In 2019, California enacted the Cradle-to-Career Data System Act (Act), which called for the establishment of a state longitudinal data system to link existing education, social service, and workforce information. The Act also articulated the scope of an 18-month planning process to be shaped by a workgroup and a series of subcommittees that include the partner entities named in the Act. Suggestions from the workgroup will inform a report to the legislature and designs for a state data system. The Definitions Subcommittee will document technical definitions for key information that will be shared between partner entities in phase one of the state data system, starting with elements identified for public dashboards and query tools (see box on the next page).

This brief supports the ongoing efforts of the Definitions Subcommittee by first describing the importance of establishing common education data standards. Next, the brief introduces and describes one approach to standardizing data elements that has been used by a number of states. The brief concludes with framing questions that the subcommittee members will consider at their first meeting related to definitions for race/ethnicity, sex/gender, and sexual orientation.

1 Read the California Cradle-to-Career Data System Act at https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=7.&chapter=8.5.&article=

2 The partner entities include the Association of Independent California Colleges and Universities, Bureau for Private Postsecondary Education, California Community Colleges, California Department of Education, California Department of Social Services, California Department of Technology, California Health and Human Services Agency, California School Information Services, California State University, California Student Aid Commission, Commission on Teacher Credentialing, Employment Development Department, Labor and Workforce Development Agency, State Board of Education, and University of California.
Data for Public Tools: the P20W Data Set Use Case

The Cradle-to-Career Workgroup has identified several use cases to inform the governance framework and technical documentation for the first phase of the state data system. One of the use cases focuses on creating a P20W data set, which includes information on early care, K–12, postsecondary, financial aid, and employment. This information will be displayed in public dashboards and query tools to address six policy topics outlined in the Act. The P20W data set will include seven categories of information:

- Information used only for matching individual records
- Individual characteristics (including demographics and factors like disabled or foster youth status)
- Characteristics of institutions attended (including name, type, and location)
- Early care experiences (data elements still under development)
- K–12 and postsecondary education experiences (including aspects such as attendance, types of courses taken, interventions received, test scores, and completion awards)
- Financial aid
- Employment and earnings

The Importance of Data Definitions

The collection, reporting, and analysis of education, social service, and workforce data is increasingly central to decision making. To foster evidence-based efforts to improve success, most states have created longitudinal data systems that examine student progress through education systems and into employment. The information provided by these systems relies on quality data, which begins with establishing common definitions for or establishing crosswalks between elements that are captured independently, by participating entities.

Two data elements that are essential to the utility of an intersegmental data system are race/ethnicity and sex/gender. Research consistently shows that these characteristics correlate with observed variation in education and employment outcomes. Data systems that include information related to race/ethnicity and sex/gender allow for
finer-grained, disaggregated analyses and are, therefore, better equipped to help policymakers and researchers identify and mitigate inequity. However, these characteristics can be operationally defined in a number of ways, and increasingly, definitions of sex/gender are better understood when augmented with information on an individual’s sexual orientation. Consequently, partner entities within an intersegmental data system must identify how to reconcile differing categories and levels of specificity used to define race/ethnicity, sex/gender, and sexual orientation.

The Need for Education Data Standards

Establishing common standards for data definitions is important both for matching records and conducting analyses. Students are highly mobile, moving between programs, institutions, education segments, and regions of the state. Following student progress across segments and regions can be difficult when data elements are defined, measured, and reported differently by partner entities. For example, a K–12 district may code a student who identifies with more than one racial/ethnic group as “Two or More Races,” while a postsecondary entity may code that same student as “Other” or “Unknown.” This lack of alignment can limit the ability of researchers to match student records, and thus provide information on the long-term impacts of state interventions.

Because of the increasing use of intersegmental data, and the growing need for common data standards, the U.S. Department of Education has funded the Common Education Data Standards (CEDS)³ project. The CEDS project is a collaborative effort that aims to develop a set of voluntary, standardized data elements that are commonly used in education research.

