



U.S. DEPARTMENT OF LABOR

# ETA VISION 2030

## WORKFORCE CONVENING

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MAY 16-18, 2023



# USING STATE DATA SYSTEMS TO EXPAND ACCESS TO QUALITY JOBS AND ENSURE JOB EQUITY

DATA QUALITY CAMPAIGN

# Panelists

- **Kate Akers**, *Assistant Vice Chancellor, Chief Data Officer*, Pennsylvania State System for Higher Education
- **Mary Ann Bates**, *Executive Director*, California Cradle-to-Career Data System
- **Nick Moore**, *Director*, Alabama Governor's Office of Education and Workforce Transformation
- **Kate Tromble**, *VP, Federal Policy*, Data Quality Campaign (moderator)

# Grace's Path to Success

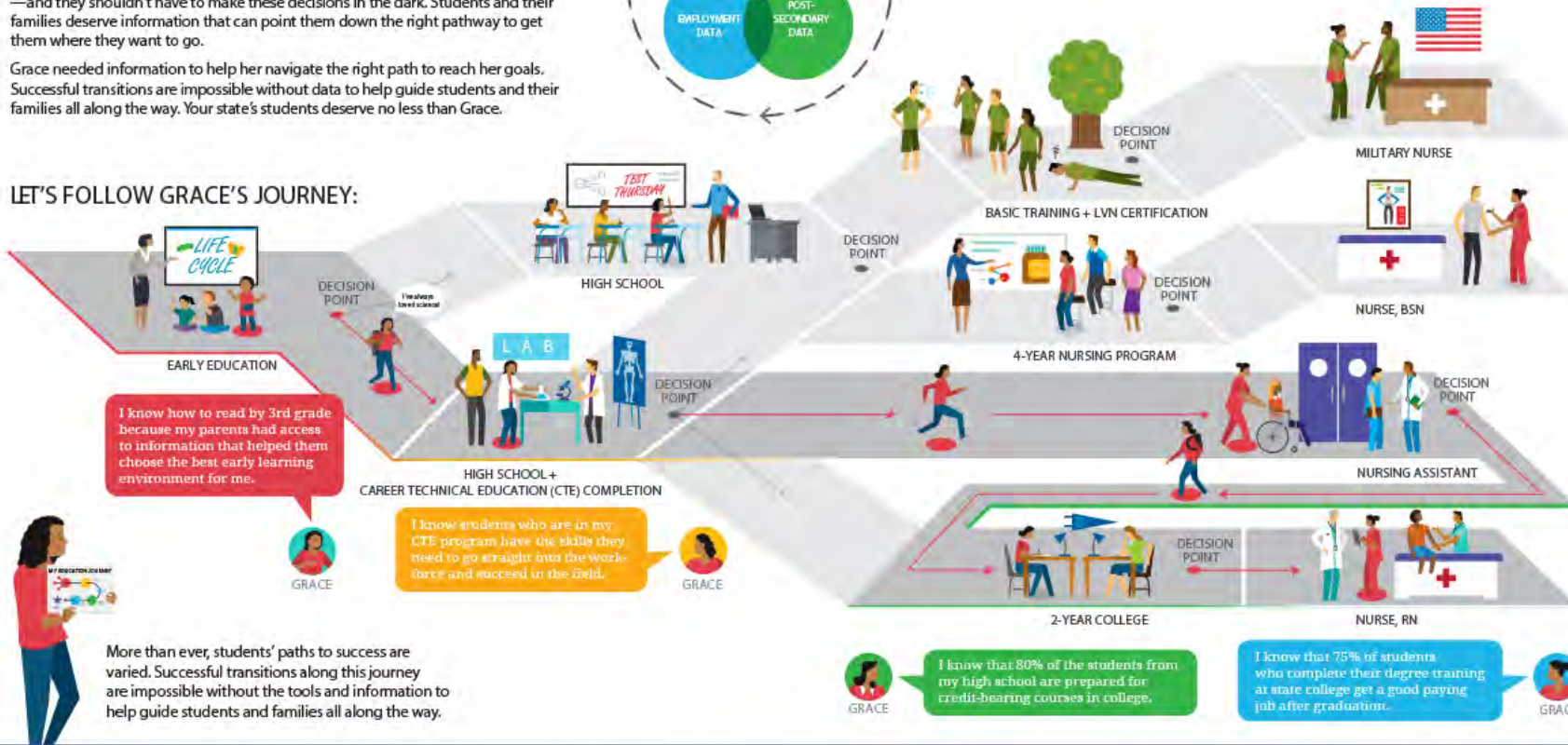
Information is critical to support student success all along the way.

Students' pathways to success are increasingly varied. But no matter the path, students must make choices that shape their future options and opportunities—and they shouldn't have to make these decisions in the dark. Students and their families deserve information that can point them down the right pathway to get them where they want to go.

Grace needed information to help her navigate the right path to reach her goals. Successful transitions are impossible without data to help guide students and their families all along the way. Your state's students deserve no less than Grace.



LET'S FOLLOW GRACE'S JOURNEY:



For guidance and best practice, see DQC's roadmaps to link, govern, and share data between early education, K-12, postsecondary, and the workforce.

dataqualitycampaign.org



# Nick Moore, Alabama Governor's Office

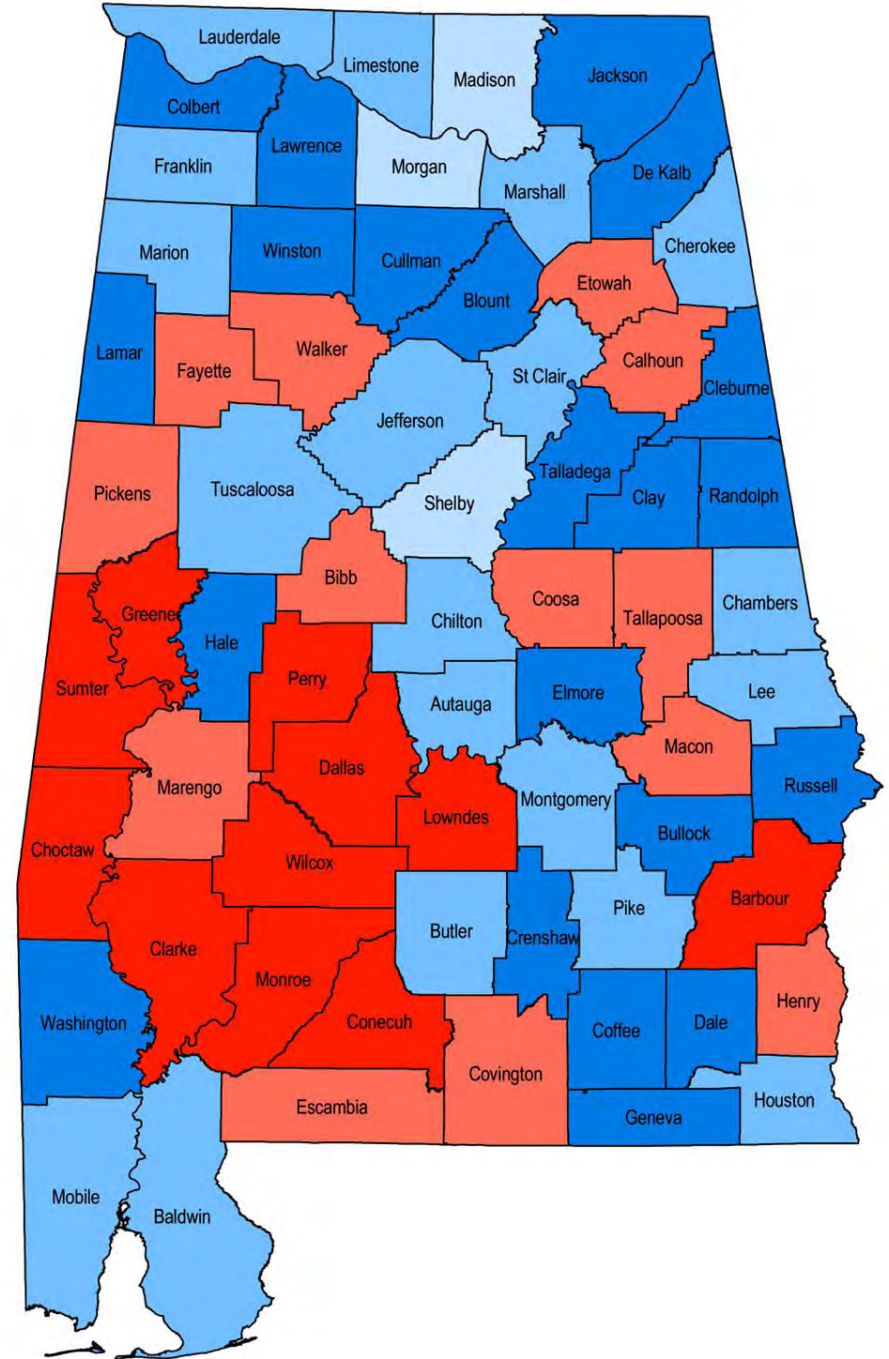
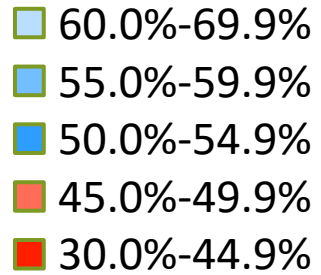


Shaded areas indicate U.S. recessions.

