Using Student Achievement & Labor Market Data to Support Career Pathway Development & Improvement

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Welcome & Introductions

Who is in the room?

Our roles & how we work together

Agenda

What Are Pathways

What We Know About Dual Enrollment

What The (Preliminary) Data Tells Us About Student Success

How To Develop Career Pathways To Further Success

How To Develop A Career Pathway Action Plan

Our Goals Today

Understand the rationale and data supporting Pathways and Dual Enrollment

Improve understanding in how data is used in the various stages of pathway development & for continuous improvement
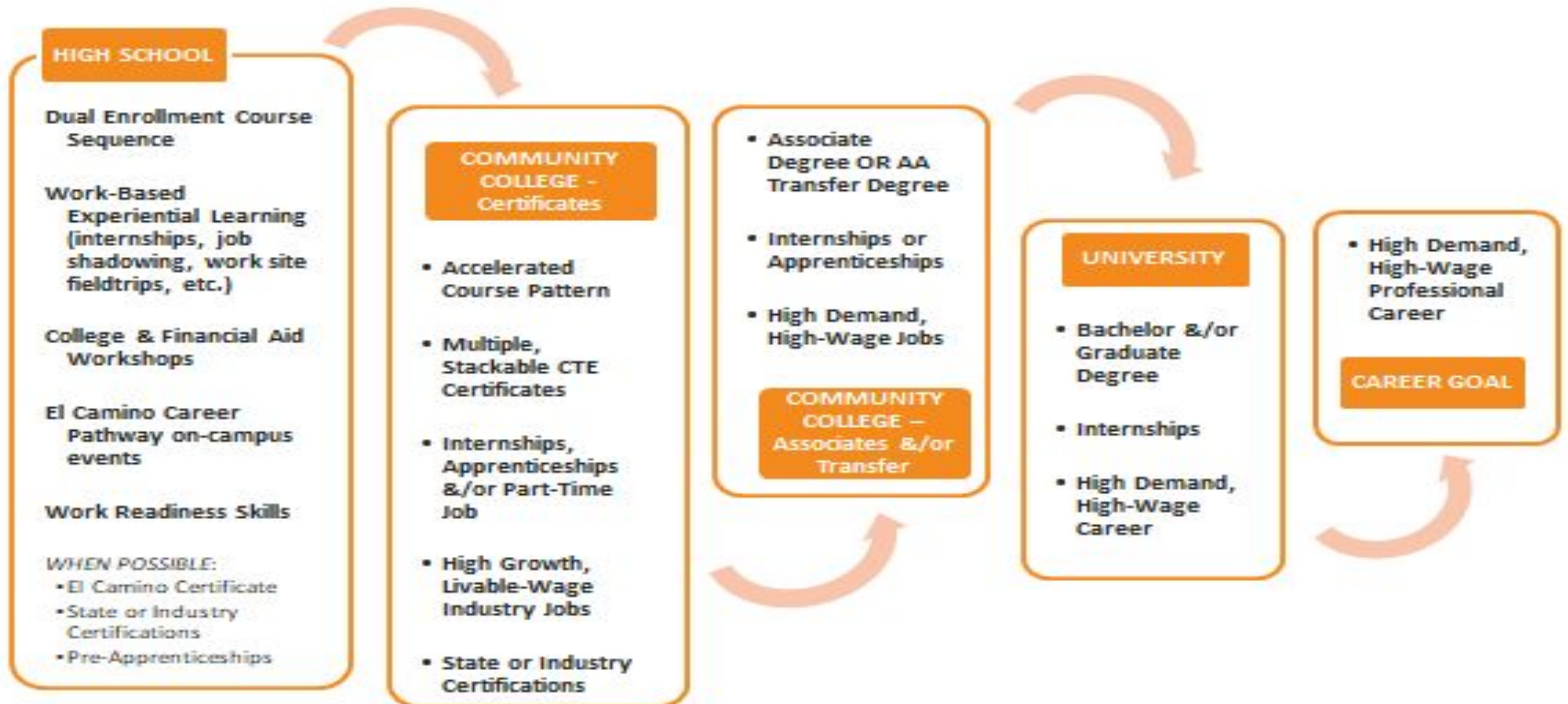
Learn where to find the data & how to use it

Develop your own Career Pathway Action Plan

What is a Career Pathway?

- A Pathway is a sequence of courses within your area of interest.

- A Pathway will connect your career interests from high school to college and/or career.

- A Pathway is your educational road map guiding you to the high school courses and post-secondary options most relevant to your chosen career destination.

- A Pathway will help you acquire the depth of knowledge and skills linked with specific post-secondary programs that will lead to a certificate or degree and/or career.

What is a Pathway?

HIGH SCHOOL

Dual Enrollment Course Sequence

Work-Based Experiential Learning (internships, job shadowing, work site fieldtrips, etc.)

College & Financial Aid Workshops

El Camino Career Pathway on-campus events

Work Readiness Skills

WHEN POSSIBLE:
- El Camino Certificate
- State or Industry Certifications
- Pre-Apprenticeships

COMMUNITY COLLEGE – Certificates

- Accelerated Course Pattern
- Multiple, Stackable CTE Certificates
- Internships, Apprenticeships &/or Part-Time Job
- High Growth, Livable-Wage Industry Jobs
- State or Industry Certifications

- Associate Degree OR AA Transfer Degree
- Internships or Apprenticeships
- High Demand, High-Wage Jobs

COMMUNITY COLLEGE – Associates &/or Transfer

UNIVERSITY

- Bachelor &/or Graduate Degree
- Internships
- High Demand, High-Wage Career

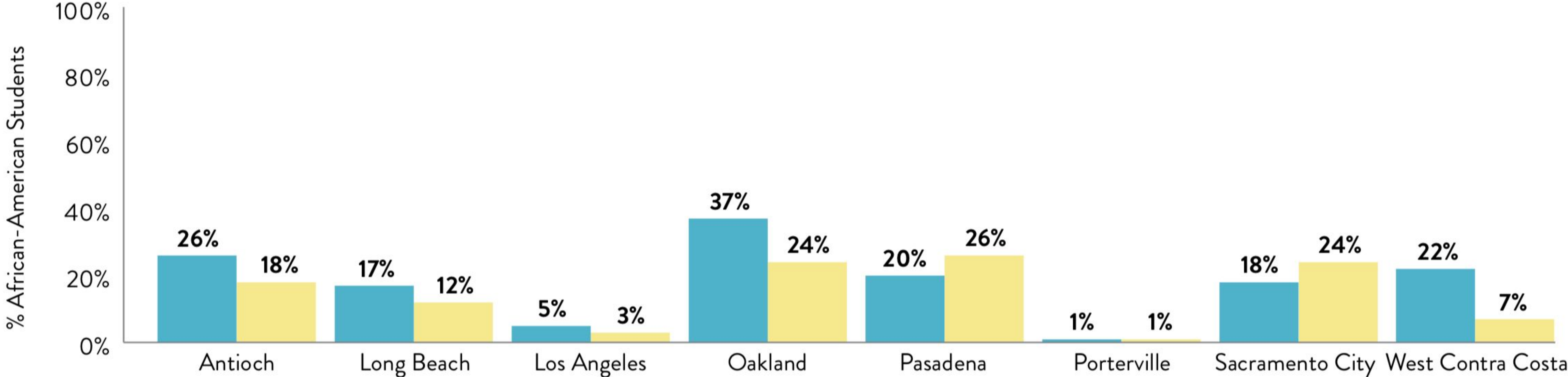- High Demand, High-Wage Professional Career

CAREER GOAL

What are the characteristics of a "Certified Pathway"?

