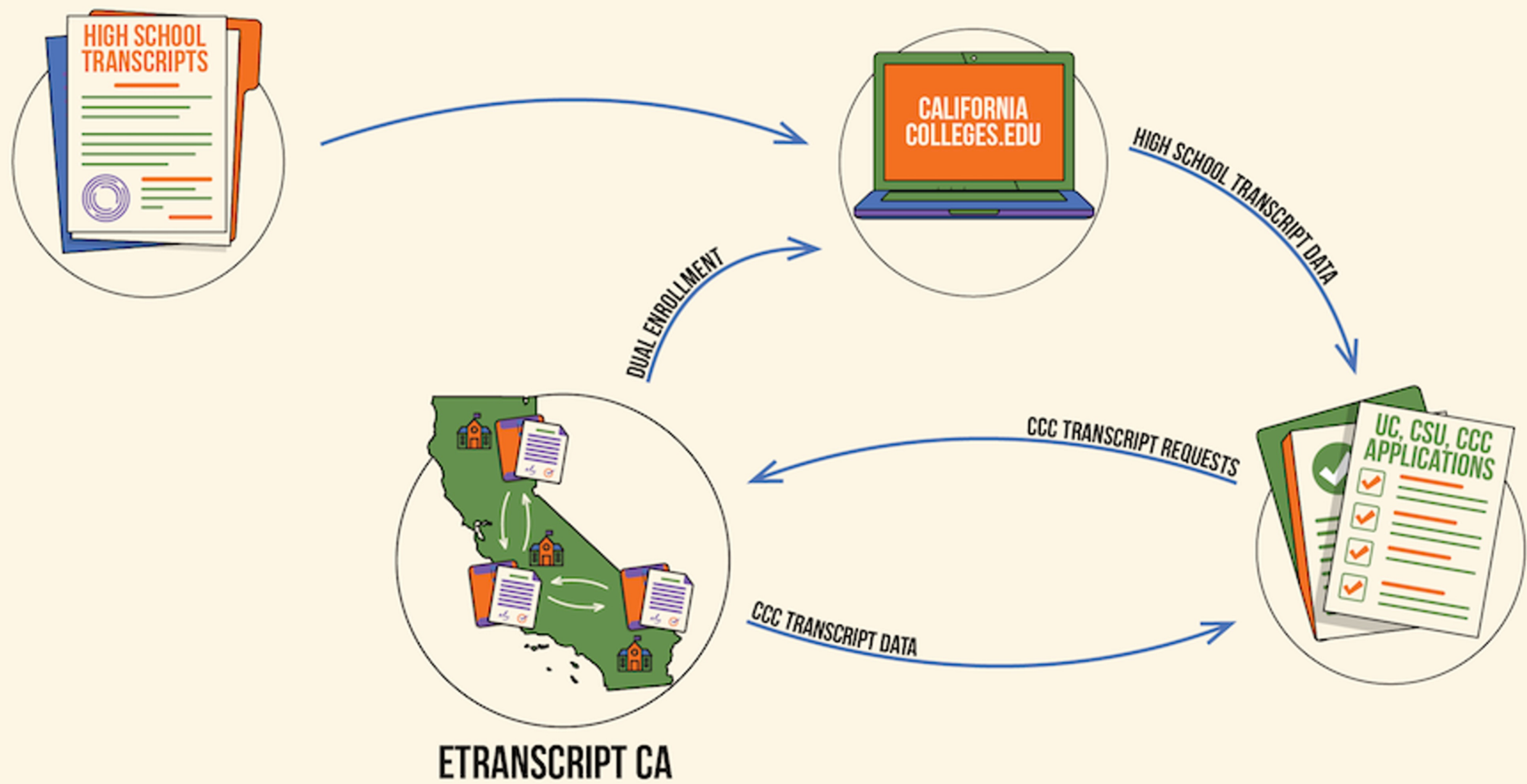




# Cradle-to-Career Task Force Meeting

eTranscript California and Career Passport

February 15, 2024



# Agenda for Today's Meeting

## **Introduction**

How to share your input: Kathy Booth, WestEd

## **Defining Dual Enrollment**

Key issues that eTranscript California could help address for dual enrollment students: Naomi Castro, Career Ladders Project

## **Application Integration: Case Study Example**

Integrating transcript requests into college applications: Mary Aguayo, CCGI and April Grommo, CSU

## **Changing the Student Experience**

Three solutions to consider and discussion: Erin Carter and Kathy Booth, WestEd

## **Common Standards**

Importance, examples, and possibilities: Kathy Booth and Mary Aguayo

# Process for General Public Comment

Throughout the meeting, panel members will have access to chat, but the public can use the Q&A function to pose questions or provide responses to questions the speakers pose.

