had an IEP during high school? Among students who attended high school in WA, how likely are they to complete a post-secondary degree if they were multilingual and transitioned out of multilingual services during high school? Among students who attended high school in WA, how likely are they to complete a post-secondary degree if they had free-or-reduced price meals and an IEP during high school?

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5178.01	ERDC	Education Paths for Special Student Populations	2/21/2023	Approved	Complete	Individual level dataset	K-12 What are the overall cohort characteristics (gender, race, program participation)? What is the degree of overlap across different student characteristics and programs for this cohort? Employment How many students are employed during and after high school? What income are employed individuals earning? How many hours are worked? How many individuals are employed continuously? How many students participate in and complete an apprenticeship? How many students are employed through participation in vocational rehabilitation services? Which years did they participate in a school to work program? How many students were employed competitively? What are the student gender and race characteristics associated with each outcome? Post-secondary education How many / what percent of students enroll in a two-year institution or four-year institution? How many/ what percent of students enroll in a post-secondary institution 1, 2, 3, 4 or more years after graduation requirement year? How many / what percent of students complete a certificate or a degree from a two-year or four-year institution? What are post-secondary enrollment and completion trends for those that obtained a GED? How many / what percent enrolled in pre-college math or English courses? What types of degrees are earned by graduates? What are the student gender and race characteristics associated with each outcome?
5171.01	State Board of Education	SBE-Graduates-Outcomes	6/4/2024	Approved	Complete	Redacted aggregate dataset	
5169.03	DSHS/ESA/CSD	DSHS-TANF-MOE-2024	7/25/2024	Approved	Complete	Redacted aggregate dataset	
5169.02	Department of Social and Human Services	TANF MOE	10/2/2023	Approved	Complete	Redacted aggregate dataset	Percentage of TANF MOE eligible clients in the Learning Assistance Program (LAP) and High Poverty Learning Assistance Program (HPLAP) program for 2020-2021 school year (summer enrollments included). (TANF MOE FTE/ Total FTE)
5164.01	DSHS DVR	DVR Analysis of Post-secondary outcomes	4/28/2023	Approved	Waiting for data	Redacted aggregate dataset	Percent of DVR customers who are students with disabilities entering post-secondary education or employment within one year of exiting secondary education.; Information about our data quality
5161.03	LEAP	LEAP Higher Education	10/1/2024	Approved	Complete	Redacted aggregate dataset	
5161.02	LEAP	LEAP Higher Ed Enrollment Report	10/24/2023	Approved	Complete	Redacted aggregate dataset	Annual Report on enrollment numbers in higher ed.

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5160.03	Community Center for Education Results (CCER)	CCER SBCTC Refresh	4/7/2025	Approved	Queue	Individual-level data or unredacted aggregate data	See associated annual research agenda for more details. The following approved projects that specifically use this data are: Road Map Project Annual Results Dashboard This regional, annual reporting series summarizes the state of education initiatives in South Seattle and South King County. Through data and stories, these reports highlight regional progress, new efforts, and opportunities. The Data Dashboard enables the community to explore student demographics and education results by district and school. It includes early learning to postsecondary education indicators of progress, with some going back to the 2009-10 academic year when the Project began. roadmapproject.org/data-dashboard/ College Enrollment and Community & Technical College (CTC) Outcomes Dashboard Nearly half of direct enrollees from Road Map Project high schools attend a CTC, with most enrolling in CTCs within the Road Map Project region. The dashboard shows where Road Map Project high school graduates enroll in college, both locally and nationally. Additionally, this dashboard shows pathways between high school districts to local CTCs and indicators of progress and completion for these students. The dashboard is refreshed upon each receipt of updated CTC data. roadmapproject.org/ctc-dashboard/ Community Practice Partnerships (CPP) | College Preparation, Transition Support, and Student Experiences Using the Equity Transformation Cycle (Safir et al, 2021), CCER proposes to convene learning communities composed of students, families, advisors, educators, program providers, and decision-makers across education systems that span students' high school through (2-year and 4-year) college years. Responding to calls from students about necessary changes to education systems these groups will engage in courageous collaboration to uncover root causes, re-imagine approaches that could create more equitable systems, then test and adopt the implementation of these changes. This work will rely on K12-postsecondary longitudinal academic data, in combination with surveys, listening sessions, and focus groups.
5160.02	CCER	CCER SBCTC Refresh	12/11/2023	Approved	Complete	Individual level dataset	Please see the accompanying CCER 2024 Research Agenda for study overviews and approaches.

