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

Date Report Issued: July 1, 2025

Attention: Members of Data and Tools and Community Engagement Advisory Boards

Subject: **2025 Advisory Board Proposal Process (Agenda Item Three)**

Staff Contact: Ryan Estrellado, Director of Data Programs and Marykate Cruz Jones, Chief of Strategic Initiatives and Partnerships

At this meeting, the members of the Data and Tools Advisory Board (DTAB) and Community Engagement Advisory Board (CEAB) will have the opportunity to receive a high-level overview of the 2025-2026 Advisory Board proposal process, including an update on the P20W data system and a question and answer session with data providers.

Requested Action:

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

Background:

Education Code 10865 (b)(1) established two Advisory Boards to provide input and feedback to the Governing Board on topics as follows:

(A) The DTAB with responsibility for examining "whether the data system is providing actionable information and identifying ways to improve access to that information."

(B) The CEAB with responsibility for examining "whether the managing entity is creating strong feedback loops with data users, supporting evidence-based decision-making and analytical capacity, and ensuring equitable access to actionable information."

DTAB Proposal Process:

The DTAB can address a significant gap via the proposal process by recommending:

1. Changes to the data request process;
2. Changes to tools such as dashboards or operational tools for students;
3. Additional data points to the P20W Data System (Governance Manual, page 32).

As specified in the Governance Manual, the Advisory Board recommendation process begins "with the opportunity for members of the public to submit their recommendations via the Cradle-to-Career Data (C2C) Proposal Form each year by May" (page 33). In total, the Office of Cradle-to-Career Data (Office) received five public proposal submissions for the DTAB. All proposals are housed in the proposal repository which can be found on the C2C website. These proposals can also be found in Attachments B, Attachment C, Attachment D, Attachment E, and Attachment F.

The Governance Manual also specifies that "the Summer meeting of the two Advisory Boards is typically a joint 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" (page 33). At the July 11 Joint Advisory Boards meeting, members will have a public space for a question and answer session with subject matter experts from the data providers. To assist Advisory Board members prepare for the question and answer session and member proposal season, the Office has created a revised list of data points and high level descriptions. This resource can be found in Attachment A and can be accessed on the C2C website.

Next Steps for DTAB Members:

The Governance Manual specifies, now that the public submission window has closed, next step options for DTAB members include:

1. Submit their own proposal form;
2. Submit a joint proposal form with no more than five DTAB members;

3. Sponsor a proposal form submitted by members of the public with no more than two DTAB members;
4. Further refine a proposal form submitted by member(s) of the public or a DTAB member from a previous year.

Each DTAB member may only be listed on one proposal. All proposal forms are due on Friday, August 22, 2025. The Office will post proposals submitted by DTAB members to the C2C website prior to the Friday, October 3, 2025 meeting. In preparation for that meeting, DTAB members will use the Proposal Rubric when reviewing the proposals to examine potential impact and alignment with the C2C vision, mission, and authority.

CEAB Proposal Process:

The CEAB can address a significant gap via a proposal process by recommending:

1. Ways to improve feedback loops with data users and ensure equitable access to actionable information;
2. Professional development and technical assistance models that foster evidence-based decision-making, strengthening analytical capacity to use available data tools, and enable end users to understand structure factors that influence outcomes;
3. Communication structures that ensure a broad range of Californians know about and are using the tools;
4. Additional tools that will address strategic objectives for the data system ([Governance Manual](#), page 36).

As noted above, the Advisory Board recommendation process begins with public submissions. The Office did not receive any public proposal submissions for the CEAB.

Next Steps for CEAB Members:

As mentioned previously, with the public submission window closed, the next step options for CEAB members include:

1. Submit their own proposal form;
2. Submit a joint proposal form with no more than five CEAB members;
3. Further refine a proposal form submitted by a CEAB member from a previous year.

Each CEAB member may be listed on only one proposal. All proposal forms are due from members on Friday, September 12, 2025. The Office will post proposals submitted by CEAB members to the C2C website prior to the Friday, October 24, 2025 meeting. In preparation for that meeting, CEAB members will use the Proposal Rubric when reviewing the proposals to examine potential impact and alignment with the C2C vision, mission, and authority.

Discussion for the Joint Advisory Boards Meeting:

This agenda item will be broken up into three sections for member deliberation. Questions to consider for discussion include:

Section One: Data Provider Question and Answer Session

❖ Do you need more clarity on any of the data points?
❖ Is there any additional information needed that would be helpful to access through C2C?

Section Two: Public Proposal Discussion Session

❖ Which public proposal submissions are most feasible and have the highest potential impact?
❖ Reflecting on the public proposals submitted, are there any potential risks or drawbacks that need to be considered?

Section Three: Member Proposal Discussion Session

❖ What type of member proposal would be most valuable to advance C2C's mission and vision and meet the needs of California's diverse communities?
❖ What gaps have you observed that can be addressed with a member proposal?

- ❖ What type of member proposal would be the most impactful in the short or long term and what would be the ideal intended outcome?

Fall Advisory Boards Meetings:
At the Fall Advisory Board meeting, each member (or team of members) will present their proposal, followed by member deliberation on all proposals. The Governing Board liaison to the Advisory Board will attend the Fall meeting to learn from the discussion.

Fall Meeting Discussion Questions:
As members draft proposals for submission, members should reflect on the following questions which will be discussed at the Fall meeting:
- ❖ Are member proposals focused on the priorities that meet the needs of the constituency you represent?
- ❖ In what ways do member proposals complement or contrast each other?
- ❖ Do member proposals fit into the overall mission and vision of C2C?
- ❖ How would member proposals fit into the C2C workplan?

Future Advisory Board Meeting Milestones:
The Governance Manual specifies that after the Fall Advisory Board meetings:
- ❖ The Office will conduct a light-touch feasibility study of the proposals;
- ❖ Proposal authors may update or clarify their ideas in response to the Office's feasibility study; and
- ❖ Two Advisory Board members will work with the Governing Board liaison to the Advisory Board to draft a report that links to all proposals members submitted, summarizes the discussion from the Fall meeting, and includes the Office's light-touch feasibility write ups.

Data Providers

CODE	NAME
BPPE	Bureau for Private Postsecondary Education
CCC	California Community Colleges
CDE (K12)	California Department of Education
CSAC	California Student Aid Commission
CSU	California State University
CTC	Commission on Teacher Credentialing
CWDB	California Workforce Development Board
DDS	Department of Developmental Services
DHCS	California Department of Health Care Services
DIR	Department of Industrial Relations
DSS	Department of Social Services
EDD	Employment Development Department
CDE (ELC)	Early Learning and Care
ETP	Employment Training Panel
IND	Independent Institutions of Higher Education
SIB	ScholarShare Investment Board
UC	University of California

Data Element	Data Provider	Domain	Description	Note
Enrolled in college	BPPE	Postsecondary Experiences	Whether the individual enrolled in college	
Institution attended	BPPE	Postsecondary Experiences	The postsecondary institution the individual attended	
Declared four-year major	BPPE	Postsecondary Experiences	The individual's declared major at a four-year institution	
Earned a postsecondary award	BPPE	Postsecondary Experiences	Whether the individual completed a postsecondary award, including a noncredit certificate, credit certificate, associate degree, bachelor's degree, or post baccalaureate degree	
Type of private college award	BPPE	Postsecondary Experiences	The type of award earned by the individual at private California colleges	
Type of four-year award	BPPE	Postsecondary Experiences	The type of degree earned by the individual at four-year institutions	
Postsecondary award discipline	BPPE	Postsecondary Experiences	The subject matter in which the individual earned a postsecondary award	
Amount of debt	BPPE	Postsecondary Financial Aid Experiences	The amount of cumulative debt	
Postsecondary address	BPPE	Postsecondary Institutions	The address of the postsecondary institution	
Postsecondary name	BPPE	Postsecondary Institutions	The name of the postsecondary institution	
Applied to college	CCC	Postsecondary Experiences	Whether the individual applied to college	
Application term	CCC	Postsecondary Experiences	The first academic term the individual applied to college within an academic year	
Enrolled in college	CCC	Postsecondary Experiences	Whether the individual enrolled in college	
Enrolled in college from out-of-state	CCC	Postsecondary Experiences	Whether the individual enrolled in college from outside California	
Term of enrollment	CCC	Postsecondary Experiences	The first academic term the individual enrolled in college within an academic year	
Institution attended	CCC	Postsecondary Experiences	The postsecondary institution the individual attended	
Type of first-time enrollment	CCC	Postsecondary Experiences	The individual's status when first enrolled in postsecondary education	
Community college educational goal	CCC	Postsecondary Experiences	The individual's educational goal in community college	
Retained from fall to spring in postsecondary	CCC	Postsecondary Experiences	Whether the individual who enrolled in the fall term returned in the spring term	
Number of units completed per year in postsecondary	CCC	Postsecondary Experiences	The number of credit-bearing units completed by the individual in an academic year	
Number of transferable units completed per year at community college	CCC	Postsecondary Experiences	The number of transferable units completed by the individual in an academic year	
Enrolled in a community college basic skills English course	CCC	Postsecondary Experiences	Whether the individual enrolled in a community college English or reading course that was below transfer level	
Enrolled in a community college basic skills math course	CCC	Postsecondary Experiences	Whether the individual enrolled in a community college math course that was below transfer level	
Completed transfer-level English in first year of community college	CCC	Postsecondary Experiences	Whether the individual completed a transferrable English course in their first year of community college	
Completed transfer-level math in first year of community college	CCC	Postsecondary Experiences	Whether the individual completed a transferable math course in their first year of community college	
Enrolled in a community college ESL course	CCC	Postsecondary Experiences	Whether the individual enrolled in an English as a Second Language course in community college	
Subject matter of ESL course in community college	CCC	Postsecondary Experiences	The type of English as a Second Language course taken in community college	
Postsecondary part-time enrollment status	CCC	Postsecondary Experiences	Whether the individual enrolled in college part time	
Completed a postsecondary distance education course	CCC	Postsecondary Experiences	The degree to which the individual completed postsecondary courses while being separated from the instructor and interacted via internet, satellite, wireless communication, audio conference, or video conferencing	
Returned for second year in postsecondary	CCC	Postsecondary Experiences	Whether the individual who started in the fall enrolled in the subsequent fall	

