Agenda for Today's Meeting

- Presentation by the Governor's Office on how eTranscript CA and Career Passport fit with the Master Plan on Career Education

- Presentation by WestEd on the specific use cases and background research

- Presentation by the California Community Colleges Chancellor's Office (CCCCO) on the proposed strategy for scaling eTranscript CA and issues that would need to be addressed separately for the Career Passport

- Public comment

- Group discussion on key issues to take under consideration for potential solutions

Future Meetings

- February: Dual Enrollment and Application Integration
- March: Advising Tools
- April: Credit for Prior Learning
- May: Competency-Based Education, Workforce Training, Digital Credentials/Badges
- June: Master Plan Recommendations

Each session will feature external experts who can provide information about potential solutions and opportunities for task force members to showcase efforts their organizations' are leading to advance solutions.

Members of this Task Force

- Association for Independent California Colleges & Universities

- The Wonderful Company (California Chamber of Commerce)

- California Community Colleges Chancellor's Office

- California Department of Education

- California Department of Rehabilitation

- California Federation of Teachers

- California Labor & Workforce Development Agency

- California State Board of Education

- California State University Chancellor's Office

- California Volunteers

- Governor's Office of Business & Economic Development

- University of California Office of the President

- A student

Process for General Public Comment

Near the conclusion of today's meeting, members of the public who want to comment should raise their hand, using the button at the bottom of the screen.

During the public comment period, a staff member will unmute you when it is your turn. You will have two minutes to comment. You may also submit written public comments to info@c2c.ca.gov.

Throughout the meeting, you can use the Q&A function to pose questions.

Please note that while C2C promotes communication and transparency, C2C Task Force Members and staff are not required to respond to public comment.

eTranscript California and C2C

Ryan Estrellado
California Cradle-to-Career Data System

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eTranscript California and C2C

- Initial legislation required that the Cradle to Career Data System (C2C) transmit transcripts from high schools to colleges

- The C2C Workgroup recommended expanding the scope of the data system to support transcripts for college students, with a focus on transmitting information on learning from outside of academic contexts and identifying ways to improve access to public benefits, by scaling eTranscript California, an existing service managed by CCCCO

- Legislation required the Office of C2C to enter a memorandum of understanding with the California Community Colleges Chancellor's Office to scale eTranscript California

- In early August 2023, C2C presented information to its governing board about the current status of eTranscript California and recommended that a task force be convened to establish how to scale its transcript functionality

- The staff recommendations indicated that it might be possible for eTranscript California to include non-academic learning records but that eligibility for public benefits is best handled as part of the application process

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Students and Transcripts

"…mine was kind of slow on the uptake, because there's just this big wave of seniors trying to get their college or their high school transcripts transferred over to college."

- Interview Participant on High School Transcripts, C2C Student Experience Audit

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Dual Enrollment, Transcripts, and Transferring Credits

"Only some credits were accepted. I wish I knew more earlier about which credits would transfer as it would have changed the classes I took in high school and at the community college."

– Dual/Concurrent Enrollment Student, C2C Student Experience Audit

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Students and Transcripts

"I don't understand why I have to enter my transcript into every type of admission application and then still have to pay money to order transcripts be sent. I wish the colleges had better technology to transmit this information to each other instead of me doing data entry for the schools."

– Transfer Student Survey Comment, C2C Student Experience Audit

Challenges for High Schools Students

Common Obstacles with High School Transcripts

- The delay/long processing times between requesting transcripts before they are sent to their college/vocational program
- Transcript errors that needed to be corrected, which delayed the process

Challenges Faced for Dual Enrollment

- Could not get online courses approved
- Difficulty with finding the equivalent course taken for college credit/only some credits were accepted
- Additional paperwork/forms

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Challenges for Community College Students

Common Obstacles with Community College Transcripts

- Not knowing where/how to order transcripts
- Cost and/or 3rd party transcript providers

Challenges faced by Transfer Students

- Coursework/credits did not transfer over because there were not equivalent courses

Career Education Master Plan Vision

"An integrated and coordinated career education system presents a unique opportunity, continuing to build on the foundation of the Cradle-to-Career Data System, to develop and deploy tools that empower all Californians-from high school to retirement-to understand the value of their skills, how those skills track shifting employer demand, and how they can build on their skillsets."