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5159.03	CCER	CCER NSC Refresh 2024 - Preliminary Enrollment Data	12/6/2024	Authorized	Complete	Individual level dataset	Access to this data has been established through a data sharing agreement between NSC, ERDC and CCER, and through the above referenced K2840 data use agreement, in support of the following: The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. The Road Map Project is focused on increasing equitable policies and practices in our education systems to dramatically improve outcomes from cradle through college and career and eliminate the opportunity and achievement gaps impacting children of color and low-income children in South King County and South Seattle. CCER performs the following research and analysis on behalf of the Road Map Project LEAs: 1) Indicators of Progress: CCER produces a common set of measures by which to track and support regional progress from early learning through postsecondary. CCER reports on these indicators annually and produces a written report, a dashboard and district specific presentations. Data from the National Student Clearinghouse supplements K12 data to provide longitudinal reporting for students who attended K12 within the Road Map Project region. 2) Subgroup and Comparative Reporting: CCER produces details of the indicators of progress that allow for subgroup and comparative analysis. Reporting by race and ethnicity is done for each indicator of progress. Other subgroups (including but not limited to ELL, income status, student experiencing homelessness, students enrolled in special education, etc.) are also reported wherever possible. Comparative analyses allow districts to identify promising practices. This type of reporting is primarily descriptive and looks at trends and comparative performance over time to help identify areas where education systems can address equity issues in instructional practice, funding, structures, policies to better support their students. 3) Topical Reporting: Data is used in a variety of reporting produced each year intended to help the region's education institutions gain a better understanding of how best to improve student outcomes. Examples of these analyses include looking at the factors in high school which best predict success in college, factors that can impact high school graduation, potential impacts on kindergarten readiness, and factors that support success for our region's ELL students. The better the education field can understand what impacts student success, the better they can focus their efforts on factors that matter most. CCER provides OFM and the state agencies a research agenda that the Road Map LEAs have approved for the upcoming year. 4) Data and Research Support for School-Specific Improvement Projects: CCER provides data analysis and research support at the request of districts to assist them with specific school, district and program improvement projects.

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5159.02	CCER	CCER NSC Refresh-2023	5/5/2023	Approved	Complete	Individual level dataset	Access to this data has been established through a data sharing agreement between NSC, ERDC and CCER, and through the above referenced K2840 data use agreement, in support of the following: The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. The Road Map Project is focused on increasing equitable policies and practices in our education systems to dramatically improve outcomes from cradle through college and career and eliminate the opportunity and achievement gaps impacting children of color and low-income children in South King County and South Seattle. CCER performs the following research and analysis on behalf of the Road Map Project LEAs: 1) Indicators of Progress: CCER produces a common set of measures by which to track and support regional progress from early learning through postsecondary. CCER reports on these indicators annually and produces a written report, a dashboard and district specific presentations. Data from the National Student Clearinghouse supplements K12 data to provide longitudinal reporting for students who attended K12 within the Road Map Project region. 2) Subgroup and Comparative Reporting: CCER produces details of the indicators of progress that allow for subgroup and comparative analysis. Reporting by race and ethnicity is done for each indicator of progress. Other subgroups (including but not limited to ELL, income status, student experiencing homelessness, students enrolled in special education, etc.) are also reported wherever possible. Comparative analyses allow districts to identify promising practices. This type of reporting is primarily descriptive and looks at trends and comparative performance over time to help identify areas where education systems can address equity issues in instructional practice, funding, structures, policies to better support their students. 3) Topical Reporting: Data is used in a variety of reporting produced each year intended to help the region's education institutions gain a better understanding of how best to improve student outcomes. Examples of these analyses include looking at the factors in high school which best predict success in college, factors that can impact high school graduation, potential impacts on kindergarten readiness, and factors that support success for our region's ELL students. The better the education field can understand what impacts student success, the better they can focus their efforts on factors that matter most. CCER provides OFM and the state agencies a research agenda that the Road Map LEAs have approved for the upcoming year. 4) Data and Research Support for School-Specific Improvement Projects: CCER provides data analysis and research support at the request of districts to assist them with specific school, district and program improvement projects.
5158.04	Pop Unit, Forecasting and Research Division, Office of Financial Management	OFM April 1 PCHEES data request	4/2/2025	Approved	In progress	Redacted aggregate data	We use the requested data in three situations:1. We use the total counts by campus for our April 1 estimates. 2. We use age by sex counts by campus for our age/sex estimates at the county level. 3. We use the race/ethnicity data for evaluation purposes only. We examine the race counts and trends and compare them with data from the decennial and other data we receive by race.
5158.03	Office of Financial Managment	OFM Population Unit PCHEES enrollment	4/3/2024	Approved	Complete	Individual level dataset	
5158.02	OFM Forecasting	Forecasting Unit, PCHEES Data	3/29/2023	Approved	Complete	Redacted aggregate dataset	We use the requested data in three situations:1. We use the total counts by campus for our April 1 estimates2. We use age by sex counts by campus for our age/sex estimates at the county level3. We use the race/ethnicity data for evaluation purposes only. We examine the race counts and trends and compare them with data from the decennial and other data we receive by race.
5156.01	American Institutes of Research	AIR CTE and Postsecondary Outcomes?	4/4/2024	Approved	Complete	Individual level dataset	