- **Rigorous academics** that prepare students to succeed in college.

- **Career-technical education** courses in sequence, emphasizing real-world applications of academic learning.

- **Work-based learning** that provides exposure to real-world workplaces and teaches the professional skills needed to thrive in a career.

- **Integrated support services** to address the individual needs of students, ensuring equity of access, opportunity and success.

Pathway Data: African American Students (as reported by Linked Learning Alliance)

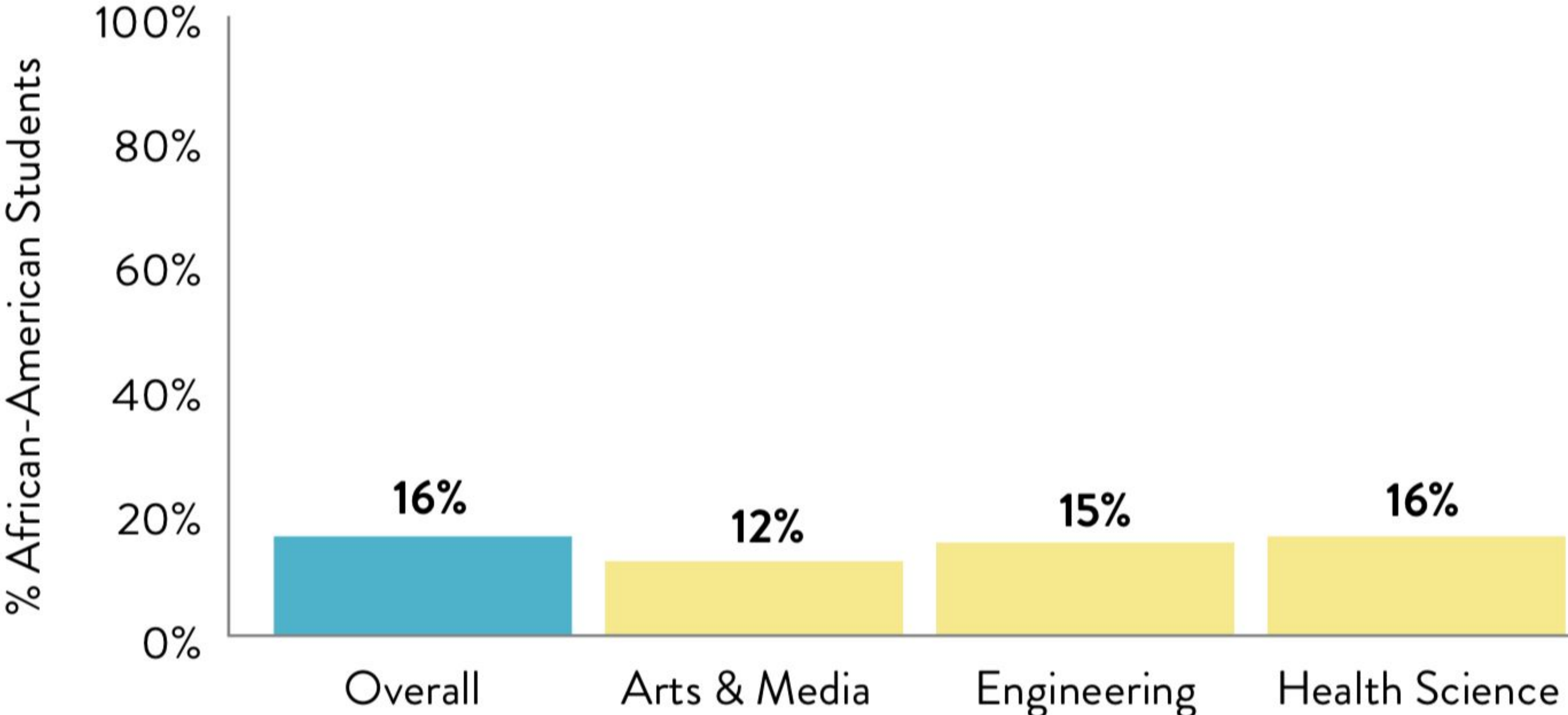## ENROLLMENT OF AFRICAN-AMERICAN STUDENTS OVERALL AND IN PATHWAYS, BY DISTRICT

District	District %	Pathways %
Antioch	26%	18%
Long Beach	17%	12%
Los Angeles	5%	3%
Oakland	37%	24%
Pasadena	20%	26%
Porterville	1%	1%
Sacramento City	18%	24%
West Contra Costa	22%	7%

y-axis: % African-American Students (0% to 100%)