The CEDS project lists a number of scenarios for which having common education data standards would be beneficial. The first scenario involves a high school student who enrolls in a university in another state. Because the student’s high school and university used different data standards, the university registrar cannot accurately interpret the student’s transcripts. A second scenario involves a district professional development initiative for teachers. Because standards for the different elements within the professional development model are not clearly defined at the outset, the data collected by principals is inconsistent and cannot be used for evaluation of the initiative. A third scenario—which is of particular salience given the ongoing social

³ For more information on the Common Education Data Standards see https://ceds.ed.gov/
distancing measures stemming from COVID-19—involve the lack of a common vocabulary, definition, and measurement for distance education coursework.\(^4\)

The CEDS project is particularly well-suited to assist states as they develop, launch, and refine intersegmental data systems. The Statewide Longitudinal Data Systems (SLDS) Grant Program, funded by the Institute of Education Sciences, highlights the work of two states whose adoption of CEDS facilitated the development and functionality of their state data system.\(^5\)

North Carolina encouraged the education and workforce entities participating in the state data system to implement many of the CEDS data standards within their own agencies and worked with student information system vendors to align their proprietary platforms with the CEDS framework. Their adoption of CEDS also facilitated participation in the State Exchange of Education Data, which aims to share information for transfer students across state lines.

The second state highlighted by the SLDS Grant Program is Kansas, which used the CEDS Align Tool to identify how to link data fields in its early care system with data fields in its P20W data system, which focuses on pathways from preK–12 to higher education and the workforce. This model demonstrates how agencies can maintain their own definitions, which may be necessary for diverse reporting requirements, but develop equivalencies across categories.

### Documenting Data Standards

For the California data system, the partner entities will need to determine how the data elements that will be shared are locally defined, assess the quality and consistency of the information, and determine whether a common data standard can be adopted or if a crosswalk or tags will be needed to associate similar data points. This documentation can be made publicly available, through a data dictionary, to assist with research requests. The joint documentation will also need to be updated over time, as new data elements are added and definitions shift.

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\(^4\) Learn more about the rationale for Common Data Standards at [https://ceds.ed.gov/pdf/why-ceds.pdf](https://ceds.ed.gov/pdf/why-ceds.pdf)

\(^5\) Learn more about the Statewide Longitudinal Data Systems Grant Program at [https://nces.ed.gov/programs/SLDS/](https://nces.ed.gov/programs/SLDS/)
In developing its data element documentation methodology, California can learn from CEDS, which has been revised in response to evolving needs and community input. The most recent version, CEDS Elements Version 8, clarifies several dimensions of each data element, referred to as element details, to document how a data element may be defined and organized, as well as which variables are captured by the element.\(^6\)

For example, the current version of CEDS defines the data element for “Sex” as “the concept of describing the biological traits that distinguish the males and females of a species.” As shown in Figure 1, CEDS assigns a unique identifier to the data element (CEDS Element ID 000255). Within the data element, the option set includes the variables “Male,” “Female,” and “Not Selected.” CEDS references a definition utilized by the Integrated Postsecondary Education Data System (IPEDS), which compiles data for the U.S. Department of Education on an annual basis, using specified codes.\(^7\)

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\(^6\) See a full list of CEDS element details at [https://ceds.ed.gov/CEDSDownloads.aspx](https://ceds.ed.gov/CEDSDownloads.aspx)

\(^7\) Learn more about IPEDS definitions at [https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx](https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx)
Data Needs for Dashboards Versus Research Studies

A wide variety of stakeholders will interact with California’s state data system. In many cases, having consistent data definitions and labels will be critical, such as when examining disparities in outcomes for various racial and ethnic categories. On the public dashboard, having a Hispanic category for some information, Latino for another, and Chicano for a third could create confusion. Information may be more useful for non-researchers if a single Hispanic/Latino label is used consistently throughout the public tools. However, if a researcher is conducting a study on Hispanic students who also identify as Black, such as evaluating an effort to improve college-going rates in a community with a large number of Caribbean immigrants, a greater variety of elements may be valuable. When information is requested from the state data system for a study, researchers will be able to reference a public data dictionary and make a request that specifies the data elements that would be most appropriate to the study, including data points that may only be available from some partner entities.