Source: U.S. Bureau of Labor Statistics

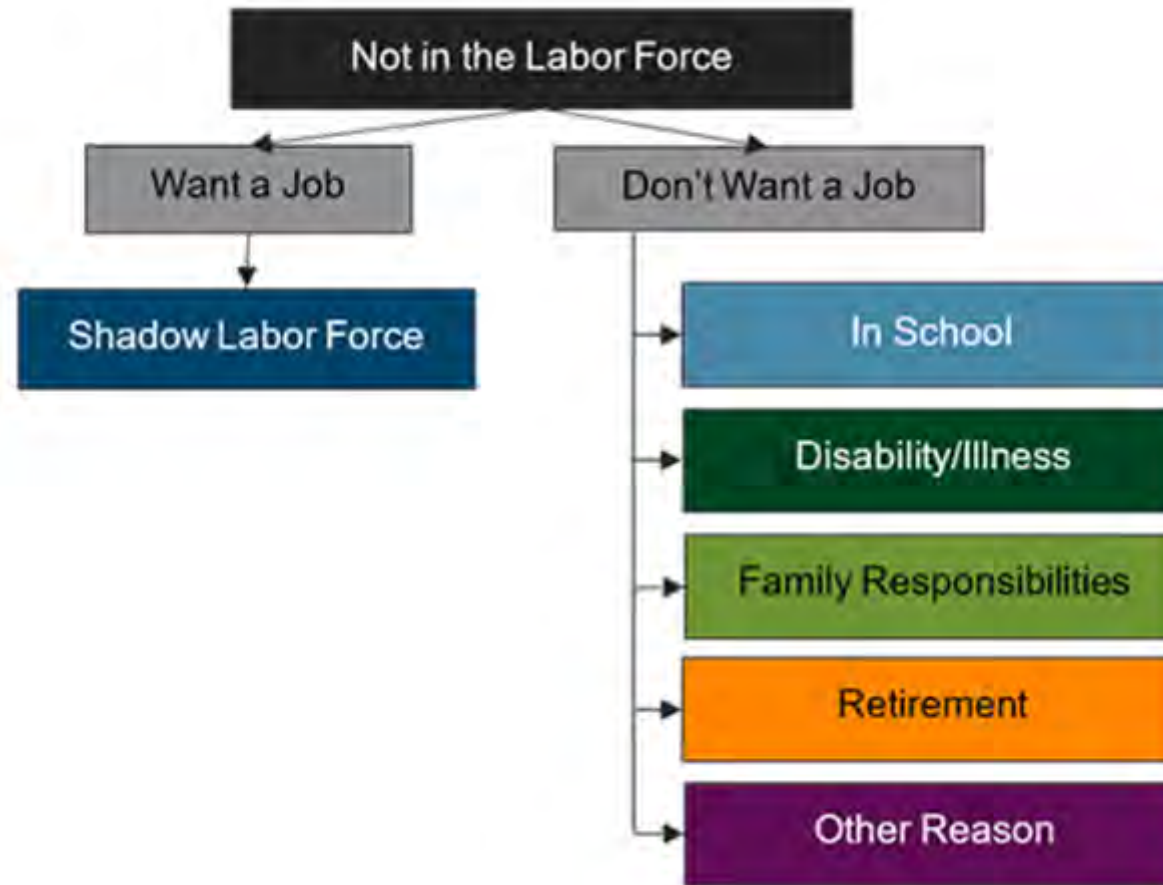
fred.stlouisfed.org

# Labor Force Participation Rate by County



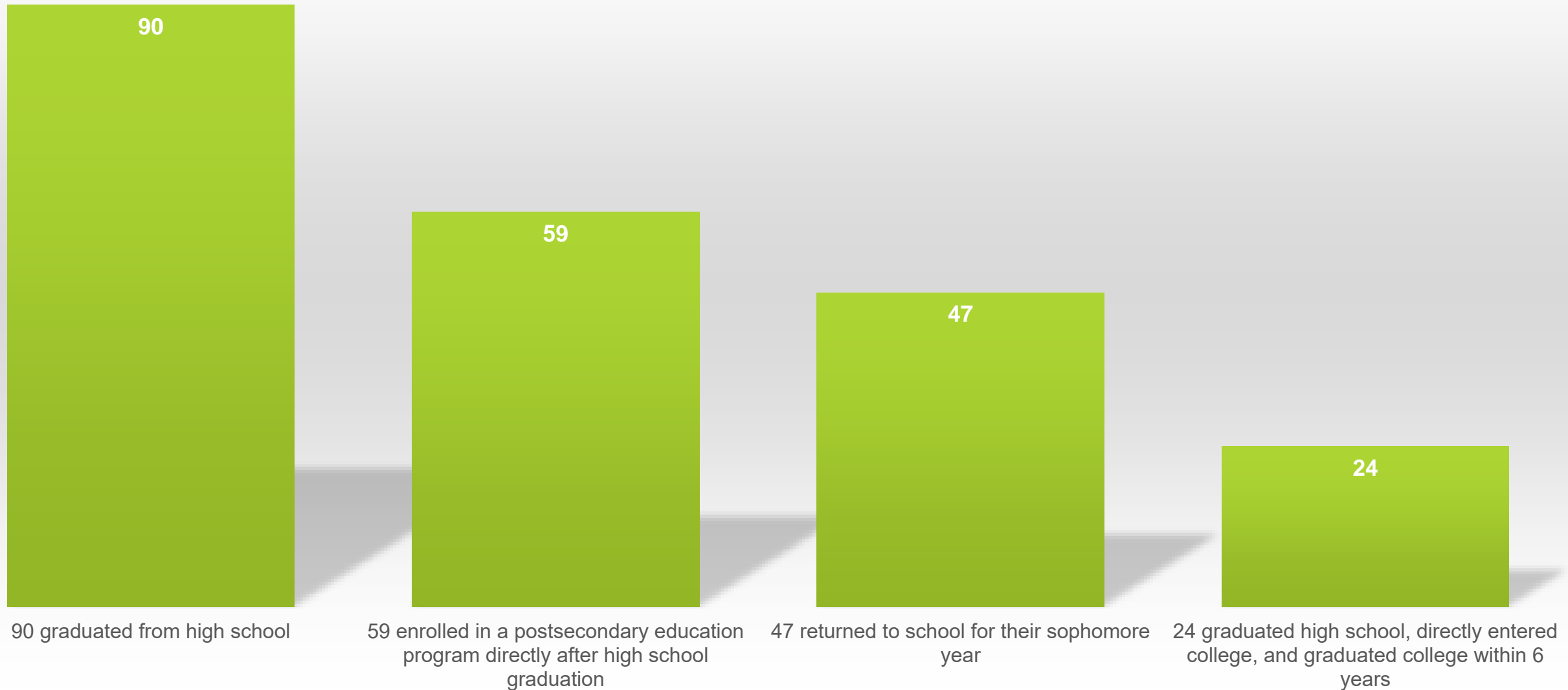
Source: Alabama Department of Labor in cooperation with the US Department of Labor, Bureau of Labor Statistics. Data ratios are adjusted to reflect monthly labor force changes. January 2023 Preliminary.

# Why are individuals not in the labor force?



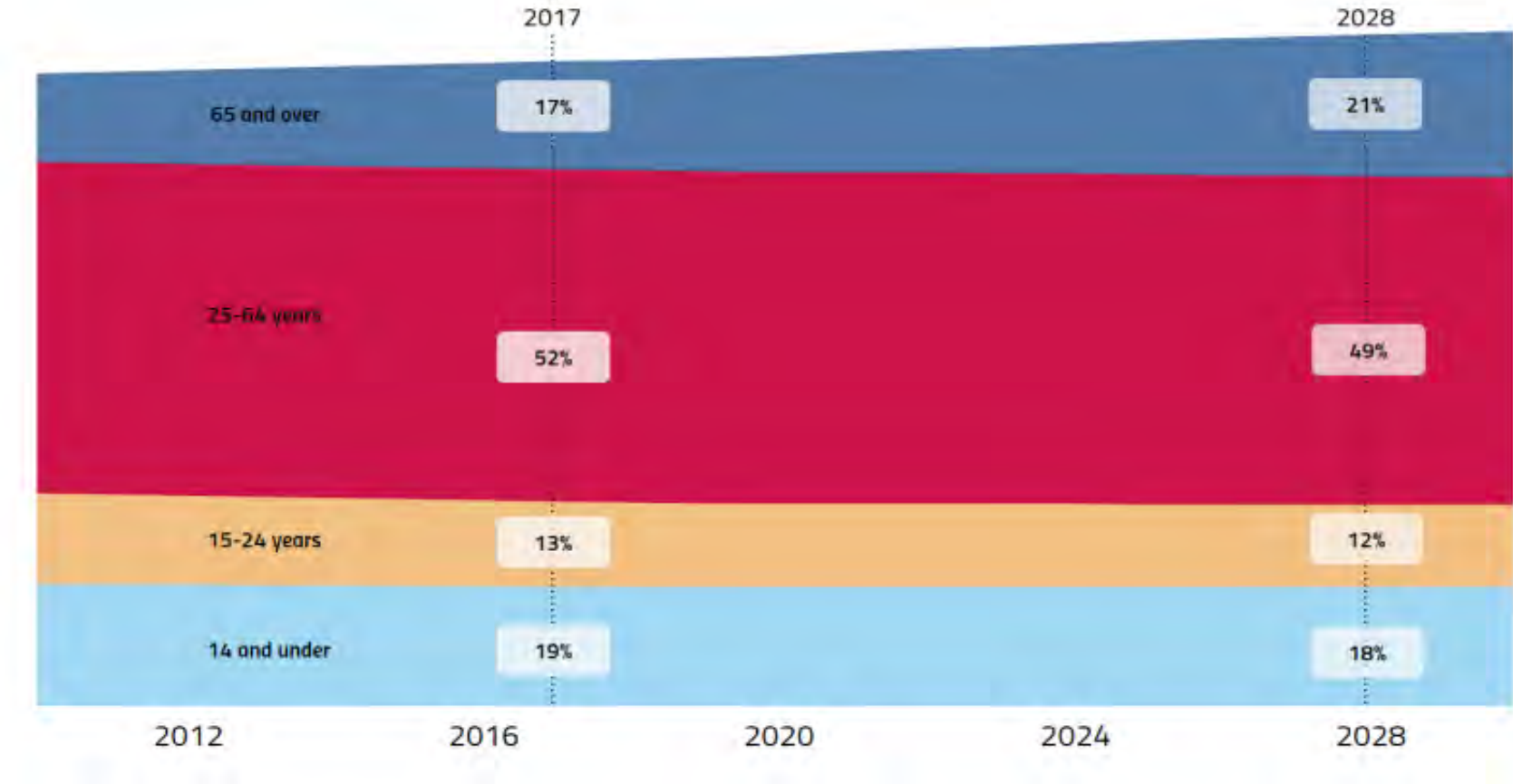


# Out of 100 9th graders who became the class of 2018...



# Alabama population change, 2010–2030, with detail in 2017 and 2028

Source: U.S. Census Bureau, 2022



Source: Credential Engine. (2022). Alabama's Success Plus Attainment Goal Progress. Washington, DC: Credential Engine.

