

Community Engagement Plan

Key Characteristics of the Community Engagement Plan

- Develop separate plans for each of the four main persona types
- Ensure communications and professional development address how users can leverage information in the Cradle-to-Career Data System to complete common tasks (which will vary by persona type)
- Establish strategic partnerships to support communications and professional development, as well as funding to enable people to use and interpret information in the data system
- Leverage strategic partnerships to conduct professional development activities through already-established channels
- Establish a theory of action for advancing equity, and check all communications and professional development activities against it to ensure that equity is being addressed intentionally
- Leverage the user centered design process to develop strategic partnerships and engage the community fully in codeveloping communications and professional development
- Ensure that the staff/consultants tasked with developing communications and professional development have experience addressing action planning and equity
- When developing communications and professional development around discrete tools, such as the six planned dashboards, proactively identify the structural factors that shape outcomes and aim to help the public see and understand those factors, as well as the levers they have to change structural barriers
- When developing communications and professional development, highlight the expertise held by practitioners, students, and their families that can help to contextualize outcomes available through the data system
- When sharing data, provide guidance on how to contextualize data to help audiences identify successes and areas of concern
- Maximize opportunities to embed resources within data system tools to avoid audience 'melt' that can occur when sending people to new websites to access resources or information
- Communications and professional development should be designed to encourage repeated and ongoing use of the data system
- Communications and resources should be written in plain language, to foster the development of data literacy among all user types
- Resources should be provided in multiple languages and strategies should be developed on how non-English speakers can access information from the data system that may not be translated into other languages

- Consider strategies to make the information accessible to visually impaired audiences
- Communications and professional development should include metrics to evaluate their efficacy and focus the priorities of the managing entity, including a feedback loop for community members to inform ongoing professional development
- Create and offer an ethics of data use tutorial for non-researchers to share strategies for taking an asset-based and student-centered approach to analyzing and sharing information

Professional Development Priorities

Analyzers

To be successful in using tools like the request process, data dictionaries and code libraries, the research library, and the query builder, professional development resources should address:

- How data are compiled, how data points are constructed, gaps in information, and how to use the data dictionaries to find this information
- Information on related data sets that are not part of the Cradle-to-Career Data System and how to use related those data sets to create a more complete picture
- Facts regarding the recency and breadth of the data, including which data points are included, how they are constructed, how current the information is, how many people are not included in the data set, and which data sets may have data quality concerns, as well as information on how to alert the managing entity about information that appears to be problematic
- Whether it is best to access data through the query builder, expedited request process, or comprehensive process, such as through a decision tree
- For studies that are shared in the research library: explain the methodology used, and the qualifications of the people who conducted the research, and the community voice and expertise that informed the research
- For the query builder, describe recommended queries to better understand pressing issues
- Provide a toolkit with templates, facilitation guides, and customizable resources to use information, share and discuss data stories that are useful in policy contexts, and ensure conversations remain asset-based How to check for implicit bias when compiling and interpreting information

Planners

To be successful in using tools like CaliforniaColleges.edu, data dictionaries, the query builder, the dashboards, and resources, professional development resources should address:

- When to use each type of tool

- Up-to-date information on how to access the tools and how to use the various tools to do common tasks such as comparing outcomes across groups or institutions or downloading data and comparing it to local information, ideally through screencasts and using terminology that is common for the intended user
- Facts regarding the recency and breadth of the data, including which data points are included, how they are constructed, how current the information is, how many people are not included in the data set, and which data sets may have data quality concerns, how the data system tracks students when they move between districts, and why expected information is not included, as well as information on how to alert the managing entity about information that appears to be problematic
- Summaries of data and guidance on how to use the information for common activities like local control accountability planning, addressing the impact of the pandemic, paired with stories about actions that institutions have taken and how this changed student outcomes
- Ways to pair Cradle-to-Career data with other types of information to inform planning, such as qualitative input from students and practitioners
- PowerPoint decks and other templates to use information available from the Cradle-to-Career Data System to complete common tasks such as reporting to school boards, documenting the return on investment for education, or leading asset-based discussions with stakeholders
- Facilitation guides that guide planners through identifying bright spots, using quantitative and qualitative data to understand what is working, and leading conversations to encourage continuous improvement
- Different timeframes and formats for participating in professional development, such as short video tutorials and more detailed written guides
- Opportunities to discuss and apply the information, such as through user groups and forums
- How to check for implicit bias when compiling and interpreting information

Practitioners

To be successful in using tools like CaliforniaColleges.edu, eTranscript California, resources, and summaries, professional development resources should address:

- How tools like eTranscript California and CaliforniaColleges.edu can help students and how they compare to other tools that practitioners may be using
- Where to find simple, high-level information
- Why the information is of high quality
- What to do with available information by providing step-by-step written and video guides that emphasize ease of use, addressing equity gaps, and provide discussion prompts
- Templates for ways to share information available from the Cradle-to-Career Data System to do common tasks such as working with parent groups, financial aid workshops, and advocating for more resources

- Summaries of data that are relevant for practitioners, paired with student stories, with an emphasis on successes in increasing opportunities and closing equity gaps
- How to check for implicit bias when compiling and interpreting information

Individuals

To be successful in using tools like CaliforniaColleges.edu, eTranscript California, and summaries, professional development resources should address:

- When to use the tools and what to do with the information—for example while in late elementary school to begin thinking about post-high school options and while in high school to ensure students are meeting milestones, and what happens with their information between uses
- Summaries of data that are relevant for individuals and families navigating college and career planning, paired with student stories and testimonials
- Summaries of data that help individuals and families understand the differences in funding, systems, and structures across the state
- The volume of data that is available, how their information has been integrated into the system, and what information is still not available due to privacy considerations
- Written and video instructions for common tasks individuals might complete in the data system
- Embed prompts, stories, and reminders that highlight students' assets that are behind the successes in the numbers