Definitions of Race/Ethnicity, Sex/Gender, and Sexual Orientation

Although race/ethnicity and sex/gender are primary categories for equity analyses, definitions are evolving among public agencies, which poses challenges for creating aligned elements in a state data system.

Race/Ethnicity in the National Context

Since the late 1970s, the U.S. Department of Education (ED) has aligned race/ethnicity data collection practices with the federal Office of Management and Budget (OMB). The OMB published new standards in 1997 and ED followed suit in 2007.8 The most

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8 Learn more about changes to race/ethnicity reporting to IPEDS at https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-reporting-changes
significant change was allowing students to self-identify their race/ethnicity and select more than one racial or ethnic designation.

Beginning with reporting for school year 2010–11, ED required educators to collect information on race and ethnicity using a two-part question, focusing first on whether a student was of Hispanic ethnicity9 and second on whether the student is from one or more races, from the following options:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Colleges were then asked to use this information to report race and ethnicity using the following list:

- Nonresident Alien
- Race and Ethnicity unknown
- Hispanics of any race

For non-Hispanics only:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

This type of change to national data collection and reporting guidelines drives changes in state and local coding practices over time, which means that definitions for elements like race/ethnicity may need to be broken out and tagged based on years when different definitions were in effect. For example, in order to examine outcomes for Hispanic/Latino students during the 2008 financial crisis compared to the current pandemic, researchers would need to know that race/ethnicity data from the 2008–09 and 2009–10 academic years might be inconsistent across institutions, because

9 Defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
colleges were allowed to use a variety of reporting approaches during those two transition years.

Even with standardized reporting requirements on race/ethnicity for the federal government, variation in definitions can be seen across states. California Government Code Section 8310.5 was added in 2012, and specifies that state agencies shall collect demographic data using “separate collection categories and tabulations for Asian and Pacific Islander groups. For example, each major Asian group is included but not limited to Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Laotian, and Cambodian and each major Pacific Islander group, including, but not limited to, Hawaiian, Guamanian, and Samoan.”

Another example, Washington’s Education Research and Data Center (ERDC) and Minnesota’s State Longitudinal Education Data System (SLEDS) provide different options and wording for race/ethnicity categories in public-facing dashboards.

The left panel of Figure 2 shows that ERDC allows users to view college enrollment rates for seven racial/ethnic groups, which mostly align with IPEDS. However, Washington changes the wording for the multi-ethnicity category, which is listed as “Multiple Races (Details Unknown),” and for the Latino category which is listed as “Spanish/Hispanic/Latino.”

On the right panel of Figure 2, you can see similar information from SLEDS. Minnesota adds two additional IPEDS reporting categories, including “Nonresident Alien.” However, it uses a different term than IPEDS for missing data: “Unavailable.”

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10 Learn more about the California legislation at [http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV&sectionNum=8310.5](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV&sectionNum=8310.5).

11 Learn more about Washington’s data system at [https://erdc.wa.gov/](https://erdc.wa.gov/).

12 Learn more about Minnesota’s data system at [http://sleds.mn.gov/](http://sleds.mn.gov/).
This example shows the implications of differences in how data elements are grouped and displayed. Inconsistencies in terminology, such as “Spanish/Hispanic/Latino” versus “Hispanic or Latino” may cause challenges with users’ understanding of who is included in the group. It also highlights the need to create a crosswalk of underlying equivalent terms, or to have the partner entities apply tags to elements that capture the same content, when creating a data system.

