K14 Career Pathways Meeting
NOTES
March 19, 2024 10:00 am - 11:30 am

<u>Workgroup Leads</u>
Liz Cardenas, K12 Pathway Coordinator, Imperial County Office of Education (Proxy for Denise Cabanilla)
Margie de Ruyter, College and Career Readiness Coordinator, San Diego County Office of Education (Proxy for Al Love)
Amertah Perman, Dean of Career Education & Workforce Development, San Diego Community College

<u>Presenters</u>
Greg Hill Jr., WestEd
Leslie Wisdom, K14 TAP, Regional Consortium

<u>Participants</u>
Jewyl Alderson, CTE/Career Readiness, Pathway Development, San Diego County Office of Education
Charlene Alsbaugh, Career Education Program Manager, Cuyamaca College
Karl Aragundi, CTE & Career Readiness Coordinator, SIATech Charter
Stephen Bass, Research and Planning Analyst, San Diego Community College District
Heidi Bergener, K12 Pathway Coordinator, San Diego County Office of Education, Southwestern Community College District
Stephanie Bradley, Project Specialist, Regional Consortium
Marisa Castellano, WestEd
Robert Crowell, Career Pathways Coordinator, Vista Unified School District
Svetlana Darche, WestEd
Michael R. Gomez, K12 Pathway Coordinator, San Diego County Office of Education, Palomar College District
Antonio Gutierrez, Acting Program Manager – CTE, Sweetwater Union High School District
Cloris Johnson, Career Education Transitions Program Support Technician, San Diego Community College District
Ute Maschke, Director, Continuing Education, Palomar College
Eddie Matthews, Research Associate, San Diego-Imperial Center of Excellence
Virginia Mendoza, Assistant Principal, San Ysidro Adult School
Heather Peterson, Director II, Medical CTE, Grossmont Adult Education
Amy Pimentel, Career Education Pathways Coordinator, MiraCosta College
Diana Sandoval, Student Success Specialist, Imperial Valley College
Shanell Sands, CTE Counselor, Warner Unified School District
Mallory Steven, Early College Credit and Transitions Consultant, Regional Consortium
Eusebio Travis Sevilla, K12 Pathway Coordinator, San Diego County Office of Education, MiraCosta CCD

1. Regional Early College Credit Data - Greg Hill Jr & Leslie Wisdom presented on Articulation Credit by Exam Data from the 2021-2022 summary report.
   Action: We are still collecting 2022-23 data request: Articulation Credit by Exam Data Request Summary and Data Collection Template. Please complete and share with others.

- Participants are encouraged to engage with the [jamboard](#) throughout the presentation. The purpose is to gather highlights and priorities to share with the group after the meeting. The project's intention is to make recommendations for improving student support in the region through early college credit practices.
  - Data collected in spring 2023 for enrollments in articulated credit by exam courses during the 2022 academic year.
  - Enrollment data is broken down by course, student demographics, including race ethnicity, gender and socioeconomic status or ses
  - Compilation is from 57 high schools across San Diego and Imperial counties, and the data provided show that we had over 14,000 enrollments in articulated credit by exam courses
    - Note: In certain instances, there were districts or colleges that couldn't provide certain aspects of the data. Represented about 70% of all enrollment in the region.
  - The largest percentage of students in credit by exam courses were in the arts, media and entertainment sector with 31.2% of enrollments overall.
    - Discussion/surprises regarding this:
      - Students can meet the Arts requirement for A-G & they are fun classes.
      - Legacy Programs are hard to move away from.
      - They are the easiest to market and have the most sections coming from a counseling perspective.
      - Center of Excellence published a [report](#) on the transferable skills from Arts, Media, Entertainment to high-wage, high-demand careers.
  - Demographic: Male enrollment slightly exceeds female enrollment (53.6% vs. 46.3%). Hispanic students were the largest group (42%), followed by white students (32.8%). While 34% are from low socioeconomic backgrounds.
    - Point made by workgroup participants in reference to the data:
      - Indicates the need to focus on bridging the gap and encouraging students from lower socioeconomic backgrounds to enroll in these courses, ensuring they feel included and empowered to participate.
      - Highlights the historical context of CTE and the evolving branding of CTE courses. Efforts to promote applied learning experiences may have unintentionally widened existing socioeconomic gaps in enrollment. Targeted initiatives are needed to increase participation from underrepresented groups and foster inclusivity in CTE pathways.
      - Notice a concentration in fields traditionally associated with male dominance, such as engineering. When engineering courses are excluded, a more balanced gender distribution emerges. This suggests that male representation might be influenced by the prevalence of traditionally male-dominated fields.
      - Center of Excellence *Equity Gaps in Priority Jobs and Programs* report
        - [San Diego County](#)
        - [Imperial County](#)
      - Possible that the districts who didn't respond lacked the capacity to do so. These districts might also have a higher proportion of students from lower socioeconomic backgrounds and greater diversity. These districts need support in providing their data. While we have data from 70% of districts, understanding the remaining 30% and addressing any gaps is crucial for a comprehensive analysis.
  - Representational equity: Comparing student demographics in enrollment with their participation in credit by exam courses. Filipino students, multiracial students, and low SES students showed disproportionate impact, while female students, African American students,

and Hispanic students were slightly below full equity but didn't exceed the threshold for disproportionate impact. Overrepresentation was observed among white students, Asian students, students without socioeconomic challenges, and employees.
  - ○ Discussion by workgroup participants
    - ■ If we assume schools strive for equal enrollment opportunities, achieving perfect balance may be unrealistic due to individual choices. Look at why some students opt out of certain courses despite equal opportunities. Gathering feedback from counselors and students could offer insights into students' decision-making processes and whether they were adequately informed about available opportunities.
- ● CBE Pipeline for credit attainment: percentage of students enrolled in credit by exam courses, vs those eligible for credit, and vs those who received credit, categorized by school district. Percentages are calculated based on the total student population in the region. Three districts—San Dieguito, Poway, and San Marcos—show upward trends in credit attainment. San Dieguito stands out with a significant increase in credit attainment. San Diego, Escondido, and Grossmont districts demonstrate downward trends.
- ● Attainment rate by student populations: Percentage of students enrolled in credit by exam courses, became eligible for credit, and received credit. Asian students have a 93% credit attainment rate, while white students have an 83% rate. In comparison, Hispanic students have a lower rate of 51%.
  - ○ Discussion - What are the main factors affecting the decline from enrollment to eligible, and then from eligible to credit awarded?
    - ■ A lot of the drops are due to the process challenges with articulation.
    - ■ Request for San Dieguito District to share their process for retention for CBE with the other districts.
      - ● Shared every high school in San Dieguito District has a college and career tech, and they're being trained to be more involved. With the program growing exponentially each year, having staff on both sides is crucial, especially given the manual processes and reliance on Google Docs.
        - ○ Need to physically go to the student and find them, not wait for them to come to you.
      - ● Hiring within CTE seems crucial, as engaging and competent teachers drive student participation and program success. Proactive outreach to students and promotion of next-level classes by CTE department teachers also contribute to program completion. The school schedule plays a role, with schools on a 4 by 4 schedule allowing more room for students to take CTE courses compared to traditional schedules. However, the workload for K-12 pathway coordinators is significant.
- ● Potential inequities and outcomes: Are students succeeding & getting credit? Hispanic, African American students and low SES attainment rates are notably lower. White students and Asian students are achieving much higher rates.
  - ○ Hispanic students have the highest enrollment in these courses, however are earning the credit at significantly lower rates. Why?
    - ■ Challenge of providing consistent support to all districts. Despite efforts to offer support and engagement, limitations exist in terms of access to students and the need for buy-in from K-12 structures within the districts.
    - ■ Leveraging student support services to address barriers to credit eligibility and attainment, potentially through disaggregated data analysis and localized strategies.

- - Intentional engagement at the classroom level to ensure teachers are aware of and address disparities in credit attainment among student populations, with districts playing a key role in facilitating these conversations and providing support to teachers.
2. Career Pathways Partnership Updates
   a. Regional Dual Enrollment CoP
      i. [Agenda](#) and resources
      ii. K12 CDE Dual Enrollment Opportunities Grant
         1. Round two closes March 29, 2024.
         2. [Dual Enrollment Opportunities Resource Folder](#)
         3. [Map](#) of dual enrollment grantees (round 1 CCAP and Middle/Early College grants)
         4. [GSPP Technical Assistance](#) Centers
   b. Regional Articulation Credit by Exam CoP - *Leslie*
      i. 2022-23 data request: [Articulation Credit by Exam Data Request Summary](#) and [Data Collection Template](#)
         1. Would like to include AE/noncredit
      ii. Drafting Articulation CBE recommendations document for CCCCO
   c. Adult Ed/Noncredit
      i. The aim is to adopt a more regional approach to program design, focusing on adult school and non-credit offerings across schools & finding the gaps.
3. Roundtable:
   a. The K16 Collaborative will host a Transitions Symposium, as the annual Counselor Conference is on pause this year. It will prioritize transitions from high school to community college and then to four-year institutions, aligning with our grant objectives. Articulation, dual enrollment, and early college credit will all be integral components of this focus.
   b. **Action:** Equitable Career pathways project, seeking examples of equitable practices from partners in adult education, non-credit, K-12, and community college to share during the meeting. Follow up with [Stephanie](#) if interested.
      i. **Action:** We are still collecting data. Please enter your enrollment and persistence data for the 2023 graduates, broken down by Race/Ethnicity, Gender, and SES (free or reduced lunch) [here](#) and upload it using this [link](#).

Our next meeting is April 16th, 10-11:30am
- Focus: Pilot activities updates

[Meeting Video Recording](#)