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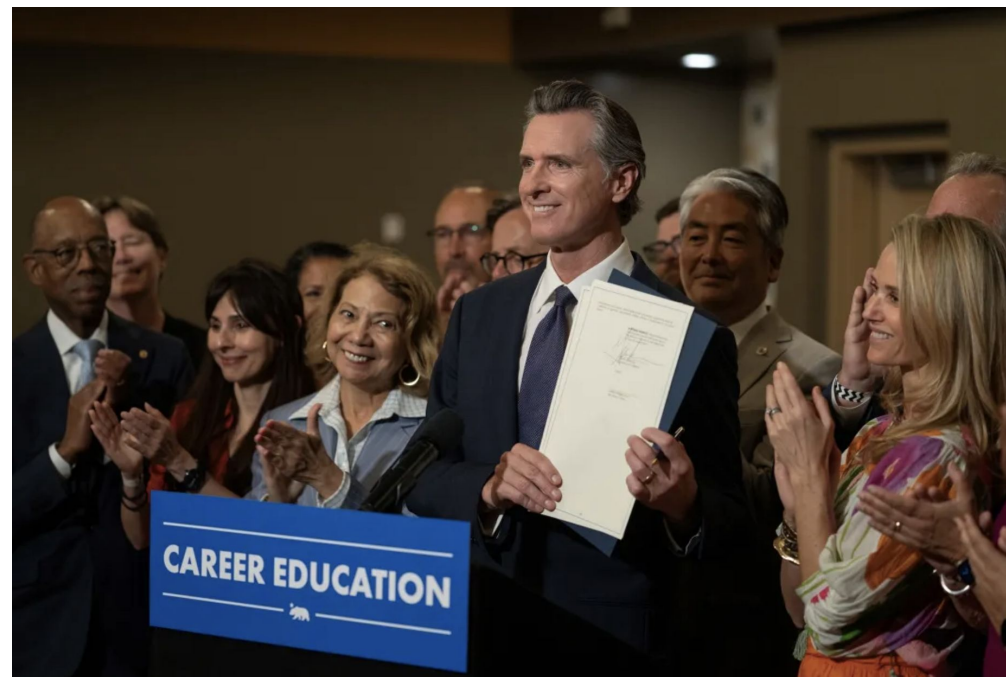
Transcript Services and Skills Based Hiring

A coordinated career education system with a Career Passport provides an opportunity to:

- Update academic transcripts to include competency-based learning

- Map skill clusters aligned to job sectors

- Expand opportunities for all Californians to navigate careers choices and processes

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Other Master Plan Goals

- "Enhancing ease and optionality for students through **dual enrollment** between high school and community college, and **streamlined transfers** between community college and four-year universities"

- "Building connections between education institutions and employers, so that businesses and other potential employers actively inform and shape the skills being taught in education and workforce development systems, and employment pipelines are constructed to **enable graduates to transition more seamlessly into careers**"

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Goals for this Task Force

- Provide concrete, actionable recommendations for how to leverage eTranscript California to reduce administrative burden for students

- Clarify complementary systems and processes that are necessary to attain the concept of a Career Passport

- Document specific steps that various entities are ready to take in the next three years to advance this vision

Planning Process

- On December 1, state agencies and the public submitted written recommendations for what the plan should address

- The January 10 budget included funding for eTranscript California planning

- On January 24, the Governor's Office will release a proposed scope for the plan, highlighted by a public webinar

- Between January-June 2024, the Governor's Office will convene the public and various education, workforce, labor, and employer entities to describe how to operationalize the ideas in the proposed scope

- The first draft of the Master Plan will be released in July

Task Force Members

Questions and Comments

California Cradle to Career Data System

Key Issues

Kathy Booth
WestEd

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Visualizing the Problem

- The background brief for this session outlined key issues and provided a visual for interconnected concerns

