

# P20W Data Set Use Case

## What types of information could be in phase one of the California data system?

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*This use case will be reevaluated in fall 2020 based on input from data system planning committees and the broader public.*

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The P20W data set would provide information that can be used in public dashboards and query tools. Information could inform equity analyses, support program planning, and provide focused information to the community about the cradle-to-career pipeline. The information displayed would allow users to understand how outcomes vary by student population, with safeguards in place to ensure that small cell sizes are suppressed, and student identities remain safe. The P20W data set will be generated from a larger linked data infrastructure.

### Partner entities contributing information

- Association of Independent California Colleges and Universities (pending data compilation from individual colleges)
- Bureau for Private Postsecondary Education (pending data compilation from individual colleges)
- California Community College Chancellor's Office
- California Department of Education
- California Health and Human Services
- California Student Aid Commission
- California State University
- Employment Development Department
- University of California Office of the President

### Types of data provided

*\* Items with an asterisk are potentially sensitive data that would be subject to additional protections to prevent individuals from being identified in publicly available dashboards and query tools.*

Information used only for matching process (would be segregated from other elements once records are linked)

- Name\*
- Address\*
- Social security number\*
- Date of birth\*
- Individual identifiers\*

Characteristics (some of these items would also be used for matching)

- Race/ethnicity\*
- Gender/sex\*
- Age bracket
- Socio-economic status\*
- Expected family contribution for college
- Financial aid dependency status
- Parental education level
- Foster youth status\*
- Homeless status\*
- Disabled status\*
- Migrant status\*
- Military status
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)\*
- Language\*
- Individualized Education Plan (IEP) status\*
- Participation in a social service (CalFresh, CalWORKs, Medi-Cal)\*
- Enrolled in postsecondary from out-of-state

Early Learning and Care Program Type:

- Contracted agency type (center-based programs, family childcare home education networks, alternative payment childcare programs)
- State program type (CalWORKS, California Home Visiting Program)
- Licensure status (licensed, license-exempt)

K-12 Institution Type

- K-12 institution
- K-12 district
- Type of secondary school
- All public schools
- All charter schools
- All K-12 schools

Postsecondary Institution Type

- Institution
- College district
- All community colleges
- All four-year institutions
- All public institutions
- All private institutions
- All independent institutions
- All California postsecondary institutions
- Out of state two-year public college (from National Student Clearinghouse)

- Out of state two-year private college (from National Student Clearinghouse)
- Out of state four-year public college (from National Student Clearinghouse)
- Out of state four-year private college (from National Student Clearinghouse)
- All out-of-state postsecondary institutions (from National Student Clearinghouse)
- All postsecondary institutions

#### Geographic Location

- County
- Region
- Assembly District
- Senate District
- Statewide

#### K-12 Institution Characteristics:

- Race/ethnicity proportions
- Proportion of English Language Learners
- Proportion of low-income students
- Proportion of students with disabilities
- Proportion of students chronically absent
- Suspension rate
- Student/counselor ratio (grades K-5, 6-8, 9-12)
- Four-Year Adjusted Cohort Graduation Rate (for high schools)
- Proportion of graduates meeting UC/CSU Requirements, Seal of Biliteracy, Golden State Seal Merit Diploma
- Proportion of graduates with College/Career Indicator level of prepared, approaching prepared, and not prepared
- Receiving additional funding under Local Control Funding Formula (LCFF+)
- Postsecondary student/counselor ratio (community college, four-year)
- Proportion of students enrolled in various types of grade 6 math courses
- Proportion of students enrolled in various types of grade 8 math courses
- Proportion of students enrolled in Advancement Via Individual Determination (AVID) courses
- Proportion of students enrolled in courses fulfilling a-g requirements
- Proportion of students enrolled in CTE courses
- Proportion of students enrolled in dual enrollment courses
- Proportion of students enrolled in distance learning courses
- Proportion of students enrolled in Advanced Placement (AP) courses
- Proportion of students enrolled in International Baccalaureate (IB) Courses
- Participant in a College Promise Program

