CALIFORNIA’S CRADLE-TO-CAREER DATA SYSTEM:
Learning from Texas & Massachusetts to Operationalize Data for Attainment Goals and Planning

SEPTEMBER 14 | 11 AM - 12 PM PT
Updates on California’s Cradle-to-Career Data System

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Advancing Equity With Comprehensive Information

Cradle-to-Career System Components

Data on Education and Job Outcomes

Tools to Support College Planning and Transition

Training and Outreach
Data System Leadership

Governing Board

- Data and Tools Advisory Board
- Community Engagement Advisory Board
Texas Longitudinal Data System

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History of the Texas Longitudinal Data System

2002-2003 Biennium
- Integrated Reporting System (Information Access Initiative)
  - SB 1 required that the state agencies (e.g., State Board for Educator Certification, Texas Education Agency-TEA, and Higher Education Coordinating Board-THECB) share, integrate, and house pre-kindergarten through grade 16 (P-16) public education data.
  - A collaboration to maintain standardized data formats for matching individual student records for longitudinally based studies and analysis.

2006
- Education Research Centers
  - HB 1 established three centers for education research based on data from TEA, THECB, and the Texas Workforce Commission (TWC)
  - By 2008, three sites began permitting researchers access to data (researcher must be on-site to conduct analyses)
History of the Texas Longitudinal Data System

➢ Texas received funding from the Federal SLDS Grant Program
  ➢ 2009 Grant: $7.9 million
    ➢ Improve the robustness of existing databases by adding student performance and teacher data at the classroom level, K-20
  ➢ 2009-ARRA Grant: $18 million
    ➢ Expand the LDS to include pre-K, kindergarten and workforce data
  ➢ 2015 Grant: $7 million
    ➢ Expand the data collected by including additional early learning data and Office of Disability Services
    ➢ Improve transparency by providing better access to the Texas Education Data Standards and the Texas Public Education Information Resource (TPEIR)
  ➢ 2019 Grant: $3.4 million
    ➢ Infrastructure priority
      ➢ Enhance the system to improve performance and create public and educator reports to make use of newly available data
      ➢ Create pilot programs, connect student data to educator preparation performance, and create ERC resources
Texas’ 60x30 updated: Building a Talent Strong Texas (2022-2030)

- Fostering the skills and spurring the innovation vital to the Texas economy
- Attainment of certificates and degrees so at least 60% of Texans have a postsecondary credential of value by 2030.
  - 60% for Texans ages 25-34
  - 60% for Texans ages 35-64
- Postsecondary credentials of value aligned with workforce demands that will raise incomes for individuals Texans while reducing debt.
  - 550K students completing postsecondary credentials of value each year
  - 95% of graduates with no undergraduate student debt or manageable levels of debt in relation to their potential earnings
- Research, development, and innovation that drives discovery, improves lives, broadens education, and creates new jobs
  - $1 billion increase in annual private and federal research and development expenditures
  - 7,500 research doctorates awarded annually by Texas institutions of higher education
Governor’s Tri-Agency Workforce Initiative

In 2016, the Governor of Texas established the Tri-Agency Workforce Initiative (Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission).

Tri-Agency Priorities

- Pathways: Support efficient and flexible pathways to earning degrees, certificates, and other credentials linked to high-wage, in-demand jobs.
- Support: Ensure students receive support necessary to succeed at all stages of their educations and in transitions to the workforce.
- Infrastructure: Create a robust infrastructure for interagency collaboration around common goals, data, and processes to ensure improved student outcomes and meet employers’ needs.
Advancing Equity for the Benefit of All Texans

- Over the past decade, 95% of the population growth in Texas came from communities of color.

- Equity is embedded throughout our goals.
  All indicators will be disaggregated and reported by race, gender, income level, and geographic area in order to close the success gaps that exist in Texas.

- All goals will be tied to metrics that are publicly available for students and families, higher education institutions, employers, and policymakers to use in making decisions.
Lessons Learned

1. If you build it, they will not necessarily come

2. Enhance data agency
   1. Create strategies when communicating, accessing, and using data
      1. Develop data narratives aligned with stakeholder personas
      2. Establish easily accessible and interactive dashboards
      3. Create research feedback loops that can momentum and data scaffolding

3. State legislation is often needed to keep the momentum going due to staff continuity

4. Specifically stating equity-minded statements on state goals and indicators
   1. Moving beyond statements like “students of color” by providing clear goal statements on specific groups of students (e.g., Hispanic, African American, low-income families, and families located in rural areas).
The SLDS and Equity-Minded Goalsetting

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Creation of the SLDS

Massachusetts Department of Elementary and Secondary Education (DESE) Received Three Federal SLDS Grants. These funds supported:

- A more automated data collection processes and improved data quality at DESE through the implementation of the school interoperability framework technology.
- Creation of the Education Data Warehouse which integrated data from the three separate agency data systems (those of the Departments of Early Education and Care [EEC], Elementary and Secondary Education [DESE], and Higher Education [DHE]) to establish a longitudinal data system.
- A secure portal for development and deployment of dashboards and reports including high school postsecondary feedback reports and K12 early warning indicator reports, as well as a public facing school district analytic tools.
- In 2015, a data merge process was created between the Education Data Warehouse and the Department of Unemployment Assistance Wage Record Data System.
Governance of the SLDS of the SLDS

Governance, especially without founding legislation, was essential:

- Educational agencies had to agree to establish the IT Department of the Executive Office of Education (a new entity at the time) as custodian of the data for all three agencies without infringement on agency ownership and control.

