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:

Jason Borgen

Proposal Title: *no more than 50 characters*

Digital Access to Learning

- By checking this box, I understand that if my recommendation is one of the top recommendations identified by the Advisory Board, I will be presenting my idea at the Fall Advisory Board meeting.

Type of Proposal[1]:

- Changes to practical tools for students *(Complete section one)*
- Adding data points not available through the P20W data set or adjusting (including the removal of) the existing P20W data points *(Complete section two)*
    - 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.What is the nature of the gap regarding access to actionable information?

[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.

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.

How does access to digital tools and broadband Internet affect learning outcomes and succuss towards graduation and career-readiness?

2. How does this research question relate to the mission and vision of C2C?

In order to provide insights into student milestones, digital equity is essential to ensure students reach their full potential. The partnership with the state department of technology and the Digital Equity Plan connects the goals of the state plan with data elements that can be provided by C2C through the following areas:

1. Identifying Gaps in Access

Research into digital equity can help identify which student populations lack adequate access to digital tools and broadband Internet. This is often linked to socioeconomic status, geographic location, and other factors. By understanding where these gaps exist, policymakers and educators can target resources and support to those who need them most.

2. Understanding Impact on Learning Outcomes

Access to digital tools and the internet is increasingly essential for modern education. Research can explore how limited access impacts learning outcomes, such as lower academic performance, decreased engagement, and reduced opportunities for remote learning. These insights can inform interventions that ensure all students have the tools needed for academic success.

3. Addressing the Digital Divide

The digital divide refers to the gap between those who have access to digital technology and those who do not. By researching digital equity, educators and policymakers can better understand the barriers that contribute to the digital divide, such as cost, lack of infrastructure, or limited digital literacy. This understanding is critical for developing strategies to bridge the divide, ensuring all students have equal opportunities.

4. Enhancing Digital Literacy

Digital literacy is a key component of student success in the 21st century. Research can highlight the importance of teaching digital skills and how lack of access to technology can hinder the development of these skills. This information can guide curriculum development and professional development for educators, helping to integrate digital literacy into education at all levels.

5. Supporting Career Readiness

Digital tools and internet access are essential for preparing students for the workforce. Research can explore how digital equity affects students' readiness for careers, particularly in fields that require technological skills. By understanding these connections, educational programs can be tailored to better prepare students for the demands of the modern job market.

6. Informing Policy and Resource Allocation

Insights from research on digital equity can inform policy decisions and the allocation of resources. For example, they can justify investments in broadband infrastructure, device provision, and digital literacy programs. Policymakers can use this data to advocate for funding and initiatives that promote digital inclusion.

7. Promoting Social and Educational Equity

Digital equity research aligns with broader goals of social and educational equity. By ensuring all students have access to the same digital resources, we can work towards a more equitable education system where all students have the chance to succeed, regardless of their background.

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

In School Access:

- K12HSN school connection speeds
- Community College and UC calREN Connection speeds
- eRate adoptions rates by district
- Devices provided to students in class ratio

At Home Access:

- ACP/ECF/Internet for All adoptions
- Devices provided to student for home use
- Device access at home meeting minimum requirements for distance learning and/or access to online curricula
- The California Public Utilities Commission (CPUC)Broadband Map of connected areas/schools

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

There is no connection to digital technologies, connectivity, nor broadband listed in the P20W data sets.

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?

N/A

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.

No.

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.)

N/A

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.

Some are, i.e. CPUC

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.

- K12HSN school connection speeds – bandwidth speeds, collected annually
- Community College and UC calREN Connection speeds – bandwidth speeds
- eRate adoptions rates by district – Universal Service Administrative Company – collected annually
- Devices provided to students in class ratio (Tech budgets)
- ACP/ECF/Internet for All adoptions – CETF – ongoing collection
- Devices provided to student for home use – Survey/Registration survey Data – varied collection
- Device access at home meeting minimum requirements for distance learning and/or access to online curricula -Survey
- The California Public Utilities Commission (CPUC)Broadband Map of connected areas/schools – ongoing collection

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

N/A

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.

Some individual levels some institutional level. Disaggregated by region, demographics, type (urban, suburban, rural, etc). Correlated to student/institution academics, engagement, behavior, and attendance, college entry, etc.

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.

These elements would support the alignment of the California Digital Equity Plan around Education and workforce development in a dashboard. Using these data sources they also would fit well in query builders to support research and justify funding allocations and priority areas to support areas that show correlation between digital access and student success as we well as college/career-readiness.