#### Postsecondary Institution Characteristics:

- Race/ethnicity proportions
- Proportion of English Language Learners
- Proportion of low-income students

- Proportion of students with disabilities
- Student/counselor ratio
- Participant in a College Promise Program
- Proportion of first-year students enrolled in community college transfer-level math and English courses
- Proportion of students receiving student services
- Proportion of students enrolled in distance learning courses
- Total cost of college (from SEARS survey, IPEDS, or another source)

#### Early Education Experience

- Intensity of early care and education participation (half day, full day, part year, full year)
- Desired Results Developmental Profile scores (self regulation, social and emotional, language and literacy, math, physical development)

#### Primary School Experience:

- Type of kindergarten (transitional, half-day, all-day)
- Chronic absenteeism (single year, two years, three years, four years, and five years)
- Third grade assessment level (math, English, English Language Learner)
- Fifth grade assessment level (math, English, English Language Learner)
- Eighth grade assessment level (math, English, English Language Learner)
- Class size (by grade)
- Middle school math pathway
- Number of elementary schools attended
- Number of junior high schools or middle schools attended

#### Secondary School Experience:

- Ninth grade math course
- Highest math course completed
- Number of courses taken (AP, IB, CTE, a-g)
- Work-based learning
- Completed a CTE pathway
- GPA type (topical, a-g, cumulative)
- GPA year (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)
- Met a-g course eligibility
- Completed early college credit (dual enrollment course, Advanced Placement, International Baccalaureate)
- Smarter Balanced 11th Grade Scores (math, English)
- College and Career Indicator level
- Number of high schools attended since beginning grade 9
- Number of days enrolled over academic year
- Number of days attended over academic year
- Graduated high school (type of award)

### Postsecondary Experience:

- College application status (applied, accepted)
- Enrolled in college
- Time to enrolling in college
- Matriculation status (first-time first-year, new undergraduate transfer, new/transfer postbaccalaureate)
- Average units earned in first year (community college, four-year institution)
- Retained fall to spring of first year (community college, four-year institution)
- Completed gateway courses in first year (math, English)
- Gateway course requirement waived due to AP/IB score
- Satisfactory academic progress in first year (community college, four-year institution)
- Returned for second year (community college, four-year institution)
- Number of transferrable units taken per term (CSU only, CSU/UC)
- Educational goal
- Full time vs part time status
- Took a developmental education course (math, English)
- Took an online course (community college, four-year institution)
- Enrolled in multiple colleges, excluding dual enrollment students (community college, four-year)
- Declared major (TOP codes, CIP codes)
- Transfer preparation level (transfer prepared, transfer ready, earned an associate degree for transfer)
- Transfer application status (applied, accepted)
- Transferred from a two-year to a four-year college
- Time to transfer
- Completed an award (any award, certificate, associate degree, transferred from a two-to a four-year institution, bachelor's degree, post baccalaureate degree)
- Average time to completion (any award, certificate, associate degree, transferred from a two-to a four-year institution, bachelor's degree, bachelor's degree after transfer, post baccalaureate degree)
- Program of study for award earned (for community college awards: menu of TOP code titles; for four-year institution awards: menu of CIP code titles)
- Highest level of education attained

### Financial Aid and College Cost Characteristics:

- Applied for aid (list of aid types including local, state, federal, military, loans, need-based)
- Approved for aid (list of aid types including local, state, federal, military, loans, need-based)
- Received aid (list of aid types including local, state, federal, military, loans, need-based)

- Sustained aid (list of aid types including local, state, federal, military, loans, need-based)
- Proportion of aid received (including local, state, federal, military, loans, need-based)
- Total cost of college (from SEARS survey, IPEDS, or another source?)
- Loan amount (list of dollar ranges)

