ISSUE BRIEFING:
DATA FOR THE PEOPLE
Video URL is https://youtu.be/c7yRhC1gqUk
Why is using data important?

Accessing data (information) helped her:
• Create better connections
• Advocate for more resources (funding, programs)
• Be more engaged at different levels in our systems.

These actions can support student learning, engagement, progression, and success at the individual level, and close opportunity and outcomes gaps.
What would help?

A Statewide Longitudinal Data System:

• **SLDS**, for short.

• **Collection of information** or “data” about people in a state who progress through education and employment.

• Helps us answer key questions that we cannot answer without the information.
Why is there so much attention on the SLDS this year?

• Then candidate for governor, **Gavin Newsom**, committed to developing a SLDS on the campaign trail.
• In his first budget proposal, he included **$10 million** for the development of a SLDS in California.
Why is there so much attention on the SLDS this year?

• Still many **unanswered questions** about what info will be included

• And how the data will be made **accessible** to stakeholders like parent and student advocates
Why is an SLDS important?

- Need to understand what happens to students after high school.
- Important to address **racial equity gaps** in how schools and colleges are supporting underserved students.
- Brings information about all our public investments in education, so individuals and policymakers are informed and can **make better decisions**.
How will an SLDS help to close racial equity gaps?

• Better decisions require better information.

• Having better information will help understand root causes -- to understand the opportunities we offer and do not offer.

• Also help identify schools and colleges that do a better job serving low-income students of color - to then be able to understand why.
What are some examples of the type of questions an SLDS will be able to answer that we can’t answer now?

- How many CA high school graduates are prepared to succeed in college, academically?
- How many CA high school graduates are eligible for admission to CSU/UC but do not apply?
- How many CA high school graduates earn a bachelor’s degree within a certain time period, whether they are attending a CA Community College, or a CSU or UC campus?
What questions can we find in the data?

12th Grade A-G Completion, by Ethnicity and Gender (2016-17)

In addition to fully funding an SLDS, the state must incorporate the following foundational equity principles:

- **Safeguard** against harm.
- Engage **diverse stakeholder groups** to discuss purpose and potential impact.
- Count all students and **disaggregate** data in order to understand effects for different student groups.
- **Protect student privacy**, being particularly attuned to our most vulnerable students and their families.
- Produce **accessible, public-facing**, information.
- Use information for **systemic, assets-based, equity-oriented** change.
QUESTIONS OR COMMENTS?