You may also submit written public comments to [info@c2c.ca.gov](mailto:info@c2c.ca.gov).

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

# *Defining Dual Enrollment & Challenges Students Face*

Naomi Castro, Chief Program Officer  
*Career Ladders Project*

# What is Dual Enrollment?

Any time a student is enrolled in both high school and college at the same time. Dual enrollment is an enrollment status.

Reference: <https://www.ppic.org/publication/improving-college-access-and-success-through-dual-enrollment/>

# Has Dual Enrollment had an Impact on Your Life?

Has anyone in your life, you, your child, a learner you know, participated in dual enrollment?

In the chat please write one or two words about the experience. You can also use emojis.



# Student Voices



Video: <https://www.youtube.com/watch?v=4RwWTQsVZKQ&t=2s>



# Why Dual Enrollment?

- Increased high school graduation
- Increased college attendance & graduation
- Quicker time to degree
- Save students & families money and time
- CCAP (College and Career Access Pathways) style dual enrollment is reducing equity gaps
- 51% of CCAP students come to a community college
- Degree seeking CCAP students complete gateway courses at higher rates

Reference: <https://www.ppic.org/publication/improving-college-access-and-success-through-dual-enrollment/>

# Why Dual Enrollment in California?

- Governor's Community College Roadmap
  - increase in students earning 12+ college credits in high school
  - close equity gaps
- CCCCO's Vision 2030
  - increase in students earning 12+ college credits in high school
  - close equity gaps

# Structures of Dual Enrollment


More Structured				Less Structured
At the College	At the High School			At the College
<u>Middle College High School</u>	<u>Early College High School</u> <sup>1</sup>	<b>CCAP at HS</b> Governed by Agreement	<b>Non-CCAP at HS</b> Governed by Agreement	<b>Individual</b> <sup>2</sup>
<ul style="list-style-type: none"> <li>● Integrated structure</li> <li>● Goal: AA/AS</li> <li>● <b>Focus:</b> Mitigate dropout rate for at-promise students</li> <li>● An autonomous school with a CDE designation</li> <li>● On a college campus</li> </ul>	<ul style="list-style-type: none"> <li>● Integrated structure</li> <li>● Goal: AA/AS</li> <li>● <b>Focus:</b> Mitigate dropout rate for at-promise students</li> <li>● An autonomous school with a CDE designation</li> </ul>	<ul style="list-style-type: none"> <li>● Must be part of a pathway</li> <li>● Can offer closed classes</li> <li>● Supports are embedded</li> <li>● Focus: Students who are not college-bound or who are underrepresented in higher education</li> <li>● Partner institutions share data</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Purpose specified in law:</i> Provide advanced scholastics or CTE</li> <li>● In reality: Offer all courses to students except remedial English or math</li> <li>● Classes are open to the community</li> </ul>	<ul style="list-style-type: none"> <li>● High school students across the state enroll and attend college on their own, without a designed dual enrollment partnership</li> <li>● Students who can navigate the college system likely have "college knowledge"</li> </ul>

# Challenges Overall

- Enrollment process, especially CCCApply
- Aligned schedules
- Support personnel
- Gatekeeping behavior

Reference: <https://careladdersproject.org/report/a-cumbersome-enrollment-process-named-the-top-challenge-to-dual-enrollment-in-california/>

# Challenges with Transcription

- University admissions
  - Students need their community college transcripts when applying to university, they don't know how to get it
- Dual Credit
  - High school transcripts are inconsistent with dual credit
  - High schools don't always know who has college credit
    - Backwards flow of transcripts from community college school  high

Reference: <https://careladdersproject.org/report/a-cumbersome-enrollment-process-named-the-top-challenge-to-dual-enrollment-in-california/>

# *Questions?*

# *Case Study Example: CCGI and CSU Application Integration*

*Mary Aguayo, Chief Impact Officer, CCGI*

*April Grommo, Assistant Vice Chancellor Strategic Enrollment Management, CSU*

# California College Guidance Initiative

## Who We Are

- State-funded nonprofit charged in Cal. Ed. Code § 60900.5 to serve all 3.2M 6th-12th grade public school students in California.
- Manager of CaliforniaColleges.edu.
- Crucial component of the Cradle-to-Career Data System.