Data Element	Data Provider	Domain	Description	Note
Declared two-year major	CCC	Postsecondary Experiences	The individual's declared major at a two-year institution	
Transfer preparation level (community colleges only)	CCC	Postsecondary Experiences	The community college student's level of preparation to transfer to a four-year institution	
Earned a postsecondary award	CCC	Postsecondary Experiences	Whether the individual completed a postsecondary award, including a noncredit certificate, credit certificate, associate degree, bachelor's degree, or post baccalaureate degree	
Type of community college award	CCC	Postsecondary Experiences	The type of award earned by the individual at community colleges	
Postsecondary award discipline	CCC	Postsecondary Experiences	The subject matter in which the individual earned a postsecondary award	
Applied for financial aid	CCC	Postsecondary Financial Aid Experiences	Whether the individual applied for aid	
Approved for state financial aid	CCC	Postsecondary Financial Aid Experiences	Whether the individual was approved for state financial aid	
Received financial aid	CCC	Postsecondary Financial Aid Experiences	Whether the individual received financial aid	
Amount of financial aid	CCC	Postsecondary Financial Aid Experiences	The amount of aid the individual received	
Type of financial aid	CCC	Postsecondary Financial Aid Experiences	The type of financial aid the individual received	
Amount of debt	CCC	Postsecondary Financial Aid Experiences	The amount of cumulative debt	
Race/ethnicity	CCC	Student Characteristics	The individual's race/ethnicity	
Sex/gender	CCC	Student Characteristics	The individual's sex/gender	
Lesbian, Gay, Bisexual, Transgender (LGBT) status	CCC	Student Characteristics	Whether the individual is lesbian, gay, bisexual, or transgender	
Parental education level	CCC	Student Characteristics	The highest education level of the individual's parents or guardians	
Homeless status	CCC	Student Characteristics	Whether the individual was identified as homeless	
Postsecondary students receiving disability services	CCC	Student Characteristics	Whether the individual was receiving disability services while in postsecondary education	
Military status	CCC	Student Characteristics	The military status of the individual	
Postsecondary identification code	CCC	Postsecondary Institutions	The code that uniquely identifies the postsecondary institution	
Postsecondary address	CCC	Postsecondary Institutions	The address of the postsecondary institution	
Postsecondary name	CCC	Postsecondary Institutions	The name of the postsecondary institution	
Community college district	CCC	Postsecondary Institutions	The district for the community college	
Enrollment characteristics at postsecondary institutions	CCC	Postsecondary Institutions	The ratio of student enrollment types within the postsecondary institution	
Institution participates in a College Promise program	CCC	Postsecondary Institutions	Whether the institution waives some or all tuition and fees for some students	
Early learning and care entry age	CDE (ELC)	Early Education Experiences	The individual's age when first enrolled in a subsidized early learning and care program	
Early learning and care duration of enrollment	CDE (ELC)	Early Education Experiences	The number of months during a year the individual was enrolled in a subsidized early learning and care program	
Early learning and care half day status	CDE (ELC)	Early Education Experiences	Whether the individual was enrolled half day in a subsidized early learning and care program	
Early Learning and Care Desired Results Developmental Profile Scores (kindergarten readiness)	CDE (ELC)	Early Education Experiences	The individual's Desired Results Developmental Profile scores	
Race/ethnicity	CDE (ELC)	Student Characteristics	The individual's race/ethnicity	
Sex/gender	CDE (ELC)	Student Characteristics	The individual's sex/gender	

Data Element	Data Provider	Domain	Description	Note
Early learning and care family income level	CDE (ELC)	Student Characteristics	Whether family income is greater than 75 percent of the state median income level for children in subsidized early learning and care	
Homeless status	CDE (ELC)	Student Characteristics	Whether the individual was identified as homeless	
Child with a disability (includes IEP status)	CDE (ELC)	Student Characteristics	Whether the individual had a disability while in early learning and care or K-12	
Childhood migrant education program participant	CDE (ELC)	Student Characteristics	Whether the individual participated in a migrant education program as a child	
Early learning and care primary language	CDE (ELC)	Student Characteristics	The primary language spoken by a child when enrolled in subsidized early learning and care	
Childhood English language learner	CDE (ELC)	Student Characteristics	Whether the individual was an English language learner as a child	
Pre-K offered	CDE (ELC)	K-12 Institutions	Whether the K-12 institution offered Pre-K in a given year	
Institution attended	CDE (K-12)	K-12 Experiences	The K-12 education institution the individual attended	
Participated in a transitional kindergarten program	CDE (K-12)	K-12 Experiences	Whether the individual participated in a transitional kindergarten program	
K-12 grade level	CDE (K-12)	K-12 Experiences	The grade in which the individual was enrolled in K-12 education	
K-12 chronically absent	CDE (K-12)	K-12 Experiences	Whether the individual was chronically absent	
K-12 expected days of attendance	CDE (K-12)	K-12 Experiences	The expected number of days the individual was scheduled to attend school within an academic year	
K-12 actual days of attendance	CDE (K-12)	K-12 Experiences	The number of days the individual attended school within an academic year	
Third grade assessment level - ELA	CDE (K-12)	K-12 Experiences	The individual's third grade assessment level for English Language Arts/Literacy	
Third grade assessment level - math	CDE (K-12)	K-12 Experiences	The individual's third grade assessment level for math	
Fifth grade assessment level - ELA	CDE (K-12)	K-12 Experiences	The individual's fifth grade assessment level for English Language Arts/Literacy	
Fifth grade assessment level - math	CDE (K-12)	K-12 Experiences	The individual's fifth grade assessment level for math	
Eighth grade assessment level - ELA	CDE (K-12)	K-12 Experiences	The individual's eighth grade assessment level for English Language Arts/Literacy	
Eighth grade assessment level - math	CDE (K-12)	K-12 Experiences	The individual's eighth grade assessment level for math	
Eleventh grade assessment level - ELA	CDE (K-12)	K-12 Experiences	The individual's eleventh grade assessment level for English Language Arts/Literacy	
Eleventh grade assessment level - math	CDE (K-12)	K-12 Experiences	The individual's eleventh grade assessment level for math	
Elementary science assessment score	CDE (K-12)	K-12 Experiences	The individual's science assessment scores related to achievement in grades K-5	
Middle school science assessment score	CDE (K-12)	K-12 Experiences	The individual's science assessment scores related to achievement in grades 6-8	
High school science assessment score	CDE (K-12)	K-12 Experiences	The individual's science assessment scores related to achievement in grades 9-12	
English Language Proficiency Assessments for California	CDE (K-12)	K-12 Experiences	The individual's assessment level for English Language Proficiency Assessments for California (ELPAC)	
Sixth grade math course	CDE (K-12)	K-12 Experiences	The math course taken by the individual in the sixth grade	
Eighth grade math course	CDE (K-12)	K-12 Experiences	The math course taken by the individual in the eighth grade	
Ninth grade math course	CDE (K-12)	K-12 Experiences	The math course taken by the individual in the ninth grade	
Number of math courses completed in high school	CDE (K-12)	K-12 Experiences	The number of years of math completed by the individual in grades 9-12	
Highest K-12 math course completed	CDE (K-12)	K-12 Experiences	The highest math course completed by the individual during high school	
Completed a K-12 Advancement Via Individual Determination course	CDE (K-12)	K-12 Experiences	Whether the individual completed an Advancement Via Individual Determination (AVID) course	
Completed a K-12 Advanced Placement course	CDE (K-12)	K-12 Experiences	The number of AP courses completed by the individual in high school	

Data Element	Data Provider	Domain	Description	Note
Completed a K-12 International Baccalaureate Course	CDE (K-12)	K-12 Experiences	The number of International Baccalaureate (IB) courses completed by the individual	
Completed a K-12 career and technical education course	CDE (K-12)	K-12 Experiences	The number of K-12 CTE courses completed by the individual	
Completed a K-12 career and technical education pathway	CDE (K-12)	K-12 Experiences	Whether the individual completed a K-12 CTE pathway	
K-12 career and technical education concentrator	CDE (K-12)	K-12 Experiences	Whether the individual took the majority of secondary school courses in a CTE pathway	
K-12 career and technical education pathway	CDE (K-12)	K-12 Experiences	The type of K-12 CTE pathway completed by the individual	
Completed a K-12 work-based learning program	CDE (K-12)	K-12 Experiences	The type of work-based learning program completed by the individual while in K-12	Code values and data collection processes changed in the 2020-2021 year; data submitted will be from 2020-2021 and on.
Completed a K-12 distance learning course	CDE (K-12)	K-12 Experiences	Whether the individual completed a distance learning course while in K-12	
Met a-g course eligibility requirements	CDE (K-12)	K-12 Experiences	Whether the individual passed the pattern of courses required for CSU and UC eligibility	
Completed a college course while in high school	CDE (K-12)	K-12 Experiences	Whether the individual completed a college course while enrolled in high school	
Completed a leadership/military science course	CDE (K-12)	K-12 Experiences	The individual's status in completing leadership/military science courses	
Earned the State Seal of Biliteracy	CDE (K-12)	K-12 Experiences	Whether the individual earned the State Seal of Biliteracy	Only available beginning in 2017-18 AY and on, as such this field may be null for prior academic years.
ACT English score	CDE (K-12)	K-12 Experiences	The individual's English score on the standardized ACT test	
ACT math score	CDE (K-12)	K-12 Experiences	The individual's math score on the standardized ACT test	
ACT reading score	CDE (K-12)	K-12 Experiences	The individual's reading score on the standardized ACT test	
ACT science score	CDE (K-12)	K-12 Experiences	The individual's science score on the standardized ACT test	
SAT reading and writing score	CDE (K-12)	K-12 Experiences	The individual's evidence-based reading and writing score on the SAT test	
SAT math score	CDE (K-12)	K-12 Experiences	The individual's math score on the SAT test	
Advanced Placement score	CDE (K-12)	K-12 Experiences	Whether the individual took and passed the AP exams	
International Baccalaureate score	CDE (K-12)	K-12 Experiences	Whether the individual took and passed the International Baccalaureate exams	
K-12 individual College and Career Indicator level	CDE (K-12)	K-12 Experiences	The degree to which the individual was prepared for college/career when completing high school	
Completed high school	CDE (K-12)	K-12 Experiences	The individual's high school completion status	Derived from exit_code and completion_status
Race/ethnicity	CDE (K-12)	Student Characteristics	The individual's race/ethnicity	
Sex/gender	CDE (K-12)	Student Characteristics	The individual's sex/gender	
K-12 socioeconomically disadvantaged status	CDE (K-12)	Student Characteristics	Whether the individual was socioeconomically disadvantaged while in K-12	
Homeless status	CDE (K-12)	Student Characteristics	Whether the individual was identified as homeless	
Child with a disability (includes IEP status)	CDE (K-12)	Student Characteristics	Whether the individual had a disability while in early learning and care or K-12	
Childhood migrant education program participant	CDE (K-12)	Student Characteristics	Whether the individual participated in a migrant education program as a child	
Childhood English language learner	CDE (K-12)	Student Characteristics	Whether the individual was an English language learner as a child	
Academic year	CDE (K-12)	Teacher Variables	The period in which school is in regular session	
District	CDE (K-12)	Teacher Variables	The school district that manages the public schools in a particular area	