- Steering Committee was created with representation from all three agencies and the executive office to govern development and operation of the SLDS.
Lessons Learned

Sustaining the SLDS is as challenging as creating the SLDS

- When the new money stops flowing the focus is on maintenance and change becomes incremental. Tools and reports run on “autopilot” without promotion and support.

- When the governance structure dissolves access becomes uneven within and across agencies. The rules and processes become vague.

- Linking the data is important but so is having the tools for users of all levels to access the data. The SLDS has supported substantial information sharing, policy development and research but not to it’s fullest potential.
A Fourth SLDS grant is focused on sustaining the SLDS as challenging as creating the SLDS. When the new money stops flowing, the focus is on maintenance and change becomes incremental. Tools and reports run on autopilot without promotion and support. When the governance structure dissolves, access becomes uneven within and across agencies. The rules and processes become vague.

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Next Steps: Fulfilling the SLDS Potential

E2C Research and Data Hub Goals

1. **Promote shared ownership for progress on state goals for education and career**
   
   e.g., 20% of high school graduates will have a full-time job earning at least $XX,000.

2. **Produce actionable research on what leads to progress on long-term outcomes**
   
   e.g., What aspects of preschool programs correlate with increased likelihood of high school graduation?

3. **Increase access to more complete data**
   
   Unified data request system for researchers, access to inter-agency data for educators in the field, better data exploration tools for the public.

4. **Enable more efficient, effective and transparent reporting and data use**
   
   e.g., Reduce staff time spent updating dashboards, gathering data for federal reports or fulfilling research requests.
Data and Equity Agenda

- Analysis and reports using SLDS, and other data sources, were essential to establishing the Equity Agenda: Equity Spotlights Reports to the BHE on Race & Gender, Geography & Socioeconomic Status, Progress and Completion, and Financial Aid and Unmet Need illustrated the racial equity gaps in Massachusetts.

- Adopting data drive equity goals were essential to Massachusetts becoming a Lumina Talent, Innovation, Equity Stata.
Goals of the Equity Agenda

- **GOAL 1**: Sixty percent of working-age Massachusetts residents ages 25–64 will hold an associate degree or higher and an additional 10% of the population will hold a high-quality credential by 2030.

- **GOAL 2**: Forty-three percent of African American and 32% of Latinx Massachusetts residents ages 25–64 will hold an associate degree or higher by 2024.

- **GOAL 3**: By 2030, the rate at which the Massachusetts public higher education system graduates African American and Latinx students will increase to 51% and 50% respectively, outpacing the current rate of increase by 10%.

- **GOAL 4**: DHE will also track and report on racial gaps in first-year success metrics incorporated into PMRS, including completion of college-level math and English in the first year, on-time credit accumulation, and persistence to a second year of postsecondary education.
The Strategic Plan was developed in partnership with stakeholders across the public the higher education system using the inputs outlined below:

**Environmental Scan**
- System-Wide & Institution-level Data
- System-Wide Survey
- Stakeholder Interviews and Focus Groups

**New Undergraduate Experience (NUE) Report**

**Stakeholder Input via Strategy Labs (Jan 2022) & Review Sessions (Feb-May 2022)**

**Racial Equity in Higher Education Leading Practices**

7,903 Stakeholders
Strategic Plan for Racial Equity

Vision

A system of student-ready, race-conscious public colleges and universities that are equitable and racially just, embrace the critical assets of Students of Color, and prepare Students of Color for success.

Mission

We will continue to transform our programs, policies, pedagogies, and practices to be rooted in racial equity and responsive to the goals and needs of Students of Color.
Strategies and Goals

Key Goals: Increase Student Of Color’s...
- Enrollment
- Transfer Rates
- Persistence To 2nd Year
- Timely Completion Of Gateway Courses
- On-time Credit Accumulation
- Degree / Certification Completion (Including Post-transfer)
- Social & Economic Mobility
- Sense of Belonging

Prepare Students Of Color To Thrive Beyond Their Time In Higher Education

Build A Culturally Relevant And Civically Engaged Educational Experience For Students Of Color

Strategies for Achieving the Goals

Transform Institutional Cultures To Be Equity-minded

Establish The Infrastructure To Drive Racial Equity

Increase Access To Higher Education For Students Of Color

Degree / Certification Completion (Including Post-transfer)
Key Goals: Setting Targets for these Goals

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<tr>
<th>System Goals only</th>
<th>Both System &amp; Segment Goals</th>
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<tr>
<td>➢ Increase social and economic mobility</td>
<td>➢ Increase enrollment the MA public higher education system</td>
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| ➢ Increase degree/certificate completion | ➢ Increase continuous progress  
  ➢ Increase persistence to a second year of postsecondary  
  ➢ Increase timely completion of gateway courses  
  ➢ Increase on-time credit accumulation |
| | ➢ Increase transfer rates from community colleges to universities |
| | ➢ Increase degree/certificate completion rates after transfer from community colleges to universities |
Goal-setting: Design and Implementation

- Each quantifiable goal is **disaggregated by race/ethnicity** and is designed at the system-level, with segment-level goals in some cases.

- Specific targets will be informed through **forecasting of historical data**, intended to be reached or surpassed by 2033.

- Gap between the baseline rate for each racial/ethnic group and the single to-be-determined target reflects the **disparate levels of effort and investment needed**.
Goal-setting: A Consultative Process

- Methodology used to set proposed targets will be developed in consultation with the DHE Data Council and vetted through the Data Governance Steering Committee and the BHE’s Evidence Based Policy Making Advisory Council.