What's this webinar about?

- **Education/Disconnection – what's the link?**
- **New data, new opportunities for change**
- **Moving the movement forward**

Opportunity Youth & Education – Setting the Stage

Laura Kohn
Director, Center for Local Income Mobility (CLIMB), SDWP
@laurakohnlaura
@sdworkforce

#OpportunitySD

Opportunity youth are:

16–24-year-olds who are struggling in the passage from high school to the workforce.

Not in school & not working

CUT THE RATE

An update on our region-wide progress to reduce the percentage of 16–24-year-olds not in school and not working to 7.3% or lower by the year 2020.

HALVE THE GAP(S)

Focus on places where opportunity is needed most and people who most need more opportunities.

ADDRESSING NEIGHBORHOOD DISPARITIES

— Neighborhood with highest disconnection rate
— County-wide rate

18.6
16.6
14.6
12.5

8.9
7.2
5.6
3.9

9.7
9.4
9.0
8.6

With the current trajectory we would reach the goal to "halve the gap" by 2018

2015 2016 2017 2018 2019 2020

Source: Measure of America calculations using US Census Bureau, American Community Survey, 2016
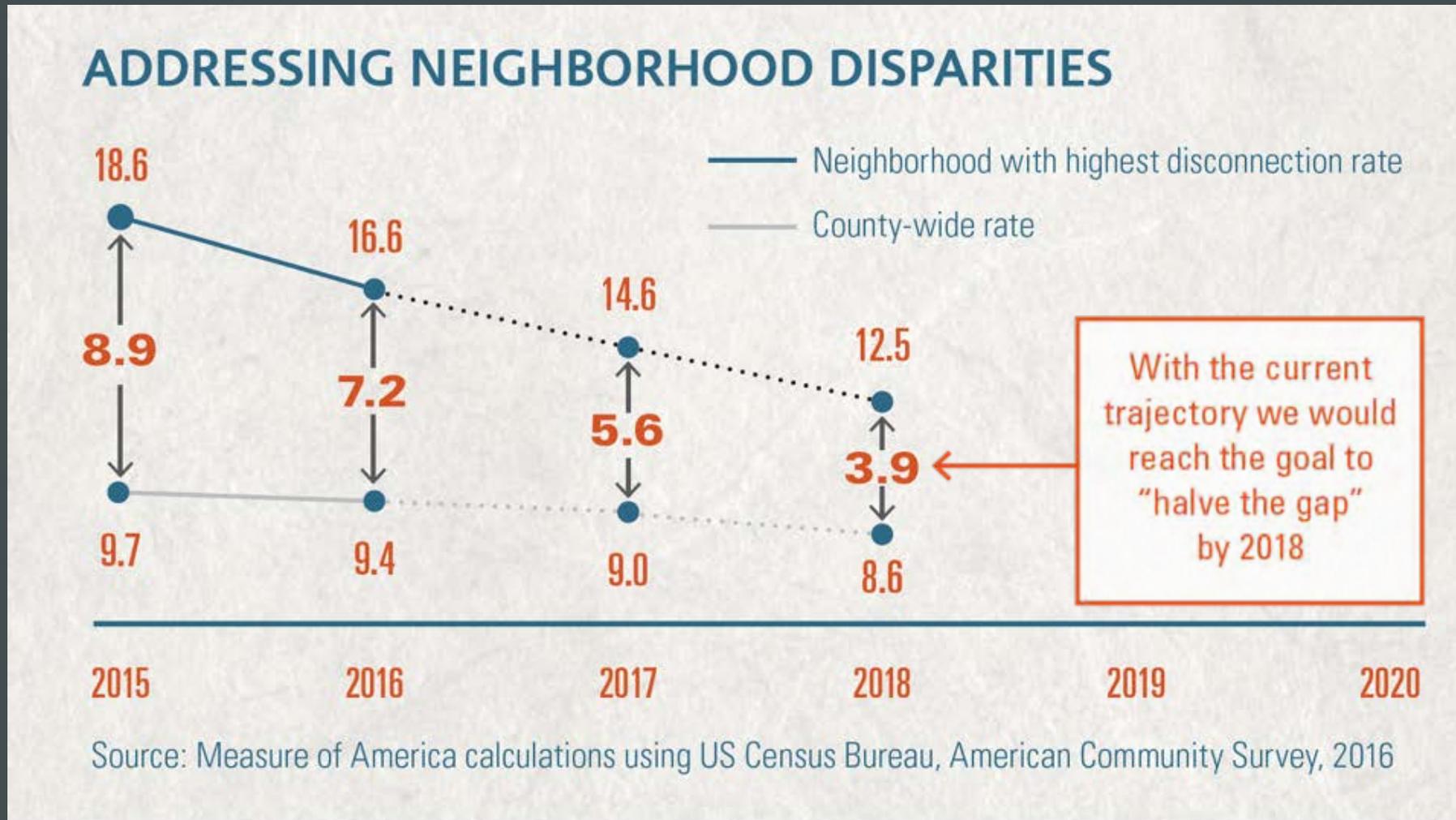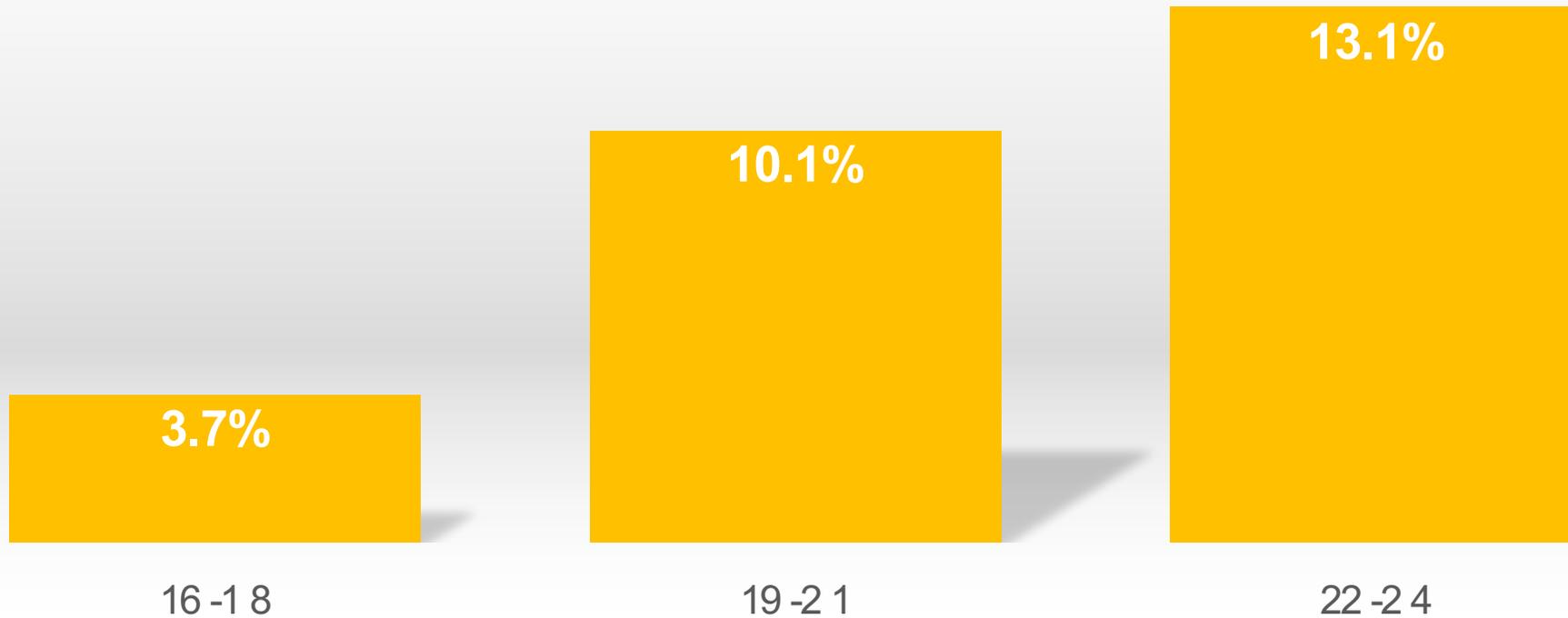
HALVE THE GAP(S):
San Diego youth disconnection by race/ethnicity

Source: Measure of America calculations using US Census Bureau American Community Survey (2014–2016). Black youth disconnection rate for 2016 alone is 26.4%.