Data Element	Data Provider	Domain	Description	Note
Staff employment start date	CDE (K-12)	Teacher Variables	The date the teacher started working for a California public school	
Staff employment end date	CDE (K-12)	Teacher Variables	The date the teacher stopped working for a California public school	
Staff service years LEA (local educational agency)	CDE (K-12)	Teacher Variables	The number of years the teacher worked at a specific local educational agency	
Staff service years total	CDE (K-12)	Teacher Variables	The total number of years the teacher worked at the California public school system	
School of assignment/delivery	CDE (K-12)	Teacher Variables	The school where the teacher currently works	
Staff job classification code	CDE (K-12)	Teacher Variables	The position that the teacher currently holds	
Staff job classification full-time equivalent (FTE) percentage	CDE (K-12)	Teacher Variables	The percentage of time the teacher is working in a particular position	
CRS-State course code	CDE (K-12)	Teacher Variables	The coded value representing a state-level coding structure used to group a number of local-level course descriptions by major subject areas	
CRS-Local course ID	CDE (K-12)	Teacher Variables	The unique identifier assigned to a course by a local educational agency	
CRS-Course name	CDE (K-12)	Teacher Variables	The formal name of the course as established by a school or a local educational agency	
Course section ID	CDE (K-12)	Teacher Variables	The unique identifier tracking different sections of the same course as assigned by a local educational agency	
School identification code	CDE (K-12)	K-12 Institutions	The code that uniquely identifies the K-12 education institution	
School address	CDE (K-12)	K-12 Institutions	The address of the K-12 institution	
School name	CDE (K-12)	K-12 Institutions	The name of the K-12 institution	
District name	CDE (K-12)	K-12 Institutions	The name of the K-12 school district	
School type	CDE (K-12)	K-12 Institutions	The type of the K-12 institution	
District type	CDE (K-12)	K-12 Institutions	The District Ownership Code used to identify the category of the Administrative Authority	
Charter status	CDE (K-12)	K-12 Institutions	Whether the K-12 institution is a charter school	
All-online status	CDE (K-12)	K-12 Institutions	The type of virtual instruction offered by the K-12 institution	
Kindergarten offerings	CDE (K-12)	K-12 Institutions	The types of kindergarten programs offered by the K-12 institution	
School suspension rate	CDE (K-12)	K-12 Institutions	The percentage of students who were suspended for a full day	
LEA four-year adjusted cohort graduation rate	CDE (K-12)	K-12 Institutions	The number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class	
Average class size by grade	CDE (K-12)	K-12 Institutions	Total course section enrollment divided by the number of classes for each grade level	
Proportion of graduates meeting College/Career Indicator requirements	CDE (K-12)	K-12 Institutions	The percentage of students graduating with a status of "prepared" for college/career during an academic year	
CalWORKs status	CDSS	Social Service Experiences	Whether the individual ever participated in CalWORKS, a public assistance program that provides cash aid and services to eligible families that have a child or children in the home	
CalFresh status	CDSS	Social Service Experiences	Whether the individual ever participated in CalFresh, a nutrition program that helps households buy healthy foods	
Race/ethnicity	CDSS	Student Characteristics	The individual's race/ethnicity	
Sex/gender	CDSS	Student Characteristics	The individual's sex/gender	
Foster youth	CDSS	Student Characteristics	Whether the individual was identified as a foster youth	
Child with a disability (includes IEP status)	CDSS	Student Characteristics	Whether the individual had a disability while in early learning and care or K-12	
Early learning and care primary language	CDSS	Student Characteristics	The primary language spoken by a child when enrolled in subsidized early learning and care	
Pre-K offered	CDSS	K-12 Institutions	Whether the K-12 institution offered Pre-K in a given year	

Data Element	Data Provider	Domain	Description	Note
Eligible for state financial aid	CSAC	Postsecondary Financial Aid Experiences	Whether the individual was eligible for state financial aid	
Applied for financial aid	CSAC	Postsecondary Financial Aid Experiences	Whether the individual applied for aid	
Approved for state financial aid	CSAC	Postsecondary Financial Aid Experiences	Whether the individual was approved for state financial aid	
Received financial aid	CSAC	Postsecondary Financial Aid Experiences	Whether the individual received financial aid	
Amount of financial aid	CSAC	Postsecondary Financial Aid Experiences	The amount of aid the individual received	
Type of financial aid	CSAC	Postsecondary Financial Aid Experiences	The type of financial aid the individual received	Code value of 6 (California Dream Act Service Incentive Grant) cannot be provided to C2C.
Financial aid dependency status	CSAC	Postsecondary Financial Aid Experiences	Whether the individual is dependent upon family for support	
Expected family contribution for all students who applied for aid	CSAC	Postsecondary Financial Aid Experiences	Among all individuals who applied for federal financial aid, the expected contribution from family members for one academic year	
Expected family contribution for financial aid recipients	CSAC	Postsecondary Financial Aid Experiences	Among all individuals who received federal financial aid, the expected contribution from family members for one academic year	
Income level	CSAC	Postsecondary Financial Aid Experiences	Annual earnings of parents of financially dependent individuals or of financially independent individuals in postsecondary education	This element will no longer be available starting 2024-2025, and will be null for future years.
Sex/gender	CSAC	Student Characteristics	The individual's sex/gender	
Parental education level	CSAC	Student Characteristics	The highest education level of the individual's parents or guardians	This element will no longer be available starting 2024-2025, and will be null for future years.
Homeless status	CSAC	Student Characteristics	Whether the individual was identified as homeless	
Military status	CSAC	Student Characteristics	The military status of the individual	The hierarchy is as follows: Active Duty > Active Reserves > National Guard > Veteran.
Applied to college	CSU	Postsecondary Experiences	Whether the individual applied to college	
Application term	CSU	Postsecondary Experiences	The first academic term the individual applied to college within an academic year	
Admitted to college	CSU	Postsecondary Experiences	Whether the individual was admitted to college	
Enrolled in college	CSU	Postsecondary Experiences	Whether the individual enrolled in college	
Enrolled in college from out-of-state	CSU	Postsecondary Experiences	Whether the individual enrolled in college from outside California	
Term of enrollment	CSU	Postsecondary Experiences	The first academic term the individual enrolled in college within an academic year	
Institution attended	CSU	Postsecondary Experiences	The postsecondary institution the individual attended	
Type of first-time enrollment	CSU	Postsecondary Experiences	The individual's status when first enrolled in postsecondary education	
Retained from fall to spring in postsecondary	CSU	Postsecondary Experiences	Whether the individual who enrolled in the fall term returned in the spring term	
Number of units completed per year in postsecondary	CSU	Postsecondary Experiences	The number of credit-bearing units completed by the individual in an academic year	
Postsecondary part-time enrollment status	CSU	Postsecondary Experiences	Whether the individual enrolled in college part time	
Completed a postsecondary distance education course	CSU	Postsecondary Experiences	The degree to which the individual completed postsecondary courses while being separated from the instructor and interacted via internet, satellite, wireless communication, audio conference, or video conferencing	

Data Element	Data Provider	Domain	Description	Note
Returned for second year in postsecondary	CSU	Postsecondary Experiences	Whether the individual who started in the fall enrolled in the subsequent fall	
Declared four-year major	CSU	Postsecondary Experiences	The individual's declared major at a four-year institution	
Applied to transfer to a four-year institution (community college students only)	CSU	Postsecondary Experiences	Whether the individual applied to transfer from a community college to a four-year institution	
Accepted for transfer to a four-year institution (community college students only)	CSU	Postsecondary Experiences	Whether the individual was accepted for transfer from a community college to a four-year institution after applying	
Earned a postsecondary award	CSU	Postsecondary Experiences	Whether the individual completed a postsecondary award, including a noncredit certificate, credit certificate, associate degree, bachelor's degree, or post baccalaureate degree	
Type of four-year award	CSU	Postsecondary Experiences	The type of degree earned by the individual at four-year institutions	
Postsecondary award discipline	CSU	Postsecondary Experiences	The subject matter in which the individual earned a postsecondary award	
Postsecondary graduate student status	CSU	Postsecondary Experiences	Whether the individual was a graduate student in postsecondary education	
Amount of financial aid	CSU	Postsecondary Financial Aid Experiences	The amount of aid the individual received	
Type of financial aid	CSU	Postsecondary Financial Aid Experiences	The type of financial aid the individual received	At this time there will be no values associated with Institutional Work-Study in the submitted dataset.
Race/ethnicity	CSU	Student Characteristics	The individual's race/ethnicity	
Sex/gender	CSU	Student Characteristics	The individual's sex/gender	
Parental education level	CSU	Student Characteristics	The highest education level of the individual's parents or guardians	
Military status	CSU	Student Characteristics	The military status of the individual	
Enrolled in a teaching credential program	CSU	Teacher Variables	Whether the individual was enrolled in a teaching credential program	
Enrolled in an administrator or counselor credential program	CSU	Teacher Variables	Whether the individual was enrolled in an administrator or counselor credential program	
Credential content code	CSU	Teacher Variables	The content code of the individual's credential	
Credential program type	CSU	Teacher Variables	The program type of the individual's credential	
Postsecondary identification code	CSU	Postsecondary Institutions	The code that uniquely identifies the postsecondary institution	
Postsecondary address	CSU	Postsecondary Institutions	The address of the postsecondary institution	
Postsecondary name	CSU	Postsecondary Institutions	The name of the postsecondary institution	
Enrollment characteristics at postsecondary institutions	CSU	Postsecondary Institutions	The ratio of student enrollment types within the postsecondary institution	
Institution participates in a College Promise program	CSU	Postsecondary Institutions	Whether the institution waives some or all tuition and fees for some students	
Title of credential (e.g., multiple subject teaching, education specialist)	CTC	Teacher Variables	The title of the individual's credential document	
Type of credential (e.g., preliminary, clear, intern)	CTC	Teacher Variables	The type of the individual's credential document	
Authorization	CTC	Teacher Variables	The authorization for the individual's credential document	
Subject area of credential	CTC	Teacher Variables	The subject area of the individual's credential document	
Means of demonstrating subject matter competence	CTC	Teacher Variables	The method by which the individual demonstrated subject matter competence for the credential document	
Status of credential (valid, pending, revoked)	CTC	Teacher Variables	The status of the individual's credential document	
Credential start date	CTC	Teacher Variables	The date of issuance for the individual's credential document	
Credential expiry date	CTC	Teacher Variables	The date of expiration for the individual's credential document	
Category of credential (e.g., first, renewal, new credential type)	CTC	Teacher Variables	The category of the individual's credential document	
Application status	CTC	Teacher Variables	The application status of the individual's credential document	

Data Element	Data Provider	Domain	Description	Note
Campus that recommended credential	CTC	Teacher Variables	The institution that recommends the credential document for the individual	
Race/ethnicity	CTC	Teacher Variables	The individual's race/ethnicity	
Gender	CTC	Teacher Variables	The individual's sex/gender	
Age Group	CWDB	Workforce Participant Characteristics	The age group of the workforce training participant	
Race	CWDB	Workforce Participant Characteristics	The workforce training participant's race	
Ethnicity	CWDB	Workforce Participant Characteristics	The workforce training participant's ethnicity	
Gender/Sex	CWDB	Workforce Participant Characteristics	The workforce training participant's gender/sex	
Disability	CWDB	Workforce Participant Characteristics	Whether the individual had a disability while participating in workforce training	
Veteran Status	CWDB	Workforce Participant Characteristics	The veteran status of the workforce training participant	
Sexual Orientation	CWDB	Workforce Participant Characteristics	The sexual orientation of the workforce training participant	
Participant Zip Code	CWDB	Workforce Participant Characteristics	The workforce training participant's zip code	
Education Level at Point of Enrollment	CWDB	Workforce Participant Characteristics	The workforce training participant's education level at point of enrollment	
Household/Family Size	CWDB	Workforce Participant Characteristics	The workforce training participant's household or family size	
Single Parent	CWDB	Workforce Participant Characteristics	Whether the workforce training participant is a single parent	
Foster Youth	CWDB	Workforce Participant Characteristics	Whether the workforce training participant was ever a foster youth	
Homeless Youth	CWDB	Workforce Participant Characteristics	Whether the workforce training participant was ever a homeless youth	
Justice involved	CWDB	Workforce Participant Characteristics	Whether the workforce training participant was ever justice involved	
Low income	CWDB	Workforce Participant Characteristics	Whether the workforce training participant is low income	
Service Type	CWDB	Workforce Training Experiences	The type of workforce training service the individual received	
Training Type	CWDB	Workforce Training Experiences	The type of workforce training the individual received	
Supportive Services Type	CWDB	Workforce Training Experiences	The type of supportive services the individual received	
Training Start Date	CWDB	Workforce Training Experiences	The date on which workforce training started	
Training End Date	CWDB	Workforce Training Experiences	The date on which workforce training ended	
Training Provider	CWDB	Workforce Training Experiences	The name of the provider of the workforce training	
Occupation for Training	CWDB	Workforce Training Experiences	The occupation for which an individual received training	
Training Completion	CWDB	Employment Variables	Whether the individual completed their workforce training	
Workforce Credential Attainment	CWDB	Employment Variables	Whether the individual attained a workforce credential	