These examples also point to the importance of how missing or conflicting information is handled. Minnesota displays results for students who cannot be assigned to a racial/ethnic category, whereas Washington has removed them from the visual display. Neither state shows data collisions—instances where different institutions report different characteristics for the same individuals. For example, the state data system could elect to create an additional category such as “Multiple Values Reported” if a student is flagged as “Black or African American” in high school but as “Hispanic/Latino” in college.

However, states need to evaluate how de-identification practices will be impacted by creating a large number of categories. When too few students are assigned to a single category, their data may be suppressed to ensure that information cannot be linked back to a specific individual. The state might instead construct a hierarchy, such as using the race/ethnicity category at the institution where a student was most recently enrolled, or where the student took the largest number of courses. For example, for IPEDS reporting, if respondents self-identify as “Hispanic/Latino” and also self-identify in
four of the racial categories, some higher education institutions may only report students as “Hispanic/Latino” and as “Two or More Races.”

Given that many of the Cradle-to-Career partner entities show information in public dashboards, and similar information may be displayed in the new state data system dashboard, clear rules need to be established for how information should be displayed and how discrepancies between websites will be explained.

Sex/Gender in the National Context

IPEDS does not provide a formal definition for sex, and allowable options have shifted over the last four years. In 2016, the Departments of Education and Justice issued Title IX guidance to treat a student’s gender identity as the student’s sex. However, in 2017, sex and gender were required to be aligned as a single, binary category.

In response, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) released a brief with guidance on methods for collecting, recording, and reporting gender identity in student information systems. ACCRAO recommends reporting sex as a binary category in order to comply with federal definitions, paired with a gender category that includes “male, female, transgender female, transgender male, nonbinary, Agender, Genderqueer, and does not apply.”

The ERDC and SLEDS dashboards show differences in how Washington and Minnesota operationalize sex/gender. While both states refer to the category as “Gender,” one can see in the left panel of Figure 3 that ERDC displays the binary categories of “Female” and “Male.” For comparison, the right panel of Figure 3 shows that SLEDS users can disaggregate similar college enrollment data by “Male,” “Female,” and “Unknown.”

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13 For an example of how the University of California makes decisions about reporting multiple values, see https://data.ucop.edu/support-training/support-resources-files/Business%20Rules%20-%20UC%20and%20IPEDS%20Ethnicities.pdf

14 For more information on how sex/gender is handled in IPEDS, see https://edsurveys.rti.org/IPEDS_TRP_DOCS/prod/documents/TRPS1_Summary.pdf

15 For more information on federal definitions and ACCRAO’s gender and sex data recommendations, visit https://www.aacrao.org/docs/default-source/signature-initiative-docs/trending-topic-docs/gender/student-identity-report06062019.pdf?sfvrsn=6887e037_16
Sexual Orientation in the National Context

Few states collect systematic data on sexual orientation, defined by the Human Rights Campaign as “an inherent or immutable enduring emotional, romantic or sexual attraction to other people.” For example, neither Washington nor Minnesota provide this disaggregation category on their public dashboards, and this category is not included in IPEDS requirements.

When sexual orientation is collected, state agencies often track whether an individual identifies as being “LGBT,” an acronym that includes people who are lesbian, gay, bisexual, or transgender. However, some institutions include additional categories in this grouping, such as including the initial Q to denote “Queer” or “Questioning,” or a “+” to indicate additional gender identities. Some researchers and advocates are seeking to disentangle gender identity from sexual preference. For example, a

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16 See the ERDC dashboard here [https://erdc.wa.gov/data-dashboards/high-school-graduate-outcomes](https://erdc.wa.gov/data-dashboards/high-school-graduate-outcomes) and the SLEDS dashboard here [http://sleds.mn.gov/#newCollegeStudentDemographics/orgld--999999000___groupName--State__ECODEVREGION--FOC_NONE__newCollegeStudentDemographicsCOHORTID--2019___p--7](http://sleds.mn.gov/#newCollegeStudentDemographics/orgld--999999000___groupName--State__ECODEVREGION--FOC_NONE__newCollegeStudentDemographicsCOHORTID--2019___p--7).