San Diego's Youth Disconnection Rate by Age

3.7%

10.1%

13.1%

16 -1 8

19 -2 1

22 -2 4

Source: Measure of America calculations using US Census Bureau American Community Survey (2016).

The Leaky Pipe

Drop out of high school

High school graduate, but no more education

Enroll in post-secondary, but no degree/certificate

Under-educated = Under-employed→ Disconnected

65%

24%

Youth Experience of Pipeline Leaks

Ken Sorey and Elliott Rice
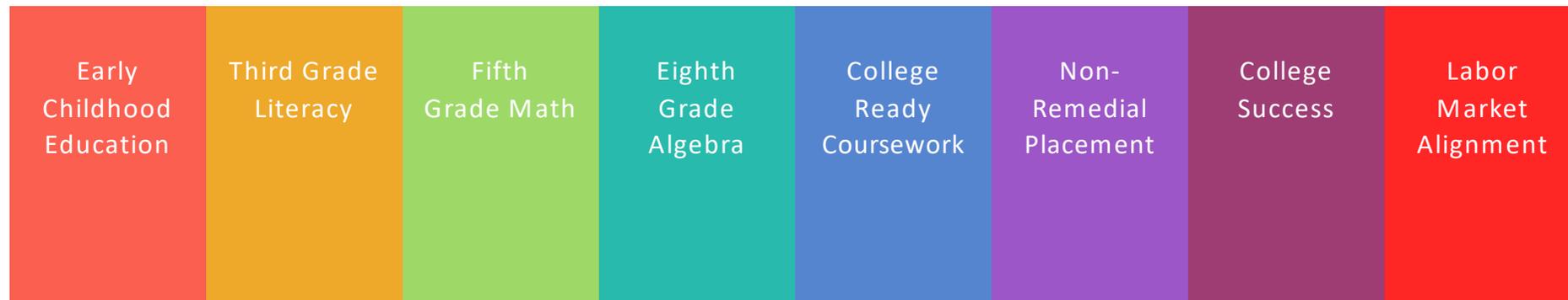**Educational Results Partnership**
www.edresults.org
**@ERP_learn**

#OpportunitySD

System of data linkages: Bright Spots

- Throughout the education-to-career pipeline, there are "momentum points" that either hold students back or propel them forward.

- We analyze the data to identify bright spots where students consistently succeed and persist through these critical junctures.

Early Childhood Education	Third Grade Literacy	Fifth Grade Math	Eighth Grade Algebra	College Ready Coursework	Non-Remedial Placement	College Success	Labor Market Alignment

Educational productivity logic model

Focus Areas	Pre-K, Elementary and Middle School	High School	Post-High School Placement	Community College	Four-Year University	Labor Market
Concentrations	Increasing English and Math achievement	Improving college readiness	Guiding improved placement of graduates into college, university, technical school or other training	Improving alternative remediation and support for completion	Accelerating degree attainment and increasing capacity for students	Aligning graduates' skills with labor market needs
Strategies	Utilizing Pre-K to 8th grade data to predict high school success

Engaging in curricular alignment and evidence-based placement for improved transition from middle school to high school | Assessing outcomes of early college/dual enrollment programs

Co-designing 12th grade Math, English and Science courses with collaboration from K-12 educators and college faculty | Utilizing predictive data to reduce unnecessary remediation and increase post-high school success

Leveraging articulation agreements with adult education and offering credit for prior learning | Offering alternative curriculum for developmental/ remedial courses including accelerated sequences and corequisites to increase throughput

Providing explicit guided pathways for students to accelerate completion of academic and career goals, and allowing for ongoing training over the course of a student's career

Offering student support resources and early-alert systems to ensure students are making progress based on academic and non-academic milestones | Increasing community college BA/BS degree programs where demand is high

Guaranteeing seats for community college transfer students in local universities with a focus on associate degrees for transfer

Improving articulation of courses among high schools, adult schools, community colleges and four-year universities | Aligning degree/certificate programs with industry demand

Utilizing predictive analytics to bridge the gap between skills and courses/degrees

Identifying data-linkages between student outcomes and job attainment across industry sectors |

EMPLOYER-LED PATHWAY ACCELERATION
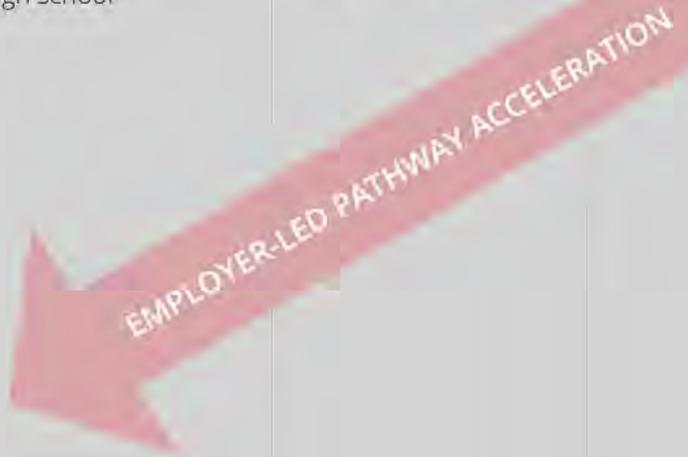
Waterfall Chart – Example UHSD Graduates 14/15
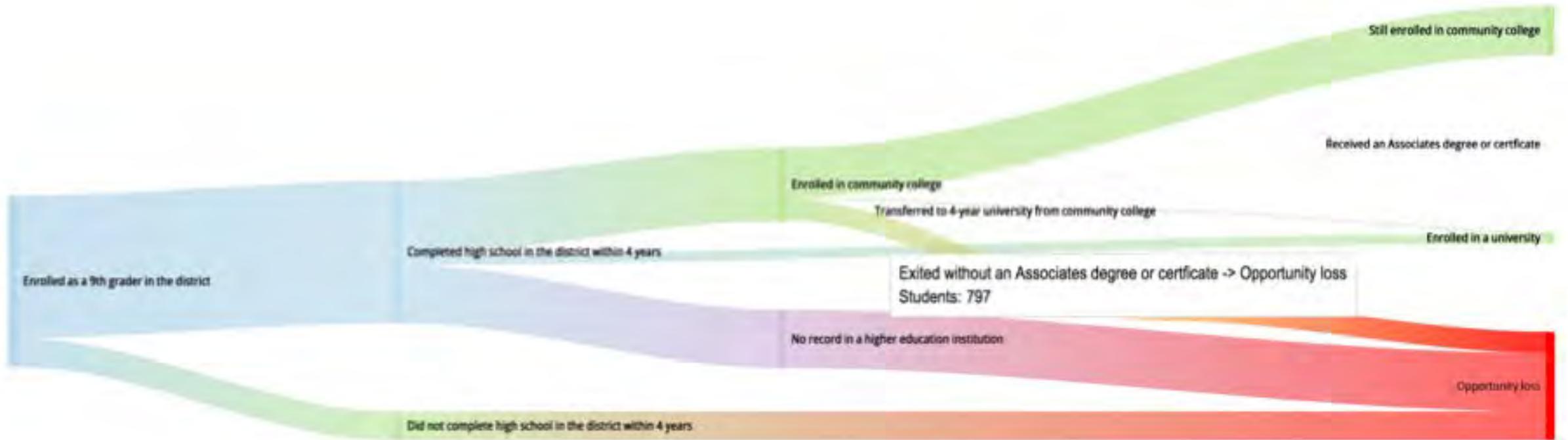
Example from a larger school district in San Diego County – 2014-15 graduating cohort