Data Element	Data Provider	Domain	Description	Note
2nd Quarter Quarterly Earnings	CWDB	Employment Variables	The individual's earnings for the second quarter of a year.	
4th Quarter Quarterly Earnings	CWDB	Employment Variables	The individual's earnings for the fourth quarter of a year.	
Race/ethnicity	DDS	Student Characteristics	The individual's race/ethnicity	
Sex/gender	DDS	Student Characteristics	The individual's sex/gender	
Eligible for DDS services	DDS	Student Characteristics	Whether the individual is eligible to receive DDS services	
Enrollment status	DDS	Student Characteristics	The individual's enrollment status for DDS services	
Received Early Start services	DDS	Student Characteristics	Whether the individual received DDS's Early Start services	
Regional Center where services are received	DDS	Student Characteristics	The Regional Center where the individual receives DDS services	
Types of diagnosed developmental disability	DDS	Student Characteristics	The types of the individual's diagnosed developmental disability	
Individuals with increased levels of support	DDS	Student Characteristics	Whether the individual has a developmental disability that requires increased levels of support	This variable will encompass data on consumers communication needs and daily life needs
Age at entry into first DDS service	DDS	Student Characteristics	The individual's age when first entering into DDS services	
Enrolled in DDS services at a later age	DDS	Student Characteristics	Whether the individual entered into DDS services at a later age	
Sex at birth	DDS	Student Characteristics	The individual's sex at birth	
Primary language spoken at home	DDS	Student Characteristics	The primary language spoken at the individual's home	
Medi-Cal status	DHCS	Social Service Experiences	Whether the individual ever participated in Medi-Cal, California's Medicaid health care program	
Race/ethnicity	DHCS	Student Characteristics	The individual's race/ethnicity	
Sex/gender	DHCS	Student Characteristics	The individual's sex/gender	
Homeless status	DHCS	Student Characteristics	Whether the individual was identified as homeless	
Child with a disability (includes IEP status)	DHCS	Student Characteristics	Whether the individual had a disability while in early learning and care or K-12	DSS can only provide ELC indicators, not K-12 indicators
Postsecondary students receiving disability services	DHCS	Student Characteristics	Whether the individual was receiving disability services while in postsecondary education	
Participated in an apprenticeship program	DIR	Workforce Training Experiences	Whether the individual participated in an apprenticeship program	
Retained in an apprenticeship program	DIR	Workforce Training Experiences	Whether the individual was retained in an apprenticeship program	
Earned apprenticeship journey status	DIR	Workforce Training Experiences	Whether the individual attained apprenticeship journey status	
Participated in an apprenticeship program	DIR	Workforce Training Experiences	Whether the individual participated in an apprenticeship program	
Retained in an apprenticeship program	DIR	Workforce Training Experiences	Whether the individual was retained in an apprenticeship program	
Earned apprenticeship journey status	DIR	Workforce Training Experiences	Whether the individual attained apprenticeship journey status	
Age Group	DIR	Workforce Participant Characteristics	The age group of the workforce training participant	
Race	DIR	Workforce Participant Characteristics	The workforce training participant's race	
Ethnicity	DIR	Workforce Participant Characteristics	The workforce training participant's ethnicity	
Gender/Sex	DIR	Workforce Participant Characteristics	The workforce training participant's gender/sex	
Disability	DIR	Workforce Participant Characteristics	Whether the individual had a disability while participating in workforce training	
Veteran Status	DIR	Workforce Participant Characteristics	The veteran status of the workforce training participant	

Data Element	Data Provider	Domain	Description	Note
Sexual Orientation	DIR	Workforce Participant Characteristics	The sexual orientation of the workforce training participant	
Participant Zip Code	DIR	Workforce Participant Characteristics	The workforce training participant's zip code	
Employer Zip Code	DIR	Workforce Participant Characteristics	The workforce training participant's employer's zip code	
Education Level at Point of Enrollment	DIR	Workforce Participant Characteristics	The workforce training participant's education level at point of enrollment	
Household/Family Size	DIR	Workforce Participant Characteristics	The workforce training participant's household or family size	
Foster Youth	DIR	Workforce Participant Characteristics	Whether the workforce training participant was ever a foster youth	
Homeless Youth	DIR	Workforce Participant Characteristics	Whether the workforce training participant was ever a homeless youth	
Service Type	DIR	Workforce Training Experiences	The type of workforce training service the individual received	
Training Type	DIR	Workforce Training Experiences	The type of workforce training the individual received	
Mode of Instruction	DIR	Workforce Training Experiences	The mode of the workforce training instruction	
Training Start Date	DIR	Workforce Training Experiences	The date on which workforce training started	
Training End Date	DIR	Workforce Training Experiences	The date on which workforce training ended	
Training Provider	DIR	Workforce Training Experiences	The name of the provider of the workforce training	
Zip Code for Training Provider	DIR	Workforce Training Experiences	The zip code of the provider of the workforce training	
Occupation for Training	DIR	Workforce Training Experiences	The occupation for which an individual received training	
Industry for Training	DIR	Workforce Training Experiences	The industry for which an individual received training	
Training Completion	DIR	Employment Variables	Whether the individual completed their workforce training	
Measurable Skill Gain	DIR	Employment Variables	Whether the individual demonstrated measurable skill gain	
Workforce Credential Attainment	DIR	Employment Variables	Whether the individual attained a workforce credential	
Employer	DIR	Employment Variables	The individual's employer	
2nd Quarter Occupation of Employment	DIR	Employment Variables	The individual's occupation during the second quarter of a year.	
4th Quarter Occupation of Employment	DIR	Employment Variables	The individual's occupation during the fourth quarter of a year.	
4th Quarter Industry for Employment	DIR	Employment Variables	The individual's industry for employment during the second quarter of a year.	
6th Quarter Industry for Employment	DIR	Employment Variables	The individual's industry for employment during the fourth quarter of a year.	
2nd Quarter Quarterly Earnings	DIR	Employment Variables	The individual's earnings for the second quarter of a year.	
4th Quarter Quarterly Earnings	DIR	Employment Variables	The individual's earnings for the fourth quarter of a year.	
Wage record	EDD	Employment Variables	The individual's earnings	
Industry of employment	EDD	Employment Variables	The industry sector in which the individual is employed	
High demand entry-level occupations	EDD	Employment Variables	The five occupations that require a high school diploma or less with the greatest number of projected job openings in the next decade	

Data Element	Data Provider	Domain	Description	Note
High demand middle skills occupations	EDD	Employment Variables	The five occupations that require more than a high school diploma but less than a bachelor's degree with the greatest number of projected job openings in the next decade	
High demand highly skilled occupations	EDD	Employment Variables	The five occupations that require a bachelor's or higher degree with the greatest number of projected job openings in the next decade	
Salaries for high demand entry-level occupations	EDD	Employment Variables	Median annual earnings associated with the five occupations requiring a high school diploma or less with the greatest number of projected job openings in the next decade	
Salaries for high demand middle skills occupations	EDD	Employment Variables	Median annual earnings associated with the five occupations requiring more than a high school diploma but less than a bachelor's degree with the greatest number of projected job openings in the next decade	
Salaries for high demand highly skilled occupations	EDD	Employment Variables	Median annual earnings associated with the five occupations requiring a bachelor's degree or higher with the greatest number of projected job openings in the next decade	
Age Group	EDD	Workforce Participant Characteristics	The age group of the workforce training participant	
Race	EDD	Workforce Participant Characteristics	The workforce training participant's race	
Ethnicity	EDD	Workforce Participant Characteristics	The workforce training participant's ethnicity	
Gender/Sex	EDD	Workforce Participant Characteristics	The workforce training participant's gender/sex	
Disability	EDD	Workforce Participant Characteristics	Whether the individual had a disability while participating in workforce training	
Veteran Status	EDD	Workforce Participant Characteristics	The veteran status of the workforce training participant	
Sexual Orientation	EDD	Workforce Participant Characteristics	The sexual orientation of the workforce training participant	
Participant Zip Code	EDD	Workforce Participant Characteristics	The workforce training participant's zip code	
Education Level at Point of Enrollment	EDD	Workforce Participant Characteristics	The workforce training participant's education level at point of enrollment	
Single Parent	EDD	Workforce Participant Characteristics	Whether the workforce training participant is a single parent	
Foster Youth	EDD	Workforce Participant Characteristics	Whether the workforce training participant was ever a foster youth	
Homeless Youth	EDD	Workforce Participant Characteristics	Whether the workforce training participant was ever a homeless youth	
Justice involved	EDD	Workforce Participant Characteristics	Whether the workforce training participant was ever justice involved	
Low income	EDD	Workforce Participant Characteristics	Whether the workforce training participant is low income	
Service Type	EDD	Workforce Training Experiences	The type of workforce training service the individual received	
Training Type	EDD	Workforce Training Experiences	The type of workforce training the individual received	
Supportive Services Type	EDD	Workforce Training Experiences	The type of supportive services the individual received	

Data Element	Data Provider	Domain	Description	Note
Training Start Date	EDD	Workforce Training Experiences	The date on which workforce training started	
Training End Date	EDD	Workforce Training Experiences	The date on which workforce training ended	
Training Provider	EDD	Workforce Training Experiences	The name of the provider of the workforce training	
Zip Code for Training Provider	EDD	Workforce Training Experiences	The zip code of the provider of the workforce training	
Occupation for Training	EDD	Workforce Training Experiences	The occupation for which an individual received training	
Training Completion	EDD	Employment Variables	Whether the individual completed their workforce training	
Measurable Skill Gain	EDD	Employment Variables	Whether the individual demonstrated measurable skill gain	
Workforce Credential Attainment	EDD	Employment Variables	Whether the individual attained a workforce credential	
2nd Quarter Industry for Employment	EDD	Employment Variables	The individual's industry for employment during the second quarter of a year.	
4th Quarter Industry for Employment	EDD	Employment Variables	The individual's industry for employment during the fourth quarter of a year.	
2nd Quarter Quarterly Earnings	EDD	Employment Variables	The individual's earnings for the second quarter of a year.	
4th Quarter Quarterly Earnings	EDD	Employment Variables	The individual's earnings for the fourth quarter of a year.	
Age Group	ETP	Workforce Participant Characteristics	The age group of the workforce training participant	
Race	ETP	Workforce Participant Characteristics	The workforce training participant's race	
Ethnicity	ETP	Workforce Participant Characteristics	The workforce training participant's ethnicity	
Gender/Sex	ETP	Workforce Participant Characteristics	The workforce training participant's gender/sex	
Disability	ETP	Workforce Participant Characteristics	Whether the individual had a disability while participating in workforce training	
Veteran Status	ETP	Workforce Participant Characteristics	The veteran status of the workforce training participant	
Sexual Orientation	ETP	Workforce Participant Characteristics	The sexual orientation of the workforce training participant	
Employer Zip Code	ETP	Workforce Participant Characteristics	The workforce training participant's employer's zip code	
Education Level at Point of Enrollment	ETP	Workforce Participant Characteristics	The workforce training participant's education level at point of enrollment	
Single Parent	ETP	Workforce Participant Characteristics	Whether the workforce training participant is a single parent	
Justice involved	ETP	Workforce Participant Characteristics	Whether the workforce training participant was ever justice involved	
Service Type	ETP	Workforce Training Experiences	The type of workforce training service the individual received	
Training Type	ETP	Workforce Training Experiences	The type of workforce training the individual received	
Mode of Instruction	ETP	Workforce Training Experiences	The mode of the workforce training instruction	
Training Start Date	ETP	Workforce Training Experiences	The date on which workforce training started	