17 For more information on LGBT terms, visit the Human Rights Campaign website at [https://www.hrc.org/resources/glossary-of-terms](https://www.hrc.org/resources/glossary-of-terms).

transgender woman might have a different experience and outcomes than a gay man.\textsuperscript{19}

**California’s Definitions of Key Student Demographics**

There have been several changes in the last ten years to how California’s public educational segments define race/ethnicity, sex/gender, and sexual orientation. The tables below detail how these demographic variables are defined by the California Department of Education (CDE) and the three public postsecondary segments: California Community Colleges (CCC), California State University (CSU), and University of California (UC).

**Race/Ethnicity in California**

Similar to Washington and Minnesota, CDE and all three of California’s public higher education segments align with IPEDS categories but use slightly different terms. As shown in Figure 4, UC has a category for “Chicano/Latino,” CSU has a category for “Hispanic,” while CDE, CCC, and UC use “Hispanic/Latino.” Similarly, CDE, CSU, and UC name the category “Pacific Islander,” while the CCC uses “Native Hawaiian or Other Pacific Islander.”

\textsuperscript{19} For more information on gender identity and sexual preference, see an article in Sociology Compass at \url{https://onlinelibrary.wiley.com/doi/abs/10.1111/soc4.12470}
## Figure 4: California Education Race/Ethnicity Categories

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>CDE(^{20})</th>
<th>CCC(^{21})</th>
<th>CSU(^{22})</th>
<th>UC(^{23})</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Black or African American</td>
<td>✅</td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>✅</td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Asian American</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Asian</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>✅</td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Non-Latino</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Unreported or Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{20}\) For CDE definitions see [https://www.cde.ca.gov/ls/nu/sn/racialethniccat.asp](https://www.cde.ca.gov/ls/nu/sn/racialethniccat.asp)

\(^{21}\) For CCC definitions see [https://webdata.cccco.edu/ded/sb/sb.htm](https://webdata.cccco.edu/ded/sb/sb.htm)

\(^{22}\) For CSU definitions see [https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx](https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx)

\(^{23}\) For UC definitions see [https://www.universityofcalifornia.edu/sites/default/files/Race-Eth%20Data%20Collection.pdf](https://www.universityofcalifornia.edu/sites/default/files/Race-Eth%20Data%20Collection.pdf)
Standards for the classification of race/ethnicity data are subject to modifications, such as the introduction of new codes or amendments to collection and reporting processes. For example, in addition to Hispanic, UC tracks an additional 74 ethnicities, such as adding multiple Asian categories in 2010 and Southwest Asian/North African options in 2014.24

Similarly, CCC added 173 categories in 2018, with the largest increases in American Indian/Alaska Native and Hispanic/Latino categories, plus the addition of 13 Middle Eastern and North African options.25

**Sex/Gender and Sexual Orientation**

For primary and secondary education, CDE collects student data from local educational agencies for state and federal reporting, including students' sex. Postsecondary institutions may also collect voluntary demographic information regarding the sexual orientation, gender identity, and gender expression of students as part of their application processes, per California Education Code Section 66027.