2016-2017 First Time Community College Students from San Diego County High Schools in Cal-Pass Plus

Group	Count
All Students	9,016
Black or African American	367
Hispanic	5,277
White	1,963

Completed Both Transfer-Level English and Math in Year One

Group	Percent
All Students	13.5%
Black or African American	8.4%
Hispanic	10.0%
White	19.1%
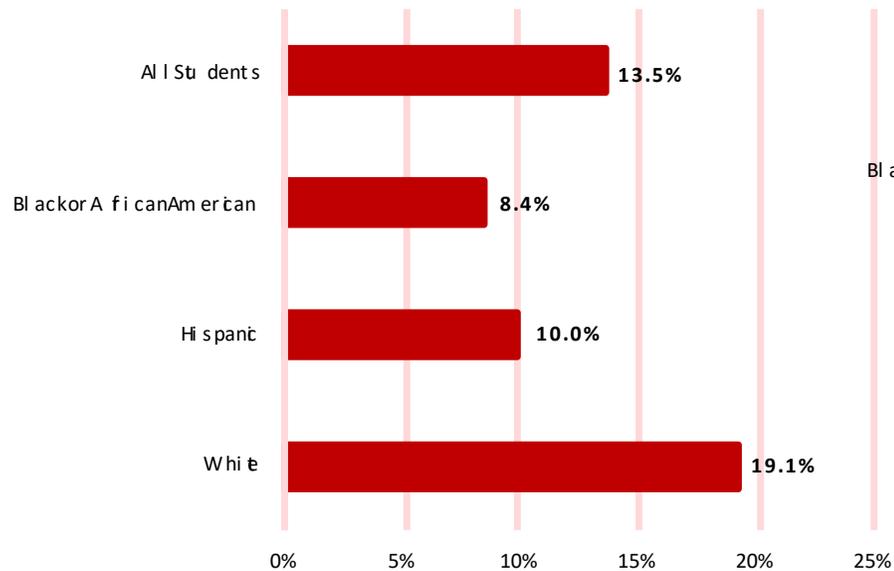
Earned 24+ College Credits in Year One
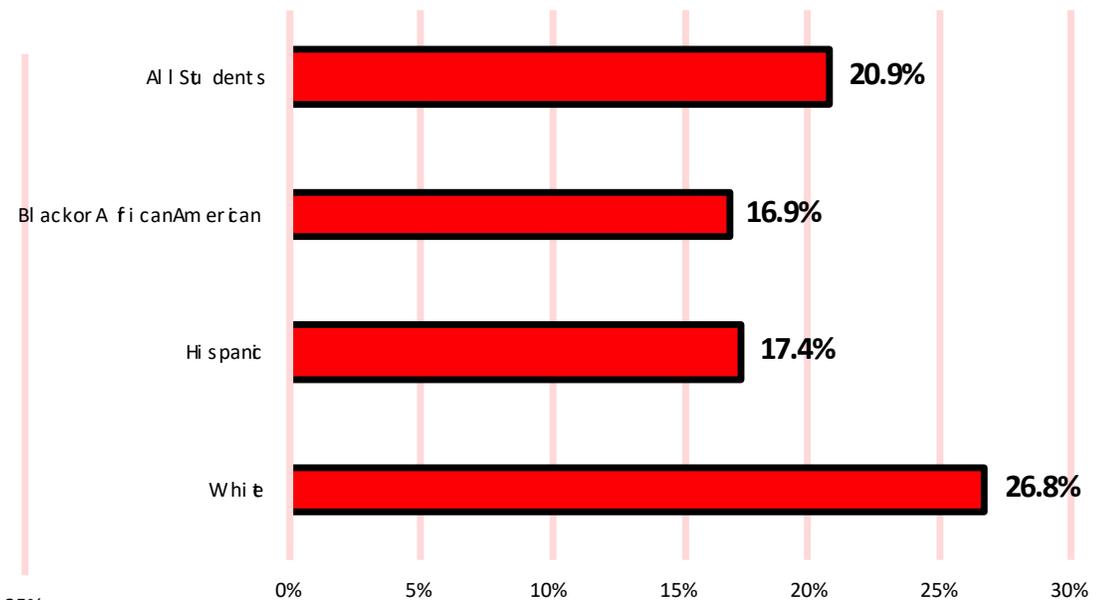
Group	Percent
All Students	20.9%
Black or African American	16.9%
Hispanic	17.4%
White	26.8%

2012-2013 San Diego County HS graduates that exited CC in 2015-2016 but did not transfer

African American Average 2017 Wages by Community College Unit Completion

0 to 15 Units	16 to 30 Units	31 to 60 Units	61 and over Units	*Completed
$18,564	$16,660	$17,819	$16,121	
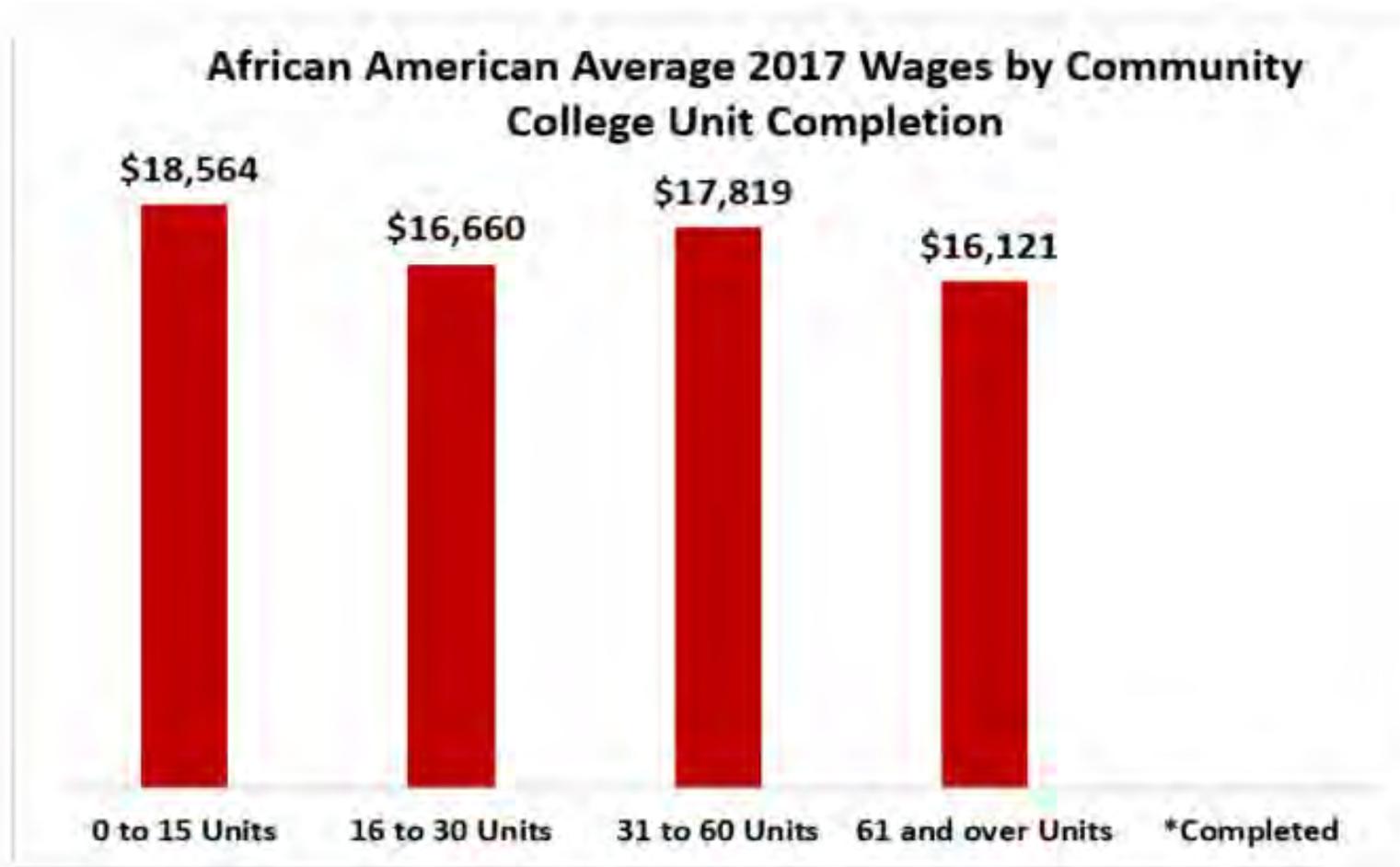
*FERPA masked due to low count