Data Element	Data Provider	Domain	Description	Note
Training End Date	ETP	Workforce Training Experiences	The date on which workforce training ended	
Training Provider	ETP	Workforce Training Experiences	The name of the provider of the workforce training	
Industry for Training	ETP	Workforce Training Experiences	The industry for which an individual received training	
Training Completion	ETP	Employment Variables	Whether the individual completed their workforce training	
Measurable Skill Gain	ETP	Employment Variables	Whether the individual demonstrated measurable skill gain	
3rd Quarter Industry for Employment	ETP	Employment Variables	The individual's industry for employment during the second quarter of a year.	
5th Quarter Industry for Employment	ETP	Employment Variables	The individual's industry for employment during the fourth quarter of a year.	
Applied to college	IND	Postsecondary Experiences	Whether the individual applied to college	
Application term	IND	Postsecondary Experiences	The first academic term the individual applied to college within an academic year	
Admitted to college	IND	Postsecondary Experiences	Whether the individual was admitted to college	
Enrolled in college	IND	Postsecondary Experiences	Whether the individual enrolled in college	
Enrolled in college from out-of-state	IND	Postsecondary Experiences	Whether the individual enrolled in college from outside California	
Term of enrollment	IND	Postsecondary Experiences	The first academic term the individual enrolled in college within an academic year	
Institution attended	IND	Postsecondary Experiences	The postsecondary institution the individual attended	
Type of first-time enrollment	IND	Postsecondary Experiences	The individual's status when first enrolled in postsecondary education	
Retained from fall to spring in postsecondary	IND	Postsecondary Experiences	Whether the individual who enrolled in the fall term returned in the spring term	
Number of units completed per year in postsecondary	IND	Postsecondary Experiences	The number of credit-bearing units completed by the individual in an academic year	
Postsecondary part-time enrollment status	IND	Postsecondary Experiences	Whether the individual enrolled in college part time	
Completed a postsecondary distance education course	IND	Postsecondary Experiences	The degree to which the individual completed postsecondary courses while being separated from the instructor and interacted via internet, satellite, wireless communication, audio conference, or video conferencing	
Returned for second year in postsecondary	IND	Postsecondary Experiences	Whether the individual who started in the fall enrolled in the subsequent fall	
Declared four-year major	IND	Postsecondary Experiences	The individual's declared major at a four-year institution	
Applied to transfer to a four-year institution (community college students only)	IND	Postsecondary Experiences	Whether the individual applied to transfer from a community college to a four-year institution	
Accepted for transfer to a four-year institution (community college students only)	IND	Postsecondary Experiences	Whether the individual was accepted for transfer from a community college to a four-year institution after applying	
Earned a postsecondary award	IND	Postsecondary Experiences	Whether the individual completed a postsecondary award, including a noncredit certificate, credit certificate, associate degree, bachelor's degree, or post baccalaureate degree	
Type of four-year award	IND	Postsecondary Experiences	The type of degree earned by the individual at four-year institutions	
Postsecondary award discipline	IND	Postsecondary Experiences	The subject matter in which the individual earned a postsecondary award	
Postsecondary graduate student status	IND	Postsecondary Experiences	Whether the individual was a graduate student in postsecondary education	
Applied for financial aid	IND	Postsecondary Financial Aid Experiences	Whether the individual applied for aid	
Approved for state financial aid	IND	Postsecondary Financial Aid Experiences	Whether the individual was approved for state financial aid	

Data Element	Data Provider	Domain	Description	Note
Received financial aid	IND	Postsecondary Financial Aid Experiences	Whether the individual received financial aid	
Amount of financial aid	IND	Postsecondary Financial Aid Experiences	The amount of aid the individual received	
Type of financial aid	IND	Postsecondary Financial Aid Experiences	The type of financial aid the individual received	
Amount of debt	IND	Postsecondary Financial Aid Experiences	The amount of cumulative debt	
Race/ethnicity	IND	Student Characteristics	The individual's race/ethnicity	
Sex/gender	IND	Student Characteristics	The individual's sex/gender	
Lesbian, Gay, Bisexual, Transgender (LGBT) status	IND	Student Characteristics	Whether the individual is lesbian, gay, bisexual, or transgender	
Parental education level	IND	Student Characteristics	The highest education level of the individual's parents or guardians	
Homeless status	IND	Student Characteristics	Whether the individual was identified as homeless	
Postsecondary students receiving disability services	IND	Student Characteristics	Whether the individual was receiving disability services while in postsecondary education	
Military status	IND	Student Characteristics	The military status of the individual	
Postsecondary identification code	IND	Postsecondary Institutions	The code that uniquely identifies the postsecondary institution	
Postsecondary address	IND	Postsecondary Institutions	The address of the postsecondary institution	
Postsecondary name	IND	Postsecondary Institutions	The name of the postsecondary institution	
Enrollment characteristics at postsecondary institutions	IND	Postsecondary Institutions	The ratio of student enrollment types within the postsecondary institution	
Institution participates in a College Promise program	IND	Postsecondary Institutions	Whether the institution waives some or all tuition and fees for some students	
Claimed CalKIDS account	SIB	Postsecondary Financial Aid Experiences	Whether an individual has ever claimed the CalKIDS account	
Date Claimed CalKIDS account	SIB	Postsecondary Financial Aid Experiences	The date on which an individual claimed the CalKIDS account	
Initial seed deposit into CalKIDS account	SIB	Postsecondary Financial Aid Experiences	The amount of the initial seed deposit in the CalKIDS account	
Disbursed funds from CalKIDS account	SIB	Postsecondary Financial Aid Experiences	Whether an individual has ever made a disbursement of the CalKIDS funds	
Amount disbursed from CalKIDS account	SIB	Postsecondary Financial Aid Experiences	The amount of funds remaining in the account after a disbursement transaction	
Date making the disbursement from CalKIDS account	SIB	Postsecondary Financial Aid Experiences	The date on which a disbursement transaction was made	
Institution receiving the disbursement from CalKIDS account	SIB	Postsecondary Financial Aid Experiences	The institution receiving the funds from a disbursement transaction	
Amount in the CalKIDS account	SIB	Postsecondary Financial Aid Experiences	The amount of funds remaining in the account after a disbursement transaction	
Applied to college	UC	Postsecondary Experiences	Whether the individual applied to college	
Application term	UC	Postsecondary Experiences	The first academic term the individual applied to college within an academic year	
Admitted to college	UC	Postsecondary Experiences	Whether the individual was admitted to college	
Enrolled in college	UC	Postsecondary Experiences	Whether the individual enrolled in college	
Enrolled in college from out-of-state	UC	Postsecondary Experiences	Whether the individual enrolled in college from outside California	
Term of enrollment	UC	Postsecondary Experiences	The first academic term the individual enrolled in college within an academic year	
Institution attended	UC	Postsecondary Experiences	The postsecondary institution the individual attended	
Type of first-time enrollment	UC	Postsecondary Experiences	The individual's status when first enrolled in postsecondary education	

Data Element	Data Provider	Domain	Description	Note
Retained from fall to spring in postsecondary	UC	Postsecondary Experiences	Whether the individual who enrolled in the fall term returned in the spring term	
Number of units completed per year in postsecondary	UC	Postsecondary Experiences	The number of credit-bearing units completed by the individual in an academic year	
Postsecondary part-time enrollment status	UC	Postsecondary Experiences	Whether the individual enrolled in college part time	
Completed a postsecondary distance education course	UC	Postsecondary Experiences	The degree to which the individual completed postsecondary courses while being separated from the instructor and interacted via internet, satellite, wireless communication, audio conference, or video conferencing	
Returned for second year in postsecondary	UC	Postsecondary Experiences	Whether the individual who started in the fall enrolled in the subsequent fall	
Declared four-year major	UC	Postsecondary Experiences	The individual's declared major at a four-year institution	
Applied to transfer to a four-year institution (community college students only)	UC	Postsecondary Experiences	Whether the individual applied to transfer from a community college to a four-year institution	
Accepted for transfer to a four-year institution (community college students only)	UC	Postsecondary Experiences	Whether the individual was accepted for transfer from a community college to a four-year institution after applying	
Earned a postsecondary award	UC	Postsecondary Experiences	Whether the individual completed a postsecondary award, including a noncredit certificate, credit certificate, associate degree, bachelor's degree, or post baccalaureate degree	
Type of four-year award	UC	Postsecondary Experiences	The type of degree earned by the individual at four-year institutions	
Postsecondary award discipline	UC	Postsecondary Experiences	The subject matter in which the individual earned a postsecondary award	
Postsecondary graduate student status	UC	Postsecondary Experiences	Whether the individual was a graduate student in postsecondary education	
Amount of financial aid	UC	Postsecondary Financial Aid Experiences	The amount of aid the individual received	
Type of financial aid	UC	Postsecondary Financial Aid Experiences	The type of financial aid the individual received	
Race/ethnicity	UC	Student Characteristics	The individual's race/ethnicity	
Sex/gender	UC	Student Characteristics	The individual's sex/gender	
Parental education level	UC	Student Characteristics	The highest education level of the individual's parents or guardians	
Military status	UC	Student Characteristics	The military status of the individual	
Postsecondary identification code	UC	Postsecondary Institutions	The code that uniquely identifies the postsecondary institution	
Postsecondary address	UC	Postsecondary Institutions	The address of the postsecondary institution	
Postsecondary name	UC	Postsecondary Institutions	The name of the postsecondary institution	
Enrollment characteristics at postsecondary institutions	UC	Postsecondary Institutions	The ratio of student enrollment types within the postsecondary institution	

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>:

> Teach Plus California, Sarah Lillis, Executive Director

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

> A More Complete Picture of the Teacher Pipeline

- By checking this box, I understand that if a Data and Tools Advisory Board member sponsors my proposal, it will be considered as a submission from the Data and Tools Advisory Board member.

<u>Type of Proposal</u>[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)*

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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 version of this form.

- 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?

The infographics proposed for the teacher training and retention dashboard are missing meaningful information about the teacher pipeline that can help inform the decisions of those pursuing a teacher credential, as well as those managing schools and districts, and families and students making decisions about schooling. Specifically, the tool should help elevate the different experiences and outcomes for teachers utilizing specific types of training and tools that have been left out of the current proposal, namely teacher residencies, integrated undergraduate teacher credentialing programs, and out-of-state credentialing programs. For each of the programs and pathways, it is important to understand the rates of program completion, the rates at which they acquire jobs and whether the job is aligned with their credential, and retention rates, all disaggregated by the characteristics already identified in the dashboard.

2. What type of tool should be developed?

Building on the previously proposed infographics, this would require graphs showing:
- The rates at which those entering different preparation programs (including residencies and integrated undergraduate programs) complete their preparation programs.
- The average time to completion for those entering different preparation programs (including residencies and integrated undergraduate programs) to complete their preparation programs by institution and program;
- The average cost to complete their preparation programs by institution and program;

- The retention rates of teachers in public schools over time disaggregated by credentialing pathway (including residencies and integrated undergraduate programs)

3. How would a tool address the gap?

Creating more complete infographics will help address the gap for those candidates considering residencies, integrated undergraduate programs and other pathways.

