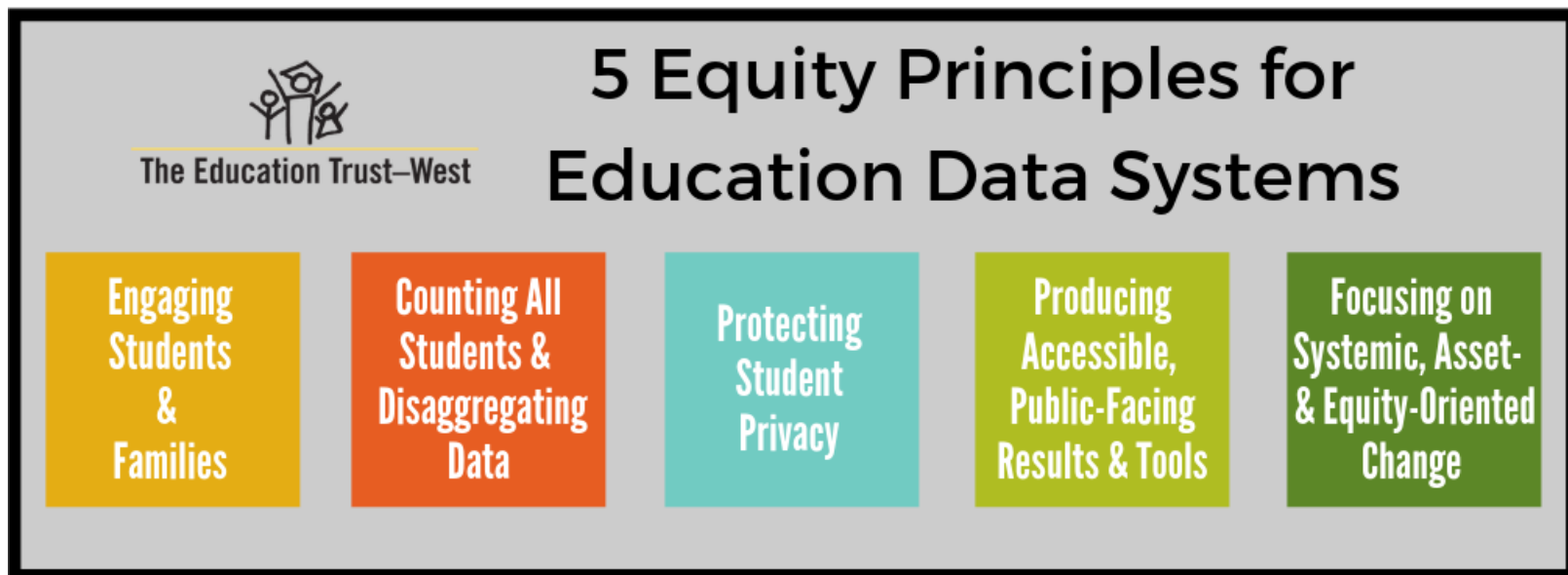







# DATA FOR THE PEOPLE EQUITY ALERT: What's Next for California's Cradle to Career Data System



With Governor Newsom's signature on the state budget in June, California is finally on the path to joining the majority of other states in the country who have robust data systems. Having this administration provide funding to begin to build and maintain a statewide longitudinal data system (SLDS) is an important win. Advocates have been demanding data for the people in the Golden State for years, recognizing that actionable, accessible data can help to create more just institutions. An equity-focused SLDS means that all stakeholders - especially students, families, policymakers, and advocates - can answer key questions about whether and how our state schools, colleges, universities, and workforce systems are closing racial equity gaps and serving Californians.

Although we should celebrate the newly-dubbed "Cradle to Career Data System," we can't take our eyes off the ball. State leaders will soon assemble a SLDS workgroup ("the workgroup") and consult with a set of advisory groups to hash out the details. These groups must be held accountable for meaningful community engagement and see to it that the system incorporates foundational equity principles. The voices of advocates need to be heard by state leaders, especially with recommendations about how a SLDS can meet the needs of communities across the state and can be used to truly drive equity-oriented change. In the table in this alert, we share updates about how the state's new Cradle to Career Data System addresses each of the five equity principles we shared in May and what still needs to happen to ensure the data system is developed with those principles as a foundation.



