

# Data and Tools Advisory Board Proposal Report

## SECTION 1. PROPOSALS OVERVIEW

Several proposals were submitted for consideration, each seeking to expand the California Cradle-to-Career Data System (C2C):

### 1. [Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights](#) - Submitted by Member Catanzarite

This proposal aims to enhance the P20W system by incorporating new metrics related to teacher vacancies, subject areas, assignments and misassignments, and teacher career pathways. The rationale is that California faces persistent teacher shortages and frequent misassignments, which can limit students' access to qualified teachers and negatively affect learning outcomes. Current data systems do not fully capture these dynamics, making it difficult for policymakers and educators to identify where shortages and misassignments occur, which student populations are most affected, and how teacher career pathways influence retention and workforce stability. By enhancing P20W with new metrics on teacher vacancies, subject areas, assignments/misassignments, and career pathways, this proposal would fill critical data gaps and provide actionable insights to improve both teacher workforce planning and student learning.

Existing agreements between C2C and relevant state agencies, including current data partners, provide a foundation for this proposal, allowing it to leverage existing datasets. While prior proposals related to teacher data have been submitted, they have not been prioritized. By adding these metrics, P20W could support analyses that reveal variation in students' access to qualified teachers across student subgroups, school districts, and subject areas.

Potential research questions that could be addressed with these data include:

- Which regions and communities are most affected by teacher shortages, and how have these trends changed over time?

- Which students are most likely to attend schools with the highest vacancies?
- How do teacher vacancy rates in schools and districts impact students' educational trajectories?

Additional insights would include patterns of teacher misassignments, participation in state grant programs, and career pathways, with the ability to disaggregate by race/ethnicity, gender, and other social locations.

If implemented, this proposal could generate both institutional- and individual-level data and support alignment with:

- A forthcoming "Teacher Training and Retention" dashboard
- The P20W query builder
- The research request tool/process

Overall, this proposal aligns with C2C's mission by providing actionable insights into the teacher pipeline, with implications for teachers, students, and communities, ultimately supporting a stronger education-to-employment pathway.

2. [\*\*Enhance College Promise Definition\*\*](#) - Submitted by Member Ortiz Villar and Member Phuong

The proposal seeks to explore the various definitions of "College Promise" programs and address the lack of a standardized statewide definition. Currently, P20W contains only one data point on College Promise programs, dating to 2007–2008. Since then, over 120 programs have been established, but they are only tracked by WestEd, a California nonprofit, and College Promise, a national nonprofit.

College Promise programs are recognized as a best practice for supporting students early in high school and are associated with increased college enrollment and persistence. This aligns with C2C's mission to provide actionable data on educational resources and outcomes.

With a clear definition and operationalization of College Promise programs, the following questions could be answered:

- How many students have access to College Promise programs?
- How is participation in these programs changing over time across schools and legislative districts?
- Which College Promise students are enrolled in which colleges?

Answering these questions requires student-level data to track participation and the role of College Promise programs along students' educational trajectories.

The current definition, "whether the institution waives some or all tuition and fees for some students," is broad and may miss programs that support college access through place-based services, income-based grants or scholarships, or admissions offers. Many College Promise programs provide more than tuition waivers, including neighborhood-based supports.

Data on these programs are already collected by K–12 districts, California Community Colleges, California State Universities, and independent institutions. However, no statewide entity consistently tracks College Promise programs.

3. [Expanding the Student Homeless Status Data Element](#) - Submitted by Member Schak

This proposal recommends a significant enhancement to the P20W "Homeless Status" data element to provide a more complete and accurate picture of student homelessness across K–12 education, postsecondary education, and the workforce. The current data point is narrowly aligned with K–12 McKinney-Vento data and FAFSA self-reports, leading to undercounting and inconsistent measurement.

The proposal introduces a broader and more nuanced set of indicators, including:

- Flags indicating whether a student experienced homelessness within the past 30 days, 12 months, 5 years, or at any point in their lifetime

- Distinctions among types of homelessness (sheltered, unsheltered, chronic, transitional)
- Data on services accessed (e.g., rapid rehousing, transitional housing), service providers, and duration of services
- Longitudinal measures capturing homelessness post–high school or college (1-, 5-, and 10-year intervals)

The proposal draws on multiple existing datasets, including HDIS, College-Focused Rapid Rehousing/HHIP, CSAC’s 2023 Basic Needs Survey, and CANS, to better capture the breadth of student experiences and reduce undercounting of students who do not interface with traditional K–12 or federal financial aid systems.