- We will be referencing the visual throughout the task force meetings to clarify the problems we are addressing

https://c2c.ca.gov/meetings/etranscript-california-task-force-meeting/
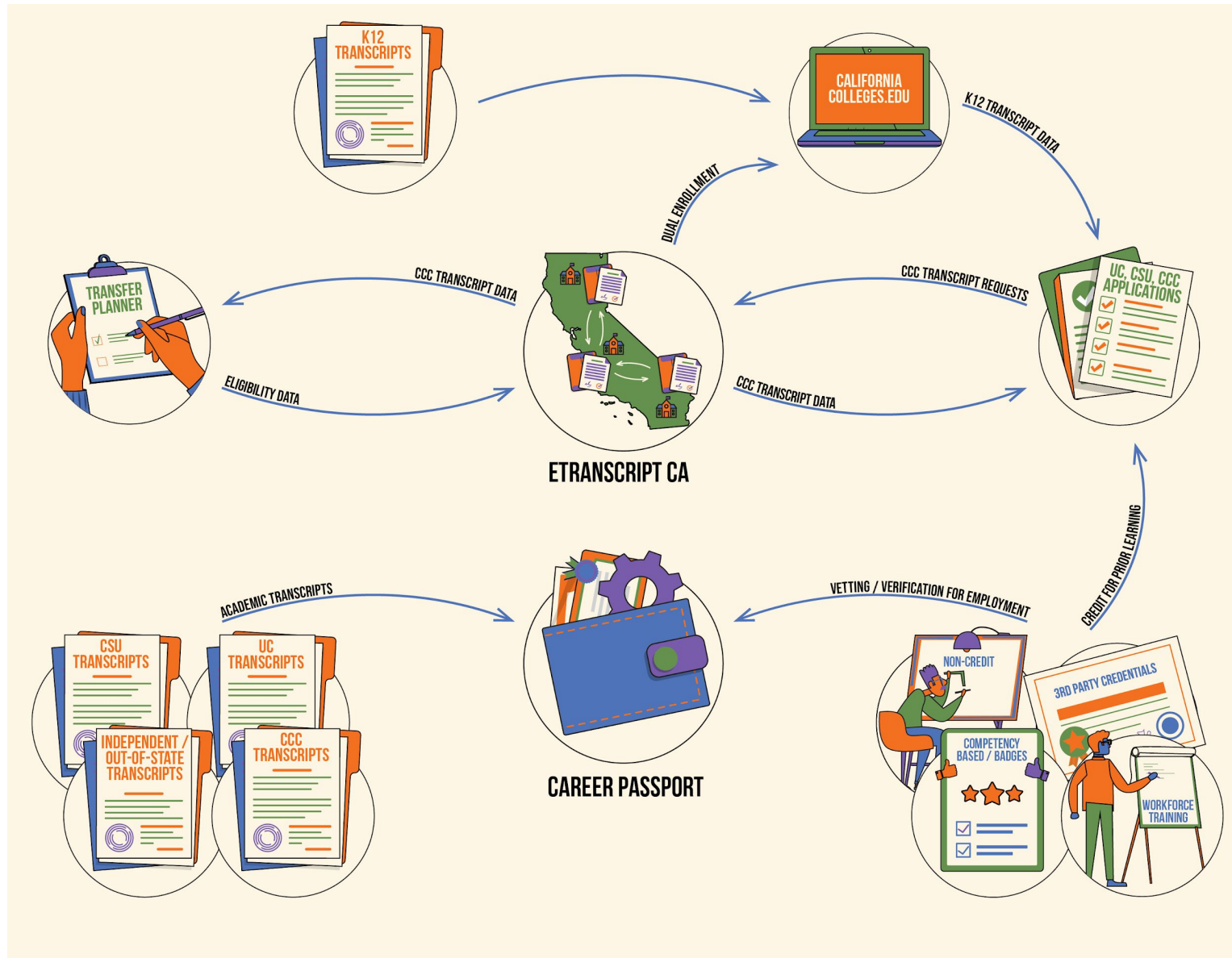
Issue 1: Documenting Learning for Academic Contexts

Inconsistencies in how community colleges format, deliver, and charge students for transcripts often delays admissions decisions and may result in students not receiving credit for classes they have completed.

