OpportunitySD Webinar:
The Leaky Education Pipeline

June 26, 2018
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

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#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.

SAN DIEGO YOUTH DISCONNECTION RATE
(2010–2020)

Source: Measure of America calculations using US Census Bureau, American Community Survey, 2016
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

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

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

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 (65%)
- Enroll in post-secondary, but no degree/certificate (24%)
- Under-educated = Under-employed → Disconnected
Youth Experience of Pipeline Leaks

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@ERP_learn

#OpportunitySD
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.
## Educational Productivity Logic Model

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Pre-K, Elementary and Middle School</th>
<th>High School</th>
<th>Post-High School Placement</th>
<th>Community College</th>
<th>Four-Year University</th>
<th>Labor Market</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentrations</strong></td>
<td>Increasing English and Math achievement</td>
<td>Improving college readiness</td>
<td>Guiding improved placement of graduates into college, university, technical school or other training</td>
<td>Improving alternative remediation and support for completion</td>
<td>Accelerating degree attainment and increasing capacity for students</td>
<td>Aligning graduates' skills with labor market needs</td>
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<tr>
<td><strong>Strategies</strong></td>
<td>Utilizing Pre-K to 8th grade data to predict high school success</td>
<td>Assessing outcomes of early college/dual enrollment programs</td>
<td>Utilizing predictive data to reduce unnecessary remediation and increase post-high school success</td>
<td>Offering alternative curriculum for developmental/remedial courses including accelerated sequences and corequisites to increase throughput</td>
<td>Increasing community college BA/BS degree programs where demand is high</td>
<td>Aligning degree/certificate programs with industry demand</td>
</tr>
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<td></td>
<td>Engaging in curricular alignment and evidence-based placement for improved transition from middle school to high school</td>
<td>Co-designing 12th grade Math, English and Science courses with collaboration from K-12 educators and college faculty</td>
<td>Leveraging articulation agreements with adult education and offering credit for prior learning</td>
<td>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</td>
<td>Guaranteeing seats for community college transfer students in local universities with a focus on associate degrees for transfer</td>
<td>Utilizing predictive analytics to bridge the gap between skills and courses/degrees</td>
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**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

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>9,016</td>
</tr>
<tr>
<td>Black or African American</td>
<td>367</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5,277</td>
</tr>
<tr>
<td>White</td>
<td>1,963</td>
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</tbody>
</table>

- Completed Both Transfer-Level English and Math in Year One:
  - All Students: 13.5%
  - Black or African American: 8.4%
  - Hispanic: 10.0%
  - White: 19.1%

- Earned 24+ College Credits in Year One:
  - 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: $18,564
- 16 to 30 Units: $16,660
- 31 to 60 Units: $17,819
- 61 and over Units: $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
## Industries for Community College Exiters

### Top 10 Industries for African American and Hispanic Students who do not complete or transfer

<table>
<thead>
<tr>
<th>Industry</th>
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<tbody>
<tr>
<td>Full-Service Restaurants</td>
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<tr>
<td>Limited-Service Restaurants</td>
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<tr>
<td>Snack and Nonalcoholic Beverage Bars</td>
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<tr>
<td>Department Stores</td>
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<tr>
<td>Professional Employer Organizations</td>
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<tr>
<td>Janitorial Services</td>
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<tr>
<td>Junior Colleges</td>
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<tr>
<td>Hotels (except Casino Hotels) and Motels</td>
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<tr>
<td>Offices of Physicians (except Mental Health Specialists)</td>
</tr>
<tr>
<td>Temporary Help Services</td>
</tr>
</tbody>
</table>
CAASPP Scores for San Diego County

**Percentage Standard Met and Above in English**
- All Students:
  - 2015: 60%
  - 2016: 64%
  - 2017: 64%

- African American:
  - 2015: 45%
  - 2016: 49%
  - 2017: 51%

- Hispanic:
  - 2015: 50%
  - 2016: 54%
  - 2017: 53%

- White:
  - 2015: 71%
  - 2016: 74%
  - 2017: 76%

**Percentage Standard Met and Above in Math**
- All Students:
  - 2015: 35%
  - 2016: 37%
  - 2017: 36%

- African American:
  - 2015: 19%
  - 2016: 21%
  - 2017: 20%

- Hispanic:
  - 2015: 22%
  - 2016: 24%
  - 2017: 22%

- White:
  - 2015: 48%
  - 2016: 50%
  - 2017: 49%
San Diego County Cohort Graduation Rate

- All Students: 74.9% (2010) to 81.9% (2016)
- African American: 61.1% (2010) to 74.0% (2016)
- Hispanic: 67.6% (2010) to 76.5% (2016)
- White: 83.7% (2010) to 88.3% (2016)

Change over time
Middle School to High School Transition

Average GPA - Starting Cohort (2012-2013 7th graders)

- All Students: 2.63, 2.20, 2.26
- Black or African American: 2.57, 2.21, 2.34
- Hispanic: 2.42, 1.91, 2.01
- White: 3.04, 2.72, 2.69

Legend:
- Middle School GPA
- Ninth Grade GPA
- Tenth Grade GPA
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

Scorecard Starting Cohort

- Prepared Students
  - N = 49,560
  - 70.2% Complete
  - N = 34,791

- Unprepared Students
  - N = 144,490
  - 40.5% Complete
  - N = 58,518

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
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