## Why We're Here

- To smooth the path to college and career.
- To ensure equitable outcomes for all students.

## What We Do

- College and career planning.
- Capacity building.
- Provide data-informed tools to students and educators.





# Our Objectives

- 1. Systematize college and career knowledge development** for 6th-12th grade students in California.
- 2. Develop student records which follow students** to streamline their experience and inform key decisions about:
  - High school course placement, to maximize “a-g” subject area completion and CSU/UC eligibility rates.
  - CCC, CSU, UC, and CSAC admissions, placement, advising, financial aid, and/or supportive services.

# Our Partnerships

We prioritize partnership with California's public and unified high school districts.

Currently **59%** of the state's high school students are enrolled in **CCGI Partner Districts**, with another **30%** in the pre-partnership pipeline. Partner Districts have **formal data-sharing agreements** with CCGI, enabling students to access **transcript-informed tools** on CaliforniaColleges.edu. This includes:



**UC and CSU Eligibility Tools** that allow students to see their progress towards meeting the minimum requirements for admission.



**The ability to import verified transcript data** into the Cal State Apply application (similar functionality with the UC Application coming in Fall 2024).

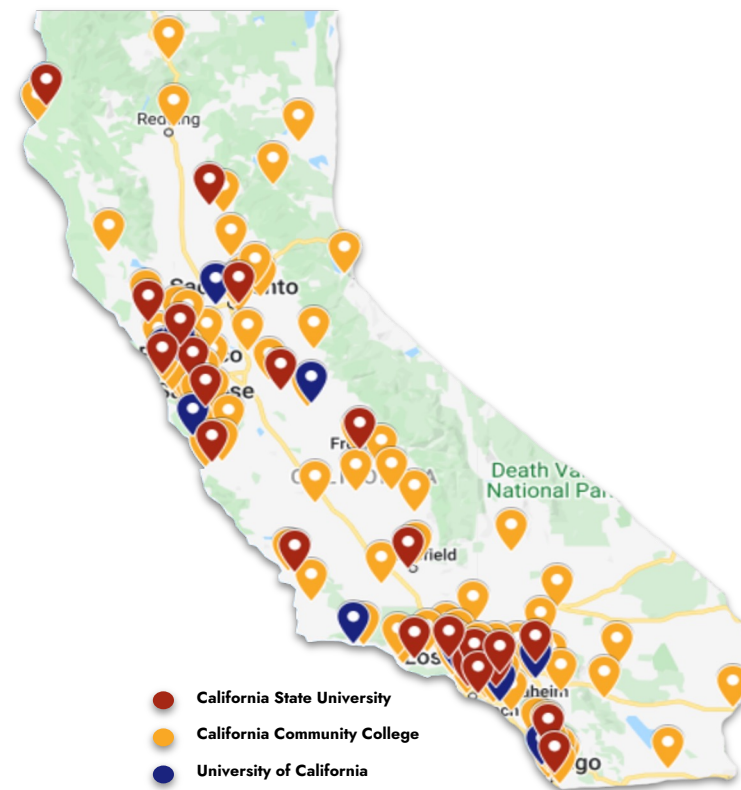
# Cal State Apply Integration in Action



**Audio Descriptive Version:** [https://www.youtube.com/watch?v=5ME\\_FETWn\\_w](https://www.youtube.com/watch?v=5ME_FETWn_w)

# Our Impact on 2022-23 Applications

California State University	124,387
California Community Colleges	193,449
University of California	50,160
FAFSA/CADAA	32,058



# CCGI Benefits to CSU



## Ensures CSU Eligibility

Allow students to track their progress toward meeting CSU requirements, identify areas they need to work on, and catch any issues while there's still time to fix them.



## Auto-Populates Cal State Apply

Students' "a-g" courses and grades auto-populates their Cal State Apply application to make the application process faster, simpler, and more accurate.



## Official Transcript Data

High school transcript data is imported into the Cal State Apply application. Additionally, their official final e-transcripts are sent to CSU.



## Ensures FAFSA and CADAA Completion

Launches students' FAFSA or California Dream Act Application (CADAA) to ensure students apply for financial aid.

