



Connecting  
Data and Insights  
to Advance  
Equitable Futures

## 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:

Diana Phuong

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

Including Internship and First-Destination Survey Data in the Cradle-to-Career Data System

- 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<sup>1</sup>:

- 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?

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<sup>1</sup> 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.

Does a student's ability to participate in career-accelerating opportunities during college impact their ability to graduate and land employment and/or graduate school?

2. How does this research question relate to the [mission and vision](#) of C2C?

This would contain data providing important insight into milestones that influence student success outcomes, allowing students and families to make the most informed decisions about their pathways and what opportunities to seek out during the college experience. This aligns with the C2C mission to expand access to data and tools that help Californians navigate the education to employment pipeline.

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

1.) Internship data (i.e. did a student have one or more internships during college)?  
2.) Credit-bearing career course data (i.e. did a student participate in a career course during college)?  
3.) First-destination data (i.e. what is a student's first role upon leaving their postsecondary program)?

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

These data elements are not currently included.

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?

While the P20W data system includes some related elements (for example, whether a student completed a career and technical education course while enrolled in K-12 and whether a student participated in an apprenticeship program) there are no similar data elements included for postsecondary data. There is currently nothing included about student internship data or credit-bearing career courses in college, and the postsecondary data elements lack any focus on career-accelerating experiences a student may have had access to during their higher education journey.

Similarly, the post-college data elements look at wages, industry of employment, and high-demand occupation status, but lack a real indicator of whether a student is landing in employment and/or graduate school within six months of graduation. Including the National Association of Colleges and Employer's (NACE) first destination survey data in the system would provide a more complete picture of students' post-college outcomes. This data set looks at each year's graduating class and determines what percent are employed full-time and/or enrolled in graduate school six months after graduation. It also breaks the data down by program/major and across all levels of postsecondary (Associate, Bachelor's, Master's, and Doctorate). The data set also includes earnings and bonus data.

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.

As described above, the most similar data look at completion of a career and technical education course in K-12 or an apprenticeship program post-K-12. While these are career-accelerating experiences, they are different experiences and occur at a distinctly separate part of the education-to-employment pipeline. They do not allow consumers or researchers to fully address the above research question.

Similarly, wage data does not necessarily provide a complete picture of whether a student's postsecondary experience bettered their economic

outcomes or allowed them to obtain a strong first opportunity post-degree attainment. NACE's First-Destination Survey data would allow for a more complete picture of post-college outcomes.

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.)

The data elements being proposed do not overlap with data elements in the current repository or included in previous 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.

Some of these data elements are currently being collected by various institutional systems in the state. We have listed the entities below, but propose that the Cradle-to-Career system would eventually become the central repository for this data.

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.

The first entity that collects information on internship and career outcomes are the California Community Colleges. The Chancellor's Office collects and reports information on student enrollment, progress, success, employment outcomes and earnings for all community college pathways. The information is presented on their [LaunchBoard](#), which is hosted by Cal-PASS Plus. The source for many of these metrics is the Chancellor's Office Management Information System, but they also draw from sources such as the CSU/UC Cohort Match, the National Student Clearinghouse, and the Employment Development Department Unemployment Insurance Dataset. This data includes whether or not a student become employed, transferred to a four-year institution, has a job closely related to their field of study, and a program's median annual earnings.

At the four-year institution level, the University of California system collects first job outcomes and internship experience through their [UC Undergraduate Experience Survey](#) (UCUES). UCUES is administered to all nine UC campus and all information is self-reported by students. In 2022, the UCUES was administered to 220,000 students with 52,000 respondents after five months. Student responses can also be disaggregated by student-level characteristics such as Pell Grant status, gender, first-generation status, ethnicity, etc. Of note, the UC survey includes questions about internship and service learning, asking “have you completed or are you completing a credit bearing or non-credit bearing internship, practicum, or field experience.” This data is able to be disaggregated by student characteristic as well, and has been reported out every other year since 2016 (see [here](#)).

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

Outside of the current UC survey above, we were not able to locate data collection efforts on internship data for any CCs or CSUs. We were also not able to locate any existing metrics or data collection as to whether a student completed an academic, credit-bearing career course while enrolled in their postsecondary program. We would propose adding existing internship survey data into the C2C system, and studying the feasibility of CCs, CSUs, and UCs adding questions about internship completion and career course completion into their existing student surveys so that this data could be included in the state system. It is possible that some of this data is being collected but not publicly reported, which could be identified by a feasibility study.

We would also propose that NACE's First-Destination Survey (or whatever current collection system each institution uses) be included in the Cradle-to-Career Data System. 344 schools annually submit their data into this system, including private universities (Gold Gate, Claremont McKenna College, Pitzer College, Scripps College, University of San Diego, University of Southern California, Azusa Pacific University, University of La Verne, and Westmont College), four UC campuses (University of California-Berkeley; University of California- Riverside; University of California- Santa Barbara; and University of California- Santa Cruz), and four CSUs (San Jose State University, CSU-Stanislaus, CSU-Fullerton, and California Polytechnic State University- San Luis Obispo). At a minimum, the data that these eight institutions are already collecting and reporting to NACE could be included in the system.

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.

Internship data, career course data, and first-destination survey data would ideally be collected individually through student survey but reported out in the aggregate. We would propose this data be institution level, system level, and ideally program level, with the ability to disaggregate by key student characteristics.

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.

In an ideal world, this data would be included in dashboards, query builders, and in research request tools. This would help students/families, institutions, community organizations, and funders (public and private) make smart choices and investments into the inputs that are leading to strong outputs.

At Braven, our internal data suggests that internships are crucial to landing a strong first job post college, and that they support higher earnings. We also know that low-income and first-generation college students are far less likely to have internships in college, and particularly to have paid, career-aligned internship experiences, which impacts their ability to see a strong return-on-investment of their postsecondary degree. To demonstrate the importance of this metric, we have seen that Braven Fellows with internship experiences in undergrad show a 21 percentage point uplift in quality job attainment over students with no internship experience during college (70 percent vs 49 percent). We also see large gains in strong job attainment and earnings as a result of undergraduate academic career courses taken during a students' college coursework. Including these data elements would 1. Demonstrate whether access to these career-accelerating experiences move the needle on outcomes and 2. Incentivize institutions to prioritize these experiences for students if so, closing equity gaps over time.