Sierra, 2014F
Shasta, 2015S
San Diego CCD, 2015F
Norco, 2016F
MiraCosta, 2016S
MiraCosta, 2016F
Merritt, 2015M-2016S
Las Positas, 2016F
Laney, 2015M-2016S
Irvine Valley, 2016F
College of Alameda, 2015M-2016S
Canada, 2014F/2015F
Berkeley, 2015M-2016S

Success Rates in Transfer-level Math

San Diego CCD, 2015F
Merritt, 2015M-2016S
Norco, 2016F
Laney, 2015M-2016S
College of Alameda, 2015M-2016S
Canada, 2014F/2015F
Berkeley, 2015M-2016S

http://MMAPSummary2017
Change in Transfer-Level Success After MMAP Implementation

<table>
<thead>
<tr>
<th>Average Change in Math Success Rates</th>
<th>Average Change in English Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>+2%</td>
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</table>
## Young Men of Color

**2016 Total Population:**
3,456,674  
**2014 Overall Median Income:**
$32,386

### K-12

<table>
<thead>
<tr>
<th>School Name</th>
<th>A-G Rate</th>
<th>Graduation Rate</th>
<th>Math*</th>
<th>ELA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Vista High</td>
<td>34 %</td>
<td>98 %</td>
<td>48 %</td>
<td>85 %</td>
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<tr>
<td>Vista Unified</td>
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<tr>
<td>West Hills High</td>
<td>35 %</td>
<td>89 %</td>
<td>44 %</td>
<td>70 %</td>
</tr>
<tr>
<td>Grossmont Union High</td>
<td></td>
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</tr>
<tr>
<td>University City High</td>
<td>52 %</td>
<td>68 %</td>
<td>36 %</td>
<td>73 %</td>
</tr>
<tr>
<td>San Diego Unified</td>
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</tr>
<tr>
<td>Bonita Vista Senior High</td>
<td>49 %</td>
<td>88 %</td>
<td>36 %</td>
<td>60 %</td>
</tr>
<tr>
<td>Sweetwater Union High</td>
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<tr>
<td>Helix High</td>
<td>87 %</td>
<td>86 %</td>
<td>34 %</td>
<td>56 %</td>
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</tbody>
</table>

### Community College

<table>
<thead>
<tr>
<th>College</th>
<th>Completion</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego Mesa College</td>
<td>46 %</td>
<td>73 %</td>
</tr>
<tr>
<td>San Diego Miramar College</td>
<td>43 %</td>
<td>78 %</td>
</tr>
</tbody>
</table>

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

### University

<table>
<thead>
<tr>
<th>University</th>
<th>Completion</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California-San Diego</td>
<td>78 %</td>
<td>9 %</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>53 %</td>
<td>15 %</td>
</tr>
</tbody>
</table>

*(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.
<table>
<thead>
<tr>
<th>Curriculum and Expectations</th>
<th>Practice</th>
</tr>
</thead>
</table>
| **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 their guiding principles to guide them, and to obtain a degree (or test) to earn college admission.  
Effectiveness of this is based on students successfully transitioning within the requirements of the next stage of education or employment. | Determine and write policies supporting a tight curriculum alignment from high school to college that helps students successfully transfer and meet the requirements of entering college. |

<table>
<thead>
<tr>
<th>Culture of Achievement</th>
<th>Practice</th>
</tr>
</thead>
</table>
| **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 attainable goal. This mindset is critical to establishing this system-wide mission. The goal shapes all aspects of the institution and is evident in the daily life of every student. | Clearly establish a system-wide mission ensuring all students can successfully advance to the next level of education. |

<table>
<thead>
<tr>
<th>Human Capital</th>
<th>Practice</th>
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</thead>
</table>
| **Critical Elements**  
Higher performing institutions use 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 are willing to work diligently to achieve it. | Devote time and effort to hiring the best faculty, staff, and academic leaders to prepare students for a successful future. |

<table>
<thead>
<tr>
<th>Data and Assessment</th>
<th>Practice</th>
</tr>
</thead>
</table>
| **Critical Elements**  
Success’s institutions establish goals, set priorities, and evaluate performance based on data—primarily data that reflect student success. They support and act on data that lead to defining clear paths to accomplish their mission. | Maintain data to monitor student performance and provide resources for using data to support academic success. |

<table>
<thead>
<tr>
<th>Personalized Learning</th>
<th>Practice</th>
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</table>
| **Critical Elements**  
Leaders in higher performing institutions are committed all students can achieve at high levels. Individualized learning differences are recognized and personalized programs are developed so students can reach their potential. | Deploy resources and guidance to support all efforts to prepare students for academic success. |
YMOC Framework
Regional Learning Collaboratives
Central

K-Job Data Set

Community Partners
- Linked Learning Alliance
- National Academy Foundation
- Connected California
- Connected Studies
- 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

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#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
    ○ Fall 2018: Youth unemployment
    ○ Winter 2018: Labor force participation

• OpportunitySD Career Expo
• OpportunitySD Hoops4Hope

#OpportunitySD
To learn more:

• Full data results on opportunitysd.org
• Educational Results Partnership [www.edresults.org](http://www.edresults.org)