

# Cradle-to-Career Data and Tools and Community Engagement Advisory Boards Staff Report

Date Report Issued: June 27, 2024  
Attention: Members of Data and Tools and Community  
Engagement Advisory Boards  
Subject: **P20W Data Set**  
Staff Contact: Ryan Estrellado, Director of Data Programs and  
Marykate Cruz Jones, Chief of Strategic Initiatives and  
Partnerships

At this meeting, the members of Cradle-to-Career Data's (C2C) Data and Tools Advisory Board (DTAB) and Community Engagement Advisory Board (CEAB) will receive a high-level overview of the P20W data system, followed by a question and answer session with data providers. This agenda item aims to provide information and an opportunity for questions before DTAB members finalize their 2024 proposals.

## Requested Action:

There is no requested action for this item. This is an informational item only.

## Background:

[Education Code 10865 \(b\)\(1\)\(A\)](#) establishes the DTAB “to provide input and feedback to the governing board” about “whether the data system is providing actionable information and identifying ways to improve access to that information”. Specifically, the [Governance Manual](#), pages 33-34, charges the DTAB to provide recommendations to the Governing Board and the Office of Cradle-to-Career Data (Office) on topics including, but not limited to:

- The usability, accessibility, and usefulness of dashboard visualizations
- Practical tools
- Data points to include in centralized data sets

Updates to the [Governance Manual](#) this year also welcome “any member of the public (including CEAB members) to submit a proposal form” during the public submission period (Governance Manual, page 34). Now that the public submission window has closed, the next step options for DTAB members are to: 1) submit their own proposal form, 2) sponsor a proposal form submitted by members of the public, or 3) further refine a proposal form submitted by members of the public or a DTAB member from last year (Governance Manual, page 34).

To ensure DTAB members have an up-to-date understanding of the P20W data system before submitting their final proposal(s), C2C is now “conven[ing] a summer meeting where Advisory Board members can learn more about available data points and ask questions of the data providers about additional information that might be useful to access through C2C. This meeting would help to share information about data that are only available through C2C’s data providers” (Governance Manual, page 34).

### Proposal Topics:

The Governance Manual specifically states three topic areas for DTAB members to propose recommendations: 1) the data points included in the P20W data set; 2) the analytical tools, and 3) the practical tools. The following sections give a high-level overview of each topic area as well as point Advisory Board members to resources on C2C’s website for more information. This also lays the groundwork for the subsequent question and answer session with subject matter experts from the data providers.

### P20W Data Set:

The P20W data set currently contains close to 200 data points from 14 data providers. On May 1, 2024, the Governing Board voted to add new data points to the P20W data set, including [13 teacher data points from the California Department of Education](#) and [12 data points from the Department of](#)

[Developmental Services](#). Most recently, the Office has received data from the National Student Clearinghouse, covering data points related to California's independent colleges and universities.

Looking ahead, per the Governing Board-approved [5-year timeline](#), the Office will work to expand the data system to include early learning, private college, social service, health, and workforce data in future years.

Advisory Board members can discover what is in the P20W data system from two resources on the C2C website: the [Data Elements by Provider PDF](#) lists all data points in the data system as well as their corresponding data provider(s); the searchable [Data Points Archive](#) provides more details for each data point in individual webpages.

#### *Analytical Tools:*

[Education Code 10867\(b\)\(4\)\(B\)](#) charges the Office to build three analytical tools: dashboards, query builders, and research libraries.

Per the Governing Board-approved [annual work plan](#), the Office has been actively designing and building the dashboards, starting with the Student Pathway Diagram. This first dashboard will include infographics showing the flow of students over time through each phase of education from early care to postsecondary, with the ability to disaggregate by academic year, region, starting point, and student characteristics. To find out more about the Student Pathway Diagram as well as future planned dashboards and their metrics, please visit [this page](#) on the C2C website.

Per the Governing Board-approved [5-year timeline](#), the Office will be developing a query builder that enables disaggregation and the research data request process for the secure data enclave. Please visit the C2C website for more information about the [query builder](#) and the [research request tool](#).

*Practical Tools:*

[Education Code 10862\(b\)\(3\)](#) charges the Office to “scale practical tools to better serve educators, students, and families” and [Education Code 10861\(k\)](#) identifies eTranscript California and CaliforniaColleges.edu as two tools that will directly benefit students as they navigate higher education and their careers.

Funded by the California Community College (CCC) Chancellor's Office and managed by the CCC Tech Center, eTranscript California is a transcript transmission service across the state's public higher education segments. In the past six months, the Office, in collaboration with the CCC Chancellor's Office, facilitated a Task Force on the expansion of eTranscript California and the build of a Career Passport. The goal of the Task Force was to develop a detailed implementation plan for connecting and expanding existing systems in order to streamline college applications, enhance academic planning tools, and reduce administrative burden for students. Task Force members drafted a list of recommendations at the June 6th meeting, and once finalized, these will be included in the [Master Plan for Career Education](#). To read more about the Task Force, please visit [this page](#).

[CaliforniaColleges.edu](#) is managed by the California College Guidance Initiative (CCGI) and is California's official college and career planning platform. The Office partners with CCGI to promote and scale CaliforniaColleges.edu so all California's high school students can access features that streamline the college and financial aid application processes. CCGI is working on universal basic accounts at CaliforniaColleges.edu for public high school students and aims to increase the percentage of California's public high school students benefiting from their services. To read more about C2C's partnership with CCGI, please visit [this page](#).

