

Cradle-to-Career Data and Tools Advisory Board Staff Report

Date Report Issued: September 23, 2025
Attention: Members of Data and Tools Advisory Board
Subject: **Overview of the 2025 Proposal Process (Agenda Item Six)**
Staff Contact: MaryKate Cruz Jones, Chief of Strategic Initiatives and Partnerships

At this meeting, the Data and Tools Advisory Board (DTAB) will have the opportunity to receive a high-level overview of the 2025-26 Advisory Board proposal process, listen to the proposals submitted by DTAB members, and analyze all member proposals with specific focus on which proposals are most promising for advancing Cradle-to-Career Data's (C2C) ability to provide actionable information to the people of California. This staff report is broken down into four main parts: overview of the proposal process, section one, 2025 DTAB member proposals, section two, member preparation for the discussion of proposals, section three, and next steps in the process, section four.

Requested Action:

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

Background:

Pursuant to [Education Code Section 10865 \(b\)\(1\)\(A\)](#), "the responsibility of the DTAB is to examine whether the data system is providing actionable information and identifying ways to improve access to that information." As outlined on page 32 of the [Governance Manual](#), 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; or
3. Additional data points to the P20W Data System.

Section One: Overview of the Proposal Process

The [Governance Manual](#) outlines the annual cadence and key milestones in the proposal process. The following chart outlines the 2025-26 DTAB proposal process milestones.

Date	Milestone
May 1, 2025 ✓	The public submits proposal forms. - The Office received five proposals .
July 11, 2025 ✓	Question and answer session with data provider subject matter experts and opportunity for DTAB members to publicly discuss proposal ideas and proposals received from the public.
August 22, 2025 ✓	DTAB members had the option to: - Submit their own proposal form; - Submit a joint proposal form with no more than five DTAB members; - Sponsor a proposal form submitted by members of the public with no more than two DTAB members; - Further refine a proposal form submitted by member(s) of the public or a DTAB member from a previous year.
October 3, 2025	DTAB members will present proposals and members will discuss how proposals complement and contrast and which are most promising for advancing C2C's ability to provide actionable information.
Fall 2025 - Spring 2026	Office of Cradle-to-Career Data (Office) will conduct light-touch feasibility studies of DTAB member proposals. Two DTAB members will work with the Governing Board Liaison to create the draft proposal report that will summarize the discussion of the Fall DTAB meeting, link all member proposals, and include the Office's light-touch feasibility studies.

March 25, 2026	DTAB members will discuss the draft proposal report.
May 20, 2026	The DTAB proposal report will be presented to the Governing Board.

Section Two: 2025 DTAB Member Proposals

The Office received four member proposals which can be found in Attachment A, Attachment B, Attachment C, and Attachment D. All proposals are saved in the [proposal repository](#).

1. [Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights](#) - submitted by Member Catanzarite
2. [Enhance College Promise Definition](#) - submitted by Member Ortiz Villar and Member Phuong
3. [Expanding Student Homeless Status Data Element](#) - submitted by Member Schak
4. [Post High School Student Pathway, Higher Ed, and Workforce Outcomes Data Extract for California K12 Counties and Districts](#) - submitted by Member Watson and Member Tarasova

Section Three: Member Preparation for the Discussion of Proposals

At the meeting on October 3, 2025 each proposal will receive ten minutes. It is at the discretion of the presenting member(s) as to whether there will be time for member comments since no presentation shall exceed ten minutes. After members have presented the four proposals, there will be time for public comment, and then the entire DTAB will engage in member deliberation. To support the DTAB members in preparing for deliberation, the Office provided the following documentation:

- ❖ **Proposal Rubric**, found in Attachment E, which defines the criteria for strong recommendations. *DTAB members reviewed the rubric on March 19, 2025.*
- ❖ **Member Proposal Workbook** (Workbook), found in Attachment F, is designed to help members organize their thoughts and reflect on key

questions before the meeting in order to actively engage in discussion during the meeting.