By integrating these data elements, P20W would enable educational institutions, policymakers, and service providers to identify unmet needs, design targeted interventions, and track outcomes over time.

4. [Post High School Student Pathway, Higher Education, and Workforce Outcomes Data Extract](#) - Submitted by Member Tarasova and Member Watson

This proposal addresses a major information gap for K–12 systems: the lack of actionable, longitudinal data about students’ post–high school transitions. Without this visibility, districts and county offices cannot evaluate the long-term impact of CTE pathways, graduation readiness strategies, counseling programs, or college and career initiatives.

The proposed solution is an annual, standardized, disaggregated data extract that would be available via the Query Builder interface or secure access that combines data across six domains:

- **K–12 experiences:** CTE participation and completion, eligibility metrics, and graduation status
- **Postsecondary experiences:** application, enrollment, remediation, ESL, awards, discipline

- **Financial aid:** state financial aid eligibility and receipt
- **Social services:** CalWORKs, CalFresh, Medi-Cal
- **Employment outcomes:** wages, industry, and quarterly earnings
- **Student characteristics:** demographic and equity groups, including foster, homeless, disability, LGBTQ+, migrant, and military

This level of data would enable local education agencies to conduct consistent, equity-focused analyses of student outcomes while streamlining work that many districts currently outsource to external vendors, reducing costs, increasing efficiency, and improving standardization across regions.

## SECTION 2. DISCUSSIONS KEY TAKEAWAYS

During the October 3, 2025, Data and Tools Advisory Board (DTAB) meeting, members engaged in active debate on the merits and complexities of each proposal:

### 1. Adding Pathways and Placement Data to Strengthen Teacher Workforce Insights

- Members raised questions about the scope of available data and the specific demographic variables to be included in the proposed dataset. A clarification was requested regarding which student and teacher characteristics can be disaggregated and how consistently those data elements are collected across systems.
- There was also discussion about whether data from CSU and UC teacher preparation programs could be leveraged. While this is possible, there are important limitations, including a lack of standardization across institutions and incomplete coverage of teachers trained out of state or at other institutions.

## **2. Enhance College Promise Definition**

- Members raised questions about the proposal's purpose and scope, specifically whether it seeks to create a new definition of College Promise programs or simply incorporate additional data. The primary focus is to conceptualize and operationalize a consistent definition that can encompass multiple program types while acknowledging variation in structure and services.
- Given the diversity of College Promise models across the state, members noted that a feasibility study could help clarify what is possible for defining, standardizing, and integrating College Promise program data.

## **3. Expanding the Student Homeless Status Data Element**

- Members repeatedly emphasized the urgency of addressing homelessness in California and its profound implications for equity.
- The proposal responds to this pressing need by advancing more consistent, statewide definitions and measurements, creating the foundation for clearer identification of need, improved coordination across systems, and more equitable policy responses.
- Members also raised several key considerations. Aligning definitions and measurement approaches across K–12 systems, higher education, and service providers will require significant coordination to ensure consistency and comparability. They also expressed concerns about data reliability, particularly the variability and undercounting of higher education students. While the proposal is conceptually strong, members emphasized that a feasibility study will be necessary to determine the reliability with which the proposed indicators can be implemented across data partners.

#### **4. Post High School Student Pathway, Higher Education, and Workforce Outcomes Data Extract**

- Members recognized the proposal as strongly aligned with C2C's mission to provide actionable insights into student pathways and strengthen the education-to-employment pipeline. Several described it as vital, particularly for supporting regional career pathway planning and long-term outcome analysis.
- At the same time, members identified several questions and potential risks. Some asked whether the proposed data extract might duplicate functionality already planned within the Query Builder. Others raised concerns about resource prioritization and whether developing this extract could set a precedent for elevating certain outcome data over others. Members also noted the technical complexity of linking data across systems, as the extract may require more advanced integration than the Query Builder currently supports. Finally, questions were raised about local capacity, whether districts could already conduct some of these analyses, though others emphasized that a standardized statewide extract would be far more efficient, consistent, and equitable.