2012-2013 San Diego County HS graduates that exited CC in 2015-2016 but did not transfer

Hispanic Average 2017 Wages by Community College Unit Completion

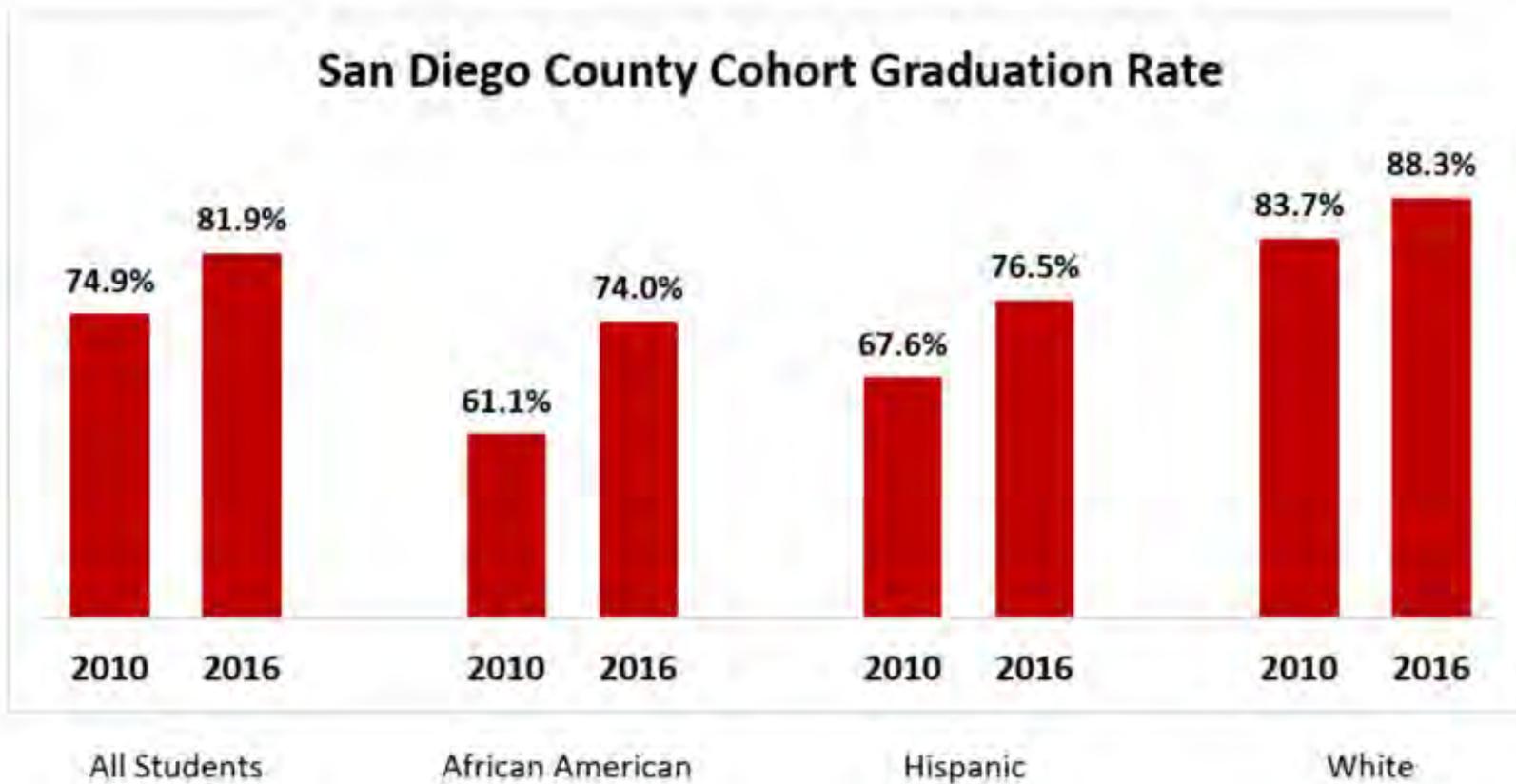| 0 to 15 Units	16 to 30 Units	31 to 60 Units	61 and over Units	Completed
$18,524	$20,271	$19,900	$19,983	$23,615

Industries for Community College Exiters

| Top 10 Industries for African American and Hispanic Students who do not complete or transfer |
|---|
| Full-Service Restaurants |
| Limited-Service Restaurants |
| Snack and Nonalcoholic Beverage Bars |
| Department Stores |
| Professional Employer Organizations |
| Janitorial Services |
| Junior Colleges |
| Hotels (except Casino Hotels) and Motels |
| Offices of Physicians (except Mental Health Specialists) |
| Temporary Help Services |

CAASPP Scores for San Diego County

Percentage Standard Met and Above in English

	2015	2016	2017
All Students	60%	64%	64%
African American	45%	49%	51%
Hispanic	50%	54%	53%
White	71%	74%	76%

Percentage Standard Met and Above in Math

	2015	2016	2017
All Students	35%	37%	36%
African American	19%	21%	20%
Hispanic	22%	24%	22%
White	48%	50%	49%

