



Great Lakes College &
Career Pathways Partnership
BY THE NUMBERS

December 2020



A Message from the GLCCPP Executive Director

The Great Lakes College and Career Pathways Partnership (GLCCPP) was formed in 2015 by The Joyce Foundation, establishing a community of practice between four communities — Columbus, Ohio; Madison, Wisconsin; Rockford, Illinois; and the Northwest Suburbs of Chicago, Illinois — and national organizations ConnectED: The National Center for College and Career (ConnectED), JFF (formerly known as Jobs for the Future), and Education Systems Center of Northern Illinois University (EdSystems).

The GLCCPP focused on an essential question: **How can we strengthen college and career pathway systems between K-12 education, higher education, and workforce to increase the educational and economic outcomes for young people, particularly for students situated farthest from opportunity?** As we explored this question through a comprehensive data collection project, each community analyzed how their educational and workforce systems were designed to either help or hinder student success.

Over the past four years as a community of practice we had four key learnings:

- 1 | Collecting, disaggregating, and analyzing data is critical — but not enough without action.** Who are we serving in pathways? Who aren't we serving? Who is earning important industry credentials and degrees and who isn't? These questions are essential for understanding equity gaps. Quantitative data helps us further examine our systems gap. However, data collection and analysis must be answered by taking action on removing barriers, changing policy, and implementing new practices. Without action, we merely admire the problem.

2 | Gaps revealed by data do not reflect the skills and abilities of students, but rather the strengths and deficits of how the system is designed.

Too often we see gaps between white, brown, and Black students as a problem with the student. It's important to remember our systems are designed to get the results we are getting. We need to flip our examination and look at data not as a deficit with our children, but rather as a deficit with our systems that are creating barriers to success.

3 | People designed the system and people can change the system to create equitable outcomes. Systems, structures, policies, and practices were all designed, created, and implemented by humans at a certain point in time. As we learn more and understand the impact of past practices, we can, if we choose, harness both political will and current thinking to change those very policies to create equitable outcomes that meet today's needs.

4 | Cross-system collaboration is essential to change outcomes.

While there are policy, structure, and practice nuances to the K-12, higher education, and workforce systems, students travel through all three. Making changes in one system has implications in another. We must work together to open doors not just within the individual system we work but across systems.

This report by EdSystems highlights the work each of our communities has undertaken to collect and analyze data; take action; and change their systems, policies, and practices — opening more doors for student success.

Sincerely,

Julie Koenke, ConnectEd
Executive Director of the GLCCPP



Overview

Over the course of the Great Lakes College and Career Pathways Partnership (GLCCPP), Education Systems Center at Northern Illinois University (EdSystems) has worked in collaboration with both the Coordinating Team (ConnectEd, JFF, EdSystems) as well as the participating communities to collect, analyze, and report on key shared metrics with the following goals. These shared metrics help inform our understanding of each GLCCPP community, as well as broader realities across the partnership. Further, through the support of EdSystems and the Coordinating Team, GLCCPP communities engage with these data to inform their college and career pathways implementation.

This document reviews key data stories that have emerged throughout the course of the three rounds of data collection:

GLCCPP COMMUNITIES

All Four GLCCPP Communities Have Grown in Their Capacity to Collect and Report on Data



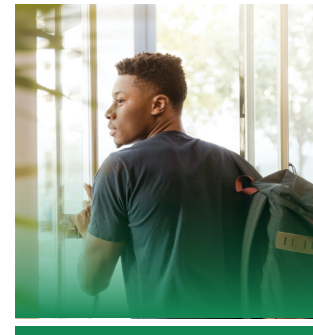
NORTHWEST SUBURBS

Dual credit enrollment continues to grow and remediation rates continue to fall.



MADISON

Pathways participation grows year over year.



ROCKFORD

Dual credit enrollment and participation in career exploration continue to grow.

These stories convey the value of the collaboration and efforts happening in each of the GLCCPP communities, though the data collection efforts are not intended to be a structured program evaluation of the GLCCPP itself.

