# Cradle-to-Career Data and Tools Advisory Board Proposal Form

## Instructions:

Per the Governance Manual proposal forms submitted will 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:

Wendy Threatt, Senior Policy Fellow, Teach Plus California

## Proposal Title: *no more than 50 characters*

Demographic & Program Data in Teacher Dashboard

## Type of Proposal[1]:

- Changes to practical tools for students *(Complete section one)*
- <mark>Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points *(Complete section two)*</mark>
  - Please note a proposal form(s) can recommend adding one data point or several clearly related data points to the data system.

## Section One: Changes to Practical Tools

---

[1] The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and changes to tools such as dashboards. As the data request process and the dashboards are not yet live, those sections have been removed from the 2024 version of this form.

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 Two: Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points

**1.Please state the research question of interest that cannot be fully addressed with the existing data elements in the P20W Data System.**

> 1. What are the trends regarding educator demographic data, with the most recent demographic data, including race and ethnicity, languages spoken other than English, and years of service, including all of the following information:
>     a. The ways in which the race or ethnicity of newly credentialed teachers compares to those of the pupils they teach?
>     b. The relationship between the racial mix of newly credentialed teachers and types of pupils in schools where they teach?
>     c. The relationship between the racial mix of newly credentialed teachers and the geographic location of the schools where they

teach?

2. How do retention rates differ for teachers by teacher characteristics, with the most updated demographic data?

3. What is the efficacy of particular policies and programs (e.g. Residency Grants, Classified Employee Credential Program, Golden State Teacher Grant Program, National Board Certification Incentive Grant Program) in bringing new teachers into the profession, including specifically targeted populations with the most updated teacher demographic data?

4. What is the efficacy of particular policies and programs (e.g. Residency Grants, Classified Employee Credential Program, Golden State Teacher Grant Program, National Board Certification Incentive Grant Program) in retaining teachers in the profession, including specifically targeted populations with the most updated teacher demographic data?

5. What are the trends regarding participation in programs for addressing teacher shortages and teacher diversity, including the Teacher Residency Grant Program, the California Classified School Employee Teacher Credentialing Program, the Golden State Teacher Grant Program, and the National Board for Professional Teaching Standards Certification Incentive Program. Data on these programs shall address all of the following topics, to the extent applicable, disaggregated by race and ethnicity:

   a. The number and percentage of program participants, additionally disaggregated by cohort, who complete a teacher preparation program and earn a preliminary teaching credential.

   b. The extent to which program graduates are teaching in high-need subjects and locations.

   c. The extent to which program graduates increase the diversity of the grant recipient's workforce, including the number and percentage of program graduates who are members of underrepresented groups.

   d. Teacher retention rates for program graduates, within the boundaries of the grant recipient and within California public schools.

   e. Program graduate achievement, as determined by first-time pass rates on the state teaching performance assessment

   f. The percentage of program participants who complete a

> beginning teacher induction program and earn a clear teaching credential.
>
> g. Results from candidate and program graduate surveys of the quality of preparation they received.

**2. How does this research question relate to the <u>mission and vision</u> of C2C?**

> - This research will allow California citizens, organizations, and leaders to uncover K-12 educational inequities rooted in the educator workforce and, in turn, foster evidence-based decision-making to help California build a more equitable future.
> - Data responding to these research questions will help empower individuals interested in pursuing education to make informed decisions to reach their full potential.
> - The research questions above connect with the mission and vision of the CTC which states it wants to "build a more equitable future" by fostering "evidence-based decision-making". Having these questions answered as suggested in Section 2 #4 will allow for these proposed data elements to exist in the C2C dashboard.

**3. Please propose additional data element(s) needed in order to successfully address the research question of interest.**

> - Teacher Shortages / Vacancy Data
> - Teacher Misassignment Data
> - Teacher Residency Program Enrollees, Disaggregated by Race and Cohort
> - Teacher Residency Program Completers, Disaggregated by Race and Cohort
> - Golden State Teacher Grant Recipients, Disaggregated by Race
> - The California Classified School Employee Teacher Credentialing Program Recipients, Disaggregated by Race and Cohort
> - National Board for Professional Teaching Standards Certification Incentive Program Recipients, Disaggregated by Race
> - Hiring Rate, disaggregated by Race*