# *Changing the Student Experience: Three Factors to Consider*

*Erin Carter, WestEd*

*Kathy Booth, WestEd*

# Problem to Solve: Students lack streamlined ways to report dual enrollment for college admissions applications

- Colleges require an official transcript from the community college(s) where dual enrollment coursework was taken
- Students are often confused about which institutional transcripts are needed
- CCCs have a variety of ways in which students must order, track, and pay for transcripts

# Problem to Solve: Inconsistent transcription processes may impact admissions decisions

- High schools inconsistently document dual enrollment activities
- College courses may be incorrectly listed as high school courses in the Course Management Portal (CMP)
- College courses taken to meet a-g subject area requirements may not appear on the high school transcript at all



# Problem to Solve: Current data structures make it difficult to track dual enrollment coursetaking

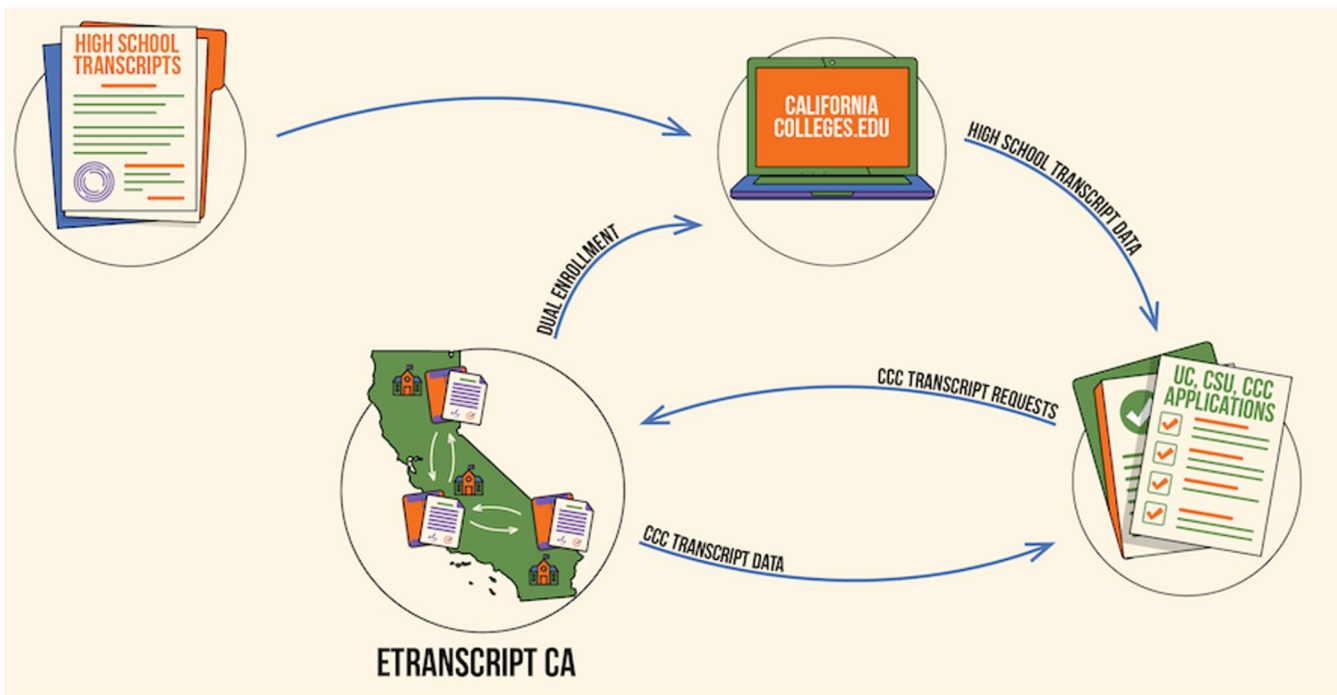
- Colleges track dual enrollment at the student, not course level
- High schools are missing critical information about their students, limiting effective advising
- The state lacks a comprehensive picture of the students completing early college credit and the patterns of course taking

# Designing Solutions

- Send CCC coursework data from eTranscript California to CCGI to create a unified high school transcript that includes dual enrollment information
- Populate the CCC, CSU, and UC admissions applications with CCC coursework data to reduce manual entry
- Automate transcript requests directly from admissions applications to eliminate confusion and cost to students



# Interactive Discussion



- Are these solutions feasible, and do they address the primary problems?
- What are the considerations needed for this change?
- What supports are needed?

# *Why Common Standards are Important*

*Kathy Booth, WestEd*

*Mary Aguayo, CCGI*

# Why Develop Transcript Standards?

Because the institutions that send and receive course and transcript information are likely to use different software systems, one way to allow information to be exchanged without changing underlying data or tools is to create a set of rules for how information should be formatted when it is passed between institutions.