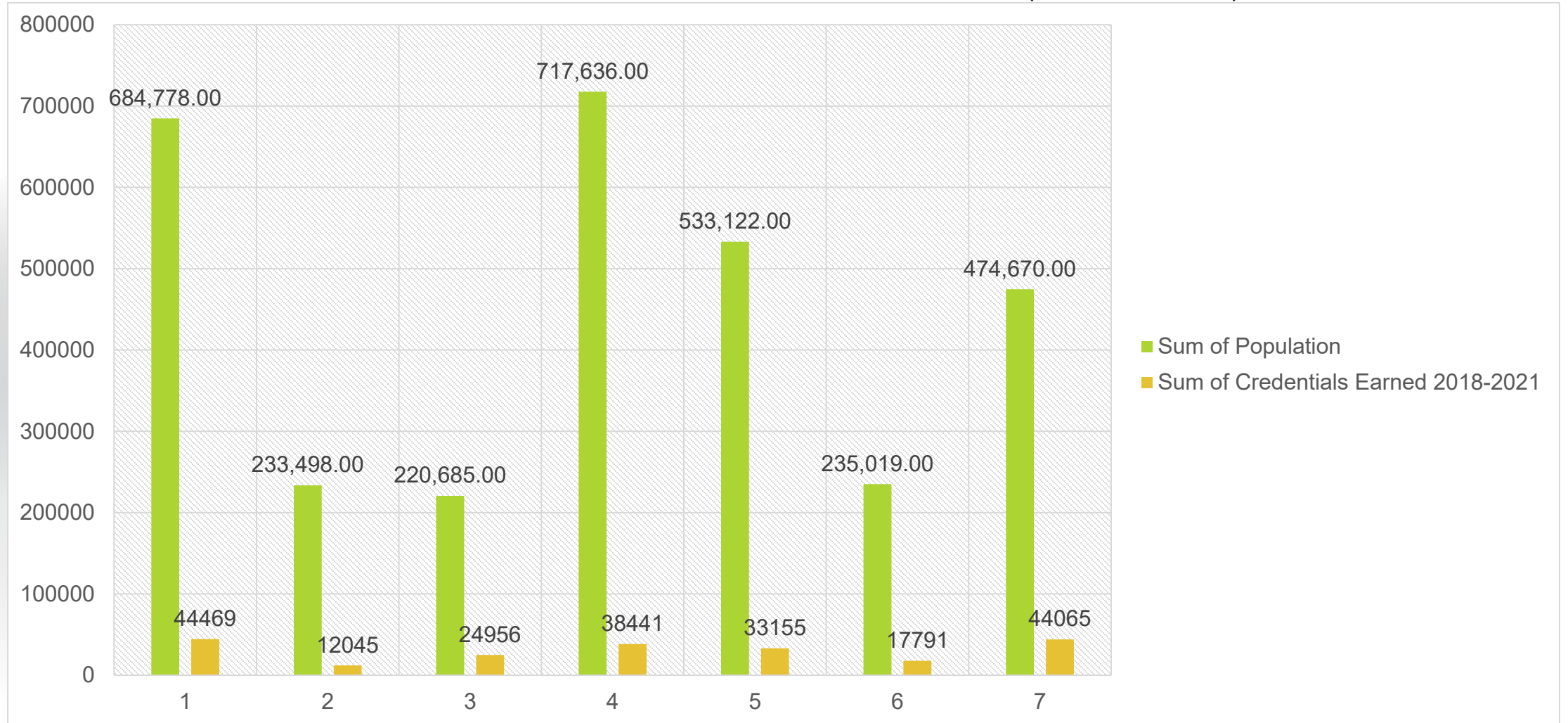
# Special Populations Goals

<b>Special Population Groups</b>	<b>AL GOAL</b>	<b>WDR1</b>	<b>WDR2</b>	<b>WDR3</b>	<b>WDR4</b>	<b>WDR5</b>	<b>WDR6</b>	<b>WDR7</b>
Displaced Homemaker	9,254	1,988	599	726	2,396	1,573	577	1,395
Low-Income	80,864	18,684	4,644	7,103	20,331	13,120	4,922	12,060
Indians, Alaskan Natives, Native Hawaiians	2,756	1,083	94	82	471	145	135	746
People with Disabilities	10,572	2,603	780	810	2,742	1,580	640	1,417
Older Individuals	8,231	2,151	470	518	2,355	1,061	423	1,253
Ex-Offenders	35,249	8,370	3,120	2,230	8,960	4,440	2,511	5,618
Homeless Individuals	1,543	380	120	30	480	140	73	320
Youth Aged Out of Foster System	190	41	21	9	46	29	17	27
English Language Learners/Low Levels of Literacy/Substantial Cultural Barriers	10,786	4,250	360	480	3,330	1,206	280	880
Migrant and Seasonal Farmworkers	2,694	878	204	204	281	433	288	406
Individuals Nearing TANF Exhaustion	519	32	17	40	176	146	43	65
Single Parent	56,316	13,180	3,290	3,836	15,940	9,190	3,140	7,740
Youth with parents in active duty military	1,678	430	50	36	370	380	140	272
Unemployed or Underemployed	18,301	4,030	1,011	1,300	5,150	2,730	910	3,170
Long-Term Unemployed	16,726	4,651	841	995	3,992	2,732	1,076	2,439
Veterans	44,321	12,249	2,379	2,601	10,980	6,095	2,825	7,192
<b>TOTAL</b>	<b>300,000</b>	<b>75,000</b>	<b>18,000</b>	<b>21,000</b>	<b>78,000</b>	<b>45,000</b>	<b>18,000</b>	<b>45,000</b>

Sources for special populations estimates for 2021 include US Census Data, Alabama Dept. of Corrections (DOC), Alabama Dept. of Labor (ADOL), Alabama Dept. of Human Resources (DHR), and Alabama State Dept. of Education (ALSDE).

# Population and Credentials Earned in Alabama's Seven Workforce Regions (2018-2021)

- 214,725 estimated First-Time Credentials Earned since 2018 (43% to Goal)



# Alabama Committee on Credentialing and Career Pathways (ACCCP)

- The ACCCP was codified by Act 2019-506, which passed the legislature unanimously during the 2019 session.
- The ACCCP has a two-fold mission: (1) to identify Alabama's regional and statewide in-demand occupations and (2) to identify competency models, career pathways, and credentials of value linked to those in-demand occupations.
- The ACCCP includes 16 Technical Advisory Committees (TACs) each composed of seven gubernatorially-appointed members of business and industry.
- Each TAC is supported by subject-matter experts from state education and workforce agencies are trained to assist the TACs with developing competency models and career pathways.

Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V
Occupation Must be at least 70% of Regional Median Wage	Positive projected growth	Occupation is projected to have a minimum of 15 openings a year	Occupation median wage exceeds the current lower living standard income level (LLSIL) at 70%.	Occupation Requires a post-secondary credential, certificate or degree for initial employment

### Regional In-Demand Occupations must meet a minimum of 4 criteria

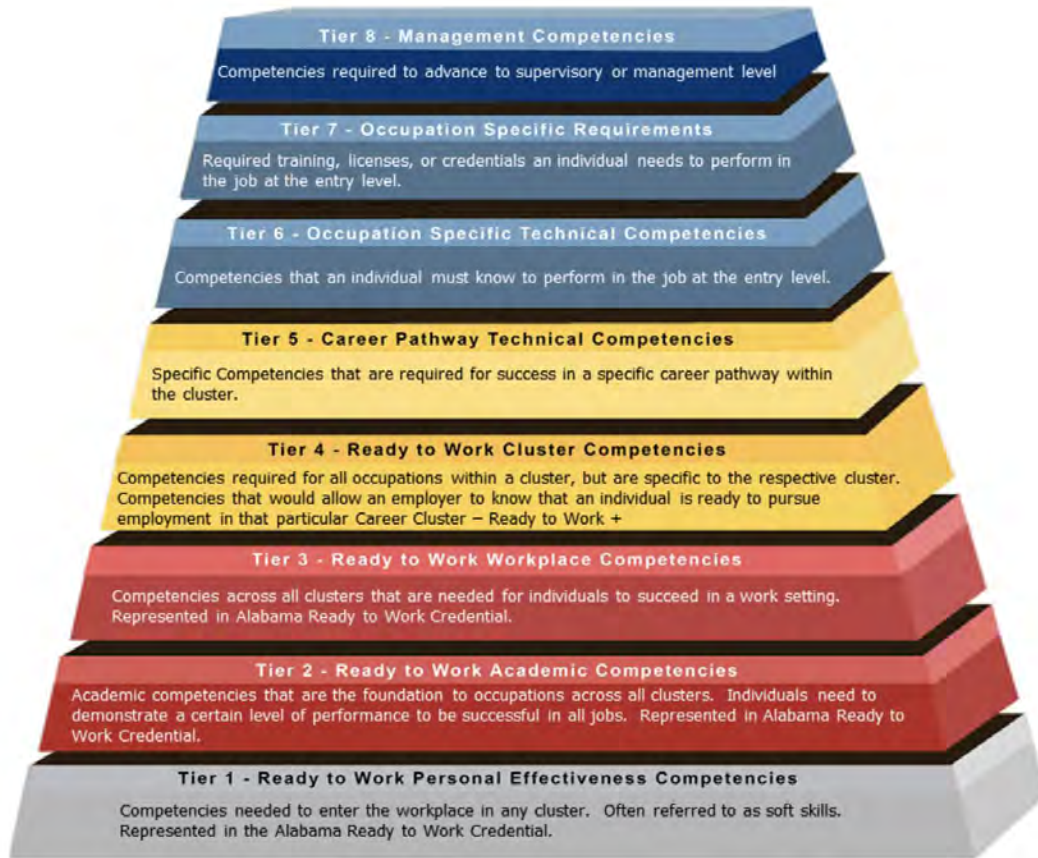
- Criteria 1-3 are required
- Must meet either criteria 4 or 5

### Alabama In- Demand Occupations

- Occupations that are in demand in 3 or more regions qualify for the state demand list

# The Evolution of the Alabama Occupational Ontology

**Critical Thinking** Informs Our Foundational Alabama Occupational Competency Ontology



## Common Language

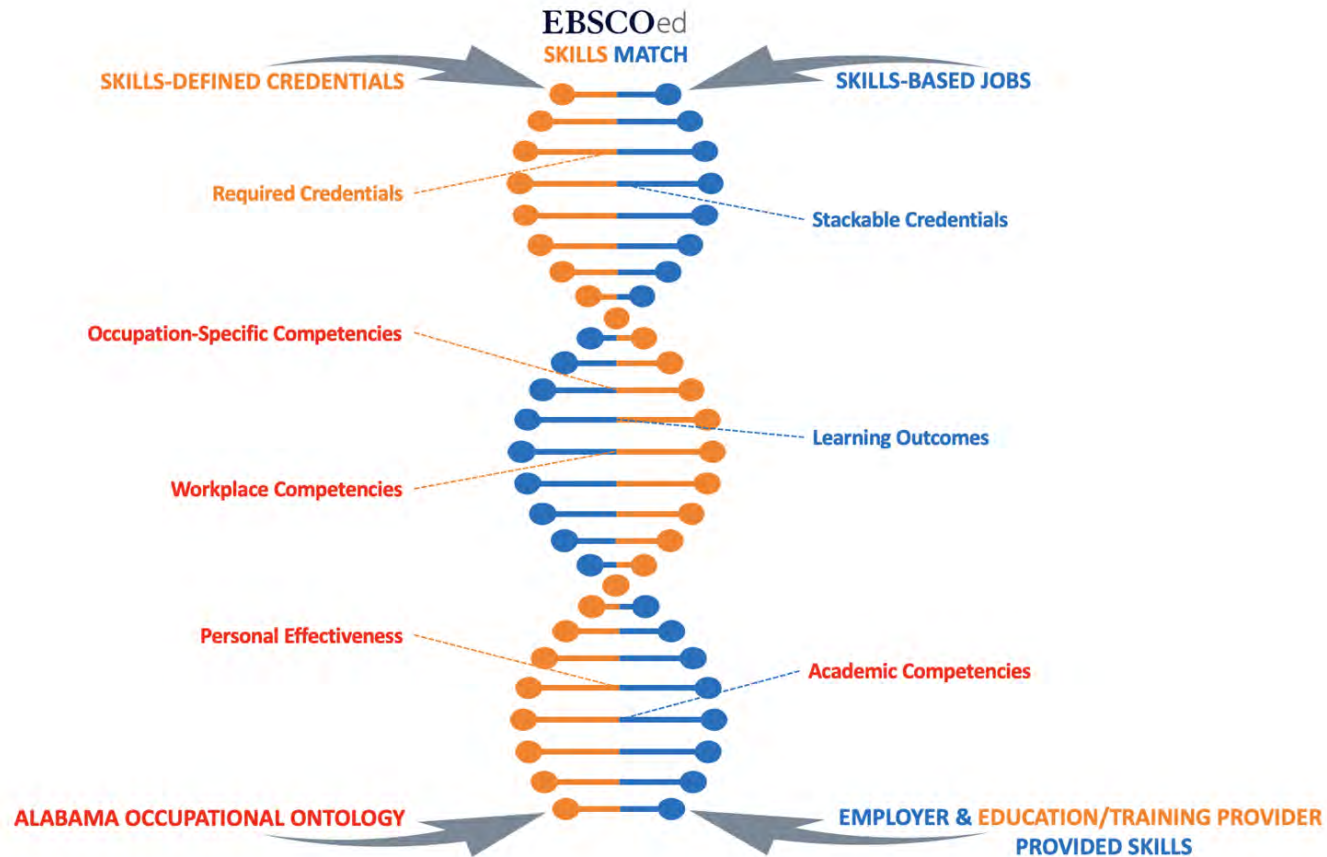
**Competency (Skills) Statements\* Pre-loaded for Use in Creating & Maintaining Skills-Based Jobs & Credentials:**

- Three Levels of Ready to Work Statements from ACCCP
  - Personal Effectiveness
  - Academic
  - Workplace
- Learning Outcomes from Education/Training Providers
- Occupation-Specific Statements from CSW
  - 365 In-demand Occupations (236 Statewide & 129 Regional)

- Theoretical Model from 2020 -

# The Evolution of the Alabama Occupational Ontology

Modern Technology is Fueling Our Future Skills-Based Economy



## Skills\* DNA

Just like human DNA, our experiences and environments shape our DNA and how it changes over time. EBSCOed is committed to designing solutions that grow based on community contributions, activity & insights.