Note: Pathways are considered proportionally represented if they are within 5 percentage points of the district average for a given student subgroup.
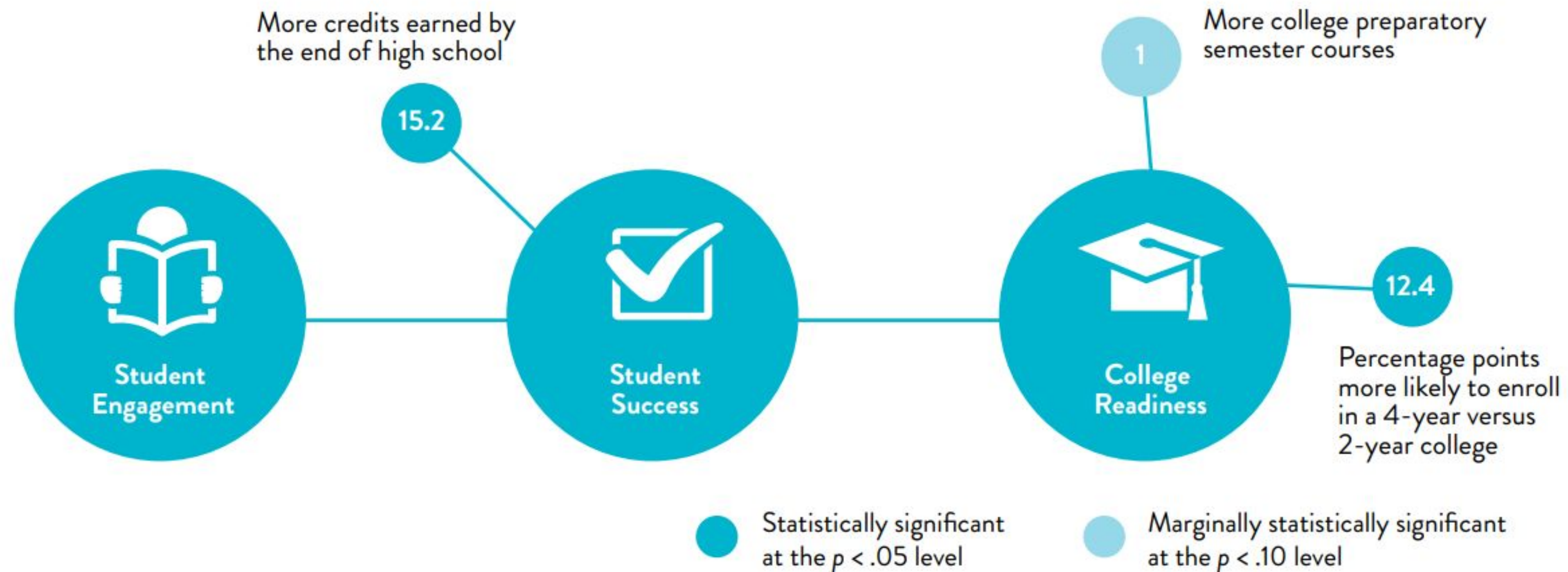
Legend: ■ District   ■ Pathways

Pathway Data: African American Students (as reported by Linked Learning Alliance)

AFRICAN-AMERICAN ENROLLMENT BY PATHWAY THEME

Pathway Data: African American Students

More credits earned by the end of high school

15.2

More college preparatory semester courses

1

Student Engagement

Student Success

College Readiness

12.4

Percentage points more likely to enroll in a 4-year versus 2-year college

Statistically significant at the $p < .05$ level

Marginally statistically significant at the $p < .10$ level

- Among African Americans who enrolled in a postsecondary institution, certified pathway students were 12.4 percentage points more likely to enroll in a four year college than their peers in traditional high school programs.

- African American students in certified pathways earned 15.2 more credits than similar peers in traditional high school programs.

