

Career Pathways Metrics

DATA TYPE & METRICS	NOTES
K-12 Data	
1. Demographic data	TBD
2. Student enrollment data <ul style="list-style-type: none"> • # students enrolled in career pathway program • # students who complete the pathway 	
3. CTE program reporting data <ul style="list-style-type: none"> • CTE Credentialed teachers teaching CTE courses • CTE sectors and pathways (what and where)- Mapping 	
4. Students in career pathways program <ul style="list-style-type: none"> • # students in career pathway program who received HS diploma 	
5. CTE Student Post-Secondary Follow-up Data <ul style="list-style-type: none"> • # former students employed by types of businesses/orgs employed • # former students enrolled in <ul style="list-style-type: none"> ○ post-secondary educational institution, ○ state apprenticeship program ○ other job training 	
6. Teacher WBL Industry/Professional Development Participation <ul style="list-style-type: none"> • Measure who is doing what Student WBL Participation <ul style="list-style-type: none"> • Measure who is doing what 	
7. CTE Students that have graduated <ul style="list-style-type: none"> • Secondary Placement: Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation, divided by the number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey. 	K-12 measures graduates only for Perkins

<p>8. K-12 College/Career Indicator: Prepared Level - Does the graduate meet the measures below?</p> <p>Prepared Level - Does the graduate meet at least 1 measure below?</p> <p>High School Diploma and any one of the following:</p> <ul style="list-style-type: none"> • Career Technical Education (CTE) Pathway Completion plus one of the following criteria: <ul style="list-style-type: none"> ○ Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area ○ One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) • At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments • Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects) • Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams • Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria plus one of the following criteria: <ul style="list-style-type: none"> ○ CTE Pathway completion ○ Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area ○ One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) <p>Passing score on one AP Exam OR on one IB Exam</p>	
<p>Community College Data</p>	
<p>10. Completions</p> <ul style="list-style-type: none"> • Credential, Certificate, or Degree Earned • Industry recognized certificate/credential earned • Student Retention or Transfer :The number of CTE concentrators who persisted in the California community college system or transferred to another two- or four-year institution 	

<ul style="list-style-type: none"> • Nontraditional Participation: The number of CTE concentrators who were of the underrepresented gender • Nontraditional Completion: The number of nontraditional concentrators in nontraditional programs earning a certificate or degree or transferring to a four-year university 	
<p>11. Course Enrollments</p> <ul style="list-style-type: none"> ○ Course Enrollments: # of registrations in courses (may include duplicated students) 	
<p>12. Progress:</p> <ul style="list-style-type: none"> ○ Progress: # of students who attain 12 credit units in CTE in an academic year ○ Progress: # of students who attain 48 noncredit CTE instructional contact hours in an academic year 	
<p>13. Employment</p> <ul style="list-style-type: none"> ○ # of CTE students employed in the 2nd fiscal quarter after exiting the community college system ○ # of CTE students employed in the 4th fiscal quarter after exiting the community college system <p>Rate at which CTE completers and skills-builders report they were employed in a job closely related to their field of study</p>	
<p>14. Earnings</p> <ol style="list-style-type: none"> a. Median earnings in the 2nd fiscal quarter among CTE students who exited the community college system b. # of CTE students who earned a certificate or degree or were identified as skills-builder students and improved their earnings c. # of CTE students who earned a certificate or degree or were identified as skills-builder students and attained the regional living wage 	
<p>15. Wages</p> <ul style="list-style-type: none"> • Attainment of a regional living wage after one year of completion. 	
<p>Adult Education Data</p>	
<p>16. Program alignment and pathways creation (curriculum, assessment, placement) Improved student outcomes (e.g. literacy skills, HS diploma/HS equivalency, certificates, degrees, training, wage gains)</p>	

