

Career Pathways Data Summit

Small Group Questions

Question: How do you identify students by pathway in ARIES?

- Students can be identified in the custom field or the special program screen.
- Perkins data can be entered into Aries, but the grant requires more data than Perkins requires.
- Courses can also be identified by number.
- Districts need to identify courses that are truly part of a pathway. The definition is listed in the glossary below.

Question: What information should be included in the student record?

- Is the student in a Pathway?
- What Pathway are they in?
- What year are they in the Pathway?
- Is the student a Perkins Completer?

Question: How are students counted who are in more than one pathway?

- Districts are just entering one of the student's pathways.

Question: What if our Adult School uses a different SIS?

The two schools should work together to use the same codes to flag student program enrollment.

Question: If the SIS does not provide a needed report, how are you generating the report?

Districts are exporting reports from Aries and manipulating it in SEQUEL, EXCEL, Grant Link or Tableau to get the results they need for grant reporting.

The Cal-PASS Plus Launchboard will assist districts with collecting data and providing meaningful aggregate and student level reporting. Reports will include student progress within a pathway or course related to a pathway within the community college system.

Add Sample Report here

Question: How are Districts Collecting Data? For example, mentoring, internships and shadowing

- Teachers may provide information to program manager, fill out a form or enter it directly into the SIS. This is challenging as program participation changes throughout the year.
- Schools may ask a single person to track and report work based learning activities
- Districts are encouraged to create shadow courses for each work based learning activity. Then enroll students who participate in the activity in the shadow courses. The shadow courses can be queried within the SIS.

Question: How should students be coded in the 2nd course in a sequence?

- Auto-count as concentrator or ensure took pre-requisite
- Based on counselor, assuming took pre-requisite and can handle the content
- Who is enrolled in second course, assume will take third course

Question: Which code should be used for which course?

- Every school own local course ID
- Same class gets coded differently at different schools
- Doesn't matter this year
- Issue: CalPads code needs to be changed so AP & A-G count for CPT

Question: If a student takes a pathway introductory course in middle school, are they considered a first year or second year student in high school?

- Based on proficiency
- For this grant, don't report on this

Question: Does a summer course at community college count toward the incoming year transcript or the prior year?

- Need a clear and consistent definition in order to look at the same data across grantees
- An equity based approach would be to count it toward the previous year, so that it can be used for advancement or make up, allowing not only AP students to take community college courses, but also "bubble" students who want to reinforce their skills or to make up for classes not offered in their school

Question: Do we report ROP courses separately? Are they incorporated or is the decision made by the district on how to report ROP students?

- How pathway is defined – some ROP, some are not
- What are some methods for ensuring that we don't double count students?

[Shadow course worksheet Link Here](#)

Momentum Points

1. Number of students enrolled in the career pathway program.

- Sometimes introduction course isn't in the pathway. The prerequisite is required (unless you are a transfer)
- Come in to 3rd year – but considered participant
- It would be good to do a graphic of what is really happening Also look at grades
- How is a first year, second year, third year student defined? Course defines. What if course pathway has 3 courses?

2. Student academic performance indicators of students enrolled in the career pathway program

K-12 consortia partners are to provide this measure as reflected in their Local Control and Accountability Plan (LCAP) This measure may be redefined as the state decides on the new school accountability plan, or as a K-12 partner may revise its LCAP

Districts outline the academic indicators that they are listing in the LCAP.

3. Number of students who have successfully completed a career pathway program with a "C" grade or better in all pathway courses

- Use the course grade, the average of 1st and 2nd Semester.

4. Number of students participating in job shadowing opportunities aligned with the career pathway program in which the students are participating

- The definition of job shadowing is very wide. Each district can develop their own programming within the definition.
- Count students not events
- What is the difference between job shadowing and mentoring opportunities? Clearly define what these are and communicate that to teacher before survey students

5. Number of students participating in mentoring opportunities aligned with the career pathway program in which the students are participating

- Count students not events

6 Number of students participating in internships aligned with the career pathway program in which the students are participating

- Internship data may come from another source; might need a separate solution to measure that piece
- Capture data on non traditional internships (what method will be used to measure these –internally or externally)

7. Number of students participating in work experience opportunities aligned with the career pathway program in which the students are participating

- This is a “catch all” if you are unsure where something fits (unless you know who participated in numbers 4 and 5)

8. Number of students participating in a preapprenticeship program aligned with the career pathway program in which students are participating and aligned with a state-approved apprenticeship

Preapprenticeship is a program or a series of courses that prepare an individual for acceptance into a registered apprenticeship program

- Although the above was offered as a working definition, it was noted during the meeting that there is no formal definition of preapprenticeship
- Most districts will report 0 for this since not offering preapprenticeship or apprenticeship programs because of the age requirement. (Are there any exceptions to this requirement? How firm is this requirement?)