Equity Principle	How is this currently being addressed?	What's needed now
	<p>The workgroup is legally mandated to seek input from interested stakeholders and “end users” of the data system, including students and parents. Currently, the plan is to create a yet-undetermined number of advisory groups for consultation and input.</p>	<p>Ed Trust–West is advocating for the creation of at least <b>five advisory groups</b>, one for each of our five equity principles outlined above. The process for identifying the focus and members of the advisory groups must be transparent and inclusive. These groups should: 1) be meaningfully facilitated, 2) intentionally develop recommendations, and 3) be taken seriously by the workgroup and other state leaders.</p>
	<p>The workgroup is directed to utilize a statewide student identifier to aid with including all students across education and workforce agencies. There is also an expectation that the workgroup expand upon how data is disaggregated by race, ethnicity, and a number of other relevant background characteristics.</p>	<p>To the extent possible, the workgroup should <b>document which additional data connections are necessary</b> beyond current plans so that all students are included (e.g., justice-impacted). Importantly, <b>the state must commit to collecting and reporting data on the various subgroups within the “Asian” category. This is crucial to unmask disparities</b> that we know exist - yet can’t see clearly - and to help us better understand and address the education and workforce challenges facing these students.</p>
	<p>The workgroup is directed to produce recommendations about how to address security and data privacy concerns (e.g., data access guidelines), including inviting privacy experts to contribute to advisory group recommendations.</p>	<p>As the workgroup and advisory groups explore privacy and security issues, there must be <b>explicit attention to California’s commitment to protecting undocumented students and families and clear guidelines for how that will happen</b> through the implementation of the new system.</p>
	<p>We are happy to see the legislature and Governor connect the creation of the data system with the need for the workgroup to explore and make a recommendation on how to create public-facing tools for teachers, parents, advisors, and the broader public.</p>	<p>State leaders and the workgroup must commit to creating <b>public-facing tools and resources</b> (e.g., a statewide workshop series) with the same level of urgency as the creation of the system itself, and <b>on the same timeline as the launch of the SLDS</b>. As this planning happens, the tools and resources must be user tested - especially with low-income communities and communities of color - to ensure they are useful and intuitive, and maximize informed decision making.</p>
	<p>Legal intent language about the establishment of the data system states that one goal of the system is to provide information that can be used to identify and rectify disparities in opportunities and outcomes for all students.</p>	<p>California is one of the most racially and ethnically diverse states in the nation. There are systemic barriers holding back people of color from capturing all the economic, personal, and societal benefits that a college degree can provide, and <b>development of the data system should articulate this as one of the most important goals clearly and honestly.</b></p>

## How Can You Get Engaged?

### *In Your Local Community*

**Share this Equity Alert widely and get input:** All parents, students, and other advocates in your local community should know the state has committed to the creation of a new data system and what it means for future decision making about education and workforce opportunities for their families and relatives. Share this Alert along with other materials and updates at school and college meetings, community input sessions on education-related issues, and on social media using the hashtag #DataForThePeople. Advocates can collect input from these discussions to share with the state workgroup and advisory groups directly.

### *With Statewide Leaders*

**Share your input and perspective by contacting the state and/or volunteering for advisory group membership:** It is critical that equity-minded individuals and organizations be consulted and represented as part of the (soon-to-be-created) advisory groups. Staff from the Governor's Office of Planning and Research (OPR) are tasked with creating and managing the workgroup and advisory groups. OPR should hear from you regularly with concerns and recommendations; they can be contacted by visiting <http://opr.ca.gov/about/contact-us.html>.

### *In Collaboration with Ed Trust–West*

**Advocate for the creation of five advisory groups:** Ed Trust–West is advocating for the creation of at least five advisory groups, one for each of our five equity principles (e.g., a student and family engagement advisory group). To push this request we created a sign-on letter and would appreciate your support. You can join the letter by visiting [bit.ly/D4TPSummerActions](http://bit.ly/D4TPSummerActions).

**Volunteer for advisory group membership:** Ed Trust–West will be sharing names of individuals and organizations interested in serving on an advisory group. If you would like for Ed Trust–West to share your information with OPR please select the relevant checkbox here: [bit.ly/D4TPSummerActions](http://bit.ly/D4TPSummerActions).

**Stay in Touch:** Join Ed Trust–West's email list to receive updates and resources and to learn more about other equity issues: [www.edtrustwest.org/join](http://www.edtrustwest.org/join) and/or email us at [information@edtrustwest.org](mailto:information@edtrustwest.org) to share your concerns and insight.

**Connect with us on social media:** Follow Ed Trust–West and the hashtag #DataForThePeople on social media for more updates and resources on the new data system and opportunities for you to get involved.



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