**In essence, a transcript standard is the Rosetta Stone that allows information to be understood by different software systems.**

# Solutions Created by Transcript Standards:



- **Creates uniform guidance** for how transcript data should be managed and shared electronically.
- **Facilitates alignment** across educational systems and the SIS providers serving them.
- **Permits versioning** to maintain alignment with student and institutional needs.
- **Reduces administrative burden** for students navigating systems.
- **Reduced** workload for institutions because information received is consistent and can be integrated into existing software systems.

**Case Study Example:**

**California High School and  
Student Record Portability Standard**

# Provision of High School Transcripts

Cal. Ed. Code § 60900.5 requires CCGI to provide:

*(8) Transcripts processed in near real time with the California Community Colleges, the California State University, the University of California, and the Student Aid Commission, using an application programming interface.*

To facilitate the work, CCGI developed the **California High School Transcript and Student Record Portability Standard** and its associated Data Specification.



# What are the “Standard” and “Spec”?

## Standard

- Provides guidance for California public high school transcripts.
- Details the required and optional data elements for Student Record Portability.
- Elements include, but are not limited to, those which would be contained in a traditional paper transcript.
- Intended for electronic data exchange.

## Spec

- A supplement to the Standard.
- Contains the data elements that California public unified and high school districts in partnership with CCGI should submit to:
  - Create accounts on CaliforniaColleges.edu.
  - Support application integrations with the state’s public higher education systems.
  - Inform transcripts provisioned according to the Standard.

# Development Process

## To establish the Standard, CCGI:

- Drafted the Standard and its associated Specification, mapping to CalPADS when possible.
- Draft shared November 1, 2023 with systems partners.
- Received comment through December 15, 2023.
- Updated versions shared on January 8, 2024.
- Received UC, CSU, CCC, and CDE system acknowledgment, requested by January 31, 2024.