### Section 3. KEY CONSIDERATIONS

During the October 3, 2025, discussion and feasibility reports, the DTAB recognized the value of each proposal while acknowledging the practical hurdles to expanding data submissions. Members emphasized:

#### **Similarities Among Proposals**

- All proposals address equity issues, especially among vulnerable populations, and aim to support and track students' success.

- All proposals focus on outcomes and on examining gaps and inequities, highlighting alignment between student and teacher career pathways data.
- They underscore the unique role of C2C in uniting disparate data sources and systems, while also emphasizing the need for common definitions across the state.
- Teacher workforce data and student homelessness data are particularly urgent issues following the COVID-19 pandemic, representing pressing social problems that require immediate attention.

### **Differences Between Proposals**

- The C2C team and others emphasized the need to balance long-term and short-term priorities when adding new data points. This includes considering existing relationships with data partners, as well as relationships that may need to be established. Defining data elements and fully integrating them into P20W is generally a long-term goal, while some proposals focus on data already available in the system. Balancing what can be implemented in the one-year plan versus the five-year plan is critical.
- The teacher workforce and student homelessness proposals include detailed descriptions of how variables would be collected. This level of specificity is valuable for producing data that is both policy-relevant and timely.
- Proposals also differ in terms of implementation and required effort. The post-high school outcomes and workforce proposal relies on aggregate data, which may primarily involve C2C office work in designing how the data is displayed. The College Promise proposal focuses on defining the concept and establishing consistent measurement, which is more conceptual in nature. The teacher workforce proposal intersects with

multiple education domains, which could risk overly broadening the scope and complicating implementation.

## **Overall Impressions and Takeaways**

### Teacher workforce data and student homeless status data

- Teacher workforce data complements student data by highlighting the types of investments needed to support both students and the broader education workforce. There is a strong sense of urgency around teacher workforce and student homelessness data, given their immediate relevance in California, whereas the other two proposals may be more appropriate for a five-year planning horizon.
- Regarding the Teacher Workforce proposal, there is concern about leaving it to C2C to decide between Commission on Teacher Credentialing (CTC) data and California Department of Education (CDE) data on teacher assignments. The light touch feasibility from the Office contends that this proposal would require additional feasibility analysis, with one option centered around additional data points and visualizations (in the teacher training and retention dashboard) and a second through the research request process, which would facilitate analyses around teacher preparation and student outcomes.
- Regarding student homelessness data, questions were raised about the reliability of the data and the consistency of methods for capturing housing insecurity. The Office recommends drawing on existing data to create a new homeless status metric and, if feasible, pursuing a new data partnership with the Business, Consumer Services, and Housing Agency to include data from the Homeless Data Integration System (HDIS).

### Enhance College Promise Definition

- The College Promise proposal raises questions about whether C2C's role should involve defining and comparing different types of programs,

potentially setting a precedent of performing analytical work on behalf of users rather than enabling users to do it themselves.

- There is concern about whether C2C has the authority to create and implement definitions, such as for College Promise, instead of relying on experts in the field. Some members expressed skepticism that it is C2C's responsibility to identify critical metrics, which might be more appropriately determined through proposals or partnerships. At the same time, members emphasized the importance of C2C promoting trusted data, including consistent definitions of College Promise programs to support transparency and accountability.
- During the March meeting, DTAB members discussed how C2C could increase transparency in the state's financial investments and outcomes related to College Promise programs. Members also connected this discussion to Executive Director Bates' earlier remarks on the inclusion, impact, and uptake of the CalKIDS Scholarship, and emphasized their role in advancing this work. The DTAB expressed excitement about continuing to further strengthen this effort.

#### Post High School Student Pathway, Higher Education, and Workforce Outcomes Data Extract

- This proposal brings together data elements already available in C2C and aligns with the mission of providing actionable information.
- The proposal requires clear decisions regarding which metrics to include and the intended audience. While moving away from proprietary data was seen as a positive step, members noted that it could also elevate certain data points and user groups over others. This extract may be more complex than the current Query Builder is designed to support, particularly when connecting to K–12 data. The light-touch feasibility study from the Office suggested that this proposal aligns with the workplan and that the extract would reflect workforce outcomes data while providing a valuable free resource for local education agencies.

- If the goal is to integrate additional data partners and enhance understanding of student pathways, proposals like this—particularly those feasible within a 12-month timeframe—could be prioritized.