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5151.02	CCER	CCER Open Doors Refresh-2022	5/4/2023	Approved	Complete	Individual level dataset	- Who is being served in Open Doors programs in the Road Map region? - What secondary and postsecondary outcomes are being achieved by students in Open Doors programs? - How are different groups of students (e.g., by race, gender, age) progressing through Open Doors programs? - How can we ensure Open Doors programs are meeting students' needs? - Are there specific programs or districts whose successes the region can learn from?
5133.01	American Institutes for Research	Gifted & Talented Program Outcomes	9/8/2023	Approved	Complete	Individual level dataset	The research covers six research questions (RQ4-6 will include data requested from ERDC on students' postsecondary outcomes): 1. How do the educational resources (e.g., teacher and peer ability, course offerings) available to GT students differ from those available to non-GT students? 2. How do the differences in resources vary by the structure of GT programming? 3. How do the differences in resources vary for underserved populations? 4. How does participation in GT programs predict students' short-term (test achievement and behavioral, e.g. absences and suspensions) and long-term (e.g., school completion and college enrollment) outcomes? 5. How do participation effects vary by GP programming structure and for underserved student populations? 6. Do changes in classroom resources for GT and non-GT students explain observed effects of participation on student outcomes and differences in participation effects between student subgroups?
5124.05	ERDC	Long-term education and workforce outcomes of students who experience foster care, homelessness, or institutional education	3/27/2025	Approved	In progress	Individual-level data or unredacted aggregate data	What are the long-term education outcomes of Washington students who have experienced foster care, homelessness, or institutional education in comparison with their peers across cohort years, disaggregated by race/ethnicity?
5124.04	ERDC	ERDC Foster Care, Homeless, & IE Student Outcome Data for PEI	4/3/2024	Approved	Complete	Individual level dataset	
5124.03	ERDC	Homeless and Foster Care Projects (Overlap Project)	9/20/2023	Approved	Internal Research	Redacted aggregate dataset	TBD
5124.02	ERDC Leg. Request	HB 2711- Foster Care & Homelessness Student Outcomes (2023)	6/2/2023	Approved	Complete	Redacted aggregate dataset	1. What are the education outcomes of children and youth in foster care and children and youth experiencing homelessness? 2. Is there outcome disparity between children and youth in foster care or homelessness and their general peers? If any, does the disparity vary by age and persist over cohort and time? 3. To what extent do the outcome disparities vary by race and ethnicity?
5119.03	OFM Accounting	CAFR Request 2024	8/15/2024	Approved	Complete	Redacted aggregate dataset	
5119.02	OFM Accounting	CAFR Request 2023	9/19/2023	Approved	Complete	Redacted aggregate dataset	Enrollment and degree data for the universities including enrollment and Baccalaureate, Masters, Doctors and Professional degrees granted for the 2021-2022 school year. Provide the enrollment data for 2022-2023 school year.

R#	Organization	Title	Date submitted	Authorization decision	Request status	Product type	Study Questions
5103.03	OSPI	ERDC_OSPI_Open Doors_2024	3/25/2024	Approved	In progress	Publication	
5103.02	OSPI	Open Doors-OSPI 2023	4/18/2023	Approved	Complete	Redacted aggregate dataset	Mandatory legislative reporting
5072.02	CCER	CCER TSGOLD/WAKIDS	4/26/2023	Approved	Complete	Individual level dataset	See associated annual research agenda for more details: These datasets will support the continued development of the following projects that support the Road Map Project: Road Map Project Annual Results Report and Dashboard: This regional, annual reporting series summarizes the state of education initiatives in South Seattle and South King County. Through data and stories, these reports highlight regional progress, new efforts and opportunities. The Data Dashboard enables community to explore student demographics and education results by district and school. It includes early learning to postsecondary education indicators of progress, with some going back to the 2009-10 academic year, when the Project began. Education Outcomes among Emergent Multilinguals (EM): Immigrant families have been advocating for work in the areas of positive identity and primary language development, teacher diversification, and postsecondary success that can positively impact their students' success. This study examines time receiving English Learner services alongside student, teacher and school-level factors associated with secondary and postsecondary success to highlight opportunities for the education systems to better serve immigrant students. This project supports OneAmerica and the ELL Work Group's school board advocacy efforts. Equity in Special Education Placement and Role of School Discipline in SPED Tracking: Among the most longstanding and intractable issues in education is the disproportionate representation of students of color in special education programs, which has roots in a long history of segregation and discrimination. Recently, local parents have expressed deep concerns about their children of color being unjustly placed in special education. This project aims to center parent voice in the research process to examine state and district policies as well as school-level practices around placement.
5063.02	Department of Children, Youth, and Families	DCYF Annual OSPI Linkage - Year	6/10/2024	Approved	Complete	Individual level dataset	
	Foundation for Tacoma Students	Foundation for Tacoma Students 2025 Impact Report	3/17/2025	Pending	Withdrawn	Redacted aggregate data	1. What are the college enrollment rates for high school seniors from Pierce County for SY2023-24 and SY2024-25? 2. What are the college completion rates for students originally from Pierce County for SYS023-24 and SY2024-25?
	Huntington Learning Center	total number of homeschooled K-12 students in Washington State	3/19/2025	Pending	Withdrawn	Redacted aggregate data	How many K-12 students are currently homeschooled in Washington State?