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

<u>Instructions</u>:

Per the <u>Governance Manual</u> 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.

<u>Name</u>:

> EdTrust-West and Californians Together

<u>Proposal Title</u>: *no more than 50 characters*

> Weaving Disaggregated Multilingual Learner Data into C2C

<u>Type of Proposal[1]</u>:

- 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.

<u>Section One: Changes to Practical Tools</u>

1. What is the nature of the gap regarding access to actionable information?

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[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 Dual Language Learner (DLL), long-term English learner (LTEL) status, Newcomer, Dually identified English Learners, and At-risk English learner (ARLTEL) status correlate with academic performance throughout a student's educational journey, from early learning and care to high school graduation?
- How does long-term English learner (LTEL) status impact post-secondary education enrollment completion rates, employment prospects, and overall socio-economic outcomes?
- What are the educational trajectories of at-risk, dually identified English Learners, and long-term English learners (LTELs) compared to other student populations, such as reclassified fluent English proficient (RFEP) or non-English learners? Specifically, what are the differential outcomes

between different EL types, including LTELs in K-12, postsecondary, and workforce?
- Where are there concentrations of DLLs, ARELs, Newcomers, and LTELs across the state?
- For dually identified ARLTELs and LTELs what disabilities trigger special education identification?
- What services and differentiated instruction are provided to ARLTELs and LTELs?
- For English learners who are identified within Specific Learning Disabilities, what disability led to the identification?
- What are the enrollment procedures for older newcomer students?
- What language approaches are provided to Dual Language Learners?
- In what program models are ELs enrolled?

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

The educational experiences and outcomes among multilingual learners in California's educational systems differ, with some students being supported to develop English proficiency and others remaining as English learners for extended periods of time. Data on outcome metrics like math and English Language arts proficiency reveal disparities between students who are designated as Long-Term English Learners and their peers who are reclassified as English proficient, and newly disaggregated data on students at-risk of becoming long-term ELs will likely shed additional light on nuanced educational needs and experiences. With this in mind, these research questions included in this proposal relating to including additional information on students' EL status beyond what is currently planned for inclusion in the P20W data system) directly support C2C's mission to serve as a source of actionable data on educational outcomes. These questions and classifications also support C2C's vision of providing insights into critical milestones on students' educational trajectory. The ability to trace the educational trajectory of students designated as any of the above classification, both preceding and following their assumption of said designations, can equip educators and policymakers with information needed to better support multilingual learners to reach their full potential.

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

> - Long-term English learner (LTEL) classification
> - At-risk English learner classification (ARLTEL)
> - Newcomers
> - Dual Language Learners (DLLs)
> - Dually Identified (ELs with IEPs)

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

> The data system currently only includes:
> (see website: Childhood English Language Learner - California Cradle-to-Career Data System | C2C)
> Display Options
> - Never an English language learner
> - Assessed and determined to be proficient in English
> - English language learner
> - English language learner who became proficient
> - Not Reported
>
> Available Years
> - Early learning and care data: 2009-10
> - K-12 data: N/A
> - Postsecondary data: N/A
>
> Time Frame
> - If ever: Any time up to and including the selected academic year
> - School Year: July 1 – June 30
>
> Geography/Locale
> - Display level selected (such as institution, region, statewide)

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?

> Yes, LTEL status and At-risk EL status can be derived and integrated into C2C in two ways:

- Calculated by the number of years a student has been reported as an English learner in the school system (LTEL=6 or more years; AREL=4-5 years) and adding two classifications for these two subgroups
- Integrated directly from CDE's available EL-status data and adding two additional classifications for these two subgroups

Newcomer, Dual Language Learner, and Dually Identified ELs:
- Newcomers and Dual Language Learners now have been defined and data will be available in 2025
- Dually identified for IEPs has been collected by CDE as well.

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.

Currently, the P20W data point included is "English language learner" followed by a "Time Frame" that is defined as "If ever: Any time up to and including the selected academic year" which may include the number of years that a student has been designated as an English learner. However, these two elements may not be sufficient in answering the proposed research questions if the two elements are not included in the dashboards and tools to fully answer LTEL, ARLTEL, DLL, etc. specific questions.

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.)

No

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, this data is housed within CDE. Additionally, classifications for DLLs will be collected and housed by DSS.

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.

> - CDE collects and houses At-Risk and LTEL data. In 2022, Governor Newsome also signed AB 1868 (2022) which required CDE to report disaggregated standardized test scores in English language arts, math, and science for different subgroups of ELs, including long-term English learners (LTELs), those at risk of becoming long-term English learners, current ELs, and ELs that have been reclassified. It also required the department to report how many English learners have been dual-identified as having a disability.
> - "At-Risk" and Long-Term English Learners (LTEL)
> - 2015-16 school year
> - AB 714 (2023) requires the identification of newcomers
> - AB 393 (2023) requires the identification of DLLs
>
> See: At-Risk and Long-Term English Learners (LTEL) by Grade (ca.gov)

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

> For dual language learners, DSS may best positioned to collect this data during the built out of the Early Childhood Integrated Data System (ECIDS).

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.

- Individual-level (Student characteristic)
- Individual School, District, County, State

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 data elements (LTEL, At-risk LTEL, newcomer, DLL and dually identified status) could be displayed as data points and disaggregation options in the Student Pathways Diagram, dashboards, query builder, and the research request tool.