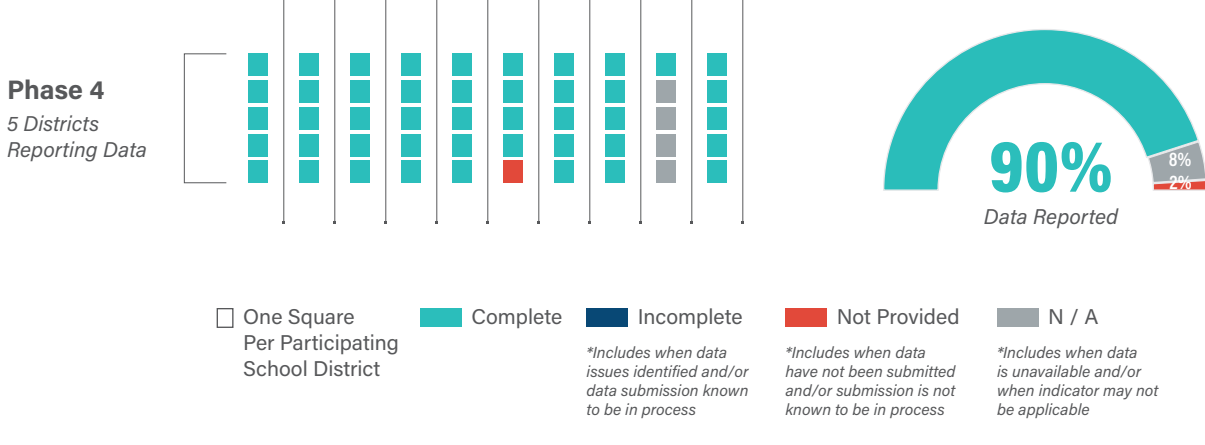
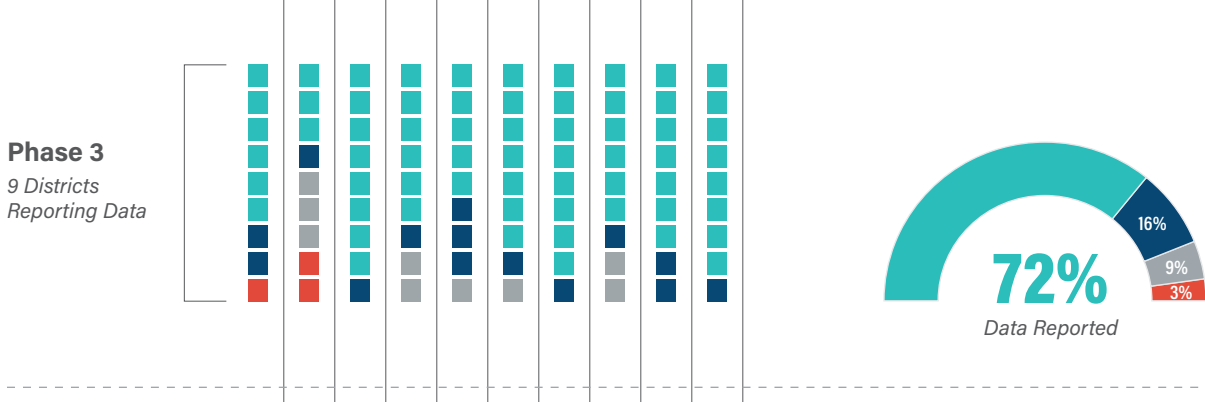
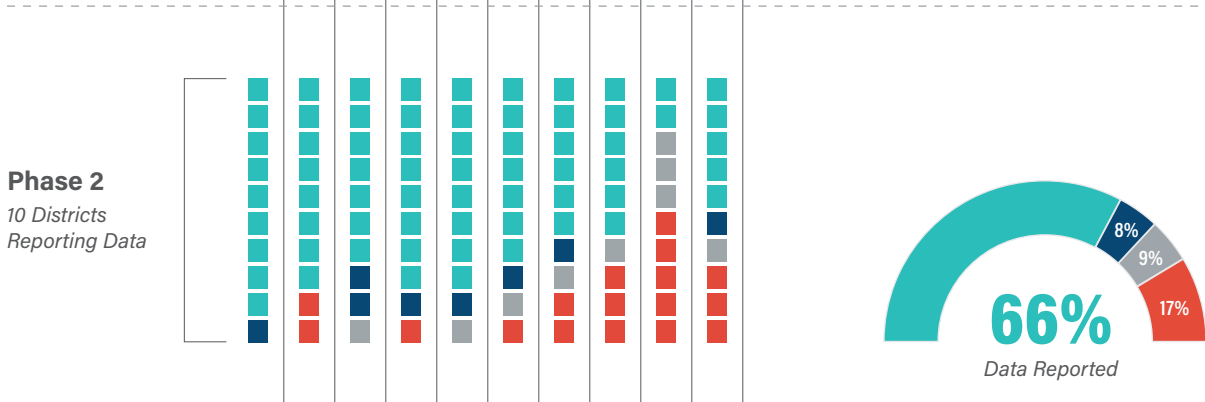