### Process Improvements:

Below are a list of process improvements that the Office will implement this year in order to improve upon the proposal process.

#### *Improved Proposal Form:*

Learning from last year's experience, where all seven DTAB proposals submitted were recommending the addition of data points, the Office revised the [proposal form](#) and the [proposal rubric](#) to better support DTAB members in recommending data points this year. In particular, by flagging potentially duplicative data point recommendations (i.e., already in or can be derived from the existing P20W data set) and reducing ambiguity around each proposed data point, the Office aims to achieve collective efficiency.

#### *New Amendment Form:*

After submitting the proposal forms, the DTAB members will rank order proposals using the updated [proposal rubric](#) and up to three proposals will advance to the fall DTAB meeting. As with last year, the DTAB members who submitted the proposals will present their ideas at the fall DTAB meeting and other DTAB members can make amendments to the proposals.

This year, to bring more structure and efficiency to the amendment process, the Office developed an amendment form as a resource to help DTAB members deliberate and clarify their thoughts so that the Office can capture the amendments as the author(s) intend. If DTAB members wish to make an amendment to a proposal, the submission window will be from September 17-23, 2024. Please refer to Attachments A and B for the amendment form as well as a filled-out sample form.



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

### Instructions:

Per the [Governance Manual](#), Advisory Board members may make amendments to the three proposals that were prioritized in the pre-meeting survey. This form provides structure to amendments, ensuring they effectively address the flagged issue and meaningfully advance the Office of Cradle-to-Career Data's work. Please note there should only be one amendment per form.

### Name:

### Which proposal are you submitting an amendment for?:

### Identify which section should be amended (Check only one):

#### *Section 1. Changes to the Data Request Process*

- 1.1 What is the nature of the issue with the data request process?
- 1.2 What action should be taken to address the issue?
- 1.3 Who could benefit from this action?
- 1.4 Who would implement this action?
- 1.5 How does the action relate to the mission and vision of C2C?

#### *Section 2. Changes to Tools Such as Dashboards or Practical (Operational) Tools*

- 2.1 What is the nature of the gap regarding access to actionable information?
- 2.2 What type of tool should be developed?
- 2.3 How would a tool address the gap?

- 2.4 Who would be the likely user(s) of the tool?
- 2.5 How does the tool relate to the mission and vision of C2C?

*Section 3. Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points*

- 3.1 What data point should be added or changed?
- 3.2 Who would use the data point?
- 3.3 How would the data point be used?
- 3.4 Who would provide the data point?
- 3.5 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?
- 3.6 Which population(s) should be included in the data point? (such as K-12 students or workforce development participants)
- 3.7 How does the data point relate to the mission and vision of C2C?

[What language do you want to change in the proposal?](#)

[What action do you want to take towards this language? \(Check only one\)](#)

- Add language
- Clarify language/definitions
- Change the scope

[What is your amendment for the proposal?](#)

[What issue does your amendment address?](#)

[How would your amendment resolve this issue?](#)

Provide specific actions the Office could take to implement this amendment:

--





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

### Instructions:

Per the [Governance Manual](#), Advisory Board members may make amendments to the three proposals that were prioritized in the pre-meeting survey. This form provides structure to amendments, ensuring they effectively address the flagged issue and meaningfully advance the Office of Cradle-to-Career Data's work. Please note there should only be one amendment per form.

### Name:

Example Amendment Form

### Which proposal are you submitting an amendment for?:

Example Proposal

### Identify which section should be amended (Check only one):

#### *Section 1. Changes to the Data Request Process*

- 1.1 What is the nature of the issue with the data request process?
- 1.2 What action should be taken to address the issue?
- 1.3 Who could benefit from this action?
- 1.4 Who would implement this action?
- 1.5 How does the action relate to the mission and vision of C2C?

#### *Section 2. Changes to Tools Such as Dashboards or Practical (Operational) Tools*

- 2.1 What is the nature of the gap regarding access to actionable information?
- 2.2 What type of tool should be developed?
- 2.3 How would a tool address the gap?

- 2.4 Who would be the likely user(s) of the tool?
- 2.5 How does the tool relate to the mission and vision of C2C?

*Section 3. Adding Data Points Not Available Through the P20W Data Set or Adjusting the Existing P20W Data Points*

- 3.1 What data point should be added or changed?
- 3.2 Who would use the data point?
- 3.3 How would the data point be used?
- 3.4 Who would provide the data point?
- 3.5 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?
- 3.6 Which population(s) should be included in the data point? (such as K-12 students or workforce development participants)
- 3.7 How does the data point relate to the mission and vision of C2C?

What language do you want to change in the proposal?

“College retention”

What action do you want to take towards this language? (Check only one)

- Add language
- Clarify language/definitions
- Change the scope

What is your amendment for the proposal?

“College persistence”

What issue does your amendment address?

“Retention” is sometimes conflated with “persistence”, so it would be helpful to clarify which term is meant in the proposal. “Retention” in a K-12 context can be used to describe holding a student back a grade, which is not the definition that this proposal should refer to. It seems like the proposal is referring to “persistence”, which is defined as ...

How would your amendment resolve this issue?

If the proposal uses the phrase “college persistence” instead of “college retention”, this would be more consistent with the rest of the proposal's language and would clarify to the Office what data point should be added.

Provide specific actions the Office could take to implement this amendment:

The Office could measure college persistence by using...

SAMPLE