The **Skills\* DNA** introduced by Alabama through EBSCOed technology is **enabling sustainable growth and unprecedented sharing between sectors to power skills-based insights & recommendations.**

At the core, the **Alabama Occupational Ontology** brings a foundational common competency vocabulary for 365 in-demand occupations (236 Statewide & 129 Regional) that contributors including **Education/Training Providers & Employers can build upon over time through their Triad experiences.**



# NDC Quality Assurance Process

## ■ 10 Characteristics of a Quality Non-Degree Credential

- Classified as required by law, mandated by industry, or preferred by industry (industry relevance)
- Determined to be required to obtain a job; part of a stackable sequence; or complementary, but not directly aligned, to an occupation or career pathway (job or career relevance)
- Accredited or recognized by a statewide or national industry-recognized accrediting body
- Aligned to an occupation on a regional or statewide list of in-demand occupations
- Achievable by students in a secondary and/or the postsecondary level of study
- Earned after a minimum number of hours of instruction time
- Stackable in a sequence of aligned competencies
- Valuable as determined by leading to at least a 20 percent wage premium over a high school diploma
- Traceable and trackable by the ATLAS on Career Pathways
- Portable across or within an industry sector



The Applications:

## Alabama's Talent Triad

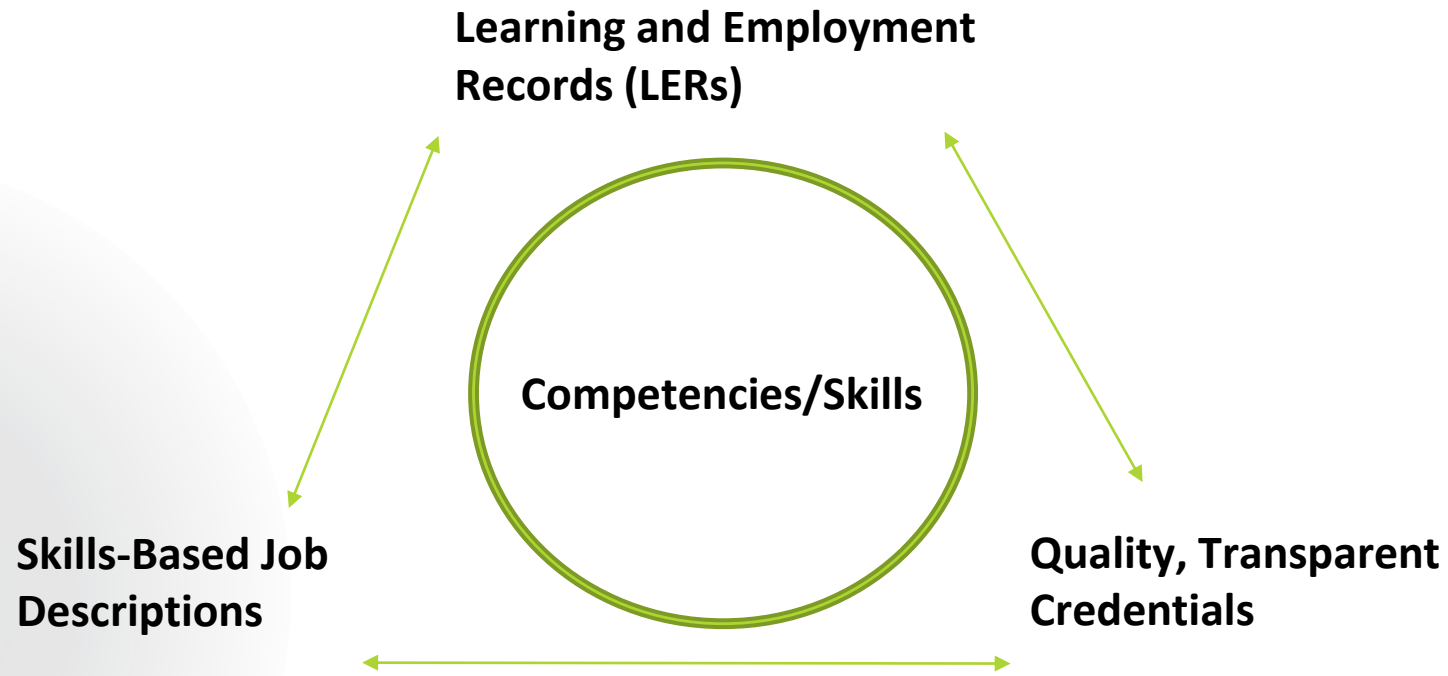
*Formerly known as Alabama College and Career Exploration Tool (ACCET)*

**Credential Registry** | *Explore Credentialed Learning of all types in Alabama*

**Skills based Job Description Generator** | *Explore Skills-Based Jobs in Alabama*

**Alabama Learning & Employment Record (LER)** | *Within a personal Digital Learner Wallet provided by EBSCOed*

# The Alabama Talent Triad: The Nation's First Full-Scale Talent Marketplace



## Talent Triad

*In Support of a Skills-Based Economy*

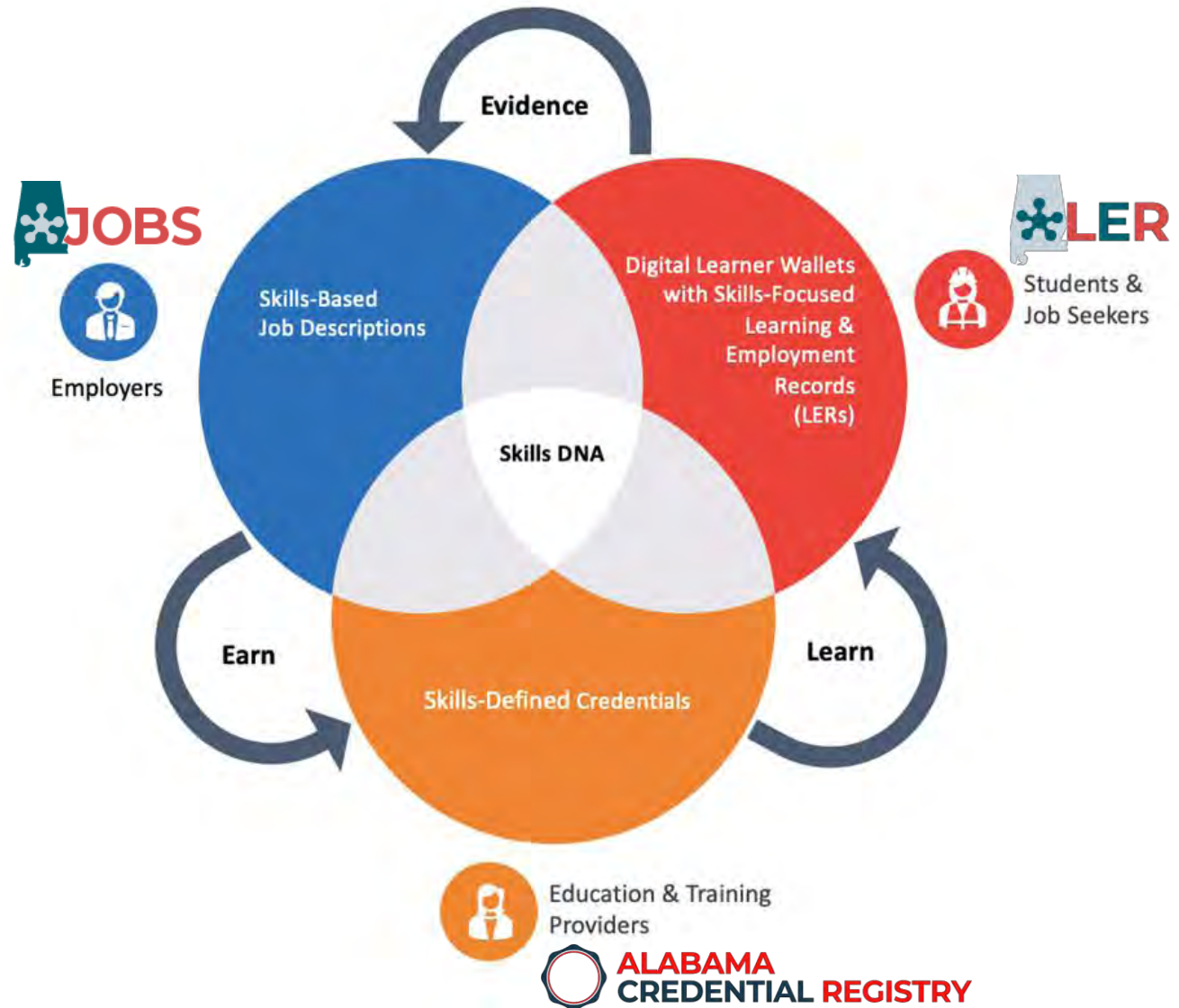
Connecting Learners, Earners, Employers and Education & Training Providers through **EBSCOed Technology & Skills DNA**

**Skills-Based Jobs** modeled to support JEDx format.

**CLR LERs** supporting Alabama-verified credentials including those in-process to define a talent pipeline for employers alongside **personal digital learner wallets** supporting self-attested skills, credentials & partners like Milgears.

**Credential Registry** to support all types and levels of (stackable) credentials available in Alabama. Compatible with CTDL.

**Pilot launching March 2023**



# Key Takeaways

- Alabama has a plan to use competency-based education and skills-based hiring to increase Alabama's postsecondary education attainment and labor force participation rates, which is essential for future economic growth.
- Alabama is launching the nation's first full-scale talent marketplace, which connects talent to opportunity by using competencies as a currency to transact and translate all forms of learning.
- Alabama is seeking state partners to join the Alabama Talent Triad System.

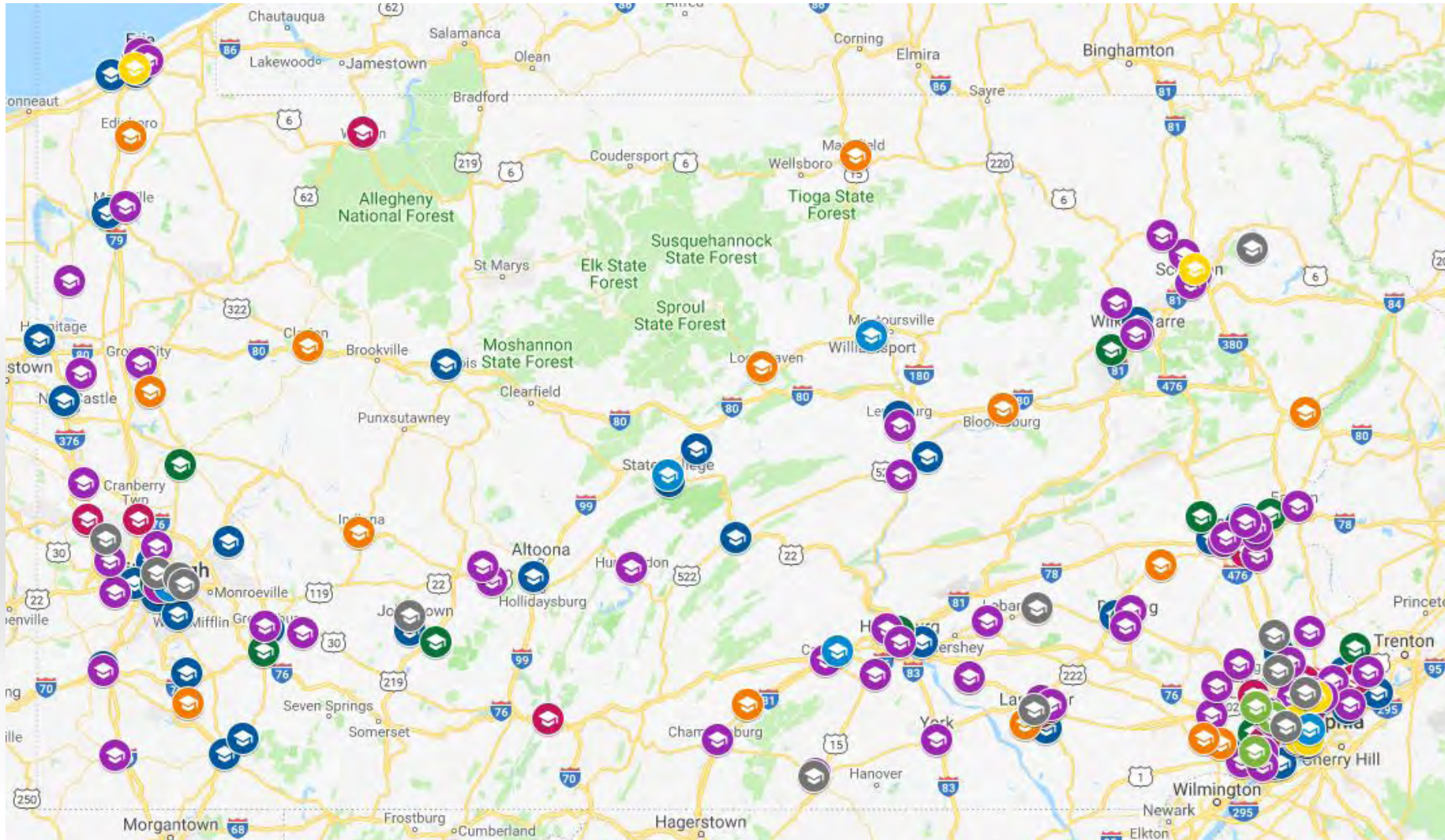


# Kate Akers, Pennsylvania State System of Higher Education

# Postsecondary Data Linkages and Opportunities

- State Postsecondary Student Unit Record Systems (PSURS) include a wealth of information from inquiry and application to graduation/completion
- Robust systems include longitudinal information connecting universities to one another, K-12, workforce, and other agencies