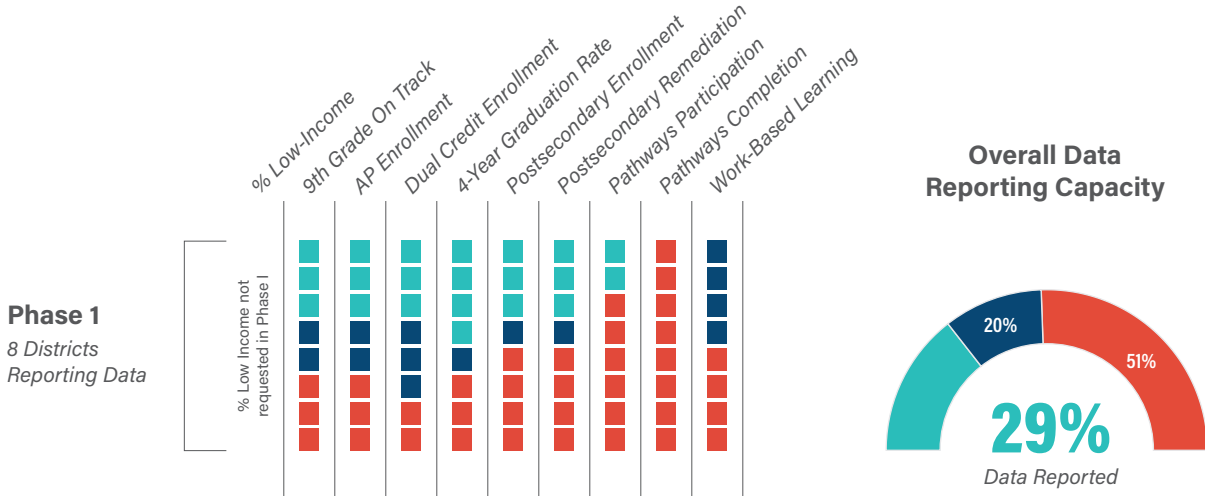
Investment and Technical Assistance Grows Community Capacity to Collect, Report, and Use Data

While all GLCCPP communities committed to collecting and reporting on shared metrics as part of the grant, they have all experienced a range of challenges in being able to follow through on this commitment. These challenges have included: metric definition, data availability and accessibility, data quality, and implementation status.

Since the outset of the GLCCPP, the EdSystems team has worked closely with each of the key community partners to support their efforts to enhance data collection and reporting capacity. These charts show the significant progress that has been made through this technical assistance and through GLCCPP grant funds, ultimately resulting in nearly fully complete reporting by all communities. Further, GLCCPP communities continue to demonstrate their commitment to building out their systems for future iterations as part of their engagement with EdSystems and the Coordinating Team.

In the final phase of the GLCCPP, work in the Central Ohio Region shifted toward a focus on their leadership and governance structures and away from the data-related components of the project. As such, those districts are not represented in the Phase 4 visualization. Even when focusing on the three communities that continued participating in data-related activities, progress is still evident.

COMMUNITY DATA REPORTING CAPACITY



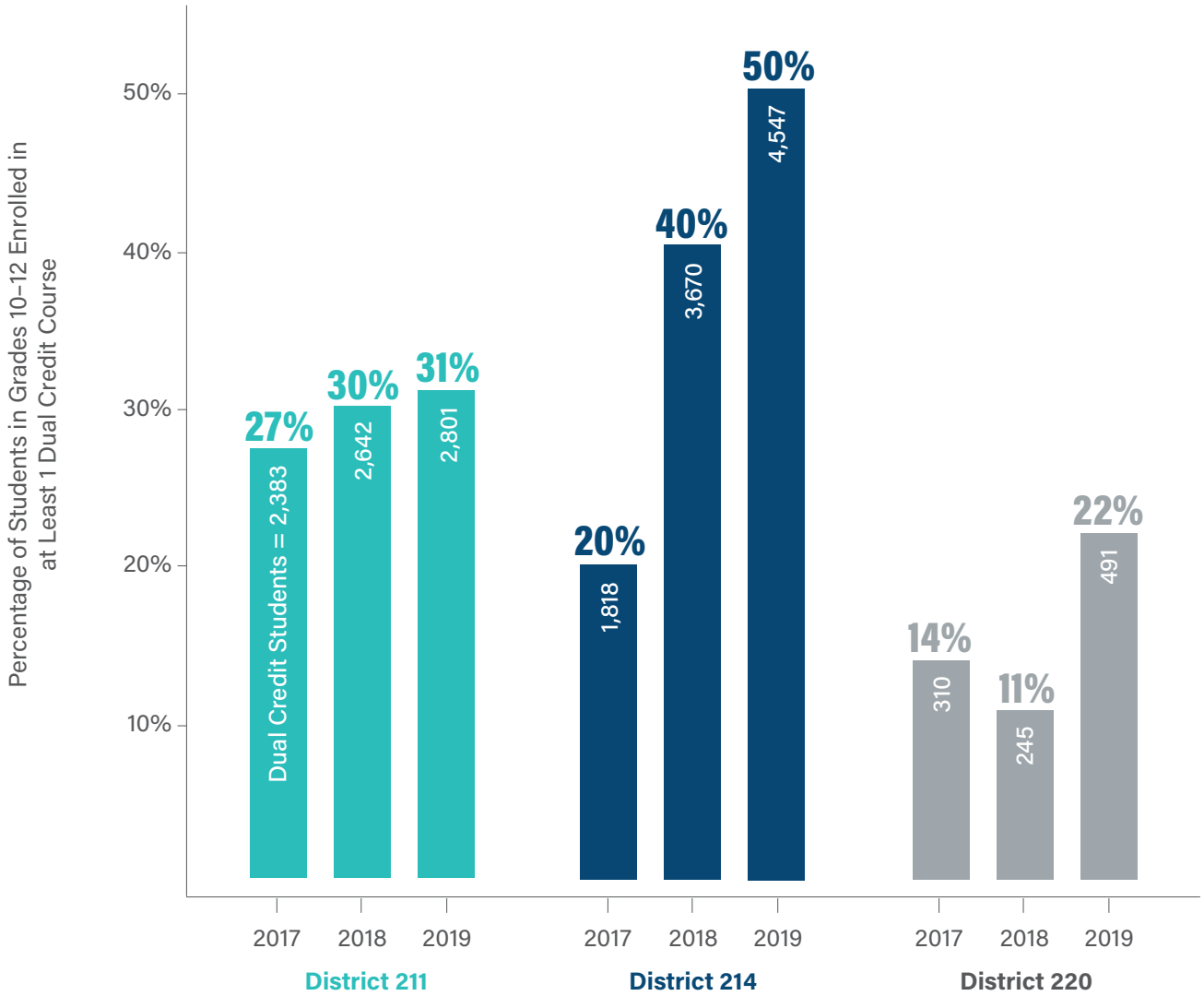


Dual Credit Enrollment Trending Upward Across Districts in the Northwest Suburbs of Chicago