Section Four: Next Steps in the Process

As noted earlier in this staff report, in the coming months the Office will conduct light-touch feasibility studies of DTAB member proposals. For the members that have submitted a proposal, please expect to be contacted by the Office regarding this process.

Additionally, a draft proposal report needs to be written by two DTAB volunteers in collaboration with the Governing Board Liaison. Members who are interested in volunteering need to submit a statement of interest to [MaryKate Cruz Jones](#), Chief of Strategic Initiatives and Partnerships, by Friday, October 31, 2025. If the Office does not receive two volunteers, the DTAB proposal report will not be presented at the March DTAB meeting, nor the May Governing Board meeting. Examples of past proposal reports can be found in the [proposal repository](#).



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:

Lisa Catanzarite, PhD

Proposal Title: *no more than 50 characters*

Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights

- ☐ 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*)

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.

- 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:

Myrtha Ortiz Villar and Diana Phuong

Proposal Title: *no more than 50 characters*

Enhance College Promise definition

- ☐ 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?

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 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 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.

This could include a data element to reflect student participation in College Promise or Neighborhood Promise programs. An updated definition, extending the current one, could be based on individual student information rather than solely relying on the college distinctions.

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 our 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?*
- *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?

Questions that may require individual student data of participation in program that will not be answered by only tracking institution-level participation

- Which students participated in a College Promise program that was available to them?
- What degrees and/or certificates to College Promise students graduate with?
- Which students did not participate in a program that was available to them?
- 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?
- Is the student benefiting from the College Promise scholarship? Does the student get scholarship funding (directly to the student or the college)?

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://web.archive.org/web/20250618011933/http://californiacollegepromise.wested.org/what-is-ca-college-promise/>

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: Already has reported on 2025 data related to College Promise Programs (4)
 - 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://www.wested.org/resource/california-college-promise-program-characteristics-and-perceptions/>

(3) c2c.ca.gov/data-points/institution-participates-in-a-college-promise-program.

(4) Refer to

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/promiseprogramlegislativereport12a11y.pdf?la=en&hash=09803402056D1225F67CB025AE3DFB3DFEAA2B42>

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?

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.)

There are no previously submitted data elements in the repository that align or overlap with this request as of August 14, 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 K-12 Districts, 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.

We 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: (5)(6)

"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 and data for the country: (7)(8)

"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. Data from nonprofits or local programs might offer a different type of visibility to student participation since those programs might not directly feed into the California Promise Program at the college.
- There are students who received scholarships from a "promise program" but are not captured in the data because they were only identified as receiving a scholarship-based program, not specifically getting funding from a college-based promise program.
- 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:

(5) Refer to

<https://web.archive.org/web/20250803060432/https://californiacollegepromise.wested.org/>

(6) Refer to

<https://www.wested.org/resource/california-college-promise-the-relationship-between-state-policy-and-local-programs/>

(7) Refer to www.mypromisetool.org/?source=college-promise-web.

(8) Refer to

<https://promiseneighborhoods.ed.gov/data-and-results?cohortTypeId=5&cohortYearId=1&targetPage=undefined#views-exposed-form-data-dashboard-block-1>

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.

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, we 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

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:

Jacob (Oliver) Schak

Proposal Title: *no more than 50 characters*

Expanding Student Homeless Status Data Element

- ☐ 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?

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 students facing housing insecurity and/or homelessness? What conditions signal that a student is likely to experience housing insecurity and may benefit from receiving housing support and homeless prevention services?

What students have accessed housing and homeless support services (e.g., continuum of care services, rapid rehousing, short-term transitional housing, permanent supportive housing, street services, etc.)? What type of services are students accessing?

Are there barriers to students and their families 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.

Improving data on homelessness and housing is critical to better understanding the lived experiences of students. Inadequate housing is a common challenge for adolescents and young adults, and including those enrolled in college, with the [2023 Affordability, Food & Housing Accountability Taskforce Report](#) finding that as many as 1 in 4 California community college students experienced homelessness within the last year. In light of these survey responses, it's important that any PW20 data point on homelessness incorporate additional data sources to ensure that dashboards and query tools do not undercount student homelessness.