Change over time
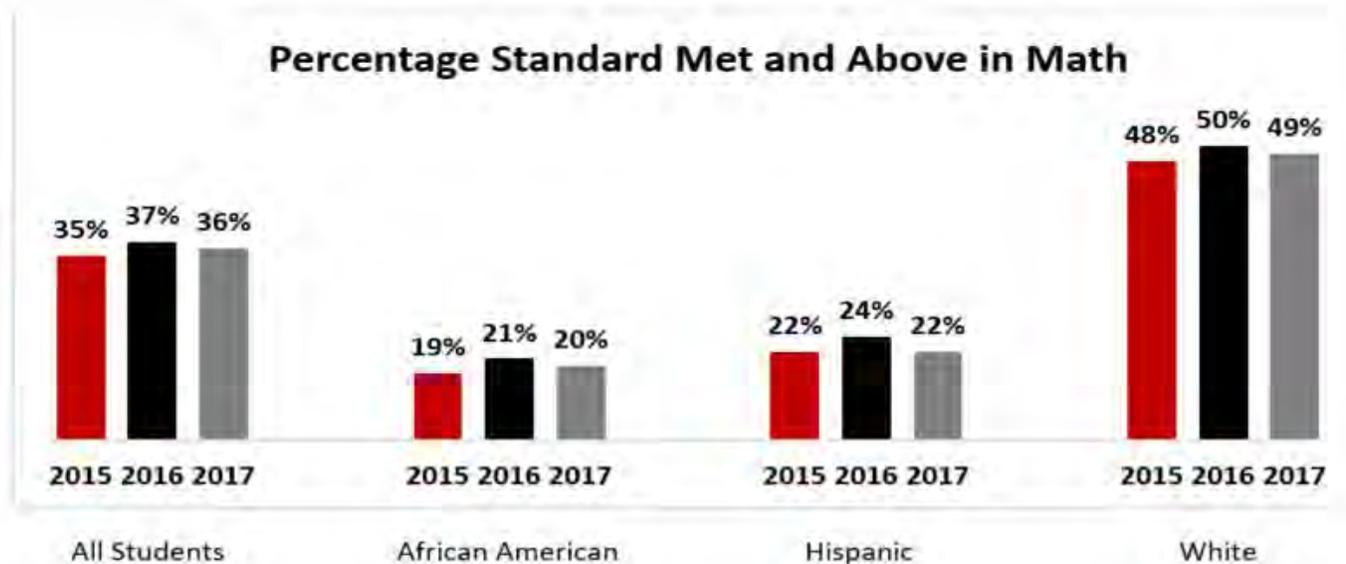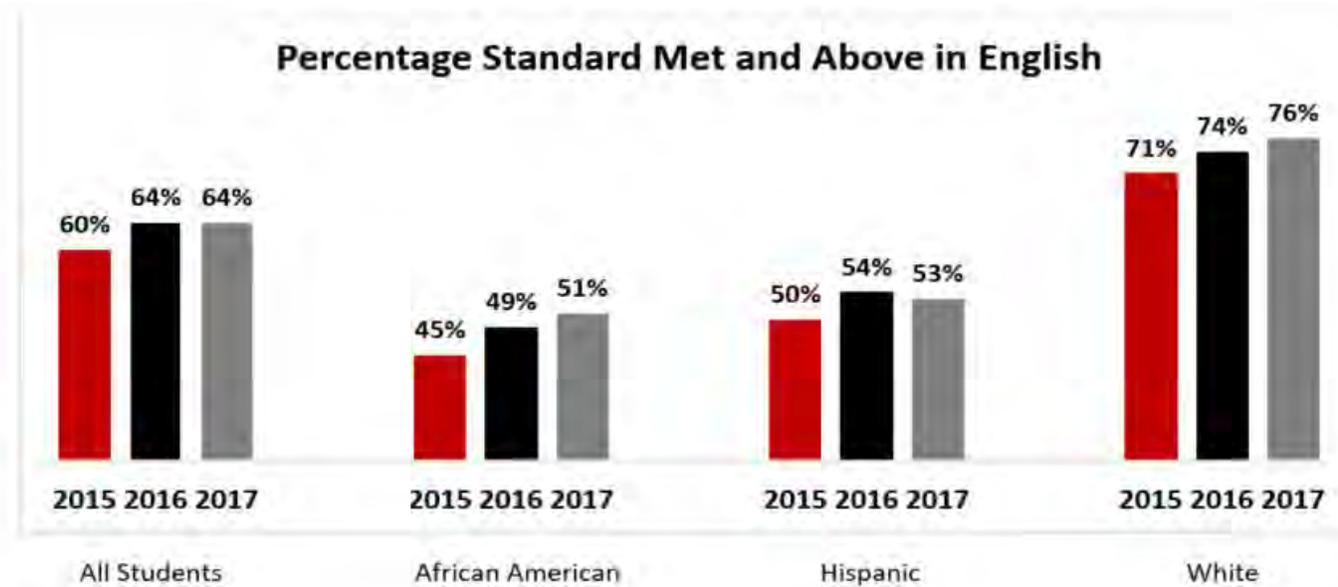
San Diego County Cohort Graduation Rate

Middle School to High School Transition

Average GPA - Starting Cohort (2012-2013 7th graders)
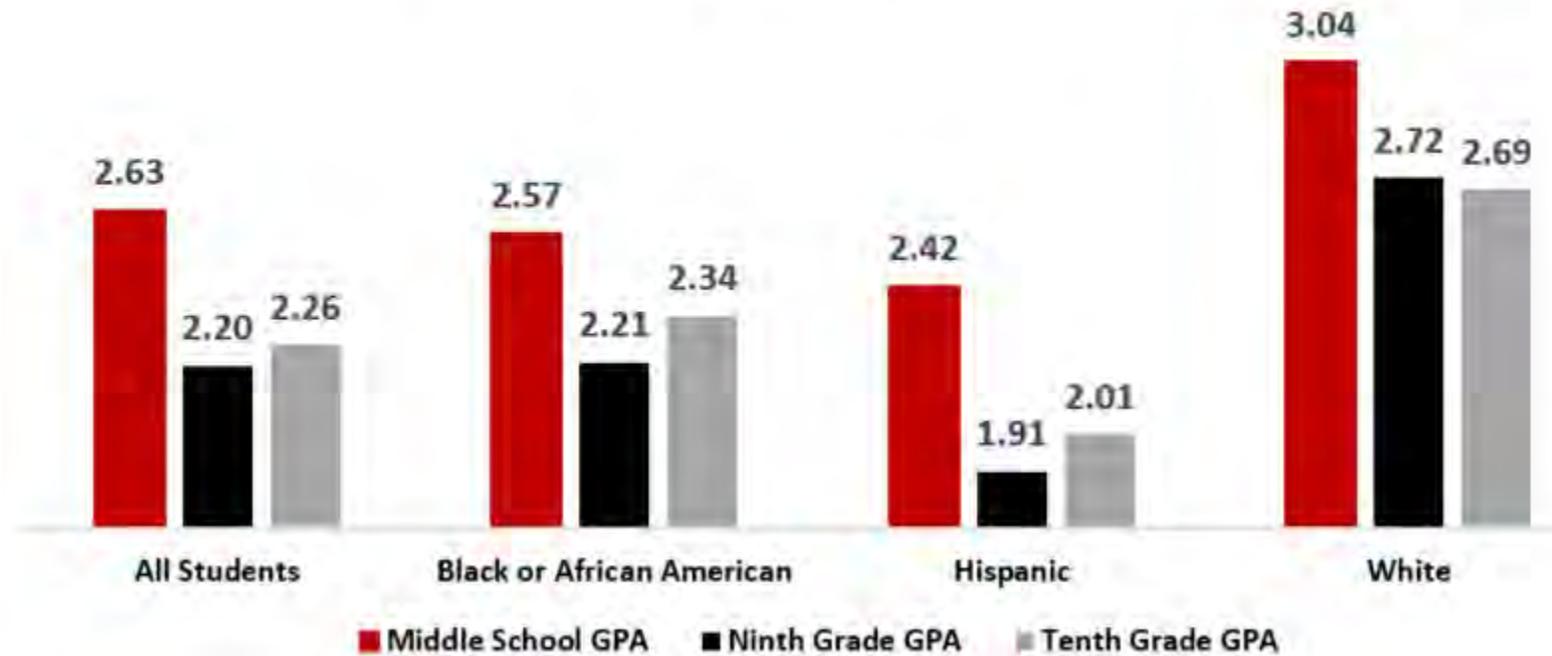
Middle School to High School Transition

Possible Early Warning System

- **After controlling for race, gender and middle school GPA, if a student gets an F in the 9th grade, their chance of getting to higher education is 12% lower than those who did not get an F.**

- **After controlling for race, gender and middle school GPA, if a student has a drop in 8th to 9th grade GPA more than 10%, their chance of getting to higher education is 17% lower than students who did not.**