# Pennsylvania's Postsecondary Landscape



**Nearly 250  
Institutions Offer  
Degrees in PA**

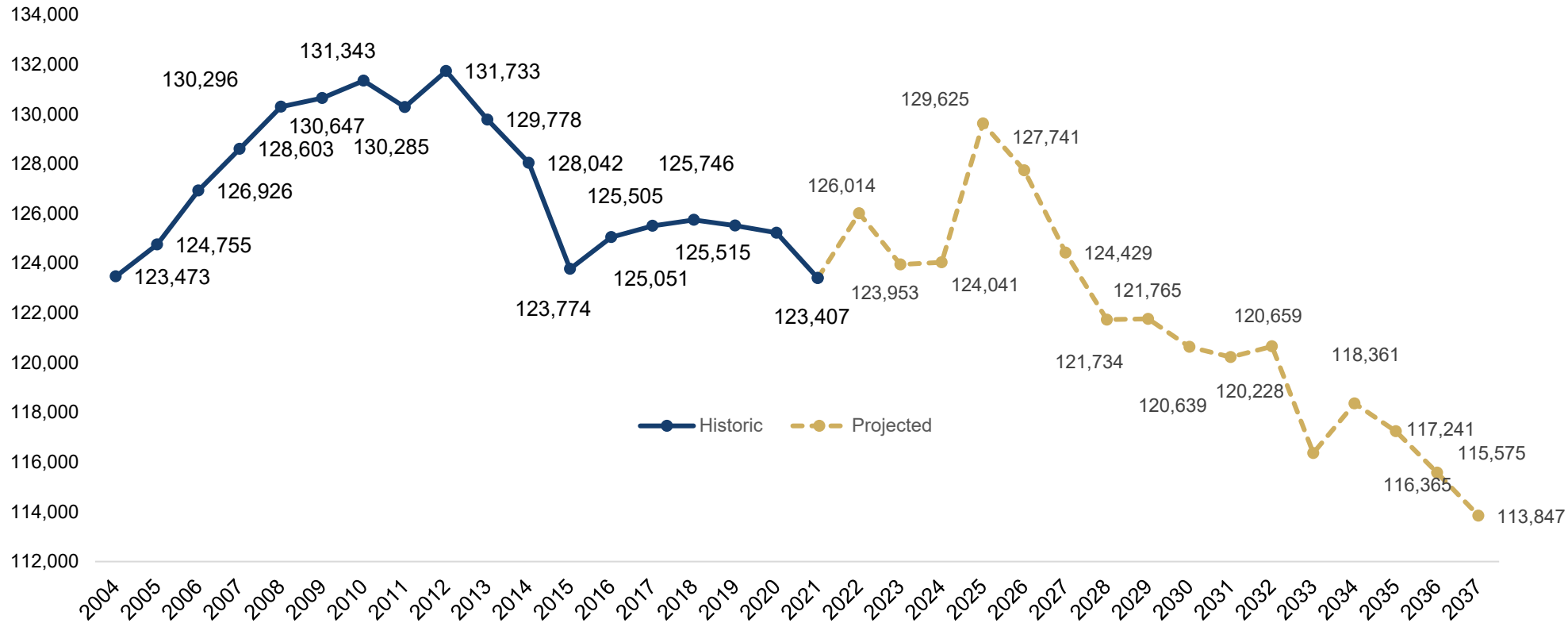
- PASSHE
- Community Colleges
- State-Related
- Thaddeus Stevens
- Private State-Aided
- Private Colleges/Universities
- Theological Seminaries
- Private 2-Year Colleges
- Specialized Associate Degree Institutions
- Out-of-State Provider

Source: Pennsylvania's Department of Education, 2018



# Pennsylvania HS Graduate Projections

Pennsylvania Public High School Graduates (Historic and Projected)

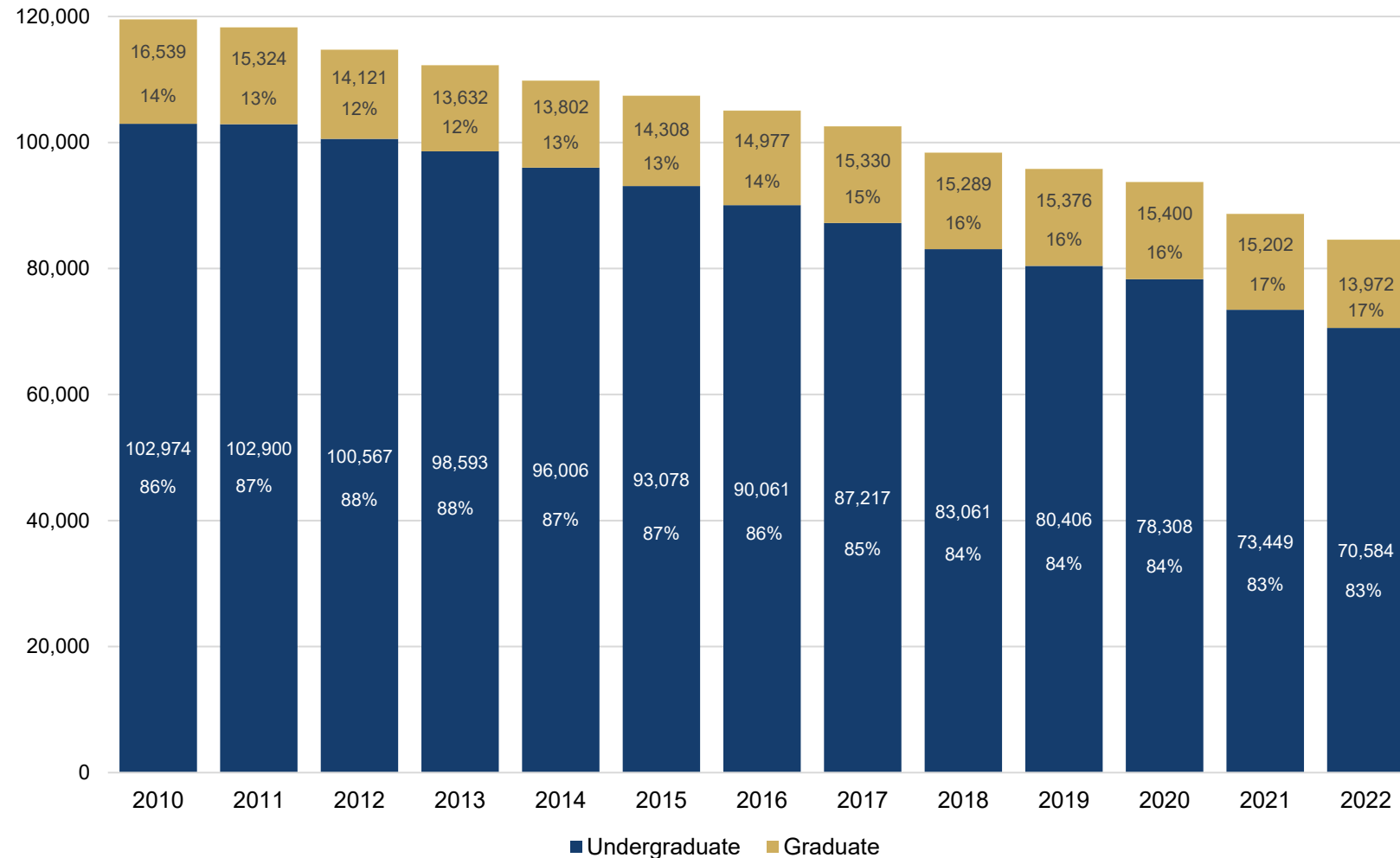


Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2020." Pennsylvania Department of Education Public High School Graduates 2003-2021. Pennsylvania Department of Education Public High School Enrollment 2003-2022. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. Updated by the office of Advanced Data Analytics July 1, 2022.

NOTE: Due to the pandemic, i.e., differing modes of instruction by school districts and students' ability to make progress or persist, the number of high school graduates for the 2020-2021 school year was impacted. The impact differed by county but was an overall decrease greater than projected. In turn, this impacts future projections. There is a possibility that the number of

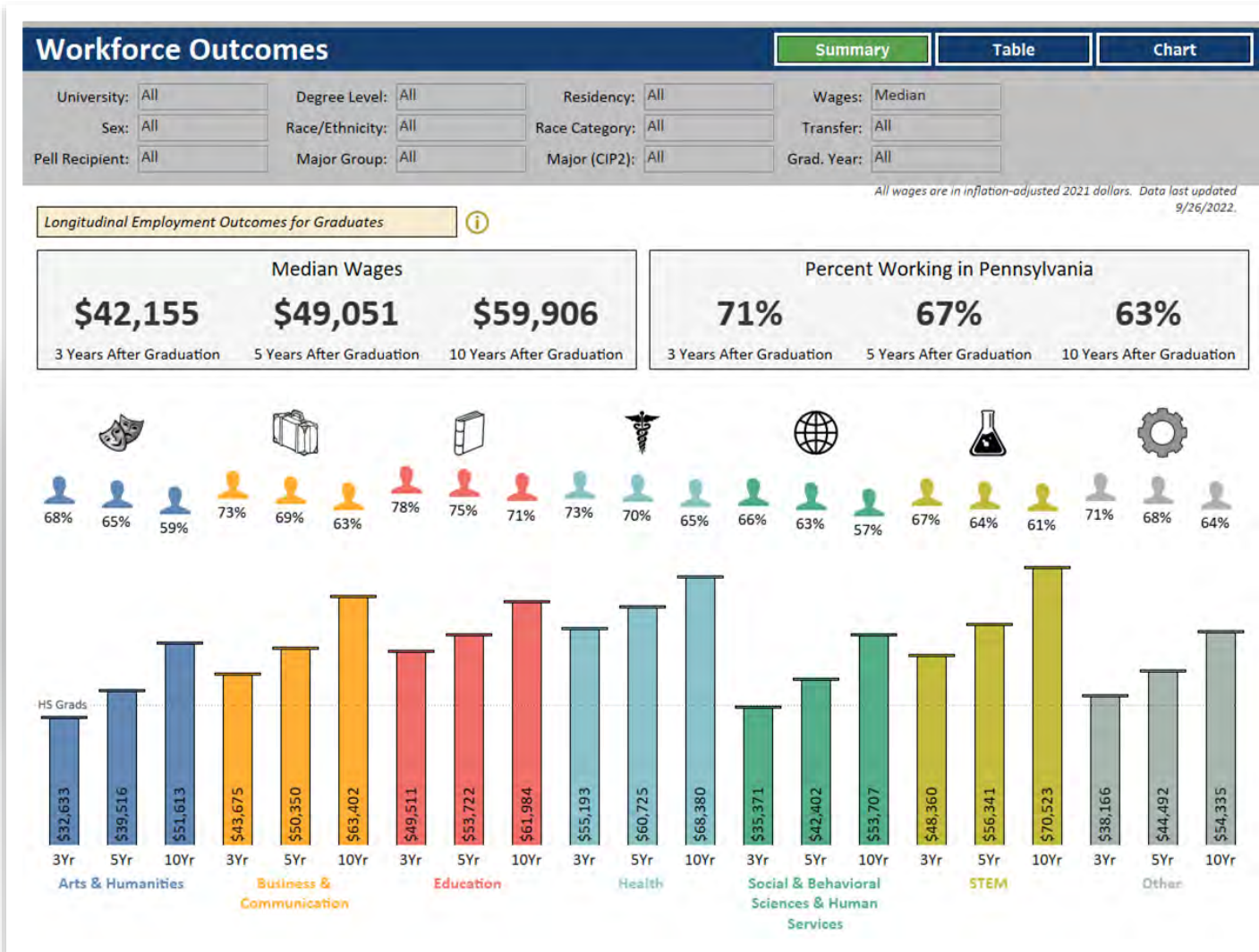
# PA State System of Higher Education Footprint and Challenge

