



Connecting  
Data and Insights  
to Advance  
Equitable Futures

## Data and Tools Advisory Board Proposal Form

### Instructions:

Per the [Governance Manual](#) Section "Member Expectations and Responsibilities" Data and Tools Advisory Board members can submit a proposal form, which must be submitted to the Office one month prior to the Fall Advisory Board meeting, to address significant gaps regarding whether the data system is providing access to actionable information. Please note there should only be one proposal per form.

### Name:

Vikash Reddy

### Type of Proposal:

-Changes to the data request process (*Complete section one*) [Note for 2023: the data request process has not yet been implemented. The [recommendation](#) from the planning process provides an outline of the proposed process.]

-Changes to tools such as dashboards or practical (operational) tools for students (*Complete section two*)

-Adding data points not available through the P20W data set or adjusting the existing P20W data points (*Complete section three*)

### Section One: Changes to the Data Request Process

1. What is the nature of the issue with the data request process?

2. What action should be taken to address the issue?

3. Who could benefit from this action?

4. Who would implement this action?

5. How does the action relate to the mission and vision of C2C?

[Section Two: Changes to Tools Such as Dashboards or Practical \(Operational\) Tools](#)

1. What is the nature of the gap regarding access to actionable information?

2. What type of tool should be developed?

3. How would a tool address the gap?

4. Who would be the likely user(s) of the tool?

5. How does the tool relate to the mission and vision of C2C?

### Section Three: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points

#### 1. What data point should be added or changed?

"A-G course sequence offered (K-12 Institution characteristic)  
A-G sequence attempted (K-12 Experiences)  
College-level coursework offered (K-12 Institution characteristic)  
Number of dual enrollment courses available and capacity for each course  
Number of IB courses available and capacity for each course  
Number of AP courses offered and capacity for each course  
College-going rate (K-12 experiences)"

#### 2. Who would use the data point?

These data points would be used by advocates, researchers, and lawmakers to help answer questions that would aid in shaping policies and informing advocacy on behalf of students.

#### 3. How would the data point be used?

"These additional data points complement data already planned for inclusion in the P20W data system related to student completion of college-level coursework and the A-G course sequence required for CSU and UC admission eligibility. Currently, data on A-G course sequence completion and completion of college-level courses are planned for inclusion in the P20W dataset. By providing information about whether students had access to the full slate of A-G courses at their high school and whether their schools offered college-level courses, C2C will enable users to contextualize information about these completion rates with information about educational opportunities.

From an equity perspective, this information is critical in order for stakeholders like school and district leaders, and state level policymakers, to understand the extent to which disparities in completion of these courses, which are associated with positive outcomes in terms of both academic achievement and attainment, are due to a lack of access. These data would be used to understand where there is a need for increased access to A-G courses and college-level high school courses, and where there is a need for targeted

supports and resources to increase college-going rates. Data on readiness and access are therefore a critical part of having a full, comprehensive picture of college preparation opportunities for California students."

4. Who would provide the data point?

CA Department of Education

5. Does the data point already exist in a state-level data set or would it need to be collected by local institutions and reported to state agencies?

College-going rate data is collected and reported by the CDE in the form of downloadable data files. The remainder of the data included in this request (pertaining to course offerings at the school level and student-level data on A-G course offerings) could ostensibly be created using data available in CALPADS, including data CDE collects on "Courses Taught". These data, however, were last published in 2019, so would require review and resumption of annual collection and publication by CDE. Data on which courses are A-G requirements may need to be collected or flagged differently than it is in current datasets, and whether information about course capacity for college-level courses (dual enrollment, AP, and IB courses) is already collected or will require additional reporting from LEAs will need to be further explored. The fact that many of these data are already collected in some form minimizes burden on LEAs and CDE that would be necessitated by a request to collect new data.

6. Which population(s) should be included in the data point? (such as K-12 students or workforce development participants)

K-12 students

7. How does the data point relate to the mission and vision of C2C?

"The C2C is taking intentional steps to build a data system that links data that are currently siloed within agencies and helping to increase transparency around educational opportunities and outcomes for California students.

Adding the datapoints related to College Readiness and Course Access included in this proposal helps break down those siloes and aligns with the system's mission by combining information about educational outcomes with information about opportunities.

With these additional data, stakeholders, from community members to policymakers, will be better able to understand the root causes of equity gaps that result in disparate outcomes, like the lower rates of A-G course completion for Black and Latinx students compared to their white peers. They would help answer questions about how students from different student groups, and in different geographic locales, are experiencing our educational system, and how those experiences, in turn, shape their postsecondary options and attainment. Inclusion of these data is within the scope of C2C's authority, and aligns with the California Cradle-to-Career Data System Act charges that the system serve families and students by "advancing academic and governmental research on improving policies from birth through career", and providing data that can be used to "address disparities in opportunities and improve outcomes for all students".