Pathway Data: Latinx Students (as reported by Linked Learning Alliance)
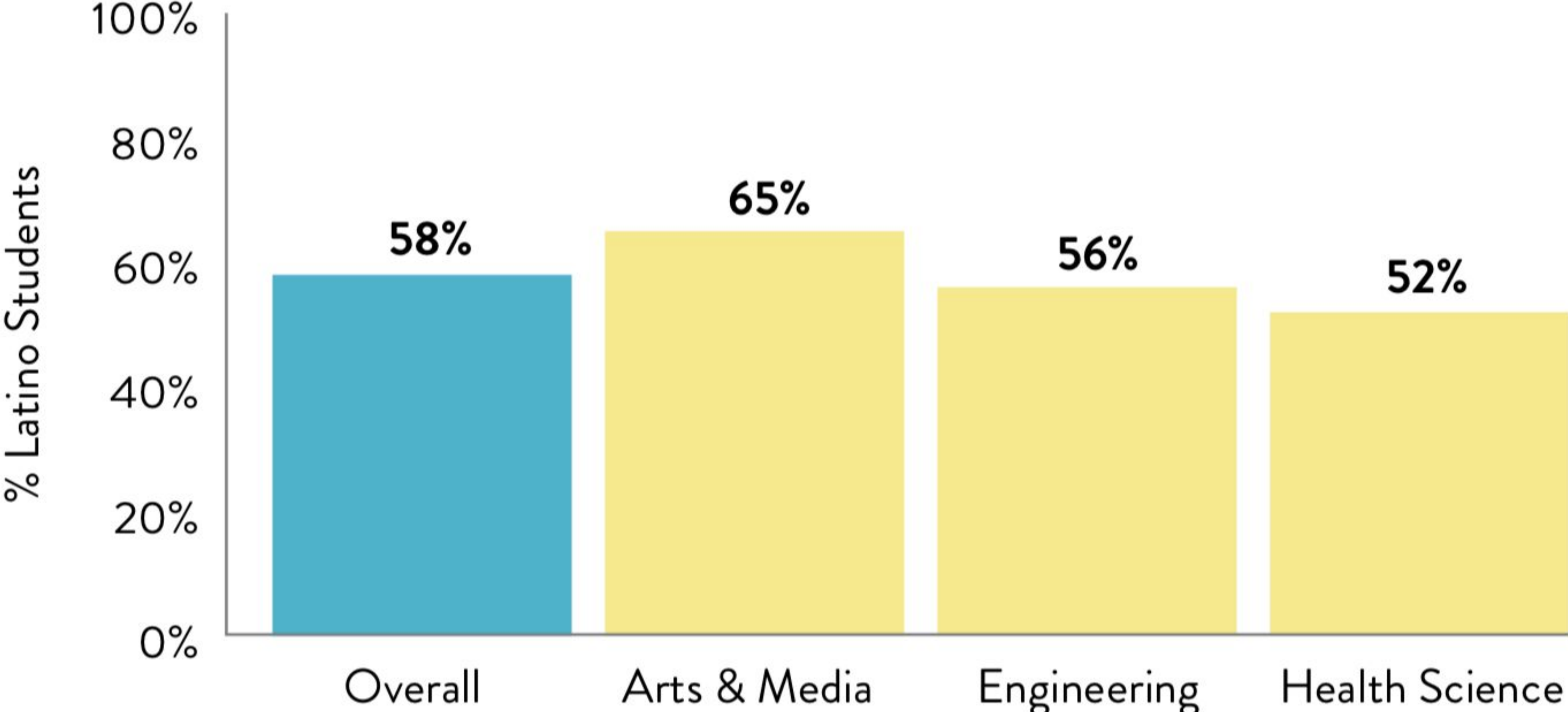
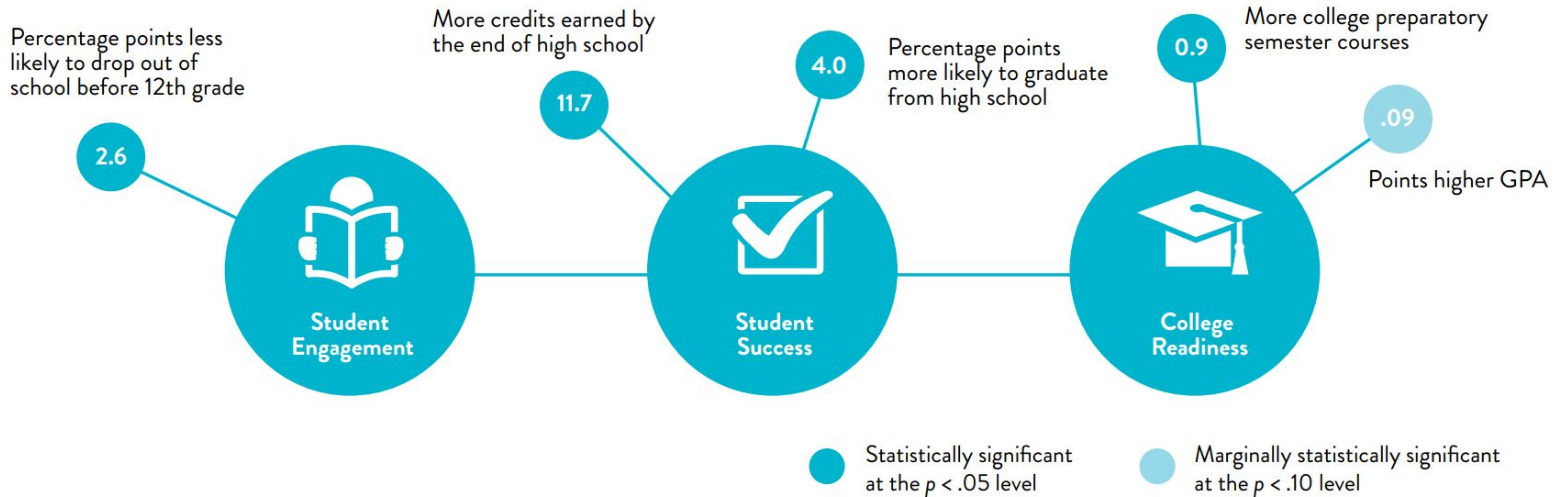**ENROLLMENT OF LATINO STUDENTS OVERALL AND IN PATHWAYS, BY DISTRICT**
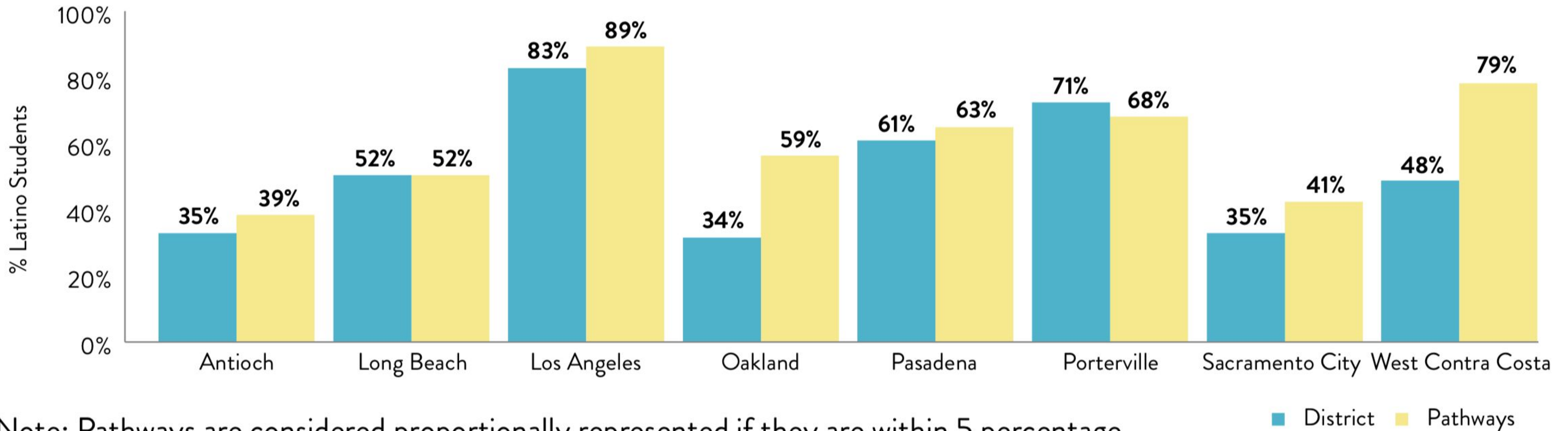
Note: Pathways are considered proportionally represented if they are within 5 percentage points of the district average for a given student subgroup.

Pathway Data: Latinx Students (as reported by Linked Learning Alliance)

LATINO ENROLLMENT BY PATHWAY THEME

Pathway Data: Latinx Students (as reported by Linked Learning Alliance)

Percentage points less likely to drop out of school before 12th grade

2.6

More credits earned by the end of high school

11.7

4.0

Percentage points more likely to graduate from high school

0.9

More college preparatory semester courses

.09

Points higher GPA

Student Engagement

Student Success

College Readiness

● Statistically significant at the *p* < .05 level

● Marginally statistically significant at the *p* < .10 level

- Latinx students in certified pathways were 2.6% less likely to drop out of school before 12th grade, and 4% more likely to graduate compared to similar peers in traditional high school programs.

- Latinx students in certified pathways accumulated an average of 11.7 more credits compared to similar peers in traditional high school programs.

What is Dual Enrollment?

Dual enrollment is defined as a program that allows opportunity for high school students to take courses from a postsecondary institution while still enrolled as a high school student, and receive credit at both the high school and postsecondary institution

DUAL ENROLLMENT: What we know

The Education Trust <u>reports</u>

◆ Taking college courses in high school has been found to benefit African American, Latino, and White students

◆ Its positive effects on college degree attainment are even stronger for low-income students.

According to <u>data from the National Center for Education Statistics</u>

◆ 88% of Dual Enrollment high school students went on to some from of college by the age of 20

◆ 41% of Dual Enrollment high school students went on to a four-year college

- Of the 47% of students who first matriculated in community college between the ages of 18-20, 84% went to the institution where they were taking the dual enrollment courses

DUAL ENROLLMENT: What we know

<u>JFF study of Dual Enrollment in Texas</u> found:

◆ Students who completed at least one college course through dual enrollment in high school were **2.21 to 2.30 times more likely** to attend any type of college than a similar student who did not complete dual enrollment

◆ Students enrolling in college who completed at least one dual enrollment course in high school were **1.79 to 2.07 times more likely** to persist from the first to the second year in a two-year or four-year college than a student who did not complete dual enrollment.

◆ Students enrolling in college who completed at least one college course through dual enrollment in high school were **1.66 to 1.77 times more likely** to complete a postsecondary credential in a two-or four-year college within six years than a student who did not complete dual enrollment.