Fall Headcount Enrollment



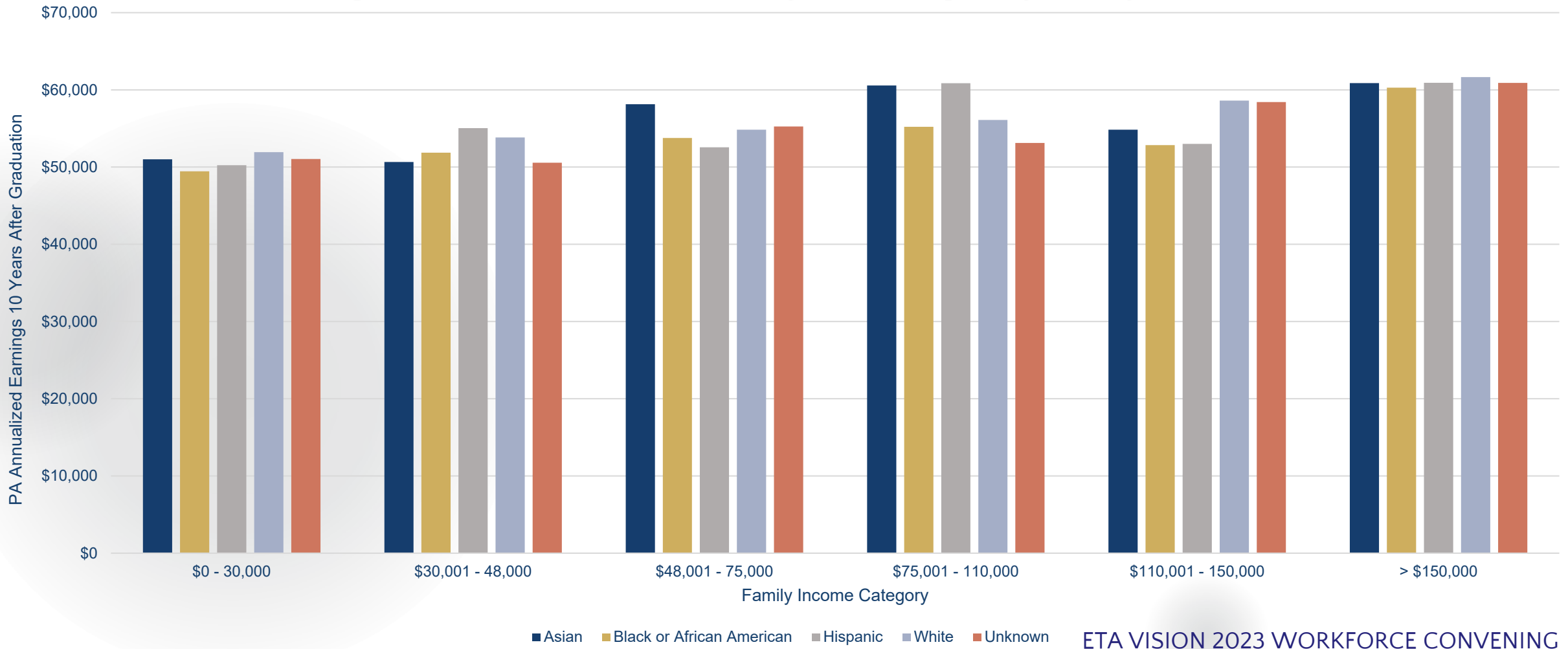
	Fall 2010	Fall 2020	Fall 2021	Fall 2022
Underrepresented Minority	12.5%	20.1%	19.8%	20.6%
Adult Learners (UG)	10.4%	9.8%	9.7%	8.9%
Out-of-State	11.3%	11.6%	11.7%	12.1%
Full-Time	84.1%	78.9%	78.2%	78.6%
Pell Recipients (UG)	34.7%	32.6%	32.3%	
100% Online Courses (UG & GR)	5.1%	48.5%	14.2%	
Certificate Enrollment (primary major only)	0.3%	1.0%	1.0%	

# Graduate Employment and Earnings



# Measuring Social Mobility with Linked Workforce Data

## Bachelor's Degree Earners Annualized Pennsylvania Wages, by Family Income



# Connecting Academic Program Planning Processes with Workforce Data

**Academic Master Planning Tool (AMPT)**

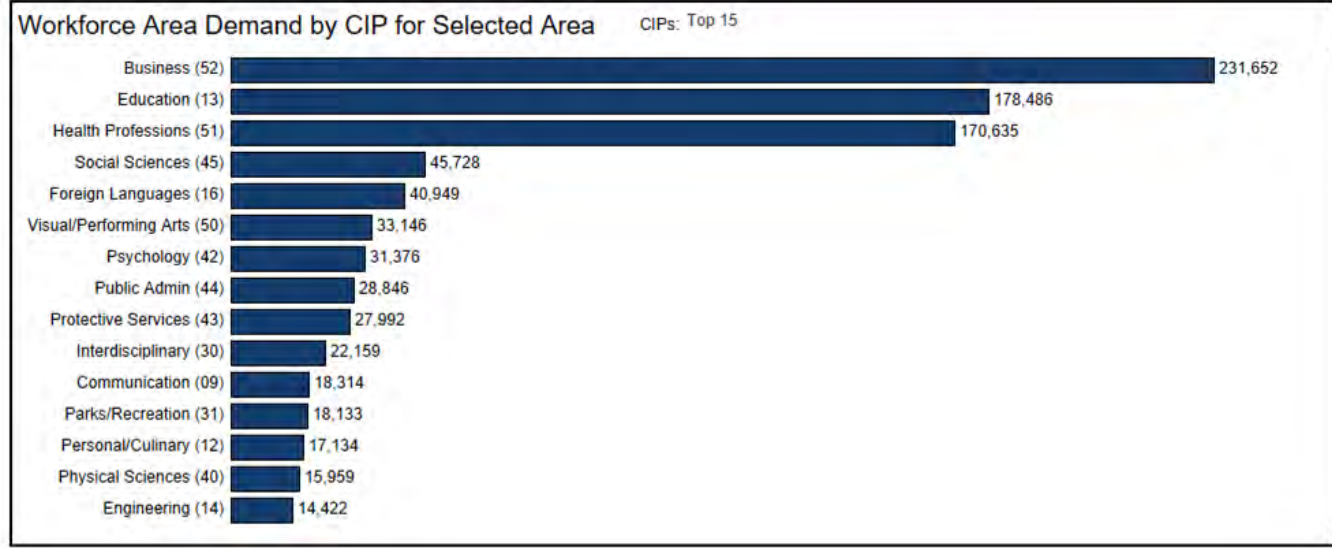
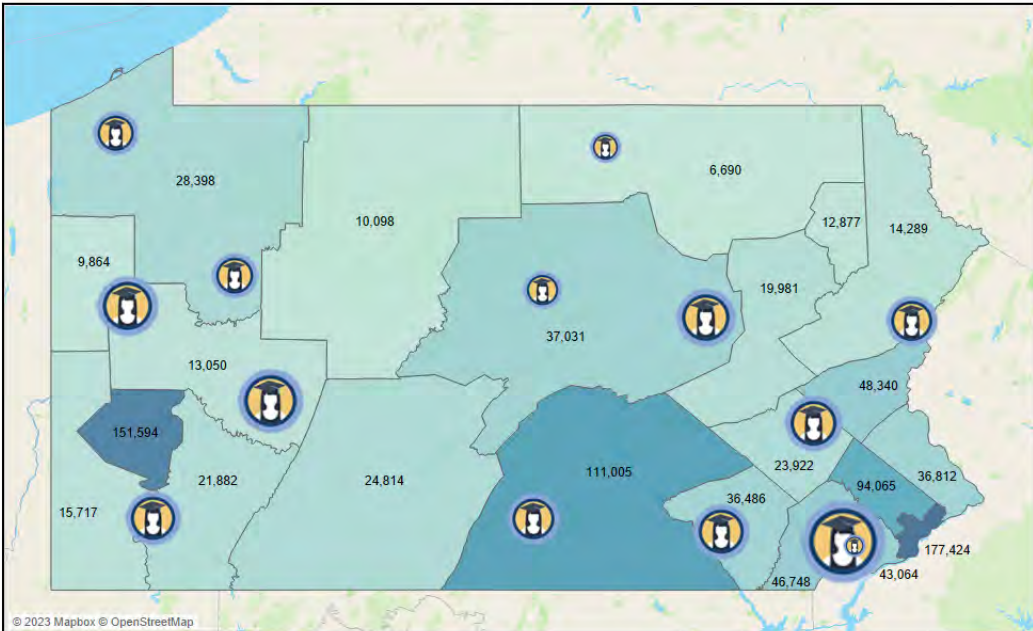
PASSHE Job Demand | Non-PASSHE Job Demand | Metrics by CIP | Metric Comparison by CIP | Metric Comparison by Univ

Occupational Demand for Academic Programs Offered at PASSHE INFO Reset

*This page shows projected annual occupational demand for jobs related to the academic programs offered at the State System.*

CIP Level: 2 | Academic Year: 2020-21  
 CIP: All | Award Level: All  
 Occupational Demand: Default (Single CIP Total) | Major Type: Both  
 Institution Circle Size Based on: Fall Enrolled Headcount

Fall Enrolled Headcount <small>Selected Universities   System</small>	Fall Enrolled FTE <small>Selected Universities   System</small>	Annual Completions <small>Selected Universities   System</small>	Workforce Area Demand <small>Selected Area   State</small>
95,696   95,696 100.0%	79,611   79,611 100.0%	24,620   24,620 100.0%	984,151   984,151 100.0%









# Building Public Support with Labor Market Information

Historic 2023 ask requests:

\$112 million in new funding, to strategically strengthen the workforce by enrolling and graduating students prepared for careers with significant labor shortages.

