

San Diego-Imperial Region  
SWP Data & Research Committee Meeting **Minutes**

February 7, 2018  
1:30-3:45 p.m.

MiraCosta - San Elijo Campus  
3333 Manchester Ave, Cardiff, CA 92007, Room SAN 925-926

**Committee Attendees:**

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| • Susan Garland, Palomar College                               | • Zhenya Lindstrom, MiraCosta College   |
| • Jose Carrillo, Imperial Valley College                       | • Tina Ngo Bartel, MiraCosta College    |
| • Jessica Noel, Southwestern College                           | • Mollie Smith, Regional Chair          |
| • Molly Ash, Grossmont College                                 | • Leroy Brady, DSN – ICT/Digital Media  |
| • Steven Glyer, Consultant, Orange County<br>Dept of Education | • Carrie Smith, Interact Communications |
| • James Clifton, MiraCosta College                             | • Margie DeRuyter, SDCOE                |

**K-12 to Community College Pathways Mapping in Orange County (Steven Glyer)**

- Steven Glyer presented what the K-12 to Community College Crosswalk is:  
<http://www.ocpathways.com/crosswalk/>
- K-12 has a very defined system of pathways that we could work from, while the community college pathways are a bit more loosely defined
  - How are CTE students defined in K-12?
    - Introductory: I
    - Concentrator: II
    - Capstone: Level III
- TOP codes in the California Community College system have been around since 1979
  - CTE went through the 58 pathways and cleaned up the codes to fit this crosswalk, but the other TOP codes are still loosely defined
  - Some issues with TOP codes: TOP codes are too broad and TOP codes have not been assigned consistently
- K-12 broke up their programs into 15 industry sectors and then into 58 pathway codes; these codes were compared with the community colleges four-digit TOP codes
- OC used descriptors to match the K-12 codes with the TOP codes
  - Sat down with each faculty on both K-12 and community colleges and read each program code to determine the match
  - Tight to loose connection between K-12 codes and TOP codes: For example, K-12 Biotechnology matched up with three different TOP codes
- Went down by code and populated the TOP code at each campus to create an inventory
  - Zhenya's recommendation is to use the Chancellor's Office data for us to create an inventory of which colleges train for which TOP code
- AERIES: The goal is to communicate this information digitally; in Orange County all 15 districts run CTE programs using Aeries
  - There is a trigger point: OC can electronically know when a student enrolls in Level II or Level III course, then we alert the parents, students, counselors and CTE teachers
- API used to be how a school is rated; the new indicator are the college and career readiness indicators; and for the first time if you take CTE pathways, then the school gets credit for it, so K-12 schools are now interested in career pathways to increase their performance metrics
- There are 10 community colleges in Orange County, and they are investing \$2 million in marketing (round 1) and \$2 million in (round 2); the idea is to market these CTE programs based on the K-12 to college pathways project
- The challenge in marketing all the pathways is: What are the colleges telling the student?

- To solve the differing messages, the digital platform will find out when students already on a CTE pathway go to CC Apply, so the college can contact and communicate with the student
- What would a student want to see or learn if they got an alert?
  - This is the current challenge, so Steven is conducting focus groups to figure out what information the customer (parents, teachers, counselors and students) want
- OC has about 2 years to complete all of this

## Discussion

- How are students informed about these pathways? At MiraCosta and the feeder high schools, students get to explore career choices, so the pathway of a student is not very linear
- The 58 pathways are going to be very important on how we can create pathways for our own programs
- The offerings of these pathways need to match labor market demand
- Dual enrollment, articulation or examinations are different ways to capture the CTE students before they get to the community college and continue their career pathway
- In the pathways inventory, we should describe which pathways are articulated and which ones are dual-enrolled
- Process: First, do the inventory; what do they have and what do we have. Then, what courses could we dual-enroll?
- K-12 CTE is adopting A-G through its curriculum
- How long did it take to complete the inventory? There were 15 school districts (100 high schools), and over a period of 3 months, everyone filled out the chart; it should not be too difficult to get this information
- The crosswalk that's been completed could be used anywhere in the State; the COE created it, Steven adjusted and validated it, and now it's in the LaunchBoard
- Who funded this OC inventory project? It was paid out of OC Pathways Trust Money
- How many people are supposed to work on this project since everyone is at capacity? Hire someone
- Would your strategy be different if the high schools didn't all use AERIES? In San Diego County, we have various MIS; to address this, look at the systems available and see which ones are the largest first before addressing the smaller MIS
- What is the total budget for this? \$700K over 2 phases (year 1 and year 2)
- Would like to create a crosswalk that counselors can use either as a printed PDF or an online Tableau version
- We need someone who can pull data from K-12 and community colleges (e.g., what programs are offered at the K-12 and at the community colleges) and just match them up, using the crosswalk as a reference
- Then the next step is overlaying the inventory of what we have compared to the labor market analysis
- GIS mapping of these pathways would be beneficial as well
- This is part of career pathways, so instead of submitting a separate proposal to the ROC, we would add this to the larger career pathways proposal

## Next steps:

- Mollie will send the Data & Research Committee the template to fill out to create a proposal that will be sent to the WDC → ROC
- Create a subgroup to scope out the project proposal and budget: Susan Garland, Tina Ngo Bartel, Jessica Noel
  - What do we want to do first in PY17-18 and then in PY18-19?
  - Project purpose and goal:
    - To get more students into CTE programs with this public-facing tool
    - To help students/parents/counselors understand what the career pathways are
    - To understand the gaps between K-12 to CC
  - Who will do the project?
    - Who will pull the data and match the K-12 programs to CC programs?
    - Who will overlay the labor market data with the program inventory?
    - Who will overlay the articulation and dual-enrollment information?
    - Who will analyze the data from K-12 to CC (CTE Transition Tool)?
  - Phase 1 (PY17-18) deliverables:

- Inventory of the K-12 and community colleges CTE pathways and programs
- Report/analysis of the gaps, with recommendations of where articulation and dual-enrollment can be, if they aren't already there
- Phase 2 (PY18-19) deliverables:
  - A digital tool that the public can use to understand pathways
    - Who will create the tool with all the information collected in PY17-18?

#### **EMSI Alumni Insight and Labor Market Report Draft**

- EMSI Alumni Insight Tool: In this pilot, Imperial Valley and Southwestern College will work with Tina to get information and outcomes data on their alumni; MiraCosta College and Palomar College are backup in case the tool proves to not be useful for Imperial and/or Southwestern
- Tina presented on the labor market report draft and asked the committee for feedback to review the following sections and pages:

#### **Next meeting topics:**

- CTEOS Discussion

**Next meeting date:** March 14, 2018 at 2-4 p.m. at Miramar