Impact of Assessment/Placement/Preparation On Completion

Consider the scale of the underprepared population

26% → **Prepared Students**
N = 49,560

→ **70.2% Complete**
N = 34,791

Scorecard Starting Cohort
N = 194,050

74% → **Unprepared Students**
N = 144,490

→ **40.5% Complete**
N = 58,518
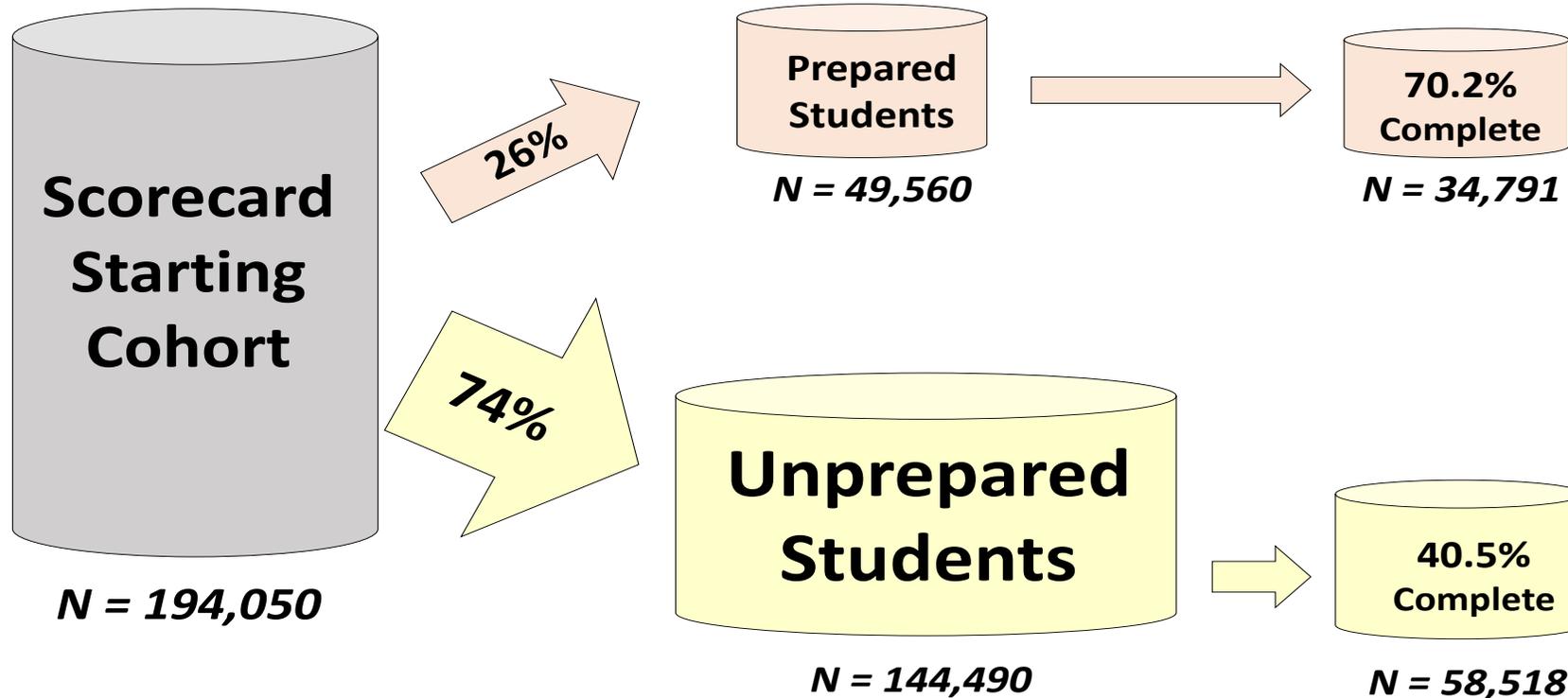
Stoup, 2015. Using Data to Identify Emergent Inequities and the Effective Practices to Address Them. Presentation to the 2015 Strengthening Student Success Conference.

Note: the State Chancellor's Office defines unprepared as any completion oriented student whose first course in math or English was below transfer level.

Transitions and Intersegmental Trust

- Within systems: highly reliable student progression within a sequence after successful completion (C or better)

- HS to CCC transition:
  - >3/4 repeat one or more levels of math **successfully completed** in HS
  - ~1/2 repeat ≥ 2 levels of math
  - African Americans & Hispanics are ~ 60% more likely to repeat
 - Female students are ~20% more likely to repeat levels

HS to CCC Math transition

Category	Value
Jump ≥ 2 levels	3%
Jump 1 level	7%
Normal progres	12%
Repeat level	31%
Repeat 2 levels	19%
Repeat 3 levels	15%
Repeat ≥4 levels	14%
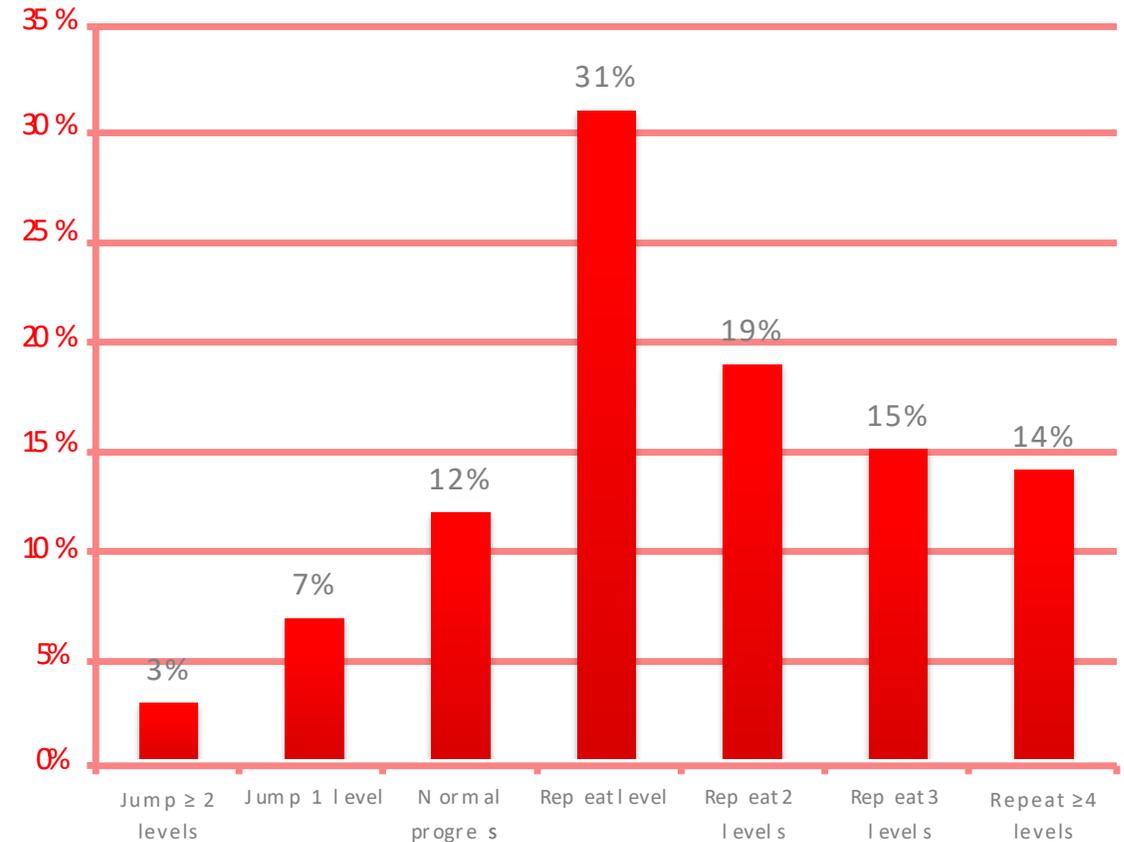
Multiple Measures

- High school unweighted cumulative GPA
- Grades in high school courses
- CST scores
- Advanced Placement (AP) course taking
- Taking higher level courses
- Delay between high school and community college
- HS English types (expository, remedial, ESL)
- HS math level (Elem Algebra, Integrated Algebra, Pre-Calculus)