Historically, all public entities reported “Gender” using two binary categories: “Female” and “Male.” In 2019–20, CDE modified its “Gender” category to comply with California Senate Bill 17926 (Chap. 853, Statutes of 2017), known as the Gender Recognition Act, which provides three options: “Female,” “Male,” and “Nonbinary.” The Gender Recognition Act describes nonbinary as

> an umbrella term for people with gender identities that fall somewhere outside of the traditional conceptions of strictly either female or male. People with nonbinary gender identities may or may not identify as transgender, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns, and may or may not use more specific terms to describe their

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24 Learn more about UC ethnicity categories at [https://data.ucop.edu/support-training/support-resources-files/Business%20Rules%20-%20UC%20and%20IPEDS%20Ethnicities.pdf](https://data.ucop.edu/support-training/support-resources-files/Business%20Rules%20-%20UC%20and%20IPEDS%20Ethnicities.pdf)


genders, such as agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming, or gender variant.\textsuperscript{27}

This legislation echoes earlier efforts to expand categories related to gender. In 2011, Governor Jerry Brown signed AB 620\textsuperscript{28} (Chap. 637, Statutes of 2011), which requested CCC, CSU, and UC to

collect aggregate demographic information regarding sexual orientation and gender identity of staff and students within other aggregate demographic data collected, and would require annual transmittal of any report to the Legislature, as specified, and posting of the information on the Internet Web site of each respective institution.

As Figure 5 shows, all four public education segments define sex/gender categories as “Female,” “Male,” and “Nonbinary.” The major difference is that an “Unknown” category is reported by CCC and UC. CSU also includes categories for “Other” and “Blank.”

Figure 5: California Education Sex/Gender Categories

<table>
<thead>
<tr>
<th>Sex/Gender</th>
<th>CDE</th>
<th>CCC</th>
<th>CSU</th>
<th>UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Male</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Nonbinary</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Blank</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{27} Read the Gender Recognition Act at http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB179

\textsuperscript{28} Read AB 620 (Chap. 637, Statutes of 2011) http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120AB620
Information is less consistent regarding sexual orientation. Figure 6 displays the categories provided by California public education agencies.

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>CDE&lt;sup&gt;29&lt;/sup&gt;</th>
<th>CCC&lt;sup&gt;30&lt;/sup&gt;</th>
<th>CSU&lt;sup&gt;31&lt;/sup&gt;</th>
<th>UC&lt;sup&gt;32&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gay</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay or Lesbian</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Gay or Lesbian/Homosexual</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Heterosexual or Straight</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lesbian</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Transgender</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asexual</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Bisexual</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pansexual</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Queer</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Decline to State</td>
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<tr>
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</tbody>
</table>

<sup>29</sup> For information on why CDE does not collect sexual orientation, see [https://www.cde.ca.gov/ds/dc/cb/sogiupdatetr19.asp](https://www.cde.ca.gov/ds/dc/cb/sogiupdatetr19.asp)


<sup>31</sup> For CSU definitions, see [https://www.csuci.edu/registrar/gender-identity.htm](https://www.csuci.edu/registrar/gender-identity.htm)

<sup>32</sup> For UC definitions, see [https://www.ucop.edu/institutional-research-academic-planning/_files/sexual-orientation-gender-identity.pdf](https://www.ucop.edu/institutional-research-academic-planning/_files/sexual-orientation-gender-identity.pdf)
Data Definitions: Beyond Education Data

The COVID-19 pandemic and the economic crises caused by the virus revealed the extent to which data definitions and collection impact all aspects of society. For example, while California collects data related to how COVID-19 impacts racial/ethnic groups in the state, SB 932,33 introduced in 2020, would require the Department of Public Health to collect sexual orientation and gender identity data for those who are diagnosed with COVID-19. Since Californians in the LGBTQ+ community are more likely to be immunocompromised, collecting and storing this information is essential to monitoring how the disease impacts LGBTQ+ Californians and developing a state response to serve the community’s unique needs. It will also be important to align the definitions used by health and human service agencies with education institutions, to make it easier to assess comprehensive outcomes.

Preparing for the Subcommittee Meeting

At the first Definition Subcommittee meetings, participants will review a draft data element documentation framework, and use the examples of race/ethnicity, sex/gender, and sexual orientation to evaluate how well the framework functions for state data system needs.

33 Read more about SB 932, which was introduced by Senator Wiener, at http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB932