

Career Pathways Data Summit Q & A 2015

Question: How do you identify students by pathway in SIS(Student Information System)

- 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?
- How do you count pathway academic year if the student repeat the class?
- Is the student is a participant/concentrator/completer?

Question: Do we count students by pathway program or by pathway course?

- Count students by pathway program. Is the student is a participant/concentrator/completer is measured by their enrollment into sequence of courses in their pathway.

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

- Count the students in each pathway they are in.

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 should we be generating the report?

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

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.
- Suggest standard template to collect data across district and community colleges
- Teacher/program manager may collect student data by trimester/semester/quarterly instead waiting year end
- Develop communication between student and the program manager/counselor/teacher

Question: Are students considered concentrators when they took the second course in a sequence?

- 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.

Question: Are students considered completers when they took the last course in a sequence?

- Completer: Student who has completed the last course in a sequence of 3 or 4 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.

Question: Do we count pathway prerequisite courses?

- If the course has a prerequisite that is not included in the pathway, than the prerequisite course does not count towards the student's year.

Question: What code should be used for each Pathway Course?

- All Career-Technical Education Classes that are being provided by ROC/P must be identified using element 9.27 CTE Course Section Provider Code. CTE courses and codes can be found in the 4000–5000 series of codes of the Course Group State code set in the CALPADS Code Sets document.

- Course IDs should be used consistently across all schools in the district.
<http://www.cde.ca.gov/ds/sp/cl/calpadsfaqs.asp#faq91>

Question: How do we determine the Pathway Code.

- For each CTE Pathway every district will choose its own pathway name and choose a K-12 pathway code from the list of 74 pathway codes defined by CDE
- Pathway codes should be used consistently across all schools in the district and consortium

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?

- The student would be considered a participant/concentrator based on the course sequence they enrolled

Question: Does a summer course at a 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 without duplicating
- 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
- Local practice guides this decision of counting senior students summer courses toward college or prior year

Question: If a summer internship occurs after the end of the fiscal year, which reporting period is it included in?

- Local practice guides this decision

Question: May ROCP courses be included in pathways and are they reported separately?

- Districts may define pathways that include ROCP courses. It is a district decision.

Question: What are some methods for ensuring that we don't double count students?

- Count students once per pathway program they are enrolled in. For example, if a student is enrolled in Engineering design pathway program and Health

practitioner pathway program, then the student would be counted once in Engineering and once in Health.

Question: How do we capture momentum point #1, 1st year students, 2nd year students, 3rd year students and 4th year students?

- 1st year student: Student who is taking 1st course in a sequence of 2 to 4 CTE courses within a pathway
- 2nd year student: Student who is taking 2nd course in a sequence of 2 to 4 CTE courses within a pathway
- 3rd year student: Student who is taking 3rd course in a sequence of 2 to 4 CTE courses within a pathway
- 4th year student: Student who is taking 4th course in a sequence of 2 to 4 CTE courses within a pathway

Question: How do we respond to Momentum Point #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
- This would include how district LCAPs are aligned with the CPT or vice versa (as it relates to district's College and Career Readiness goals in LCAP)
- The LCAP should outline how CPT is wrapped into district goals

Question: What courses are used to answer Momentum Point #3. *Number of students who have successfully completed a career pathway course with a "C" grade or better in all pathway courses*

- CTE Non-Concentrator Participants are calculated by counting all students who have completed one or more CTE courses. These CTE courses can be found in the 4000-5000 series of codes of the Course Group State code set in the CALPADS Code Sets document.

Question: What if a student take more than one CTE course?

- Count student by each pathway program

Question: What if the courses are semester long?

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

Question: What is the definition of job shadowing in Momentum Point #4?*Number of students participating in job shadowing opportunities aligned with the career pathway program in which the students are participating*

- A job shadowing activity is an introductory work-based learning experience, in order to observe and experience the application of knowledge and skills in the workplace, and where students have the opportunity to explore all aspects of an industry for the purpose of career exploration. The job shadowing activity should be no less than three hours and no more than 25 hours in one semester, intersession, or summer school session.
- The definition should be used consistently across the district.

Question: Do we measure job shadowing by event or student?

- The definition should count students not events

Question: What is the difference between job shadowing and mentoring opportunities?

- Career-related mentoring creates a relationship between a student and an adult based on the student's career interests. The adult mentor offers insight into his or her career, including appropriate academic and skill/knowledge preparation, as well as support, guidance, motivation, and assistance to the student in exploring various careers within the pathway. Mentorships are usually long-term, lasting longer than a month, and usually the experience does not exceed the length of a semester, intersession, or summer school session.
- The definition of each activity should be consistent across the district.

Question: How do we measure mentoring opportunities to address momentum point #5? *Number of students participating in mentoring opportunities aligned with the career pathway program in which the students are participating.*

- Mentoring opportunities are determined by the number of students who participated in any mentoring activity throughout the school year. It doesn't matter if the student participated in one event or 4, that student counts as one student that had a mentoring opportunity.

Question: How are districts gathering data for momentum point #6? *Number of students participating in internships aligned with the career pathway program in which the students are participating.*

- Some internships may occur outside of the school district purview. School districts may need to gather Internship data from multiple sources. For example, students may need to be surveyed about their internship participation.
- Coordination between district/school and WBL coordinator

Question: What types of activities might be included in Momentum Point #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” category. If District students are participating in an activity that is not included in the other Momentum Point, capture that information in question #7.

Question: How is pre apprenticeship defined in Momentum Point #8? *Number of students participating in a pre apprenticeship program aligned with the career pathway program in which students are participating and aligned with a state-approved apprenticeship*

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

Question: Are other districts offering apprenticeships as mentioned in Momentum Point #9? *Number of students participating in an apprenticeship program aligned with the career pathway program in which the students are participating.*

- Apprenticeships are an on-the-job training and education delivery system regulated and approved by the Division of Apprenticeship Standards that prepares individuals for careers in a wide variety of skilled professions. Apprenticeships enable practitioners to gain a journeyman card to practice as a certified journeyman. Most of the training is done while working for participating employers who helps the apprentice learn their trade or profession, while they are an indentured apprentice. Apprenticeships typically last three to five years.
- Students may attend school while participating in an apprenticeship, although in many skilled occupations, persons with a high school diploma or its equivalent are preferred.
- Reference: Apprenticeship programs information guide - <http://www.dir.ca.gov/databases/das/descOfAppr.html>

Question: Are other districts offering leadership opportunities as mentioned in Momentum Point #10. *Number of students participating in a student leadership organization as part of the career pathway program.*

- Few district include leadership opportunities at this time, but hopefully more will build this valuable feature into their programs in the future.

Workflow/Process for Gathering Data

- For numbers 4-7 above, there was a conversation about how to gather the data from the most accurate sources. It was determined that districts may want to use a combination of teacher knowledge, student surveys and discussions with counselors .

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

Question: What does dual enrollment mean in the Additional Pathways Section, question #1?

- Dual enrollment offers students an opportunity to complete college-level Career Pathways Courses (as defined by the Pathway) to earn college credits while they are pursuing their high school diploma
- Examples include Concurrent/Dual Enrollment programs, Early College High School and Middle College.
<http://www.californiacommunitycolleges.cccco.edu/Students/SucceedinCollege/HighSchoolStudents.aspx>
<http://www.cde.ca.gov/ci/gs/hs/echsgen.asp>

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 post secondary credit accrual (eg, college assessments)

Question: How is “regularly occurring” defined for the Additional Pathways Section, question #2?

- The district must determine its own definition of regularly occurring.
- Note, a supportive activity should be counted if it is provided to students regularly. Student do not need to attend regularly.

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
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)

¹ <http://www.cdcd.gov/ci/ct/sf/ctemstandards.asp>

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.

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.

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