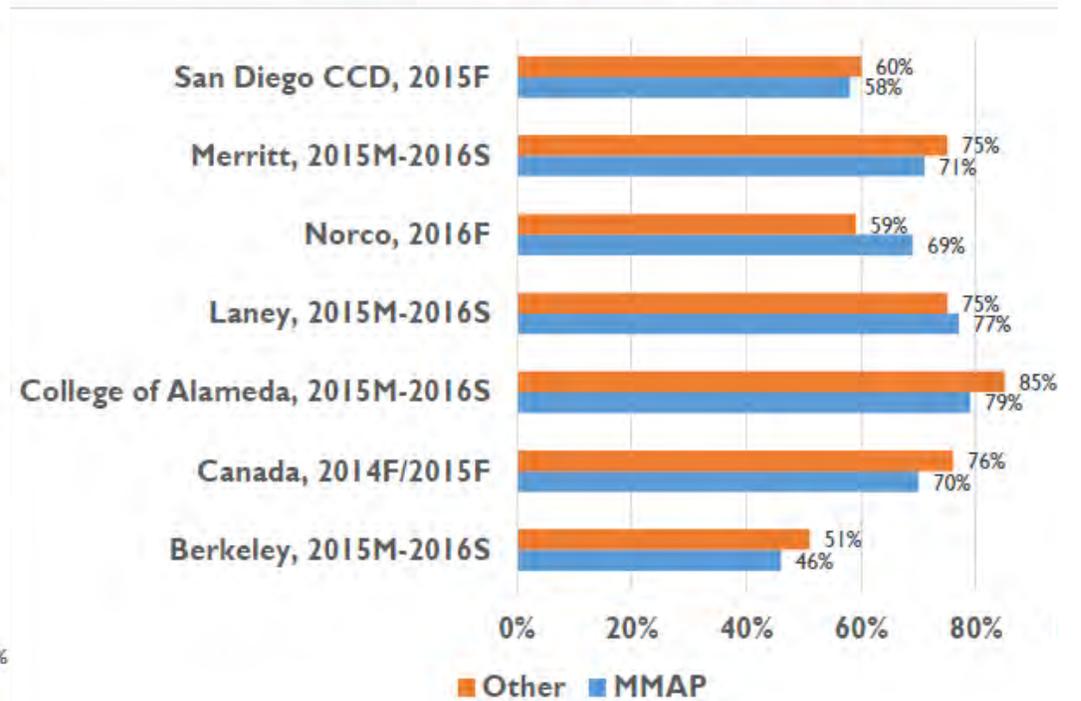# Gaps Between College Level Readiness and Course Taking
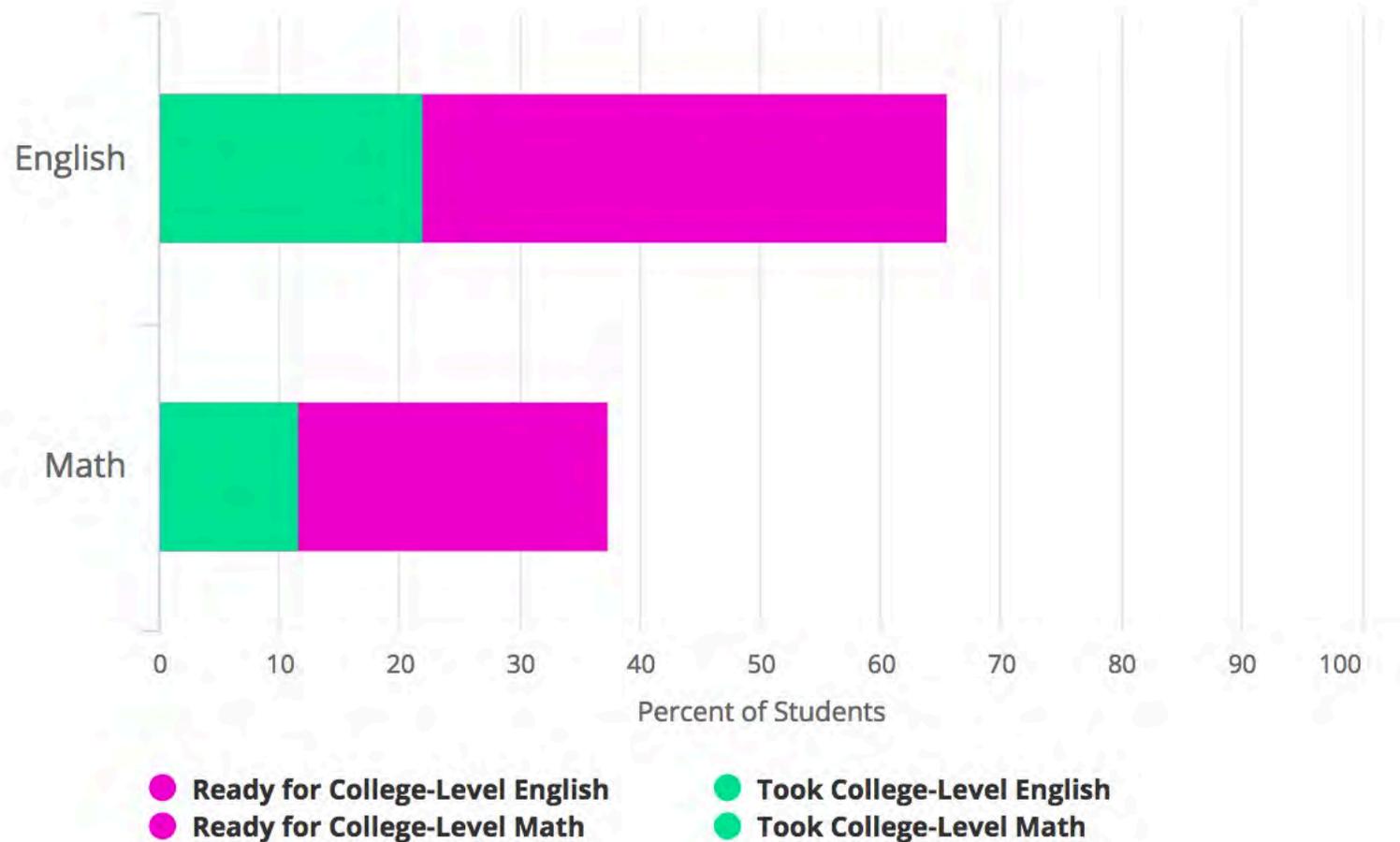
Example from a larger school district in San Diego County – 2015-16 graduating cohort

Success Rates in Transfer-level English
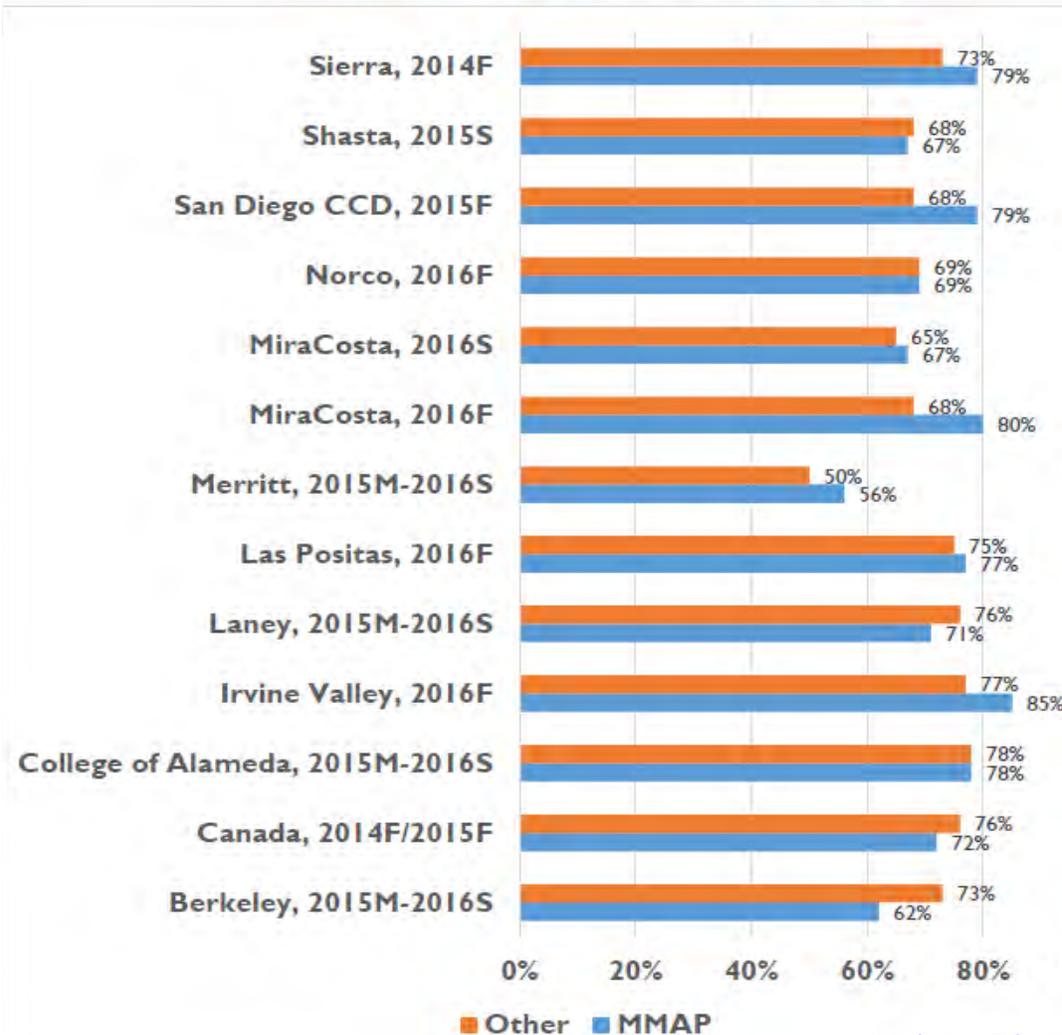
Success Rates in Transfer-level Math

bit.ly/MMAPSummary2017

Change in Transfer-Level Success After MMAP Implementation

Average Change in Math Success Rates

Average Change in English Success Rates

0%

+2%

Young Men of Color

2016 Total Population:
3,466,674
2014 Overall Median Income:
$52,386

K-12 | More ⊕

School Name	A-G Rate	Graduation Rate	Math*	ELA*
Mission Vista High Vista Unified	34 %	98 %	48 %	85 %
West Hills High Grossmont Union High	35 %	89 %	44 %	70 %
University City High San Diego Unified	52 %	98 %	36 %	73 %
Bonita Vista Senior High Sweetwater Union High	49 %	88 %	36 %	60 %
Helix High Helix High	87 %	86 %	34 %	56 %

*Standard met or exceeded based off 2016 CAASPP results

Community College | More ⊕

College	Completion	Persistence Rate
San Diego Mesa College	46 %	73 %
San Diego Miramar College	43 %	78 %

*Cohort Year 2009-2010 (Outcomes by 2014-2015)

University | More ⊕

University	Completion	Enrollment
University of California-San Diego	78 %	9 %
San Diego State University	53 %	15 %

*Cohort Year 2008-2009 (Outcomes by 2013-2014)

Success Factors

Helping Students Achieve Success

Success Factors are the policies, procedures, and principles proven to be most effective in helping all students successfully reach their goals and move on to the next level of education or job.

This diagnostic tool will help you identify strengths and weaknesses by using a series of rubrics, audit questions, and will begin honest conversation with one another. Did you find a theme or two that clearly identifies where you need to start working for improvement? Now you should have a clear roadmap identifying where you should begin and how your time should be spent to reach your improvement goals.

K-12

All Students
Explore success factors for all students from kindergarten through senior year.

Get Started

High School to Community College

All Students
Explore success factors for all students in the transition from high school to community college.

Get Started

High School to Community College

Young Men of Color
Explore success factors for young men of color in the transition from high school to community college.

Get Started

YMOC Framework

Curriculum and Expectations

Critical Elements

Expectations for all students to prepare for college, to be able to successfully transition from one level to the next, to rely on clear specific pathways to guide them, and to obtain their degree/certificate depend heavily on curricular alignment. Effectiveness of this is based on students successfully thriving within the requirements in the next stage of education or employment.

Practice

Determine and write policies supporting a tight curricular alignment from high school to college that helps students successfully transition and meet the requirements of entering college.

[View Rubric]

Culture of Achievement

Critical Elements

Leaders, staff and faculty within the institution believe preparing all students to successfully advance to the next level of education is an essential and obtainable goal. This mindset is central to establishing this system-wide mission. The goal shapes all aspects of the institution and is evident in the daily life of every student.

Practice

Clearly establish a system-wide mission believing all students can successfully advance to the next level of education.

[View Rubric]

Human Capital

Critical Elements

Higher-performing institutions cite human capital as a primary success factor and devote considerable time, energy, and resources to attracting the best faculty, staff, and academic leaders who passionately share the academic mission for all students and who are willing to work diligently to achieve it.

Practice

Devote time and effort to hiring the best faculty, staff, and academic leaders to prepare students for a successful future.

[View Rubric]

Data and Assessment

Critical Elements

Successful institutions establish tools, set priorities, and evaluate performance based on data – primarily data that reflect student success. They support and act on data that assist in defining a clear path to accomplish their mission.

Practice

Maintain data to monitor student performance and provide resources for using data to support academic success.

[View Rubric]

Personalized Learning

Critical Elements

Leaders in higher-performing institutions are convinced all students can achieve at high levels. Individualized learning differences are recognized and personalized programs are developed so students can reach their potential.

Practice

Deploy resources and guidance to support all efforts to prepare students for academic success.

[View Rubric]

YMOC Framework

Regional Learning Collaboratives
Central

K-Job Data Set

Community Partners
Linked Learning Alliance
National Academy Foundation
ConnectEd California
ConnectEd Studios
Chevron
Kern Community Foundation
Paramount Farms

University Partners
CSU Fresno (pipeline pending)

Community College
Kern Community College District
Bakersfield College
West Kern Community College District

K-12 Partners
Kern County Office of Education
Kern Union High School District
Tehachapi Unified School District
Visalia Unified School District
McFarland Unified School District
Wasco Union High School District
Delano Joint Union High School District

Focus Areas

Multiple Measures
for Placement

Labor Market Alignment

Transitions

Questions?

Moving the movement forward

Eric Morrison-Smith
Communications Coordinator
San Diego Workforce Partnership
@sdworkforce
@ EricMorrison_S

#OpportunitySD

What's Ahead in OpportunitySD

- ✓ **Successful African American Achievement Summit on May 29 – next steps**
- • **Quarterly opportunity youth webinars**
  - ✓ **Spring 2018: Opportunity youth data reveal**
  - ✓ **Summer 2018: Leaky education pipeline**
  - o **Fall 2018: Youth unemployment**
  - o **Winter 2018: Labor force participation**
- • **OpportunitySD Career Expo**
- • **OpportunitySD Hoops4Hope**

#OpportunitySD

To learn more:

- Full data results on opportunitysd.org
- Hidden Brain podcast on "summer melt": http://www.kpbs.org/news/2018/jun/18/summer-melt-why-arent-students-showing-up-for/
- Educational Results Partnership www.edresults.org