AB 288 in California

Purpose: Expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education.

Goal: Seamless pathways to community college for: CTE or transfer, improving high school graduation rates, or college and career readiness.

Partnership: Must be between a community college district and a school district.

Courses: Must be a part of a pathway, may be college level and/or developmental math or English under certain circumstances and CTE.

Apportionment: District may claim apportionment for a course offered on the college campus and for a closed course located on a high school campus to CCAP participants.

El Camino College: Student Success Data

FALL 2016 – SPRING 2017

Overall, students in Dual Enrollment courses have extremely high success rates, averaging 94% over the two-term period.

Success is determined as passing the course with a "A", "B" or "C" grade.

Dual Enrollment students also have a *99% retention average, but it is also less common for students in high school to drop courses mid-term.*

Student Equity & Achievement

TABLE 2: Dual Enrollment Success Rate by Gender					
2016 FALL			**2017 SPRING**		**2017 FALL**
Gender	**Success**	N	**Success**	N	**Success**	N
Female	**88%**	120	**88%**	66	**83%**	250
Male	**87%**	90	**82%**	85	**75%**	174
Grand Total		210		151		424

Student Equity & Achievement
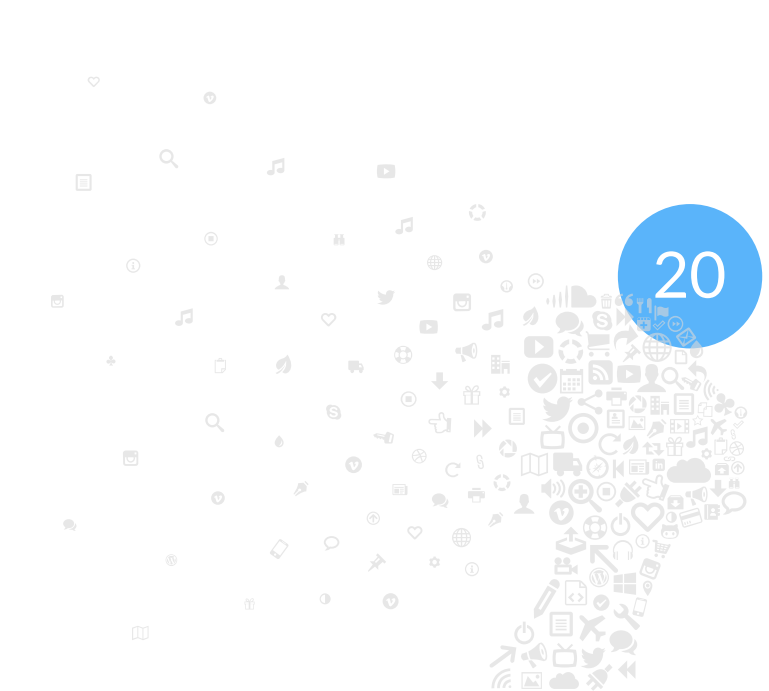
Table 1: Dual Enrollment Success by Race & Ethnicity					
2016 FALL		**2017 SPRING**		**2017 FALL**	
Ethnicity	**Success**	N	**Success**	N	**Success**	N
African American	**90%**	62	**89%**	56	**81%**	145
Asian	**91%**	*	**75%**	*	**75%**	*
Latino	**83%**	94	**80%**	60	**79%**	228
Pacific Islander	**100%**	*	**100%**	*	**100%**	*
Two or More Races	**95%**	19	**92%**	13	**71%**	17
White	**90%**	20	**82%**	11	**83%**	12
Grand Total		210		151		424

CAREER PATHWAY ACADEMIES: CVUHSD

Who are these kids?

- 3 Comprehensive High Schools
  - 9 Pathway Academies
    - 4 CPA (State Funded)
    - 5 LCAP Funded
- 4 Feeder Elementary Districts
- Over 60% of students are designated "At-Risk" by the state

2018-2019 Demographic	Academies	CVUHSD (District)	LA County
Enrollment	2435	6370	1,250,366
Special Ed:	8%	13.7%	12.7%
EL:	5.3%	14.0%	19%
RFEP:	55%	25%	18%
Free/Reduced Lunch:	83%	81%	70%
Average GPA:	2.65		

# What California Preliminary Data Tells Us:

Bright Spots:

- Evidence supports that <u>both</u> Pathway Programs and Dual Enrollment programs provide improved achievement outcomes for African American and Latinx students

- Dual Enrollment participation in California is increasing due to AB288 expanding access to traditionally underrepresented student groups

# What California Preliminary Data Tells Us:

Challenges We Face:

- No current central, public method of collecting/reporting outcomes data
  - currently data is self-reported voluntarily with varying data sets

- Preliminary data demonstrates there is a need to focus on more equity and access around Dual Enrollment programs