#### Employment Variables:

- Employed (one year, three years, five years, ten years after exiting postsecondary)
- Employment location (by state)
- Number of quarters employed (in first year, third year, fifth year, and tenth year after exiting postsecondary)
- Cumulative quarters employed (three years, five years, ten years after exiting postsecondary)
- Industry of employment (one year, three years, five years, ten years after exiting postsecondary)
- 25<sup>th</sup> percentile earnings (one year, three years, five years, ten years after exiting postsecondary)
- Median earnings (one year, three years, five years, ten years after exiting postsecondary)
- 75<sup>th</sup> percentile earnings (one year, three years, five years, ten years after exiting postsecondary)
- Earnings gains (one year, three years, five years, ten years after exiting postsecondary)
- Attained living wage for a single individual (one year, three years, five years, ten years after exiting postsecondary)
- Attained living wage for a family of four (one year, three years, five years, ten years after exiting postsecondary)
- High demand occupations
- Earnings for people employed in high demand occupations

#### Student Characteristics:

- Race/ ethnicity
- Sex/gender
- Age bracket
- Socioeconomic status
- Expected family contribution for college
- Financial aid dependency status
- Parental education level
- Foster youth status
- Homeless status
- Disabled status
- Special education status

- Migrant status
- Military status
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)
- Language
- Individualized Education Plan (IEP) status
- Participation in a social service (CalFresh, CalWORKs, Medi-Cal)
- Enrolled in postsecondary from out-of-state

## How data would be accessed

### Public Dashboard

The public dashboard would provide infographics offering information on key policy issues, beginning with the topics identified in the legislation: long term impacts and equity gaps pertaining to early care, primary school, college readiness, post-transfer bachelor's degree completion, employment, and financial aid. The dashboard would also provide users with the ability to drill down to more complex charts. The more complex portion of the dashboard would allow for comparisons and disaggregated results by student characteristics, institutions, and timeframes. Users would also be able to export files with summary data. Providing information in an easily-understandable format, paired with more sophisticated features, will make it easier to clarify existing patterns of education attainment and employment outcomes to a wide range of audiences.

### INFOGRAPHIC EXAMPLES

- *College readiness*: Infographic showing the proportion of students enrolling in postsecondary education and institution type, plus separate graphs showing postsecondary outcomes including the proportion of students enrolling in postsecondary education, credits earned per term, completing math and English requirements in the first year, retained fall to spring of first year, continuing to second year, earning an award, and average time to award.
- *Employment*: Infographic showing employment rates and median earnings in the year after leaving postsecondary education, plus a separate graph showing how those figures change over time, with benchmarks throughout for living wages.

### COMPLEX CHARTS EXAMPLES

- *Early care*: Ability to disaggregated data by a) academic year, b) statewide/district/county, c) student characteristics (including minimally race/ethnicity, gender, age, parents' education, language, socioeconomic status, IEP status, foster status, and homeless status), and one of the following d) early education type, quality rating, intensity of participation, K-12 school type, and kindergarten readiness

- *Financial aid*: Ability to disaggregated data by a) year, b) statewide/district/community college/four-year college, c) student characteristics (including minimally race/ethnicity, gender, age, parents' education, military status, socioeconomic status, foster status, and homelessness status), plus one of the following d) aid type, college type, major, type of award

Note: see the Kentucky Center for Statistics (<https://kystats.ky.gov/Reports/Reports>) as an example of this type of dashboard

## Public Query Builder

A public query builder would allow users to construct simple queries using approved data fields. Results would be exportable as charts or as Excel/CSV files with summary data. Educators, advocates, and policymakers could use the tool to find answers to specific questions that emerge in planning and policy development processes.

- *Primary school example*: How do secondary school, postsecondary, financial aid, and employment milestones for students vary based on the following primary school experiences:
  - kindergarten type
  - chronic absenteeism
  - assessment scores
  - class size
  - middle school pathway
- *Transfer example*: How do transfer eligibility, transfer, post-transfer milestones, bachelor's degree completion, post baccalaureate completion, and post-transfer employment vary for students differ based on community college experiences, including:
  - Native student vs transfer status
  - Educational goal
  - Declared major
  - Course taking patterns
  - Transfer preparation level
  - Award type and program
  - Enrolled in multiple colleges

Note: see the NCES Data Lab (<https://nces.ed.gov/datalab/index.aspx>) as an example of this type of query tool