4. Who would be the likely user(s) of the tool?

Prospective teacher candidates, as well as school, district and CSU administrators, and other policymakers.

5. How does the tool relate to the mission and vision of C2C?

These additional infographics would empower candidates considering entering the teaching profession to make a more informed decision about the best pathway and program type for them, and help ensure that there are more equitable opportunities for candidates to enter and succeed in the teaching profession.

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.

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

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

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

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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?

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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.

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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.)

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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.

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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.

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

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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.

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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.

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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:

EdTrust-West & Teach Plus California

Proposal Title: *no more than 50 characters*

Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights

- By checking this box, I understand that if a Data and Tools Advisory Board member sponsors my proposal, it will be considered as a submission from the Data and Tools Advisory Board member.

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)*

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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 version of this form.

- 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?

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.

This proposal aims to add data to the P20W data system that would enable users to understand 1) teacher shortages through data on vacancies and teacher assignments and 2) the impact of efforts to address shortages

Teacher Vacancy
- What regions and communities are most impacted by teacher shortages and how have those conditions changed over time?

- Which students are most impacted by, or most likely to attend schools with, the most vacancies?
- How are students' educational trajectories impacted by the rates of teacher vacancies in the schools and districts they attend?

Teacher Assignment Monitoring Outcomes (% FTE Clear, Out-of-field, etc.)
- What proportion of teachers' assignments at the school level are clear versus other assignment monitoring outcomes (Out-of-Field, Intern, Ineffective, Incomplete, Unknown, N/A)? How do these teacher placement outcomes vary across school districts and across student subgroups, and how have they changed over time?
- Which regions and/or subjects have the highest levels of misassignments (ineffective, out-of-field, incomplete, etc.)?
- How does TAMO (CDE) status vary across the state and across settings?
- How are students' educational trajectories impacted by their access to fully prepared and properly assigned educators?

Teacher Pathways
- Which teacher pathway programs are producing the most teachers in high-need/priority subjects and high-need/priority school districts?
- What is the efficacy of key policies and programs (i.e. Teacher Residency Program, Classified Employee Credential Program, Golden State Teacher Grant Program, National Board Certification Incentive Grant Program) in recruiting new teachers and retaining them in the profession, and addressing teacher shortages? Specifically, what are the trends regarding participation in programs intended to address teacher shortages and increase teacher diversity?

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

These research questions directly relate to and support C2C's mission to be a trusted source of actionable data and research on education, economic, and health outcomes. Addressing these research questions will allow California's community-members and leaders to uncover opportunities to strengthen the TK-12 educator workforce and foster evidence-based decision-making to help the state build a more fair and abundant future for all Californians.

Robust, better-connected data on teacher supply and demand dynamics such as those included here would enable aspiring and current teachers, educational institutions, policymakers, and researchers to better understand and strengthen the education to employment pipelines. Ultimately, this research is critical to support state efforts to build a qualified and diverse educator workforce, particularly in underserved and high-need school districts.

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

The data needed to answer these research questions includes the following elements, which can potentially be pulled from existing state-level data sets, including but not limited to:

- Regarding teacher misassignment/FTE %:
  - Number and proportion of misassigned educators and courses from the Teacher Assignment Monitoring data collected by CTC through CalSAAS (Available)
  - Proportion of full time equivalent positions that are Clear, misassigned, ineffective, intern, etc. per the Teacher Assignment Monitoring Outcomes data/TAMO (Available)
    - Collected by CDE and includes outcome/status of teaching assignment (ie. FTE % Clear, misassigned, ineffective, intern, etc); The C2C should also provide disaggregation of this data by demographics including race/ethnicity.
    - Given that both the CDE and CTC collect similar TAMO data sets, the C2C Data System should clearly define any differences in how data elements are reported, such as discrepancies in how "clear" credentials and educator assignments are defined by CTC versus CDE
- Regarding teacher vacancy:
  - CBEDS, specifically Estimated teacher hires by region and subject (Available)
    - Collected by CDE
    - Estimated teacher hires for the following year may help to understand trends of teacher vacancies and workforce

> needs.
>> ■ Additionally, this research will help policymakers understand where there may be high-level needs surrounding teacher vacancies.
> ○ California Educator Assignment Monitoring [Data](#) which also includes the vacancy data they define, collect, and report
>> ■ Collected by CTC
> ● Regarding teacher pathways:
>> ○ CTC's Annual [State Trends](#) reports
>>> ■ Collected by CTC
>> ○ CTC's Annual [Teacher Supply Report](#) to the Legislature
>>> ■ Demographic data of new enrolled teacher candidates
>>> ■ CTC currently only reports disaggregation by program route and separately disaggregation by race/ethnicity for the entire cohort; there is no option at CTC to cross-tabulate and see race/ethnicity data across program types. The C2C should integrate these data to provide a more comprehensive understanding of teacher candidates along their pathways.
>>> ■ Lastly, CTC should also provide where a teacher candidate was a recipient of a state grant program, including but not limited to Golden State Teacher Grant and the National Board for Professional Teaching Standards Certification Incentive Program.

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

The proposed data in question #3 do not already exist in the P20W Data System.

However, we have found that the data point entitled "Staff Job Classification FTE %" included as of last May may come from CDE; however it is unclear whether this data point will be reflective of the TAMO data definitions.

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?

> No. While all of these elements exist in contributing agencies, it is unlikely that they could be derived from existing data elements in the P20W Data System.

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.

> The P20W data set does not currently include the proposed data elements. There are several closely related metrics already included or planned for inclusion in the P20W dataset which the requested metrics would complement. They include the following Teacher Variables:
>
> - Status of Credential (Valid, Pending, Revoked) by CTC
> - Type of Credential (e.g., Preliminary, Clear, Intern) by CTC
> - School of Assignment/Delivery by CDE
> - Credential Program Type by CSU
>
> While incredibly valuable, these data are not sufficient to answer the proposed research questions surrounding teacher vacancies, teacher pathways, and teacher misassignments. While these data provide some of the picture of which individuals within the teacher workforce hold various types of credentials, the proposed data will help us understand variations in and impacts of students' access to qualified teachers across school districts.
>
> As regards the proposed data on teacher preparation programs and pathways, none of the existing data elements currently relate closely to these proposed elements, which would both aid state policymakers in program evaluation and investment and help empower individuals interested in pursuing education to make informed decisions about the programs and resources available to them to reach their full potential.

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.)

> - In 2023, Data and Tools Advisory Board Member Dr. Lisa Chavez submitted a data [proposal](#) on CDE's TAMO data set. While this proposal did not advance that year, it did bring attention to this data set related to teacher preparation and teacher assignments by CDE. This proposal aims to bring part of that conversation back to decision-makers.
> - In 2024, Wendy Threatt, Senior Policy Fellow at Teach Plus California submitted a data [proposal](#) on demographic and program data related to the teacher workforce. While this proposal did not advance that year, it builds on the ongoing advocacy for better data on teacher pathways to build a high-quality, diverse educator workforce.
>
> This proposal seeks to build on previous efforts and uplift data gaps in the C2C Data System's forthcoming dashboard on Teacher Training and Retention. The proposed data elements in this proposal are data that is currently collected by state agencies/data providers and are aligned with the mission and values of the data system.

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, see question #9.

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.

TAMO Data (CDE)
- Source: [CDE Teaching Assignment Monitoring Outcomes](#)
- Variables:
  - Assignment Status (Clear, Intern, Ineffective, Out-of-Field)
  - School/District ID
  - Subject Area
- Timeframe: Annual from 2020-21

CTC CalSAAS Misassignment Data
- Source: [CTC California Educator Assignment Monitoring](#)
- Variables:
  - Misassigned educators
  - Misassigned courses
  - Vacancies
  - Local Assignment options
- Timeframe: 2020-2021

CBEDS/Estimated Teacher Hires (CDE)
- Source: CDE's [CBEDS Data](#)
- Variables:
  - Vacancy by subject, region, estimated needs
- Timeframe: Annual from 2011-12

Program Completer Data (CTC)
- Source: CTC [Annual Reports](#)
- Variables:
  - Program Route
  - Completion Year
  - Demographics
- Timeframe: Annual from 1997-98

Data on grant recipients is housed by the following entities:
- Teacher Residency Grant Program (**Commission on Teacher Credentialing**)
- Classified Employee Certification Grant Program (**Commission on Teacher Credentialing**)
- Golden State Teacher Grant Program (**California Student Aid Commission**)
- National Board Certification Incentive Grant Program (**California Department of Education**)

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.

- Teacher Shortage/ Vacancy Data:
  - K-12 Institution level. Disaggregation should be available at the school and district/LEA levels.
- Teacher assignments/TAMO:
  - K-12 Institution level. Disaggregation should be available at the school and district/LEA levels. Additionally, disaggregation should support cross-tabulation with teacher demographic data (e.g. race/ethnicity) to enable more nuanced equity-focused analyses.
- Grant Recipients:
  - Answering the research question around efficacy of teacher training programs would require an individual-level grain size to evaluate the programs.

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.

- First, these proposed data can be intended for the forthcoming Teacher Training and Retention Dashboard which aims to visualize the teacher pipeline from training and credentialing to assignment and long-term retention. These data will be essential to identify teacher pipeline trends across teacher credential pathways, teacher assignment monitoring outcomes, teacher shortages, and indicators of teacher effectiveness.
- Additionally these proposed data can be used in the data system's query builder and research request tool to explore how educator workforce demands align with program outputs across specific regions and subjects.

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:

Meredith Curry Nuñez

Proposal Title: *no more than 50 characters*

Enhance College Promise definition

- ==By checking this box, I understand that if a Data and Tools Advisory Board member sponsors my proposal, it will be considered as a submission from the Data and Tools Advisory Board member.==

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)*==

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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 version of this form.

- 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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2. What type of tool should be developed?

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3. How would a tool address the gap?

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4. Who would be the likely user(s) of the tool?

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5. How does the tool relate to the mission and vision of C2C?

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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.

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The current data point is called "Institution Participates in a College Promise
Program." The objective of this proposal is to explore an updated definition for
the data point that can address the different college promise programs in the
state. The current definition is "whether the institution waives some or all tuition
and fees for some students," however there are college promise programs
that do not fit this definition and the data is limited to 2007-2008. Thus, the
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existing data cannot fully address research questions such as "*How many students are or have enrolled in a college promise program in California?*"

Updating/expanding the definition of "college promise" for California will ensure that the state accurately tracks student participation across all college promise programs.

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

C2C's mission is to be a source of actionable data and resources on education and other outcomes, and to expand access to tools and services to navigate the education to employment pipeline.

College Promises are a best practice recognized nationally to support students early in high school to ensure they enroll in college and complete the important milestones needed to succeed. It is critical that C2C expand awareness to this specific service in the communities where they exist. According to WestEd, "The number of College Promise programs in California almost doubled every year from 2014 to 2018. Multiple factors contributed to this rapid growth, most notably the 2017 legislation instituting financial support for College Promise programs in community colleges, beginning in fall 2018." (1)

Based on my analysis of data available as of June 2023, there are over 120 college promises across California but it is unclear if they are all currently tracked by existing partners since over 100 promise programs were created after 2008. By enhancing the definition and the data set to incorporate data beyond 2007-2008, the data system can more accurately respond to questions for all students in the state such as:

- *How many students have access to a College Promise program?*
- *Which students participated in a College Promise program that was available to them?*
- *Which students did not participate in a program that was available to them?*
- *How is participation in College Promise programs in the same school*

and legislative districts changing from year-to-year?
- *Which College Promise students are enrolled in which colleges?*
- *What degrees and/or certificates to College Promise students graduate with?*
- *What are the earnings for College Promise students compared to their K-12 peers from the same school district?*
- *What are the earnings for College Promise students compared to their college peers from the same campus?*

Our students, families, educators, and colleges need to be aware of the college promise programs in their community if they are to leverage these services to improve college and career outcomes.

