

California Cradle-to-Career Data System

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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.

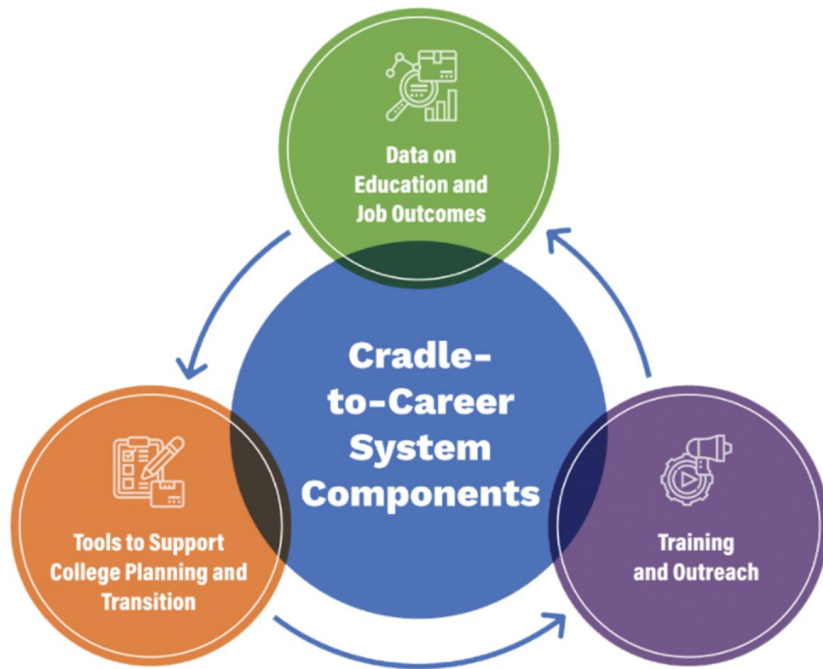
2020-2021: A collaborative **18-month planning process**. 100+ public meetings.

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

2022-2023: Design, build, and implementation, first data submission and ingestion.

2024: Public engagement and analytical tool development.

What Are We Building?



Governance Structure

Gives both government and public perspectives a seat at the table and a vote:

- ❖ 21-person Governing Board
 - half data provider designees
 - half appointees representing communities
- ❖ Two 16-member advisory boards ensure:
 - data is actionable
 - equitable access



Signatories of Data Sharing Agreement



*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.*

Starting with specific learning agendas

Ed Code Sec. 10856(c): “At a minimum, the workgroup shall examine how the data system could inform policy relating to the following:

- (1) The impact of **early education** on student success on student success and achievement as a student progresses through education segments and the workforce.
- (2) The long-term effects of state intervention programs and targeted resource allocations in **primary education**.
- (3) How prepared high school pupils are to **succeed in college**.
- (4) How long it takes students who **transfer from community college** to the UC, the CSU, or another four-year postsecondary institution to graduate with a baccalaureate degree.
- (5) **College access, competition**, and long-term effects of access to state **financial aid**.
- (6) The **workforce effect** of graduation from high-school, community college, and four-year postsecondary educational institutions.”

Trade-offs and the usefulness of blended data

- ❖ Conclusion 4.1: “Technical and policy approaches in combination are necessary for effective management of disclosure risks.”
 - Governance structure is key to informed decision making
 - Learning agendas should precede data blending

Questions?

Contact us: info@c2c.ca.gov