- More data is needed to answer/address the questions raised by the data we have

Preliminary Data of Student Achievement (as reported by college)
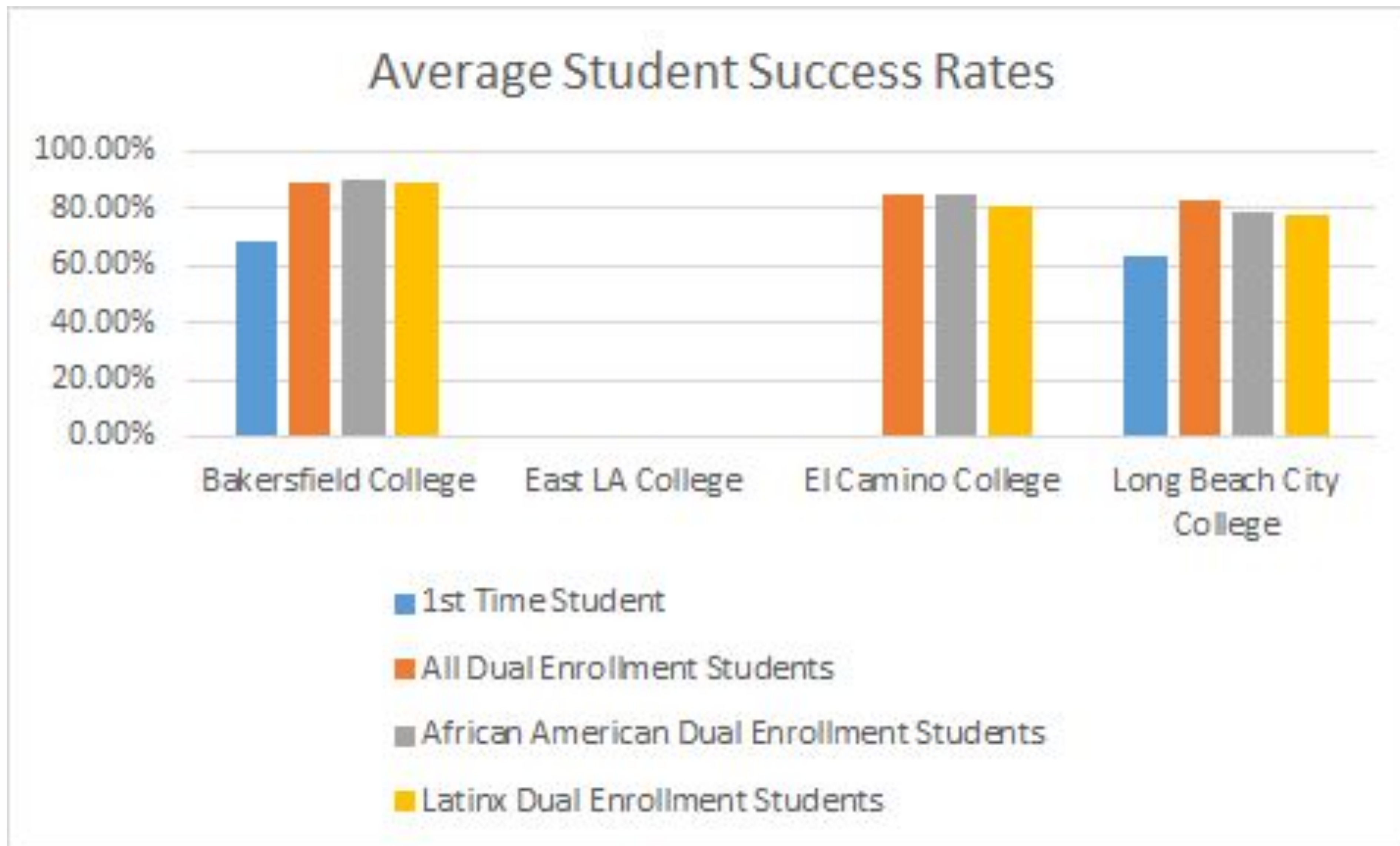
Average Student Success Rates

Preliminary Enrollment Data (as reported by DataMart)

College Enrollment % of African American Students

Preliminary Enrollment Data (as reported by DataMart)

College Enrollment % of Latinx Students
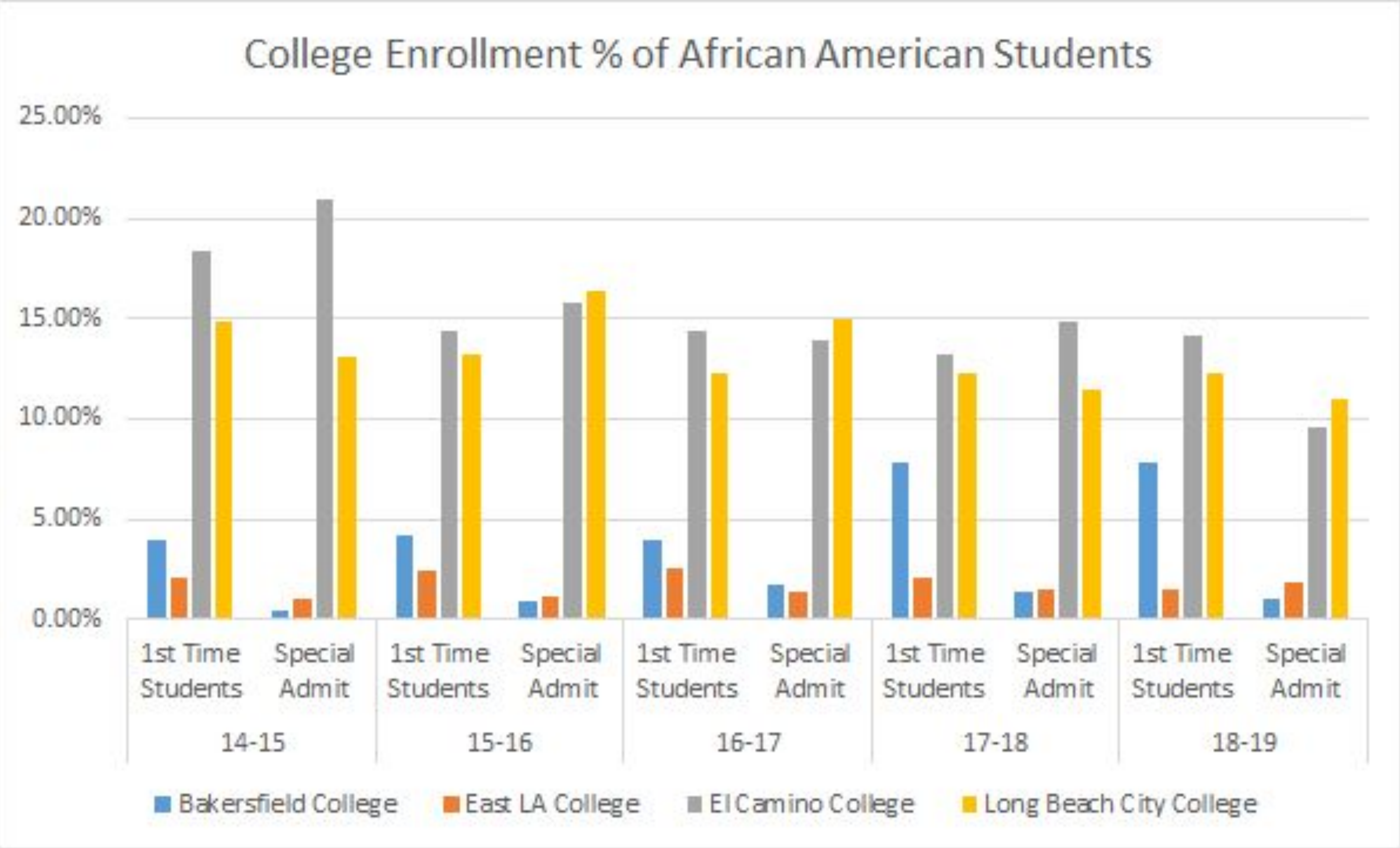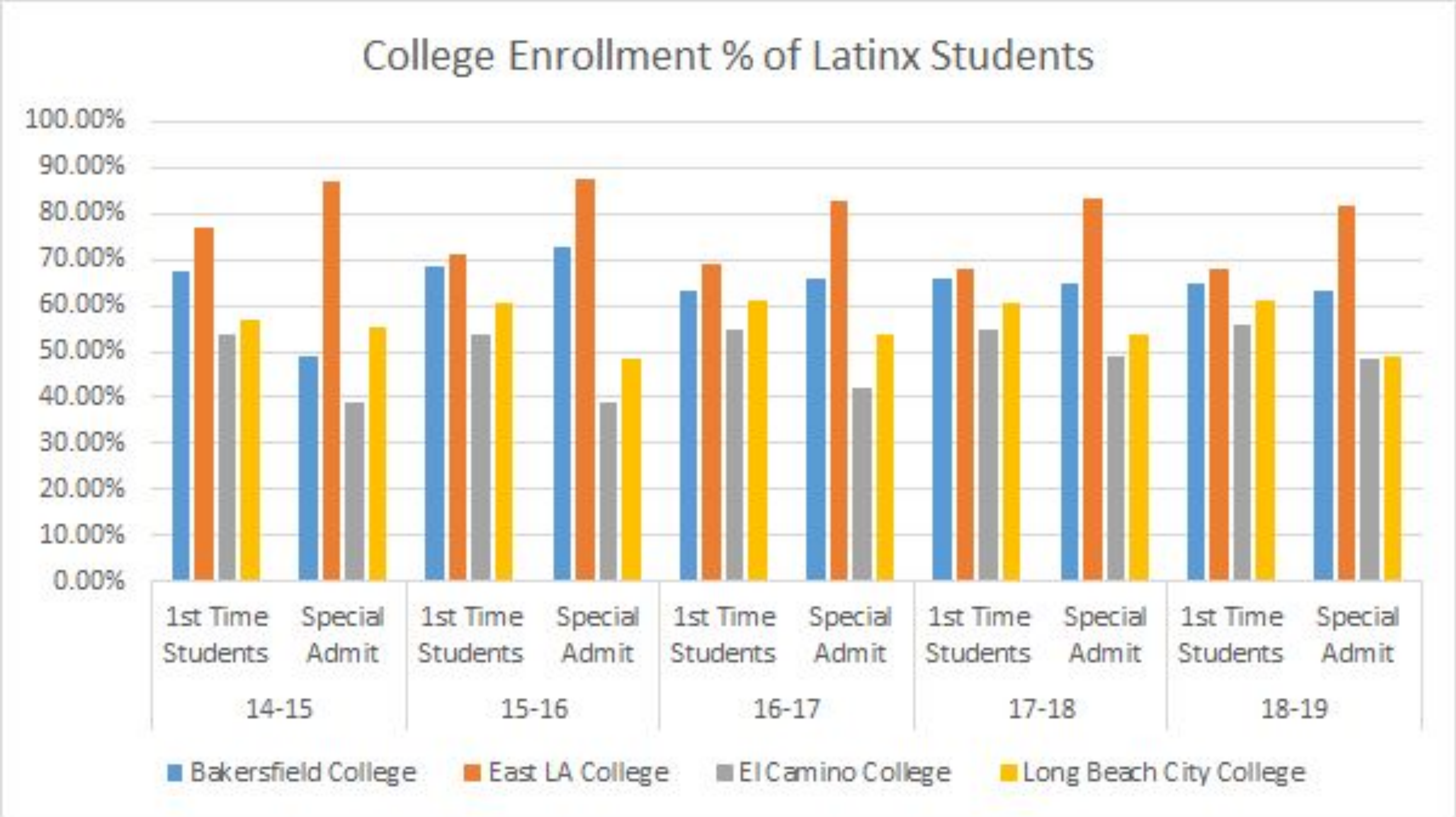
CAREER PATHWAY STAGES