Sources:
(1) Refer to
https://californiacollegepromise.wested.org/wp-content/uploads/2020/02/CCPP-Research-Brief-2-022720-final.pdf.

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

This proposal requests an expansion of an existing data point, "college promise," from its current definition because it excludes other college promise programs in California. It is important to investigate where the data can be found since currently the only known organizations collecting California college promise data at scale are 1) WestEd in California and 2) the nonprofit College Promise nationally. It's possible that there are different types of college promise programs to track and not all types are tracked in the current metric by current partners.

According to WestEd, "College Promise is an overarching framework for improving college affordability, access, and completion. College Promise programs incentivize college enrollment, persistence, and completion by offering financial, academic, and other support services to students based on where they live or where they attend school." (2)

Based on the C2C element's profile, the data is limited as follows (3):
- Available Years
  - Postsecondary data: 2007-2008
- Data Providers
  - CCC
  - CSU
  - Independents

This proposal seeks to understand how California can best define and measure the availability and impact of college promises across the state.

Sources:
(2) Refer to https://californiacollegepromise.wested.org/.
(3)
c2c.ca.gov/data-points/institution-participates-in-a-college-promise-program.

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

The data point exists, this proposal is to enhance the definition and the data set.

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.

N/A

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.)

> There are no previously submitted data elements in the repository that align or overlap with this request as of April 23, 2025.

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, by CCC, CSU, and the Independents. (3)

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.

> I have not identified a statewide entity who is consistently tracking multiple types of college promises at scale in California besides WestEd. The following are available definitions of "college promise" to start with.
>
> **WestEd's definition for California**: (4)(5)
>
> "The name College Promise does not denote one specific program model. Rather, it serves as an umbrella term that covers a wide range of student support programs led by colleges, universities, foundations, and local and state governments. There is no common definition for College Promise, as is evident in the wide variation in program features across the country. However, most researchers agree that, minimally, a College Promise program provides financial support for students who live or attend school in the particular area

served by that program. In choosing the California programs for this analysis, the CCPP included financial support and place-based eligibility as the first two of six selection criteria:

1. Providing direct financial support for college costs
2. Serving students based on where they live or attend school
3. Establishing an objective selection process for eligible students
4. Expecting that the program will be ongoing
5. Developing programs locally to meet college and community needs, not exclusively to distribute state-mandated financial assistance (such as the California College Promise Grant, CCPG)
6. Providing financial support to students as of fall 2019."

WestEd's list also provides all of the college promises in the state and the year they were formed, including dozens of college promise programs formed after 2008. The most recent year a college promise was formed according to their list is 2019, which may or may not be accurate and current.

College Promise's definition for the country: (6)

"A program that supports college attendance at an accredited college or university as defined by the U.S. Department of Education.
· A program that has a public-facing website.
· A program that covers tuition for a career-technical education (CTE) certificate, a two-year degree, or four-year degree; or, provides dual credit classes or early college programming that leads to a certificate and/or degree in an accredited K-12 school, college or university."

A few additional insights regarding the definition:

- "College" often connotes only 2- or 4-year institutions so some researchers have been intentional about saying "postsecondary education" to broaden the range of programming/institutions that are included.
- In some promise programs, the financial assistance does not actually include much/any new dollars, but instead is a repackaging/marketing of existing state/federal aid financial scholarship alone or academic

> supports or college application process supports or mentoring, etc.
> - It's important to consider whether an institution offers a college promise and/or participates with another organization that offers it (e.g., is a recipient of students for another promise program).
> - Related, some college promise programs are run by nonprofits, which is not referenced in WestEd's definition.
> - For each college promise program, it would be useful to track the following data points in the future:
>   - WHO is eligible to receive the resources (geography, eligibility criteria);
>   - WHAT is the max value of new dollars (outside of Pell, and state aid);
>   - WHERE can college promise be used; and
>   - Categories of support offered ($, tutoring, mentoring, college application support, career development, emergency aid, etc.).
>
> Sources:
> (4) Refer to
> californiacollegepromise.wested.org/wp-content/uploads/2020/02/CCPP-Research-Brief-2-022720-final.pdf.
> (5) Refer to californiacollegepromise.wested.org/what-is-ca-college-promise/.
> (6) Refer to www.mypromisetool.org/?source=college-promise-web.

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.

> Multiple, multi-sector stakeholders will benefit from college promise data at the 1) institution-level and 2) individual-level because there will be consensus statewide about what a college promise is and how to track it. Consensus currently does not exist in California or nationally.

Stakeholders will also benefit because the current data is limited to data from 2007-2008. After analyzing data from both WestEd and College Promise, I identified 116 college promise programs founded AFTER 2008. This includes programs that founded the Northern California College Promise Coalition (NCCPC), like Oakland Promise in Alameda County, Stockton Scholars in San Joaquin County, and Richmond Promise in Contra Costa County.

With more information about where college promises exist at the institution- and individual-levels, we can better understand the broader access to college access programming that students have, and the impact of college promise programs on students' access, persistence, and degree completion.

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.

Currently, networks and organizations like NCCPC rely on WestEd and College Promise to track college promise programs at scale in the state as described in prior responses. Enhanced college promise data can inform existing tools.

Dashboards
The Goals would include:
- An improved filter by academic year that produces results beyond 2007-2008.

The Dashboard would include:
- Disaggregation by a) year, b) college, c) student characteristics (including race/ethnicity, gender, age bracket, parental education level, military status, foster status, and homelessness status), and d) enrollment in programs above and beyond what is currently collected.
- Export with the ability to provide summary files or charts based on the variables selected.

Query builder
Local, regional, and state leaders can run specific queries leveraging

information about college promise programs to better understand how student access, pathways, and outcomes are impacted by access, or lack of, to college promise programs. They can research answers to topics listed in question #2.

Research request tool

Researchers can conduct complex analysis and evaluate how access, or lack of access, to college promise programs may impact college enrollment, affordability, persistence, completion, and earnings outcomes for students.

The following are quotes of support from a number NCCPC college promise members and champions in California and nationally highlighting the importance of this proposal:

Per Veena Pawloski, Chief Program Officer of Oakland Promise, "Expanding the definition of "college promise" will allow for appropriate recognition and tracking of programs that provide wraparound college access services in addition to just scholarship support. At Oakland Promise, we know that our programs such as mentoring, advising, peer leadership, workforce development, and family and community engagement transform lives of Oakland youth. By broadening our coalition to include impactful organizations that offer various college success services, we ensure families and students have access to more vital resources, thus paving the way towards economic mobility. This inclusive approach creates brighter futures, stronger communities, and expanded opportunities for our students."

Per René Alvarez, Ph.D., Dean of Academic Success & Student Equity at San José City College which manages the San José and Milpitas Promises, "By tracking college promise programs' implementation and outcomes statewide, we can identify gaps, measure success, and make data-informed decisions to ensure affordable and equitable access to higher education opportunities for all students."

Per Jennifer Iriti, Ph.D., Research Scientist and Assistant Vice Chancellor for Research Education and Evaluation Strategy at the University of Pittsburgh, "Research and evaluation findings are only as good as the underlying data used to generate them. Without a clear definition of Promise programs and

aligned data infrastructure, we have significant blind spots in our ability to understand the college-going ecosystem and resulting impacts. This effort to better define and track college promise providers will aid in understanding the overall landscape of college support and position the state to better understand high leverage practices."

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>:

Angela Estrada

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

Expanding student homeless status data element

- By checking this box, I understand that if a Data and Tools Advisory Board member sponsors my proposal, it will be considered as a submission from the Data and Tools Advisory Board member.

<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>

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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 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.

> Who are the higher education students facing housing insecurity and/or homelessness?
>
> What students have accessed housing and homeless support services (e.g. continuum of care services, rapid rehousing, etc)? What type of services are students accessing?
>
> Are there barriers to students accessing housing and homeless support services and resources?
>
> Where are the gaps in the housing and homeless services available to students?

> How are student outcomes impacted by housing insecurity and/or homelessness?

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

> By identifying students who are experiencing homelessness and identifying the gaps in homeless services, higher education and homeless service institutions can better identify services that remove barriers for students. The research questions will highlight services and interventions that support positive student outcomes and help implement policies that find real solutions to student housing insecurity and homelessness. The data will illustrate which students are utilizing housing support services and which institutions are supporting students best. By gathering homeless status data from multiple sources, there will be a more representative picture of students that experience homelessness. Relying solely on HDIS data would create an incomplete picture and may underestimate the number of students who experience homelessness.

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

> Currently the P20W Data System has a Homeless Status data point with data elements primarily focused on K-12 students. This proposed data element would expand the Homeless Status data point to include more information about the student experience such as services accessed. We are also proposing the element be expanded to provide a clearer picture of student housing insecurity and homelessness for higher education students and a more longitudinal view of how housing insecurity and homelessness impact students throughout their academic journey.

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

> Verified.

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?

> No. While the P20W Data system does include some data regarding homeless
> student status, it's unclear whether the data collected includes data regarding
> housing and homelessness support services accessed by adult higher
> education students or information that allows institutions to identify where
> there are gaps in services or track how.

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.

> The current existing data elements closely related to the proposed data
> element are: Student Characteristics: Homeless status (CDE [ELC], CDE [K12],
> CCC, Independents, CSAC, DHCS).
>
> We are modifying these data elements to include data from Homeless Data
> Integration System (HDIS) and Homeless and Housing Insecurity Pilot (HHIP),
> also known as College-Focused rapid rehousing, data for higher education
> students. We want the data to be further contextualized with the survey data
> provided by CSAC.
>
> The homeless status data point is currently based on K-12 data that's collected
> before students enter higher education or self-reporting data on FAFSA, which
> undercounts many students. The housing and homeless support services data
> collected by HDIS alone is insufficient because it excludes students who don't
> access regional homeless support services or don't qualify for those services.
> Students that may be excluded from the current P20W Data system include:
> students not in CCC's, students who don't fill out the FAFSA, and students who
> were not McKinney Vento in K-12.

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 that are being proposed do not overlap with elements previously proposed in the C2C repository.
>
> During the February 28, 2025 C2C Governing Board meeting, the Center for Data Insights and Innovation (CDII) shared that CalHHS is creating a Integrated Homeless Data Set which would include HDIS. We are aware that CDII is working to provide this data to C2C. We are unsure of the data element that will be shared as a result of this partnership.

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.

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 Homeless Data Integration System (HDIS) would identify students that have accessed Continuum of Care services. HDIS is collected by the <u>California Interagency Council on Homelessness (Cal ICH)</u>. Cal ICH is housed under the Business, Consumer Services and Housing Agency. The timeframe for available data starts in 2017 and goes up to 2024.
>
> Homeless and Housing Insecurity Pilot (College-Focused Rapid Rehousing) data from the CCCs CSU's and UC's captures students who are enrolled in rapid rehousing programs and their educational outcomes. Rapid rehousing data is collected by the CCC CSU and UC systems via their basic needs centers. The timeframe available for the data starts in 2019 and continues to today.