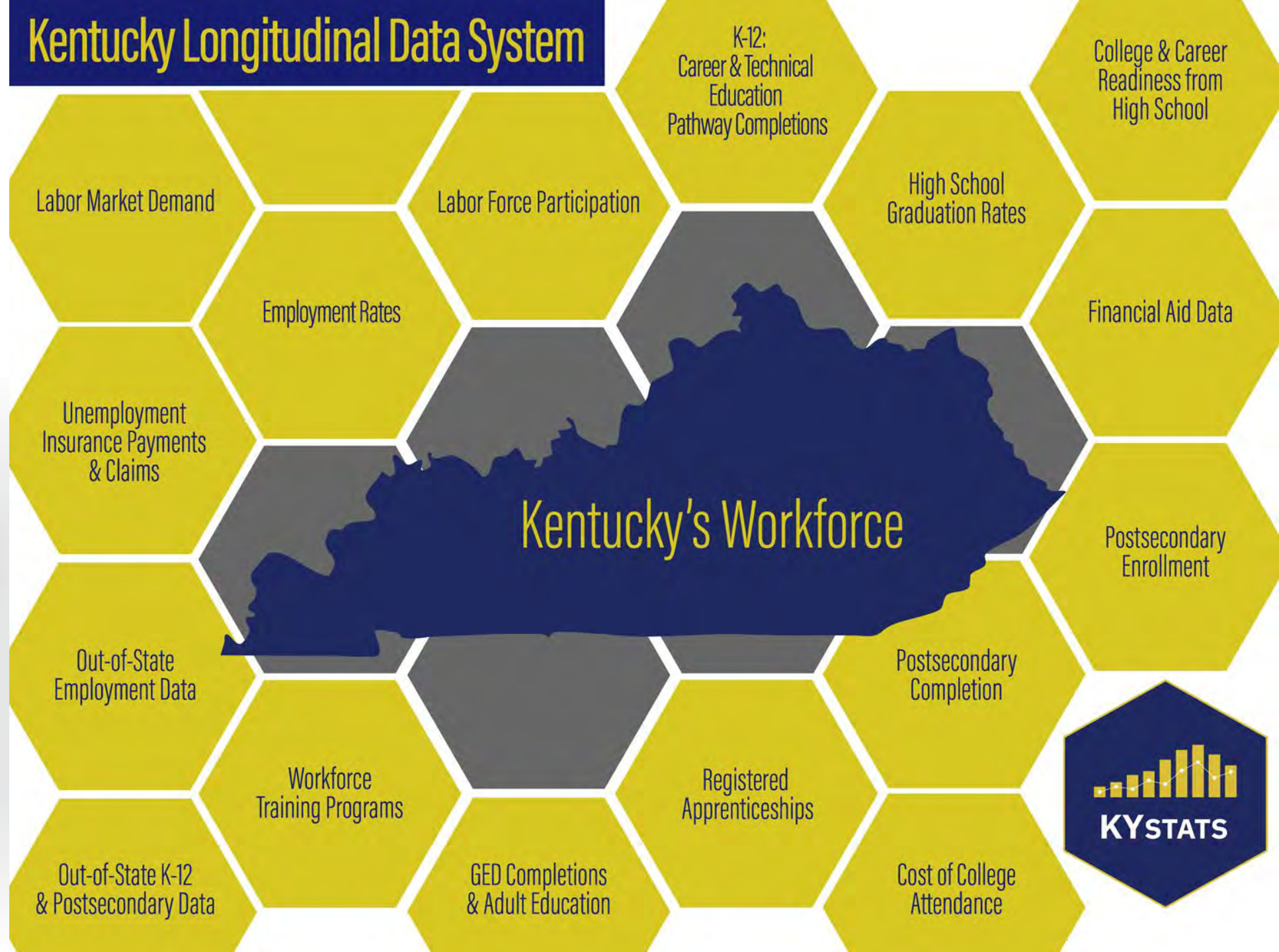
- \$99 million would be used for targeted student support
- \$13 million to supplement high-cost, high-growth programs

High-Growth Industries	Student Support	Program Investment
 EDUCATION	\$56.5 M	\$3 M
 BUSINESS	\$19 M	\$2 M
 NURSING	\$7 M	\$5.5 M
 COMPUTER SCIENCE	\$5 M	\$0.5 M
 SOCIAL SERVICES	\$10 M	\$0.5 M
 ENGINEERING	\$1.5 M	\$1.5 M
<b>Estimated Need</b>	<b>\$99 M</b>	<b>\$13 M</b>

# Impact of Multi-Agency Longitudinal Data Systems

- Kentucky Center for Statistics (KYSTATS) continues to be a leader in multi-agency longitudinal data
- KYSTATS collects and links data to evaluate education and workforce efforts in the Commonwealth. This includes developing reports, responding to research requests, and providing statistical data about these efforts so policymakers, practitioners, and the general public can make better informed decision
- Linked data allow for information shared, and widely available and responsive to current needs of the state

# Kentucky Longitudinal Data System



## Kentucky's Workforce

Labor Market Demand

Labor Force Participation

K-12:  
Career & Technical  
Education  
Pathway Completions

College & Career  
Readiness from  
High School

High School  
Graduation Rates

Financial Aid Data

Employment Rates

Unemployment  
Insurance Payments  
& Claims

Postsecondary  
Enrollment

## Kentucky's Workforce

Postsecondary  
Completion

Out-of-State  
Employment Data

Workforce  
Training Programs

Registered  
Apprenticeships

Cost of College  
Attendance

Out-of-State K-12  
& Postsecondary Data

GED Completions  
& Adult Education





# KYSTATS Foundational Examples

## Postsecondary Feedback Report

Last updated: March 2023

This dashboard is powered by the Kentucky Center for Statistics. Those using screen readers may need to click the enter key to select options in filters. This dashboard is best viewed on a desktop computer. If you have any questions regarding accessibility, please contact [kystats@ky.gov](mailto:kystats@ky.gov). Technical documentation can be found in PDF form here: [https://bit.ly/32z0W6r](#)

An alternative, accessible format in Excel is available for download here: [https://bit.ly/32z0W6r](#)

### Enrollment and Employment Outcomes

The Postsecondary Feedback Report (PSFR) is a dynamic tool that allows users to explore the connection between employment outcomes associated with graduates of different majors and credential levels at Kentucky postsecondary institutions. This dashboard details 42 of Kentucky's public (4-year and 2-year) and private (4-year) institutions. Hovering over an info button will give more details about a chart. Filtering is done by selecting an institution and/or credential level on the left, or clicking a major icon below.

**Student Origins for AY 2022**  
 Only postsecondary institution filter applicable.  
 \*High school students enrolled in dual credit are excluded.

**3 years after graduation (median)**  
 \$41,312  
 56.8% employed in Kentucky 3 years after graduation  
 \$11,502 difference in wages 3 to 10 years out

**Out of State Origins**  
 Ohio 14.9%  
 Illinois 8.4%  
 Texas 30%

**Longitudinal Employment Outcomes for Graduates**

Arts and Humanities Business Education Health Social and Behavioral Sciences STEM Trades All

**5-Year Employment Outcomes by Major:**

This scatterplot displays all specific majors across all credential levels. Users can narrow the selection with the filter above this chart. All prior filters will change the chart.

## HIGH SCHOOL FEEDBACK REPORT

This dashboard is powered by the Kentucky Center for Statistics. Screen readers may need to click the enter key to select options in filters. This dashboard is best viewed on a desktop computer. If you have any questions regarding accessibility, please contact [kystats@ky.gov](mailto:kystats@ky.gov). Follow us @KYSTATS on social media.

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### College-Going and Success

### College Enrollment and Outcomes

### Loans and Wages

Select an Academic Year to Filter the State-Level Metrics and District Maps. 2020

### State Level College-Going or College Success Metrics

ACT COMPOSITE	HIGH SCHOOL GPA	HIGH SCHOOL GRAD RATE	COLLEGE AND/OR CAREER READINESS	FAFSA COMPLETION RATE
19.1	3.0	92%	Unavailable or Redacted	66%
MEAN KEES MONEY EARNED	COLLEGE CREDIT WRIBLE IN HIGH SCHOOL	COLLEGE GOING RATE	FIRST YEAR COLLEGE GPA	FIRST YEAR COLLEGE CREDIT HOURS EARNED
\$1,205	51.9%	53.8%	2.37	19.0

Select to Change the Metric on the Maps and Trend Grid  
 ACT Composite Score

Map Metric Quintiles  
 1st Quintile 2nd Quintile 3rd Quintile 4th Quintile 5th Quintile Redacted

High School Districts State House Districts State Senate Districts

Select a Geography to Compare College-Going and College Success Metric Trends by Demographic

College-Going and College Success Metrics by Demographic Group

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	19	19	20	20	20	20	20	20	20	20	19
Male	19	19	19	19	19	19	19	19	19	19	19
Black, Non-Hispanic	16	16	17	17	17	17	17	17	16	16	16
White, Non-Hispanic	19	20	20	20	20	20	20	20	20	20	20
Hispanic or Latino, regardless of race	18	18	18	18	18	19	19	19	18	18	18
Other	19	19	19	20	20	20	21	21	21	20	20
Special Education	14	15	14	14	15	15	15	15	15	15	14
Free/Reduced Lunch	17	17	17	18	18	18	18	18	18	17	17
Paid Lunch	20	21	21	21	21	21	22	22	21	21	21
Homeless	17	17	17	17	17	17	17	18	17	17	17
Foster	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	17	16	16	16
SNAP	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	17	18	17	17
KTAP	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	17	18	17	16
All Students	19	19	19	19	20	20	20	20	19	19	19

This grid shows the ACT Composite Score for the selected demographics and geography. Scores are also color coded from light to dark along each metric (vertically), with darker colors indicating higher scores. "Redacted" indicates reduced data visible. "No Data" indicates no data is available for that group selection. Blank spaces for Foster, SNAP, and KTAP groups indicate years those demographics were not available.

## KENTUCKY FUTURE SKILLS REPORT

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require prior authorization by the copyright owner.

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### Historic Supply

### Employment Outcomes

### Future Demand

### Occupational Profiles

### Five-Year Historic Supply (2016-2020) by Local Workforce Area (LWA)

Historic supply refers to credentials or credentialed people between the above timeframe. Credentials are the total number of credentials issued within each area and credential category. Some people may have earned more than one. Credentialed People are unique counts of individuals earning a specific credential and are only counted once in each region or credential category.

Select Credentials or Credentialed People to filter the dashboard. Credentialed People

Select an Area to filter the dashboard. Kentucky

**Total Credentialed People in Kentucky**  
476,924

**Total Credentials Earned in Kentucky**  
718,359

**Map of Credentialed People in Kentucky**  
476,924

**Total Historical Supply in Kentucky**

Credential Level	Credentialed People	Credentials
Doctoral	10,449	10,485
Master	50,845	51,790
Bachelor	116,622	119,585
Associate	47,861	53,783
Cert/Diploma	90,204	139,801
CTE Certificate	57,139	106,410
HS Diploma/GED	245,503	245,503

**Credentialed People Grid by Major Group and Credential Level**

Major Group	CTE Certificate	Postsecondary Cert/Diploma	Associate	Bachelor	Master	Doctoral
Arts and Humanities	315	565	26,437	19,972	2,092	340
Business	9,838	6,730	2,838	25,908	6,690	269
Education	5,904	41	401	9,737	14,583	989
Health	15,923	20,726	11,192	14,981	5,911	5,419
Social/Behavioral Sciences	1,642	2,387	1,656	22,748	8,553	2,300
STEM	13,333	7,080	3,128	23,496	12,006	1,129
Trades	18,497	15,776	4,738	4,270	1,175	18

Select a specific major or certification to see the area densities of credentials/credentialed people. All

### Majors and Certifications Outcomes

Major	Area	Credentialed People	Credentials
Liberal Arts and Sciences/Liberal Studies	Bluegrass	3,360	3,700
	Cumberland	1,500	1,460
	ENCEP	3,055	3,737
	Green River	2,132	2,730
	Kentucky Works	5,853	4,565
	Kentucky	23,679	26,850
West Kentucky	Lincoln Trail	1,967	2,106
	Northern Kentucky	1,364	1,405
	South Central	1,743	1,885
	West Kentucky	1,557	1,890



# Mary Ann Bates, California Cradle-to-Career Data System

# Background

**2019:** California enacted the [Cradle-to-Career Data System Act](#), which called for the establishment of a state longitudinal data system to **link existing** education, social services, and workforce information.

**2020-2021:** A collaborative **18-month planning process**, which was overseen by the Governor's Office and managed by WestEd. 100+ public meetings

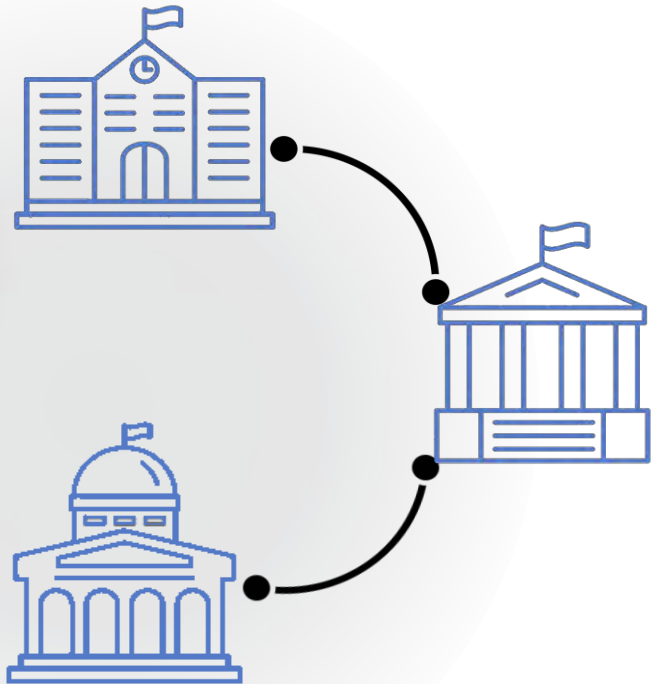
**2021:** [AB 132](#) established the Cradle-to-Career Data System and the Governing Board was seated.