By gathering homeless status data from multiple sources — including data assets from CDII's Agency Data Hub — 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. Additionally, the element be expanded to provide a more complete and inclusive picture of student housing insecurity and homelessness for students, including a longitudinal view of how housing insecurity and homelessness impact students throughout their academic journey.

At minimum, the P20W Data System should include:

- Flags indicating whether each student experienced any homelessness prior to enrollment over the preceding 30 days, 12 months, 5 years, and ever since birth.
- Information on whether each student was homeless during the school year, and what kinds of services the student received, such as the service provider, nature of housing (e.g., rapid rehousing), and duration of services.
- Outcome measures on the number and duration of homeless spells at 1 year, 5 years, and 10 years after exiting high school and/or college.

Data would be ingested into the P20W Data System at least on an annual basis. And to the extent possible, flags would indicate the type of homelessness the student experienced (e.g., sheltered or unsheltered, chronic or transitional, etc.).

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. The data may also allow for more nuanced metrics on how housing stability and homelessness patterns change over time, as a student progresses through school, college, and beyond.

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 may undercount 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 enrolled at community colleges, students who don't fill out the FAFSA, and students who did not receive McKinney Vento benefits 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 Cradle-to-Career Governing Board meeting, the Center for Data Insights and Innovation (CDII) shared that CalHHS is creating an Integrated Homeless Data Set which will include HDIS and additional social services and health data sets. We are aware that CDII is working to provide this data to the PW20 Data System. We are unsure of the data elements 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 California Interagency Council on Homelessness (Cal ICH). Cal ICH is housed under the Business, Consumer Services and Housing Agency. The timeframe for available data starts in 2017. 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.

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.

DHCS and CDSS additionally collect and maintain data on housing stability and homelessness for youth who receive therapeutic and child welfare services from county agencies. The Child and Adolescent Needs and Strengths (CANS) assessment, a multi-purpose tool used to evaluate child well-being and support care coordination, includes a four-point rating on residential stability. This item could provide a valuable data point for the hundreds of thousands of students who complete at least one CANS (or ANSA) assessment during childhood and early adulthood.

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. They could also increase awareness of the extent and patterns in housing insecurity among students and families. 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. For instance, they could examine how schools can help connect students to housing services, and how improved housing stability may support improved outcomes for students. 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

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.



Connecting
Data and Insights
to Advance
Equitable Futures

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

Instructions:

Per the [Governance Manual](#) Section "Member Expectations and Responsibilities" and in preparation for the Fall Advisory Board meeting, members will use the Proposal Rubric in their review of the proposals to examine potential impact and alignment with the C2C vision, mission, and authority.

Criteria	Marginal Recommendation	Moderate Recommendation	Strong Recommendation
Impact and Benefit	No description or explanation included to demonstrate the impact and benefit relevant to C2C Proposed recommendation adds little value beyond existing data elements or current practical tools	Description provided moderate impact and benefit relevant to C2C	Demonstrated significant impact and benefit relevant to C2C, with specific focus on addressing gaps and/or aiding specific populations Adds novel value beyond existing data elements or current practical tools
Mission and Vision	No description or explanation included to demonstrate connection to and support of the mission and vision of C2C	Description provided moderate connection to and support of the mission and vision of C2C	Demonstrated significant connection to and support of this mission and vision of C2C; aids efforts to address disparities in opportunities and improve outcomes for all students
Authority	Proposed recommendation is outside of the scope of authority of C2C	Proposed recommendation is partially within the authority of C2C or there may be uncertainty about authority	Proposed recommendation is within the scope of authority of C2C
Likelihood of Success	Proposed recommendation has low likelihood of success due to data availability, validity, compliance, or cost concerns	Proposed recommendation has moderate likelihood of success with some issues related to data availability, validity, compliance, or cost concerns	Proposed recommendation has high likelihood of success with minor issues concerning data availability, validity, compliance, or cost concerns



Member Proposal Workbook

Data and Tools Advisory Board (DTAB) Meeting

Friday, October 3, 2025

Overview

The Member Proposal Workbook (Workbook) is designed to help members organize their thoughts and reflect on key questions in order to actively engage in discussion during the meeting. The Workbook is structured into three sections:

1. **Individual Proposal Overview and Reflections:** a high-level bullet point summary of each proposal written by proposal authors, as well as reflection space to answer guiding questions and record additional thoughts.
2. **Venn Diagram Comparison Chart:** a visual tool to compare and contrast proposals.
3. **Big Picture Reflection Chart:** a visual tool to capture responses to key theme questions.