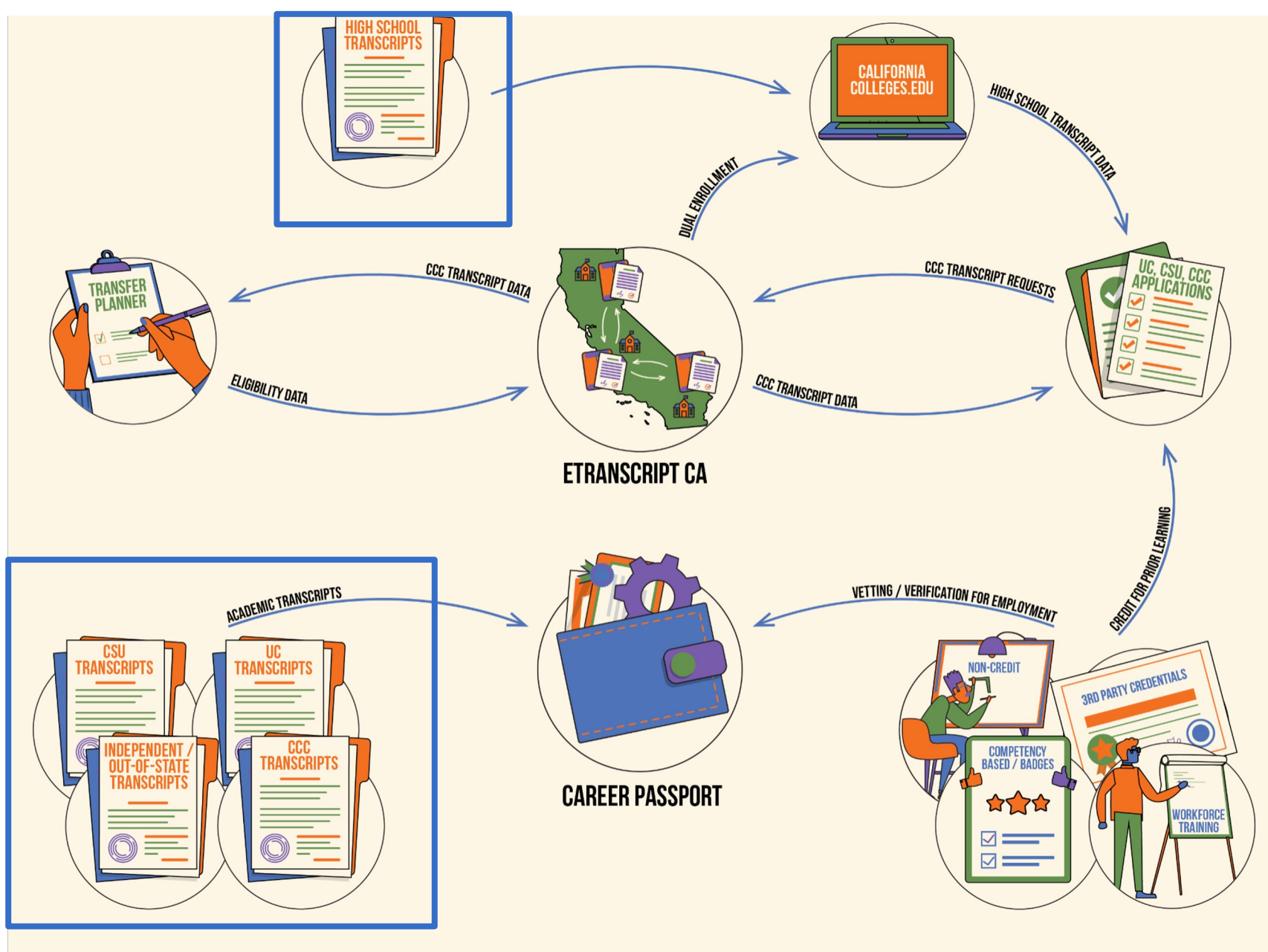
# Roll Out Process

To implement the Standard, CCGI will:

- **With C2C**, place the Standard and its associated Specification on their website.
- **With CDE**, share the Standard and its associated Specification with SIS vendors.
- **With district partners**, transition from the existing data specification starting in 2025.
- **With higher education systems**, provide final transcripts according to the Standard beginning in Summer 2025.

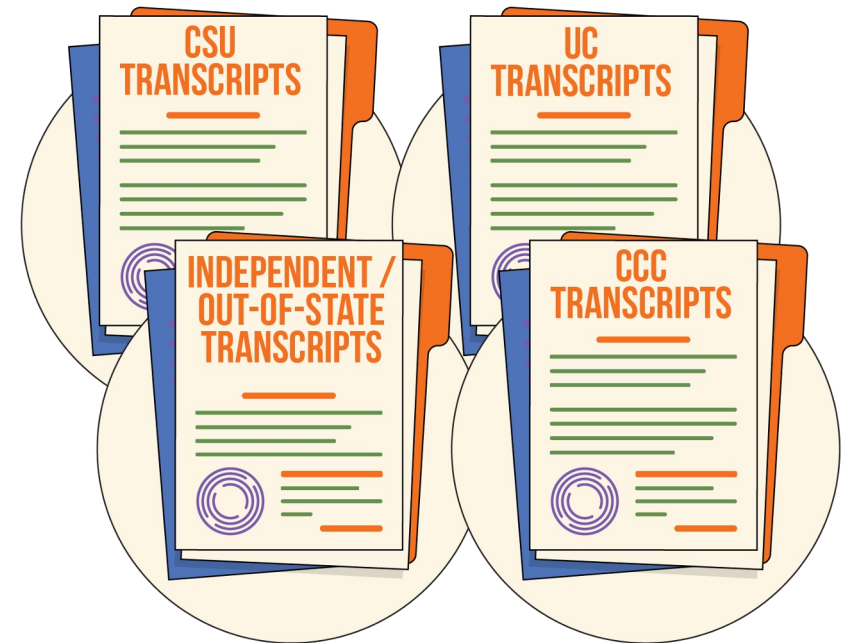
**Envisioning the Future:**

**Creating a Postsecondary Transcript  
Standard**



# Why Develop Postsecondary Transcript Standards?

eTranscript California leverages a transcript standard for community college coursework, but it is out of date. Updating this standard and expanding it to include four-year institutions would allow for multiple solutions.



# Designing for Solutions

- Develop a postsecondary transcript standard that can be used to share transcript information among CCC, CSU, UC, and independent colleges
- Use this opportunity to address updates needed to the existing California Transcript Standard such as:
  - New Cal-GETC standards
  - Documenting credit for prior learning
  - Integration with tools like CaliforniaColleges.edu for dual enrollment data and with ASSIST to certify whether specific courses meets general education requirements

# Interactive Discussion

- What issues should be addressed when creating a universal postsecondary transcript standard?
- Who should be involved in developing a draft postsecondary transcript standard?



# Improving Dual Enrollment Data

- The California Community Colleges and California College Guidance Initiative are currently developing expanded data sharing to systematically identify students who apply for admission for dual enrollment
- Anticipated go-live in spring 2024
- This is the first step towards building a unified high school transcript

# Future Meetings

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

*Thank you!*

California Cradle to Career Data System &  
WestEd Teams