**2022 and beyond:** Design, build, and implementation

**The Cradle-to-Career Data System seeks to foster evidence-based decision-making to help Californians build more equitable futures and empower individuals to reach their full potential.**

# Why is this work needed?

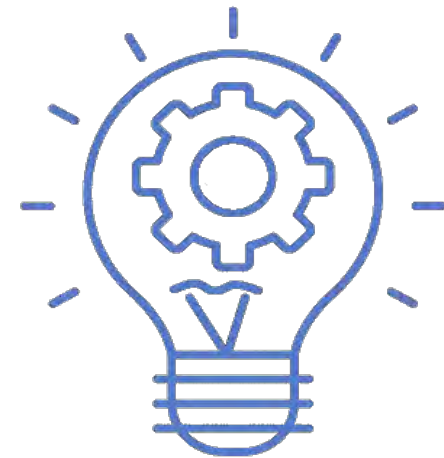
Linking data across institutions



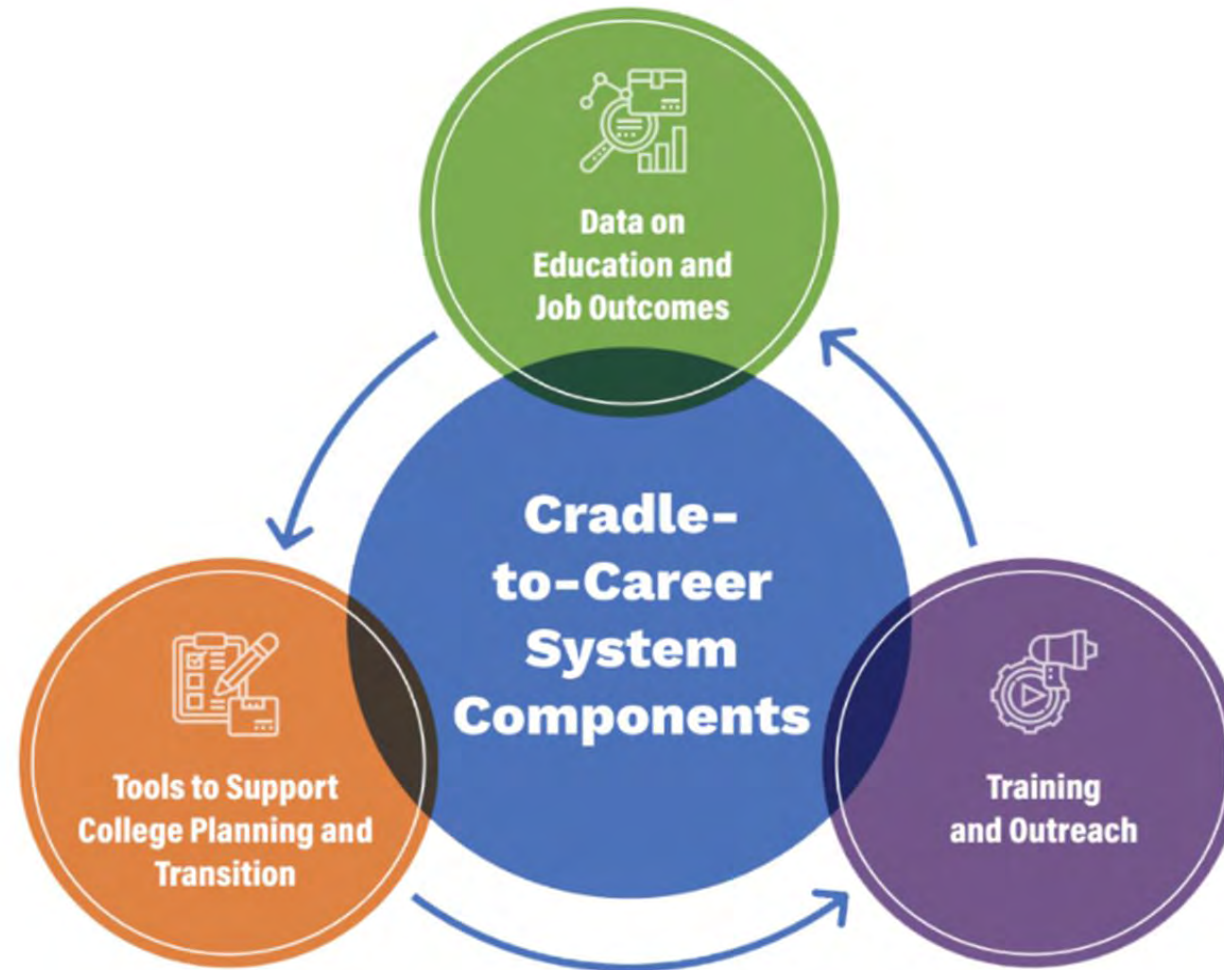
Center the needs of students and families



Improve understanding



# What are we building?



# Our 15 Data Partners



Department of Social Services  
California Health and Human Services Agency  
Department of Health Care Services



California Department of Education  
California School Information Services



California Community Colleges Chancellor's Office  
California State University Board of Trustees  
The University of California  
Association of Independent California Colleges and Universities  
Bureau for Private Postsecondary Education  
California Student Aid Commission



California Labor and Workforce Development Agency  
Division of Apprenticeship Standards of the Department of Industrial Relations  
Commission on Teacher Credentialing  
Employment Development Department

# -200 planned data points

- Three ways to access:
  - Dashboards
  - Query builder
  - Research request process

<https://c2c.ca.gov/data-elements-by-provider>







*California's Cradle-to-Career Data System Achieves Early Milestones, Announces Multi-Agency Data Sharing Agreement*

Office of Governor Gavin Newsom, May 12, 2022



# Investing in California's Data Future

## How California's P-20W Cradle-to-Career Data System Could Take the State from Last to First

Today, California stands at the precipice of education data excellence. The state recently concluded a multiyear effort to design a P-20W data system that will securely bring together data from across the early childhood, K-12, postsecondary, and workforce sectors to empower policymakers, advocates, and communities with actionable data to support students' success.

Yet just five years ago, the state's education data system lagged far behind the systems in most other states. California's longitudinal education data was incomplete, hard to access and use, and focused on data for compliance and accountability. After years of thwarted efforts and half-starts, the state's recent data system success was no accident. State leaders and education advocates undertook a purposeful engagement and design process to build a data system that represents the state's values and meets different stakeholders' needs. The factors that helped California create a successful data system design process provide valuable insights for other state leaders looking to build or improve



# Tools to Support College Planning and Transition

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Objective: Smooth the path to college and career for all of California's students

Scaling CaliforniaColleges.edu as a free resource for districts:

- CA's one-stop shop for applying to public colleges and universities and for financial aid, and for college and career planning.
- College and career planning
- Data alignment on A-G requirements



## CaliforniaColleges.edu

Your free, all-access pass to a bright future.

**Students**, find your path and build knowledge, skills, and a plan to achieve your dreams. **Parents and educators**, guide and support them every step of the way.

# Planned Work

- 5 year timeline

- See what is planned first, next, and later

[c2c.ca.gov/resources/](https://c2c.ca.gov/resources/)

## Cradle-to-Career 5-Year Projected Timeline DRAFT Revised 08.03.2022

	Year 1	Year 2: FY 2022-23	Year 3: FY 2023-24	Year 4: FY 2024-25	Year 5: FY 2025-26
Strategy and Operations	<ul style="list-style-type: none"> <li>Seated Governing Board</li> <li>Signed legal agreements</li> <li>Appointed Executive Director</li> <li>Defined leadership positions &amp; initial staff recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Recruit leadership and build staff team</li> <li>Secure and prepare physical space for office and community engagement</li> <li>Define brand identity and communications strategy</li> <li>Establish office procedures within GovOps</li> </ul>	<ul style="list-style-type: none"> <li>Ensure sustainability of efforts</li> <li>Continuous improvement on office operational metrics and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Plan for external evaluation</li> <li>Review externally facing tools and resources for user experience and accessibility</li> </ul>	<ul style="list-style-type: none"> <li>Review technology infrastructure to ensure it continues to meet expectations</li> <li>Plan for further expansion in future years</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>Launched "Community Conversations"</li> <li>Continued holding meetings open to public input</li> </ul>	<ul style="list-style-type: none"> <li>Seat Advisory Boards</li> <li>Launch annual student experience audit</li> <li>Continued community engagement and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Annual student experience audit</li> <li>Provide public trainings on using data tools</li> </ul>	<ul style="list-style-type: none"> <li>Annual student experience audit</li> <li>Continued user centered design approach</li> </ul>	<ul style="list-style-type: none"> <li>Annual student experience audit</li> <li>Continuous improvement based on input and engagement</li> </ul>
Analytical Tools	<ul style="list-style-type: none"> <li>Defined procurement and implementation plans for technology products.</li> <li>Issued RFP for data warehouse</li> <li>Completed Stages 1 and 2 of CDT's "Project Approval Lifecycle" for IT projects</li> <li>Review of data point definitions identified during planning process</li> </ul>	<ul style="list-style-type: none"> <li>Build technical infrastructure</li> <li>Data providers transfer initial data sets</li> <li>Design an initial dashboard and query builder interface</li> <li>Complete Stages 3 and 4 of CDT's "Project Approval Lifecycle" for IT projects</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement research data request process</li> <li>Expand analytical data set to include independent colleges</li> <li>Expand teacher credentialing analytical data set</li> </ul>	<ul style="list-style-type: none"> <li>Expand analytical data set to include private colleges</li> <li>Expand analytical data set to include additional early learning and care information</li> </ul>	<ul style="list-style-type: none"> <li>Expand analytical data set to include additional social service, health, and workforce information.</li> </ul>
Operational Tools	<ul style="list-style-type: none"> <li>Expand access to californiacolleges.edu planning tools and high school electronic transcript infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Expand access to californiacolleges.edu planning tools and high school electronic transcript infrastructure</li> <li>Assess possibilities for postsecondary electronic transcripts and eTranscript infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Expand access to californiacolleges.edu planning tools and high school electronic transcript infrastructure</li> <li>Assess possibilities for integrating artifacts for competency-based education into eTranscript infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Expand access to californiacolleges.edu planning tools and high school electronic transcript infrastructure</li> <li>Assess possibilities for integrated social service applications</li> </ul>	<ul style="list-style-type: none"> <li>Complete state-wide scaling of californiacolleges.edu</li> </ul>

# C2C's Governance Structure

- 21-person Governing Board
  - Half data provider designees
  - Half appointees representing communities
- ED reports to this board
- Public meetings, held quarterly
- Gives both government and public perspectives a seat at the table and a vote



# C2C's Governance Structure

- Two 16-person Advisory Boards
- Provide recommendations to the Governing Board
  - Data is actionable
  - Equitable access
- All meetings available at [c2c.ca.gov](https://c2c.ca.gov)



# How communities can engage

## Community Conversations

- Ask questions, give input

## Technical Task Forces

- Listen in, share a written comment

## User-Centered Design

- Bring your community/network to a session

## Student Experience Audit

- Understand how students are navigating transition to college

## Governing Board Meetings

- Give public comment

## Advisory Board Meetings

- Share your ideas with members

## Your events

- Invite C2C so we can learn about your data needs

## Send us your questions

- [info@c2c.ca.gov](mailto:info@c2c.ca.gov)

# Thank you!

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