Instructions

Before the DTAB meeting, members are expected to:

1. Review all four proposals and fill out the **Individual Proposal Overview and Reflections** documents;
2. Fill out the **Venn Diagram Comparison Chart**; and
3. Fill out the **Big Picture Reflection Chart**.

During the DTAB meeting, members are expected to share their reflections from the Workbook during member deliberation. This Workbook is for members' notes only and will not be shared publicly; however, during the DTAB meeting, members are expected to share their reflections during deliberations.

Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights

- submitted by Member Catanzarite

Summary	Reflections
<i>Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights</i> Add metrics for teacher vacancies, subject areas, assignments/misassignments, and pathways from the following datasets: · CDE (Teaching Assignment Monitoring Outcomes [TAMO], California Basic Educational Data System [CBEDS]) · CTC (California Educator Assignment Monitoring; Annual Reports; Grant Programs), · CSAC (Golden State Teacher Grant Program). These data can elucidate: · impact and variation in access to qualified teachers by student subgroup, district, and subject area · teacher pathway programs, resources, and efforts to mitigate shortages and increase teacher diversity.	
Questions	
How does this proposal relate to the mission, vision, and authority of C2C?	
What makes this proposal impactful and beneficial to C2C?	
What are the potential risks, tradeoffs, and likelihood of success of this proposal?	

**Enhance College Promise Definition - submitted by Member Ortiz Villar and
Member Phuong**

Summary	Reflections
• The current P20W data point on College Promise Programs is a stagnant dataset from 2007–2008 that does not capture the diversity of programs across California, including neighborhood initiatives, scholarships, and tuition assistance. Updating this definition ensures the state can more accurately track the 120+ programs created after 2008. • This proposal calls for a broader definition of College Promise Programs that includes the full range of supports (financial, academic, and wraparound services) and better defines programs that affect student enrollment, persistence, and graduation. This alignment strengthens the connection to C2C's mission of providing actionable, equity-focused data. • Rather than limiting data to whether a college participates in a program, the proposal also poses a recommendation of row-level student indicators that show who actually receives College Promise benefits. This shift would enable deeper analysis of access and outcomes, giving students, families, and policymakers the information needed to improve college and career pathways.	
Questions	
How does this proposal relate to the mission, vision, and authority of C2C?	
What makes this proposal impactful and beneficial to C2C?	
What are the potential risks, tradeoffs, and likelihood of success of this proposal?	

Expanding Student Homeless Status Data Element - submitted by Member Schak

Summary	Reflections
• Californians are increasingly experiencing housing insecurity and homelessness as housing costs continue to rise, with nearly 1 in 4 community college students reporting experiencing homelessness. This proposal seeks to address questions like what are the long-term impacts of housing unaffordability on the education and career opportunities and outcomes? And how can the state and schools better coordinate resources to support homeless students? • By expanding the Homeless Student Status data element, we can begin to answer these questions and more. We propose that Cradle-to-Career bring together more inclusive and detailed data from statewide sources, including the Homeless Data Integration System and the Child and Adolescent Needs Assessment, and the Homeless and Homeless Insecurity Pilot (a.k.a., College-Focused Rapid Rehousing). These improvements would inform and build off of existing work to extract data from the CalHHS Homeless Integrated Data Set. • While we anticipate these data to be robust, housing and homeless services may miss and undercount many unhoused students — particularly for those who are unsheltered or rely on friends and kin for support. This proposal highlights external guideposts, such as the California Student Aid Commission Food & Housing Survey, that may help ensure that we accurately reflect the student experience in California.	
Questions	
How does this proposal relate to the mission, vision, and authority of C2C?	
What makes this proposal impactful and beneficial to C2C?	
What are the potential risks, tradeoffs, and likelihood of success of this proposal?	