Other housing assistance programs provided by educational institutions not funded by HHIP.

The "2023 Food and Housing Survey: Understanding Students' Basic Needs" conducted by CSAC identifies students who face housing insecurity and homelessness across the three higher education segments. This survey can serve to contextualize the data provided by HDIS and the HHIP and support identifying where there may be gaps in services to students. The CSAC survey data was collected by CSAC and the survey was conducted in 2023.

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.

Individual level, institutional level, segment level, regional level and state 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 intended use of this data is to inform policy, research, track gaps in housing and homeless services provided to students and find solutions to those gaps.

Dashboards will be used to show trends across campuses, regions, segments and other demographic variables for students experiencing homelessness.

A query builder will be useful in narrowing down specific student groups and finding equity gaps.

A research request tool is useful for in-depth analysis that will be conducted by advocates, researchers and policy makers. They will be able to request sensitive data that is not available through the dashboard or query builder.

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>:

Meredith Curry Nuñez

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

Track Financial Aid Displacement Experiences

- By checking this box, I understand that if a Data and Tools Advisory Board member sponsors my proposal, it will be considered as a submission from the Data and Tools Advisory Board member.

<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)*

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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 version of this form.

- 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?

[ ]

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.

> The research questions to answer are:
>   1. *How did a student's financial aid resources change while they were in college?*
>   2. *Both during the academic year and over the course of the student's college journey?"*
>
> Currently C2C tracks **Postsecondary Financial Aid Experiences** such as what

financial aid students are 1) eligible for, 2) applied to, 3) approved for, and 4) received. This includes state and federal financial aid and loans.

But we do not have a data element to track how a student's financial aid can CHANGE (delta) during an academic year (i.e., between semesters or quarters) and over the course of their college journey (i.e., in freshman vs senior years).

The Northern California College Promise Coalition (NCCPC) has advocated to ban the practice of scholarship displacement since 2020, a nationally recognized example of financial aid displacement that is triggered by students' receipt of outside private scholarships. This practice has impacted our founding member organizations like Oakland Promise in Alameda County and Richmond Promise in Contra Costa County, who have collectively distributed over $50 Million in scholarships to local students since they were founded. The bill AB 288 was passed in September 2022 and the law went into effect in the academic year 2023-2024. A second bill AB 3240 passed in September 2024 further expands on this law by including Cal Grant recipients. (1)

Moreover, we encourage C2C to consider how the Better FAFSA implementation challenges have exacerbated financial aid challenges for tens of thousands of students over the last two years. For example, there are students who were forced to rely on scholarships and whose Student Aid Index (SAI) may have changed one or more times resulting in an even more unstable financial outlook. We have concerns that similar issues will persist as we approach future financial aid cycles.

(1) norcalpromisecoalition.org/ab-288-guides-to-prevent-scholarship-displaceme nt

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

This research question is a critical missing piece of the college affordability puzzle, and supports the goals of the Financial Aid dashboards. As described on the C2C website about the goals of the Financial Aid dashboards:

*"**For Students and Families**: …build awareness about institutional variables that influence student outcomes."*
- This research question especially helps students and families better understand institutional variables that are impacting how students benefit from all of the financial aid that they qualify for.

*"**For Faculty and Counselors**: …clarify how to focus advising; identify interventions that can address equity gaps."*
- This research question especially helps practitioners focus their advising to support students and families in navigating financial aid displacement when it occurs. It can also inspire K-20 leaders and practitioners to embed financial aid displacement awareness for students and training for their teams.

*"**For Administrators and Policymakers**: …highlight how outcomes vary by student characteristics; identify institutional variables that influence student outcomes; support advocacy for improvements in state financial aid systems."*
- This research question especially helps college leaders and policymakers to address the widespread practice of financial aid displacement.
- There are internal college practices and policies that dictate how students are impacted by financial aid displacement. It is often the responsibility of financial aid leaders on the campus and at the postsecondary system level to update existing policies to prevent unintentional harm to students.
- This data can help inform changes in internal systems such as early warning systems and automated alerts to financial aid administrators and students when overawards are likely to lead to financial aid displacement.

*"**For Advocates and Researchers**: clarify how financial aid relates to postsecondary applications, enrollment, and success, and if all students are benefiting from aid; identify potential strategies for closing equity gaps, raising awareness, and developing policy proposals."*
- This research question especially helps advocates and researchers to understand whether or not all students are benefiting from aid, and the

> different factors that influence this, which include financial aid displacement.
> - The CA Ban on Scholarship Displacement Act of 2021, while currently in effect, can benefit from future research that can inform enhancements to this law over time to further close equity gaps.

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

> Data that is critical to tracking financial aid displacement include, but are not limited to, the following:
>
> 1. Number and demographics of students impacted.
> 2. What college they attended when displacement occurred.
> 3. What term and year of college they were in school when it occurred.
> 4. The total cost of attendance (COA) at the college that year.
> 5. The last time that COA was updated for that institution.
> 6. The name/source of the outside private scholarship (e.g., Richmond Promise, CAA Alumni Scholarship).
> 7. The amount of financial aid impacted.
> 8. Which types of financial aid were impacted (e.g., institutional grant or scholarship, institutional loan, work study).

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

> I have checked https://c2c.ca.gov/data-points/ and several of the specific data points noted in question #3 do not exist when I review the Postsecondary Financial Aid Experiences, where this belongs. For example, the data point for Total Cost of Attendance is not provided. It's possible this is because this data is traditionally tracked at the college level, but anecdotally we know that depending on a student's major (e.g., STEM), this can greatly impact the student's total cost of attendance (e.g., additional costs for labs, more expensive computer and software requirements).

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?

It is possible that this data can be derived from the existing Postsecondary Financial Aid Experience data elements. For example:

Amount of Debt
- It's possible to look at the amount of debt for a student at the beginning of the year and then look at what it is at the end of the academic year.
- This would help identify if the student had to take on more or less loans by answering the question, "Did the student end with more or less debt than originally anticipated that year?"
- From here, we can figure out what may have led to the change, such as financial aid displacement that forced the student to find other means to close the gap in their total cost of attendance for the period.

Amount of Financial Aid X Type of Financial Aid
- It's possible to look at the amount of financial aid by type of financial aid at the beginning of the year and then look at what it is at the end of the academic year.
- This would help identify if the student had a change in financial aid like:
- Institutional grants or scholarships
- Institutional loans or work study
- Other forms of aid (e.g., Cal Grants, MSC)
- From here, we can figure out what may have led to the change, such as financial aid displacement.

Approved for State Financial Aid X Received Financial Aid
- It's possible to look at the state financial aid that students were approved for at the beginning of the year and then look at what the student received at the end of the year.
- This would help identify if the student did not benefit from state aid even though they were approved for it.
- From here, we can figure out what may have led to differences in what was approved versus received, such as the influence of financial aid displacement.

Expected Family Contribution for Financial Aid Recipients
- It's possible to look at the EFC or the SAI for financial aid recipients at the beginning of the year, and at the end of the year in case students submitted appeals in response to overaward flags that trigger financial aid displacement.

Unfortunately, without data on the **Total Cost of Attendance** for a college in a given academic year, it will be difficult to calculate when overawards can happen for students.

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.

Per responses to question #5, while there are existing data elements that are closely related to the proposed data elements, they are not sufficient to answer the proposed research question if they are only collected once per year. Whether Postsecondary Financial Aid Experience data elements like amount of debt and financial aid are collected at the beginning or the end of the year, this does not tell a complete story about a student's experience with financial aid over the course of that academic year.

Scholarship displacement is a form of financial aid displacement that happens when one form of student financial aid (i.e. institutional scholarship) is reduced after receipt of another form of student financial aid (i.e. private scholarship). Displacement is triggered by a financial aid overaward which happens when a student's financial aid package exceeds financial need. Colleges are not allowed to overaward according to federal regulations. Receiving a private scholarship may create a scenario of overaward. Identification of overaward scenarios can happen at any time during a student's academic year, after they have already enrolled in a college.

In 2025, now more than ever, low-income and otherwise underresourced students are relying more heavily on scholarships than ever before to meet the

> growing costs of college. To effectively track financial aid displacement, like scholarship displacement, C2C needs to be able to track 1) the total cost of attendance for a college in a given year, and 2) the journey of a student's financial aid package over the course of that year.

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.)

> There are no previously submitted data elements in the repository that align or overlap with this request as of April 23, 2025.

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.

> No, this data is not collected by one state-level entity based on our research, though the CA Community Colleges may have the greatest breadth and amount of data at this time. We have explored this with the California Student Aid Commission and they do not collect it.

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.

> N/A

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

Financial aid is tracked at the college/institution level; thus, we recommend that financial aid offices begin to collect this data so that they can report it to their corresponding postsecondary systems (e.g. UC, CSU) who can report it to C2C.

Note that NCCPC has partnered with the UC Office of the President, a C2C data-sharing partner, to track scholarship displacement student reports at scale from 2023-2026. This is the only known example of tracking financial aid displacement at scale in the state.

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.

This proposal seeks to explore how to track changes in students' financial aid during the course of an academic year. This requires an ability to track changes to students' financial aid packages, which means tracking:

1. What financial aid was originally awarded to the student (what was listed in the initial college financial aid offer letter),
2. How did the financial aid change during the year (did any component of the initial offer letter change and if so, when, which components, and by how much),
3. What financial aid did the student accept/receive, cumulative, at the end of the academic year (compared to what was initially offered), and
4. Did financial aid change for a student more than once during their college journey?

Answers to these questions would be best answered at the following levels/grain sizes, in order of priority:

1. **Institution-level**: By tracking the aggregate data around financial aid displacement, the analysis can support enhanced internal practices and policies at the institution and system levels.
   a. With data disaggregated by student demographics like ethnicity

and income, an analysis can determine where the equity gaps are and who is most impacted by displacement.

2. **Individual-level**: To directly support students, this data must be tracked at the individual, student level. Tracking and evaluating the practice of displacement is one part of the work, the other is to figure out how to reduce the rate of these issues occurring. Scholarships help students thrive and complete their higher education with little to no debt. Financial aid displacement, like scholarship displacement:
   a. Penalizes students
   b. Increases borrowing and reduces completion
   c. Defies scholarship donor intent
   d. Shows up in many forms

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.

Currently, NCCPC is the only organization collecting data about financial aid displacement, specifically scholarship displacement, at scale in the state. We do this in two ways:

1. Hosting an open access free online form that NCCPC staff manage to collect cases of scholarship and other forms of financial aid displacement.
2. Collecting data directly through NCCPC members who share this data at the aggregate or individual-level (through data-sharing agreements).

Dashboards
- The **Goals** would include:
  - Adding a filter or other mechanism to track changes in financial aid during the academic year.
- The **Dashboard** would include:
  - Disaggregation by a) year, b) college, c) student characteristics (including race/ethnicity, gender, age bracket, parental education level, military status, foster status, and homelessness status), and d) the before/after/delta amounts of the types of

> financial aid that changed.
> ○ Export with the ability to provide summary files or charts based on the variables selected.
>
> ### Query builder
>
> Local, regional, and state leaders can run specific queries leveraging information about financial aid displacement to better understand how student outcomes are impacted by changes in their financial aid during their college journeys. They can research answers to topics listed in question #2.
>
> ### Research request tool
>
> Researchers can conduct complex analysis and evaluate how changes in students' financial aid during the course of their academic year may impact persistence and completion as well as food and housing insecurity.