- Because eTranscript California is inconsistently implemented across the state, colleges put the burden on students to understand all the permutations that may apply to their academic records, and on receiving institutions to juggle a variety of incoming data formats and processes.

- High school students applying for college admission who have completed dual/concurrent enrollment coursework often don't know that they must separately request and submit their community college transcripts.

- They also may not know whether those courses can be applied to specific majors once they are accepted.

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Issue 1: Documenting Learning for Academic Contexts

Potential Strategies

Create an equitable, efficient review of a student's coursework that expedites eligibility and articulation decisions by:

- Embedding transcript requests within admissions applications

- Delivering transcripts in a uniform data standard

Issue 2: Documenting Learning for Academic Contexts

Students have incomplete information, preventing effective use of college advising tools like CaliforniaColleges.edu and the CSU Transfer Planner.

California is expanding access to electronic planning tools that support students to prepare for college and transfer.

- CaliforniaColleges.edu, when backed by verified coursework data through K12 transcript exchanges, supports high school students in determining their eligibility for UC and CSU admission.

- CSU Transfer Planner supports transfer-directed students to self-identify community college courses they have already taken, to determine which of these courses are transferable and whether they can be applied toward specific majors at individual CSU campuses.

Issue 2: Documenting Learning for Academic Contexts

Potential Strategies

Move from a self-reported process to one that utilizes up-to-date, verified community college coursework (including dual/concurrent enrollment courses) to track progress toward their college admission and transfer goals:

- Integrate eTranscript California with tools like CaliforniaColleges.edu and the CSU Transfer Planner

Issue 3: Documenting Learning for Academic Contexts

While people build skills that are relevant for certificates and degrees through a variety of contexts, there are few mechanisms for capturing their learning experiences and competencies so they can accelerate completion of academic programs.

- Currently, the majority of living wage jobs in California require a degree. However, only a third of adults have attained a bachelor's degree or higher, and a disproportionate share of adults of color have no postsecondary credentials at all.

- Nevertheless, individual learners can, and do, participate in learning, training, and skill-building activities outside of formal education that could be aligned to academic programs if there was a mechanism for documenting those skills.

  - An experienced home daycare provider who took early childhood education classes at an adult school could count those classes and experience toward a preschool teacher degree
  - A veteran who built healthcare skills as a field medic could share a certification offered by the military to fulfill eligibility requirements for a nursing program
  - A recently unemployed oil worker with deep knowledge of simulation tools could document his skills and have them apply towards a mechatronic degree.

Issue 3: Documenting Learning for Academic Contexts

Potential Strategies

Provide adult learners with a way to document their knowledge and accelerate progress toward an academic award by:

- Establishing a body of discipline experts that determines equivalencies for academic coursework

- Use eTranscript California to document approved experiences as community college academic credit

Issue 4: Documenting Learning for Employment

There is a growing narrative that degrees are not necessary for good jobs, but few employers have mechanisms to hire staff without skills verification tools.

- In addition to helping experienced workers attain academic credit for their skills, many have high hopes that degrees will become less crucial for living wage jobs as employers turn to skills-based hiring.

- However, skills-based hiring is still in its infancy.

    "Hiring for skills will require a mindset shift in which candidates are 'screened in' instead of 'screened out,' necessitating new ways to define roles, write job ads, evaluate candidates, manage performance, and develop employees."

    -- Society for Human Resources Management

Issue 4: Documenting Learning for Employment

Potential Strategies

Create a bridge between traditional forms of hiring and skills-based approaches by:

- Providing employers with information on qualifications using digital data, such as certifications and badges

- Allowing workers to curate related experience for employers

Aligning this effort: LERs

Other states are pursuing "Learning and Employment Records" to document skills in the context of both academics and work. They report that doing so requires that:

- multiple systems align to ensure education institutions are developing competency-based curriculum

- workforce organizations provide skills training resources

- employers expand their recruitment and hiring practices

- technology platforms create a seamless exchange of data that encompasses traditional academic and "lived experience" records

eTranscript California cannot be the magic bullet that does all of these things. But by establishing requirements for the platform, and identifying complementary tools that are needed, our state can help more people get credit for what they know, both for school and for work.