PATHWAY DEVELOPMENT & CONTINUOUS IMPROVEMENT

PATHWAY IMPROVEMENT

Student Success Data

Partner Needs

Assess Outcomes

PATHWAY DEVELOPMENT

Labor Market Data

Existing Pathways

Resources & Capacity

PATHWAY IMPLEMENTATION

Institutional Leads

Faculty Support

Logistics

Problem Solving

PATHWAY ALIGNMENT

Program Mapping

Faculty Collaboration

Industry Input

CORE VALUE

CAREER PATHWAY **DEVELOPMENT**

- **Labor Market Data**

What are high interest, high wage, and high growth LOCAL Industries? (Labor Market Data)

- **Existing Pathways**

What are students currently enrolling in and what do our teachers have the capacity to teach? (Enrollment, Student Surveys, Staffing, FTEs, etc.)

- **Resources & Capacity**

What can our facilities support, or what capacity do we have for new facilities/equipment? (Current Facilities/Equipment, LCAP, Grants, New Construction Projects, ect.)

CAREER PATHWAY ALIGNMENT

- **Program Mapping**

Map of courses, WBL opportunities, Student Supports, K-14 progression, and others components that make a pathway - NEVER MAP ALONE

- **Faculty Collaboration**

High School and College Faculty input required for alignment, Identify "Gateway" courses

- **Industry Input**

Advisory Board, Key Industry Partners

CAREER PATHWAY ALIGNMENT

Pathway Map Template

Pathway Coursework								Pathway Alignment and Enrichment					
Subject (UC/CSU A-G)	History/ Social Sciences (A)	English (B)	Math (C)	Science (D)	Language Other Than English (E)	Visual & Performing Arts / Phys. Ed (F)	CTE/ Elective (G)	Grade-Level Outcomes	CTE Standards	Skills/ Certificates/ Soft Skills/ Competencies	Work-Based Learning Experiences	Integrated Curriculum	Student Supports
9													
10													
11													
12													

Pathway Coursework		Pathway Alignment and Enrichment
Post-Secondary "Gateway" Courses:		
Degree/ Industry-recognized certificate:		
Entry-Level Careers:		

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K-12 Pathway Mapping

- K-12 Faculty, Post-Secondary Representation, Industry Experts

- More than just a course sequence!

CAREER PATHWAY ALIGNMENT

CONSIDERATIONS:

- **FACULTY-DRIVEN!!**

- Match to Stackable Certificates & Degrees

- Industry Certifications & Exams

- Sample Jobs with LMI growth & wages

CAREER PATHWAY IMPLEMENTATION

- **Institutional Leads**

One primary point of contact for each institution.

- **Faculty Support**

Orientation meeting for all Dual Enrollment staff. Identify key support/point people for specific tasks.

- **Logistics**

Working together to streamline the process and forms. Identifying timelines and deadlines.

- **Problem Solving**

Identify barriers and challenges on both sides. Who/what can assist?

