



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:

John Watson and Iulia Tarasova

Proposal Title: *no more than 50 characters*

Post High School Student Pathway, Higher Ed, and Workforce Outcomes Data Extract for California K12 Counties and Districts

- ☒ By checking this box, I understand that I will be presenting my recommendation at the Fall Advisory Board meeting.

Type of Proposal¹:

- ☒ Changes to tools such as dashboards or practical tools *(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.

¹ The C2C Governance Manual notes that DTAB members can also submit recommendations related to the data request process and query builder. As these are not yet live, they have been removed from the version of this form.

Section One: Changes to Practical Tools

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

K–12 education systems currently lack access to actionable, longitudinal data about what happens to students after high school. This gap prevents schools and districts from evaluating the long-term impact of their programs, particularly in areas like Career Technical Education planning, high school counseling, and planning related to understanding and optimizing student postsecondary education and workforce opportunities.

Without access to these data, it's difficult to identify trends or address equity issues. Most available data for K-12 focuses on academic outcomes and these data stop at 12th grade, leaving out critical indicators beyond K-12, like college-going rates, workforce participation and financial aid use that K-12 schools are attempting to affect. As a result, K–12 educators are unable to make fully informed decisions and adjustments to support students' college and career success.

2. What type of tool should be developed?

This tool could be part of the C2C Query Builder family of outputs, set up as a regular annual process that runs after annual contributing partner data is collected and processed into the main C2C data warehouse. The table below outlines key data points intended for inclusion in the query.

As part of our request, we aim to include in the dataset both students who have participated in Career and Technical Education (CTE) courses, postsecondary, and workforce, and those who have not. Additionally, we are interested in identifying whether students have engaged in multiple CTE pathways and determining the specific pathways or industry sectors they have completed.

We also recognize that due to the complexity and breadth of the information requested, it may be necessary for the data to be delivered in multiple extracts (such as CTE, postsecondary, workforce) to ensure clarity and usability. While we have identified a desired set of required data elements for

the output, it is important to note that based on the variability in data sources and delivery methods, the precise structure, formatting, and presentation of the incoming data cannot be definitively determined in advance. Depending on the level of disaggregation, the dataset could be made available via the Query Builder user interface, or via secure access for California County Offices of Education to retrieve.

Proposed Output Table (Extract)

Priority Output Columns	Summary Type	Category	Category, Data Element
K-12 Experiences			
School Name		K12	Institution attended
Yes/No	Percent Completed	K12	Completed a K-12 career and technical education course
n Courses/Sector(s)	TBD	K12	Completed a K-12 career and technical education pathway
TBD	TBD	K12	K-12 career and technical education concentrator.
Industry Sector	Pathway List & Count/Percent ea.	K12	K-12 career and technical education pathway
Yes/No	Percent Met	K12	Met a-g course eligibility requirements
Criteria=Yes		K12	Completed high school
Postsecondary Experiences			
Yes/No	Percent Applied	PostSec	Applied to college
Yes/No	Percent Enrolled	PostSec	Enrolled in college
Yes/No	Percent Enrolled	PostSec	Enrolled in a community college basic skills English course
Yes/No	Percent Enrolled	PostSec	Enrolled in a community college basic skills math course
Yes/No	Percent Enrolled	PostSec	Enrolled in a community college ESL course
Yes/No	Percent earned award	PostSec	Earned a postsecondary award
Award Type	Type List & Count/Percent ea.	PostSec	Type of community college award
Award Type	Type List & Count/Percent ea.	PostSec	Type of private college award
Award Type	Type List & Count/Percent ea.	PostSec	Type of four-year award
Discipline	Discipline List & Count/Percent ea.	PostSec	Postsecondary award discipline
Postsecondary Financial Aid Experiences			
Yes/No	Percent Eligible	PostSecFin	Eligible for state financial aid
Yes/No	Percent Received	PostSecFin	Received financial aid
Social Service Experiences			
Active/Not Active	Percent Active	SocService	CalWORKs status
Active/Not Active	Percent Active	SocService	CalFresh status
Active/Not Active	Percent Active	SocService	Medi-Cal status
Employment Variables			
Yes/No	Percentage having wage record	Employment	Wage record
TBD	Industry List & Count/Percent ea.	Employment	Industry of employment
Average	Average Earnings (by industry?)	Employment	4th quarter quarterly earnings
Student Characteristics			
Race/Ethnicity + All		Student	Race/ethnicity
Sex/Gender + All		Student	Sex/gender
LGBT Status + All		Student	Lesbian, Gay, Bisexual, Transgender (LGBT) status
SES Status + All		Student	K-12 socioeconomically disadvantaged status
Homeless + All		Student	Homeless status
Foster + All		Student	Foster youth
IEP Status + All		Student	Child with a disability (includes IEP status)
Migrant Ed + All		Student	Childhood migrant education program participant
Military Status + All		Student	Military status
K-12 Institution			
Identification Code		K12School	School identification code
Postsecondary Institutions			
Identification Code	2yr/4yr List & Count/Percent ea.	HigherEdInst	Postsecondary identification code
Time Period			
Year		TimePeriod	Year

3. How would a tool address the gap?

Currently, County Offices of Education often have to outsource data analysis or purchase access to limited postsecondary outcome data from third parties, which can be costly, inconsistent, or lacking in depth. A centralized tool would eliminate this need by providing standardized, comprehensive, and equity-focused data directly to them. These data would be provided in a disaggregated extract form that can be joined with similarly disaggregated K-12 student information system data to build a picture of what happens to students after they complete high school. Because this extract could be produced across California for county offices and downstream districts, there would be a consistent dataset, a reduced dependence on external vendors, and savings of both time and resources.

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

- County Offices of Education (COE) staff
- District administrators and leadership teams
- School principals and assistant principals
- Counselors and college/career advisors
- CTE program coordinators
- Equity and student support program leads
- Multi-Tiered System of Supports (MTSS) coordinators
- Data and research analysts at COEs or districts
- Curriculum and instruction directors
- K-12 grant writers and strategic planning teams

5. How does the tool relate to the [mission and vision](#) of C2C?

The proposed tool directly supports the mission and vision of the C2C office by turning complex K12 and higher education, workforce, and support data into actionable insights that local education leaders can use to improve students' outcomes. It provides clear insights into critical milestones after high school, helping educators and organizations understand student progress along the

entire pipeline. By delivering disaggregated, reliable data, the system empowers decision-makers to identify gaps and opportunities, supporting evidence-based strategies that promote student success. It also expands access to tools that were previously limited or outsourced, enabling equitable, in-house decision-making across the state. By focusing on linking education to employment, the tool strengthens the education-to-employment pipeline and aligns local efforts with statewide priorities.

[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.

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

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?

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.

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.)

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.

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.

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

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.

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.