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Aligning this effort: Equivalencies

Other state planning efforts are calling for similar solutions. The AB928 Task Force, which included CCC, CSU, UC, CDE, AICCU, students, and educational equity and social justice organizations, calls for:

- Resourcing an Intersegmental Course Articulation and Pathways Development infrastructure, building upon existing structures, to oversee and facilitate the process of course review, pathways development, and determinations of similarity

- Investing in the accelerated completion of the Cradle-to-Career data system, with active participation of representatives from the four segments of higher education to inform data and information needs.

eTranscript California could create the mechanism for moving forward with these goals

Aligning this effort:
Career Education Master Plan

These issues were also flagged by the agencies represented on this task force in their recommendations for the Master Plan for Career Education, including:

- Ensure dual/concurrent enrollment and competency-based experiences are accepted by four-year institutions (CCC, CDE)

- Provide course credit for pre-apprenticeship and apprenticeship (CCC, DOR, LWDA, UC)

- Recognize learning from non-academic contexts, such as job experiences, third party credentials, and noncredit courses (CCC, CDE, CSU, DOR, GO-Biz, LWDA, UC)
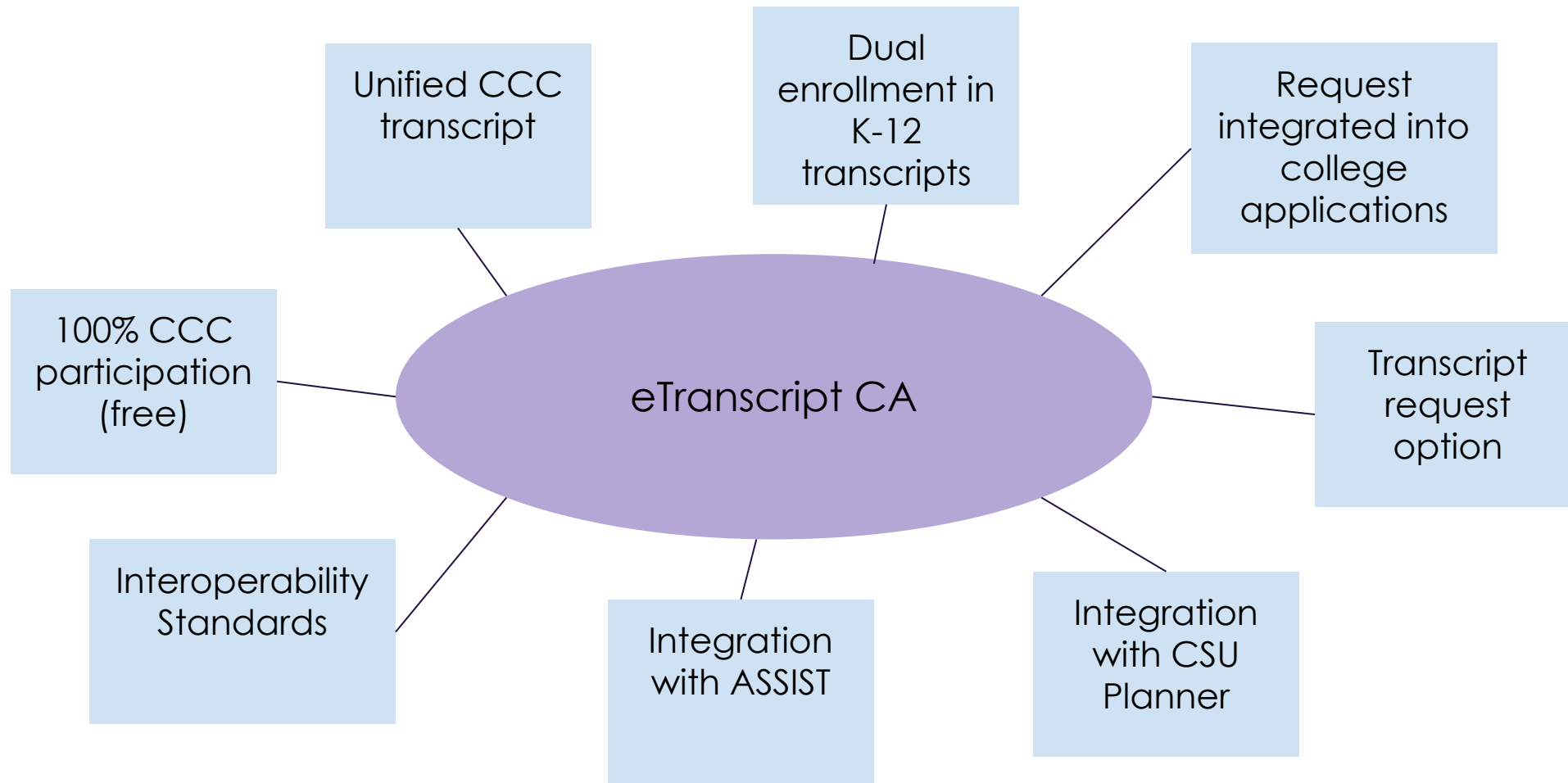
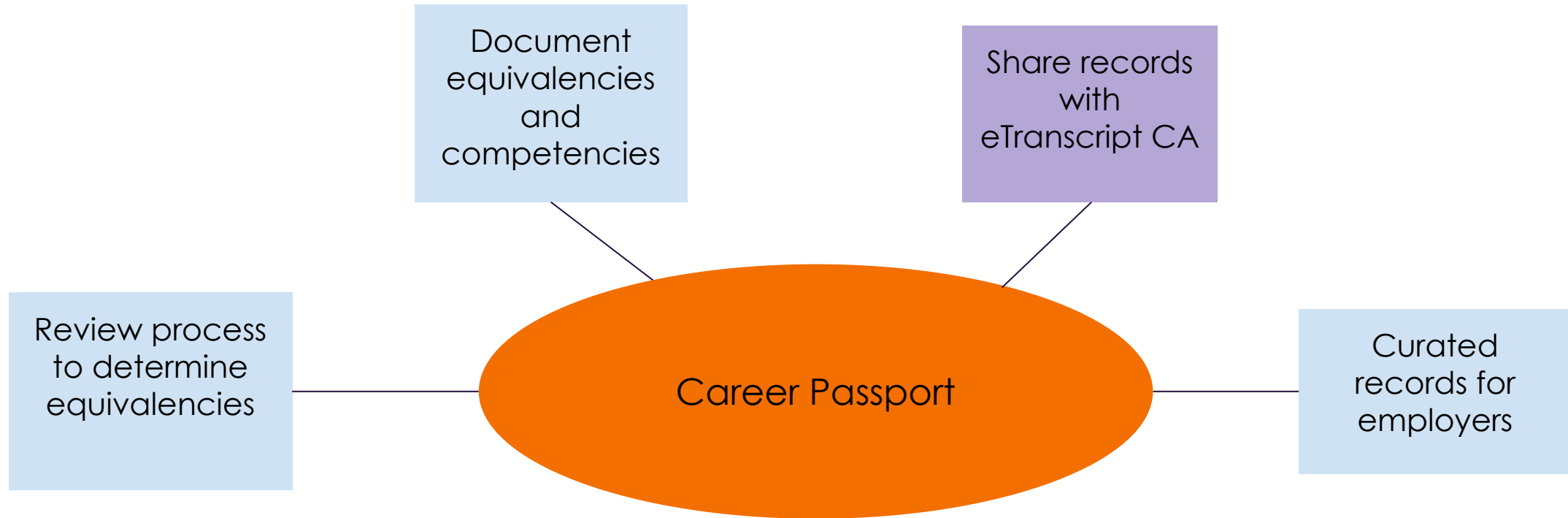# Task Force Members

Questions and Comments

Proposed Activities

eTranscript CA

- Unified CCC transcript
- Dual enrollment in K-12 transcripts
- Request integrated into college applications
- 100% CCC participation (free)
- Transcript request option
- Interoperability Standards
- Integration with ASSIST
- Integration with CSU Planner

Proposed Activities

Review process to determine equivalencies

Document equivalencies and competencies

Career Passport

Share records with eTranscript CA

Curated records for employers

Task Force Members

Questions and Comments

Public Comment

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What Needs to be Addressed in this Planning Process?

Future Meetings

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