9. Number of students participating in an apprenticeship program aligned with the career pathway program in which the students are participating

10 Number of students participating in a student leadership organization as part of the career pathway program

- Few district include leadership opportunities yet.

11. Number of students in the career pathway program who received a high school diploma

12 Number of students in the career pathway program who received a nationally recognized industry-valued certificate and/or state license

13 Number of students in the career pathways program who received a state-approved Career and Technical Education (CTE) certificate

Work Flow/Process for Gathering Data

- For numbers 4-7 above, there was a conversation about how to gather the data/most accurate sources. Combination of teacher knowledge, survey of students; also consult counselors.
- Could use a web based workforce learning management tool to track job shadowing, internships, mentoring etc. (CR tool?)
- Quarterly surveys: county leads send to districts; county lead will fill out with work-based learning team and approve; who is the data contact?; work-based learning is an instructional strategy; needs to be teacher-led, form – activity log for teachers; how to do this electronically/streamlined?
- Create a role (coordinator/point person) so that you have one person primarily responsible for data collection and for coordinating with others involved in the process.

Additional Pathway Information (yes/no response)

1. Does the pathway course sequence include:
 - A sequence of 3 or more CTE classes in high school
 - Cross-disciplinary projects or assignments linking academic and CTE classes
 - Cohort scheduling that includes both CTE and academic classes
 - At least one CTE course that qualifies for “A-G” credit
 - Scheduling that enables in-depth extended projects and work-based learning
 - Dual enrollment opportunities
- What does dual enrollment mean? Receiving credit for both high school and community college through a pathway course (who defines this?)
2. Are students in this pathway provided with regularly occurring additional supports for:
 - Career guidance/counseling (eg, career navigation, job-seeking, resume-writing, career fairs),
 - Postsecondary transition (eg, college tours, bridge programs),
 - Successful course completion (eg, tutoring, personal counseling), and
 - Preparation for postsecondary credit accrual (eg, college assessments)
- Not numbers, just whether the opportunity/support was provided
- Question: what does “regularly occurring” mean? That’s a bit subjective
3. Are instructors in this pathway provided with opportunities for:
 - Time for pathway academic and technical teachers to collaborate,

- Instructor externships,
- Professional development related to the pathway, and
- Time for K–12 and community college staff to collaborate

Parking Lot

1. Future promising practices. A future promising practice may be to earn college credit in high school. At this point, CDE does not ask for this, but it was suggested that this be added to the parking lot for future discussion (what is the difference between dual enrollment and college credit?)
2. Research question: CDE evaluation tool/models; Now just bean counting, but aspire to an evaluation tool around student success and employer expectations/gains (how well the program met employer and industry expectation, etc.)

Glossary

Career Pathway

A pathway that is unique to an industry sector, has an occupational focus, consists of similar functions, includes standards that demonstrate sequence potential, and is reasonable and appropriate for high school students.

A career pathway program is a coherent sequence of rigorous academic and technical courses that allow students to apply academics and develop technical skills in a curricular area.

Number of students enrolled in a funded CCPT pathway in a K–12 setting to be reported in four categories (as applicable to each pathway):

- First-year students,
- Second-year students,
- Third-year students, and
- Fourth-year students

Career Pathways List

In CTE in California, there are fifteen defined Industry Sectors each of which contains specific Career Pathways **Perkins** supports pathway programs in these sectors:¹

Agriculture and Natural Resources	ANR
Arts, Media, and Entertainment	AME
Building and Construction Trades	BCT
Business and Finance	BF
Education, Child Development, and Family Services	ECDFS
Energy, Environment, and Utilities	EEU

¹ <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

Engineering and Architecture	EA
Fashion and Interior Design	FID
Health Science and Medical Technology	HSMT
Hospitality, Tourism, and Recreation	HTR
Information and Communication Technologies	ICT
Manufacturing and Product Development	MPD
Marketing, Sales, and Services	MSS
Public Services	PS
Transportation	T

Career Technical Education (CTE)

An educational strategy designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught.

Industry Sector

A group of companies that operate in the same segment of the economy and share a common business, business activities, or characteristics. The 15 industry sector groups organize CTE programs to align with California’s top-employing business segments.

Perkins Student Level Definitions: Secondary Level²

Participant: A secondary CTE participant is a student who has been enrolled in any CTE course.

- Example: Any student who has been enrolled in any CTE course should be counted as a CTE Participant including all concentrators.

Concentrator: A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

- Example: In a sequence comprised of two or three courses, only students enrolled in the last course would be counted as concentrators. In a four course sequence, students enrolled in the third and fourth courses would be counted as concentrators. All concentrators would also be counted as participants.

² From the e1instructions document at <http://www.cde.ca.gov/ci/ct/pk/documents/e1instructions.doc>.

Capstone Course: The last course in a planned sequence of CTE courses necessary for employment in an identified occupation. A student who completes this course may exit the program for employment or continue enrollment in the program to prepare for higher-level employment or advanced education in the same career path.