**4. Please verify that the proposed data element(s) do not already exist in the P20W Data System.**

- Teacher Shortages / Vacancy Data
- Program Enrollees, Disaggregated by Race and Cohort
- Program Completers, Disaggregated by Race and Cohort
- Hiring Rate, disaggregated by Race*
- According to analysis done in partnership with colleagues at the Education Trust-West, the Teacher Shortages / Vacancy Data is currently being collected by the CDE, but it's not in the C2C's Data elements.
- According to analysis done in partnership with colleagues at the Education Trust-West, the Program Enrollees, Disaggregated by Race and Cohort, is currently being collected by the CTC, but it's not in the C2C's Data elements.
- According to the analysis done in partnership with colleagues at the Education Trust-West, the Program Completers, Disaggregated by Race and Cohort, is to be collected by the CTC, but it is currently not and it is also not in the C2C's Data elements.
- According to analysis done in partnership with colleagues at the Education Trust-West, the Hiring Rate, disaggregated by Race, is not being currently collected by any agency and it is also not in the C2C's Data elements.

**5. If the P20W Data System does not currently include the proposed data element(s), can the proposed data element(s) be derived from the existing data element(s) in the P20W Data System?**

The "Teacher Shortages / Vacancies" data point could be pulled from the California Department of Education.

The data points for "Program Enrollees, Disaggregated by Race and Cohort", "Program Completers, Disaggregated by Race and Cohort", and "Hiring Rate, disaggregated by Race" are not in any existing data elements; however, West Ed's example on Teacher Residencies may provide a basis of how it could look.

**6. If the P20W Data System does not currently include the proposed data element(s), are there existing data element(s) closely related to the proposed data element(s)? If so, please list them and why they are not sufficient to answer the proposed research question.**

There are currently data elements for "Program Completers, Disaggregated by Program Route". This data element collects broad teaching program information as the added element of "Program Completers, Disaggregated by Race and Cohort" needs to be identified by individual. The same is needed to accommodate elements of "Program Enrollees, Disaggregated by Race and Cohort."

**7. C2C keeps a [repository](#) of previous data elements that were either a) considered during the planning process or b) proposed through the mechanisms as outlined in the Governance Manual, but were ultimately not included in the P20W, along with related feasibility studies. Do any of the data element(s) being proposed overlap with the data elements in this repository? (New proposals can build on or duplicate prior proposals. It is helpful for proposers to share that context, including prior related feasibility studies.)**

None of these data elements proposed overlap with the data elements in the repository. This new proposal builds on the current plan for the Teacher Recruitment and Retention Dashboard but no external proposals.

**8. Are the proposed data element(s) already collected by a state-level entity? For data element(s) already collected, please answer question nine. For data element(s) not collected, please answer question ten.**

Yes and no

**9. [For proposed data element(s) already collected] To the extent possible, please share details pertaining to the proposed data element(s). Relevant details may include but are not limited to: a) corresponding entity that collects and houses the data element(s); b) specific variable name(s) used in the originating data system; and c) timeframe available.**

Program Enrollees, Disaggregated by Race and Cohort"; California Commission on Teacher Credentialing (CTC) collects data on teacher preparation program enrollees.

**10. [For proposed data element(s) not collected] Please propose institution(s) that would be most suited for the new data collection effort.**

For "Teacher Shortages / Vacancies"; the California Department of Education could be the entity collecting the data since they collect the data on CBEDS Data about Schools & Districts.

"Program Completers, Disaggregated by Race and Cohort" is currently not being collected and should be collected by the CTC since they collect data on program enrollees.

Hiring Rate, disaggregated by Race" should be collected by school districts.

**11. Please explain the desired level(s) of grain size for each data element proposed. (i.e., individual-level, institution-level, or other aggregated levels)? Multiple grain sizes may be requested for each proposed data element.**

- Teacher Shortages / Vacancy Data
  Institution and LEA level
- Teacher Misassignment Data
  Institution and LEA Level
- Teacher Residency Program Enrollees, Disaggregated by Race and Cohort Institution Level
- Teacher Residency Program Completers, Disaggregated by Race and Cohort Institution Level

**12. Please explain the intended use case(s) for the proposed data elements (i.e., dashboards, query builder, or the research request tool)? Multiple use cases may be requested for each proposed data element.**

The proposed data elements can be used to augment the Teacher Recruitment and Retention Dashboard to enrich the picture of trends around

the educator workforce, with a particular focus on enriching the picture of the demographic trends in the educator workforce. They can also be used in research requests to study the efficacy and impact of key state grant programs, like the Golden State Teacher Grant, National Board Incentive, and Teacher Residency programs to attract and retain teachers.