CAREER PATHWAY **IMPROVEMENT**

- **Student Success Data**

  Collecting and using data effectively to inform decisions
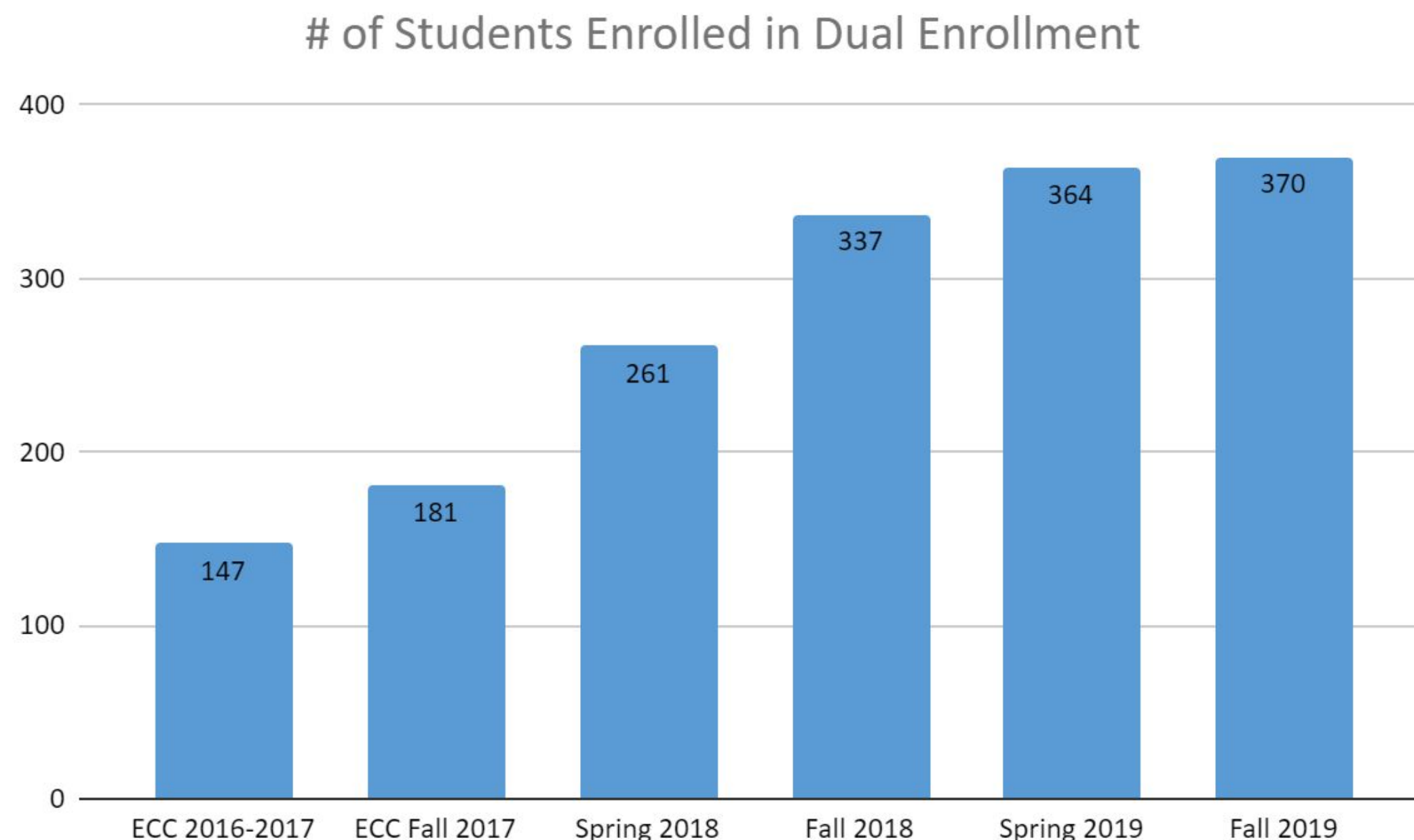
- **Partner Needs**

  Working together to address institutional needs/concerns from both sides

- **Assess Outcomes**

  Making changes to better serve students based on the data

CAREER PATHWAY IMPROVEMENT

# of Students Enrolled in Dual Enrollment

Term	Count
ECC 2016-2017	147
ECC Fall 2017	181
Spring 2018	261
Fall 2018	337
Spring 2019	364
Fall 2019	370

- **Single point of contact for student enrollment**

- **Social Security Number removed from college paper application - pros and cons of this**

- **Increase in parent communication regarding Dual Enrollment, and the possible related Certificates and Awards**

- **Increase awareness/training for counselors**

Career Pathway Action Plan

What does the Labor Market data communicate about the proposed pathway?

Program Mapping: For each grade level, what are the skills, supports, experiences, and coursework that will build students' mastery?

Who will be involved in identifying the issues and developing solutions?

What student data can you collect and how will you define success?

PATHWAY DEVELOPMENT

Guiding Questions:	Brainstorm what you know right now and what you still need to know:	Who Can Help?
What does the Labor Market data communicate about the proposed pathway?		
What are the Existing Pathways? (If you are a post-secondary, research your area high schools; if you are a high school, research your local community colleges)		
What resources do you currently have available for pathway development? What is your capacity for growth?		

PATHWAY ALIGNMENT

Guiding Questions:	Brainstorm what you know right now and what you still need to know:	Who Can Help?
Program Mapping: For each grade level, what are the skills, supports, experiences, and coursework that will build students' mastery?		
Who are the faculty at each level (High School and Post-Secondary)? How much does each know about the other and how can you bring them together to collaborate?		
What intermediary resources are available to connect your faculty and students with industry? How can industry give meaningful input (develop competencies, work-based learning, etc.)?		

PATHWAY IMPLEMENTATION

Guiding Questions:	Brainstorm what you know right now and what you still need to know:	Who Can Help?
Who are the institutional leads (champions) in each institution?		
Who do you have on staff to manage the implementation?		
What logistics do you anticipate needing to manage?		
Who will be involved in identifying the issues and developing solutions?		

PATHWAY IMPROVEMENT

Guiding Questions:	Brainstorm what you know right now and what you still need to know:	Who Can Help?
What student data can you collect and how will you define success?		
How will your partners communicate their needs with you (industry and educational)?		

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QUESTIONS? FEEL FREE TO CONTACT US AT:

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Dual enrollment data resources

https://ies.ed.gov/ncee/wwc/InterventionReport/671

https://www.educationdive.com/news/dual-enrollment-is-increasing-college-going-behavior-but-only-for-some-stu/530590/

https://edtrust.org/issue/dual-enrollment/

https://www.jff.org/resources/taking-college-courses-high-school-strategy-college-readiness/

https://jfforg-prod-prime.s3.amazonaws.com/media/documents/TakingCollegeCourses_101712.pdf

https://www.issuelab.org/resources/15260/15260.pdf

https://jfforg-prod-prime.s3.amazonaws.com/media/documents/TakingCollegeCourses_ExSumm_120312.pdf

https://www.jff.org/resources/taking-college-courses-high-school-strategy-college-readiness/

https://www.insidehighered.com/quicktakes/2017/09/27/graduation-rates-dual-enrolled-students

https://ccrc.tc.columbia.edu/publications/what-happens-community-college-dual-enrollment-students.html