Post High School Student Pathway, Higher Ed, and Workforce Outcomes Data
Extract for California K12 Counties and Districts - submitted by Member Watson
 and Member Tarasova

Summary	Reflections
• K–12 systems lack access to actionable, longitudinal data tracking student outcomes after high school. • This data gap hinders evaluation of long-term impacts from programs like Career Technical Education (CTE), counseling, and other supports for graduates' postsecondary education and workforce preparation. • A disaggregated annual C2C data extract containing these data points would deliver post high school outcomes, reveal trends and program effects, and support equity analyses.	
Questions	
How does this proposal relate to the mission, vision, and authority of C2C?	
What makes this proposal impactful and beneficial to C2C?	
What are the potential risks, tradeoffs, and likelihood of success of this proposal?	

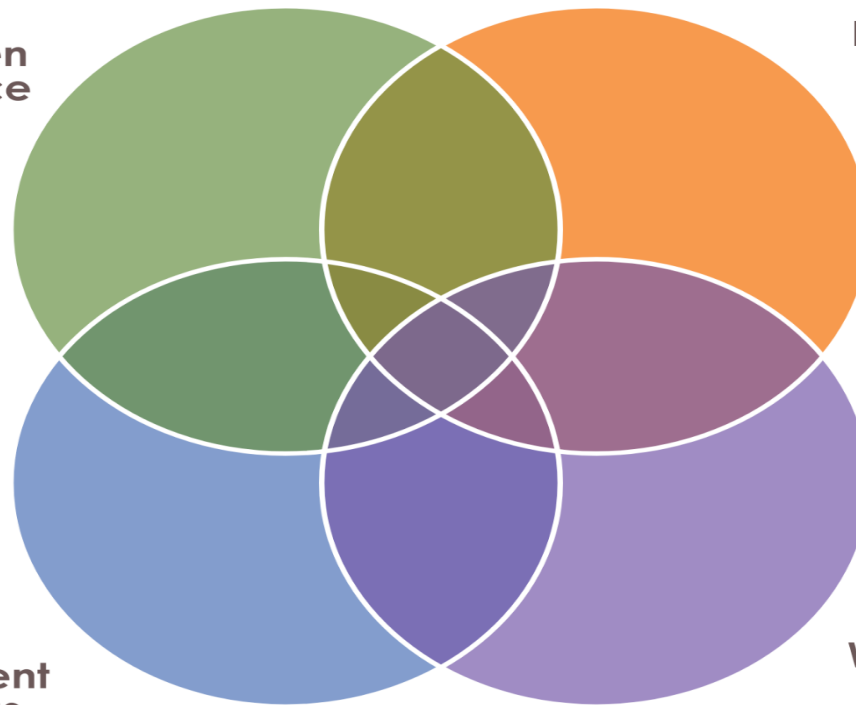
Fill out the Venn Diagram Comparison Chart, found below, addressing the following questions:

1. How do Advisory Board member proposals complement and reinforce one another, in terms of priorities and outcomes?
2. How do Advisory Board member proposals contrast and diverge from one another, in terms of priorities and outcomes?

**Adding Pathways
and Placement
Data to Strengthen
Teacher Workforce
Insights**

**Enhance College
Promise Definition**

**Expanding Student
Homeless Status
Data Element**



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

Fill out the Big Picture Reflection Chart, found below, addressing the questions in the left column.

	Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights	Enhance College Promise Definition	Expanding Student Homeless Status Data Element	Post High School Student Pathway, Higher Ed, and Workforce Outcomes Data Extract for California K12 Counties and Districts
Which proposal(s) has the strongest connection to the mission, vision, and authority of C2C?				
Which proposal(s) has the highest likelihood of success and the highest potential impact and benefit for providing actionable information to the people of California?				

What potential risk(s) and drawback(s) could arise from the proposal?				
Which proposal(s) fit into the 12-month annual work plan and 5-year timeline?				