The three districts comprising the Northwest Suburbs have focused their secondary-to-postsecondary alignment efforts on scaling quality early college credit. In turn, they hope to reduce postsecondary remediation and accelerate postsecondary degree completion for students. Across the region, all districts are generally increasing their delivery of dual credit coursework, as demonstrated both by the raw number of enrollments as well as the dual credit enrollment rates visualized here.

NORTHWEST SUBURBS DUAL CREDIT ENROLLMENT AS A PROPORTION OF TOTAL ENROLLMENT BY DISTRICT

Academic Year 2017-19





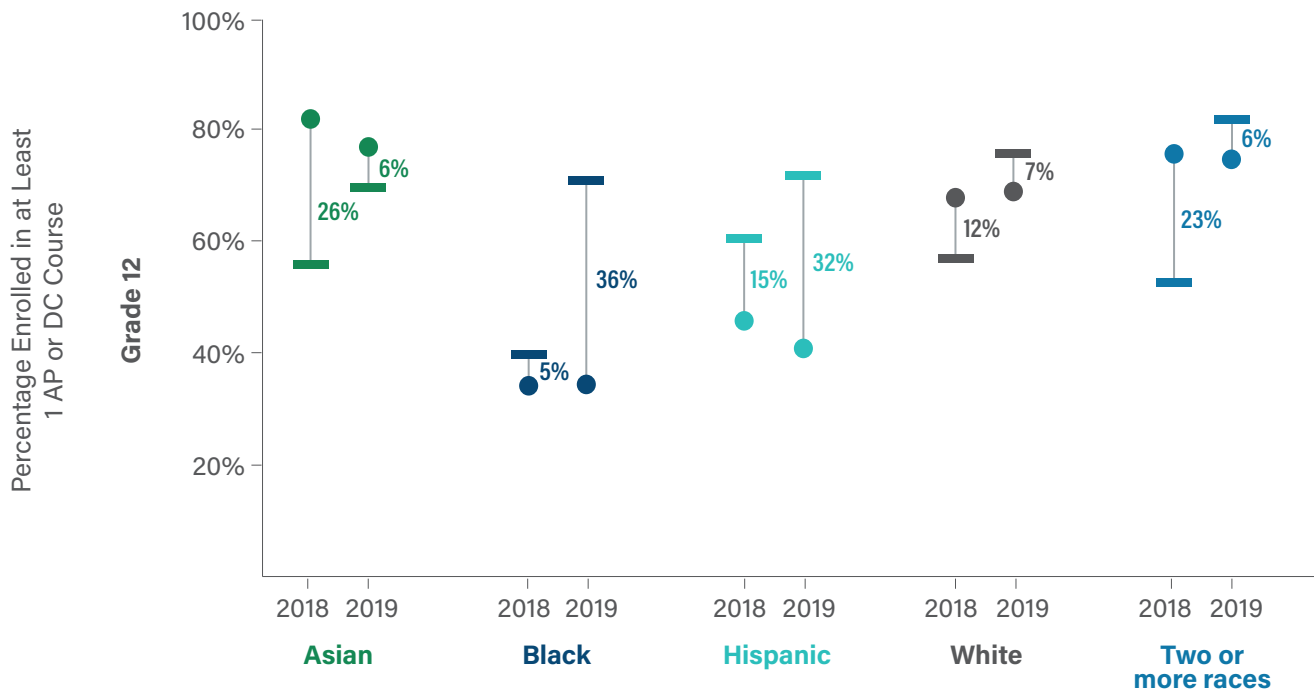
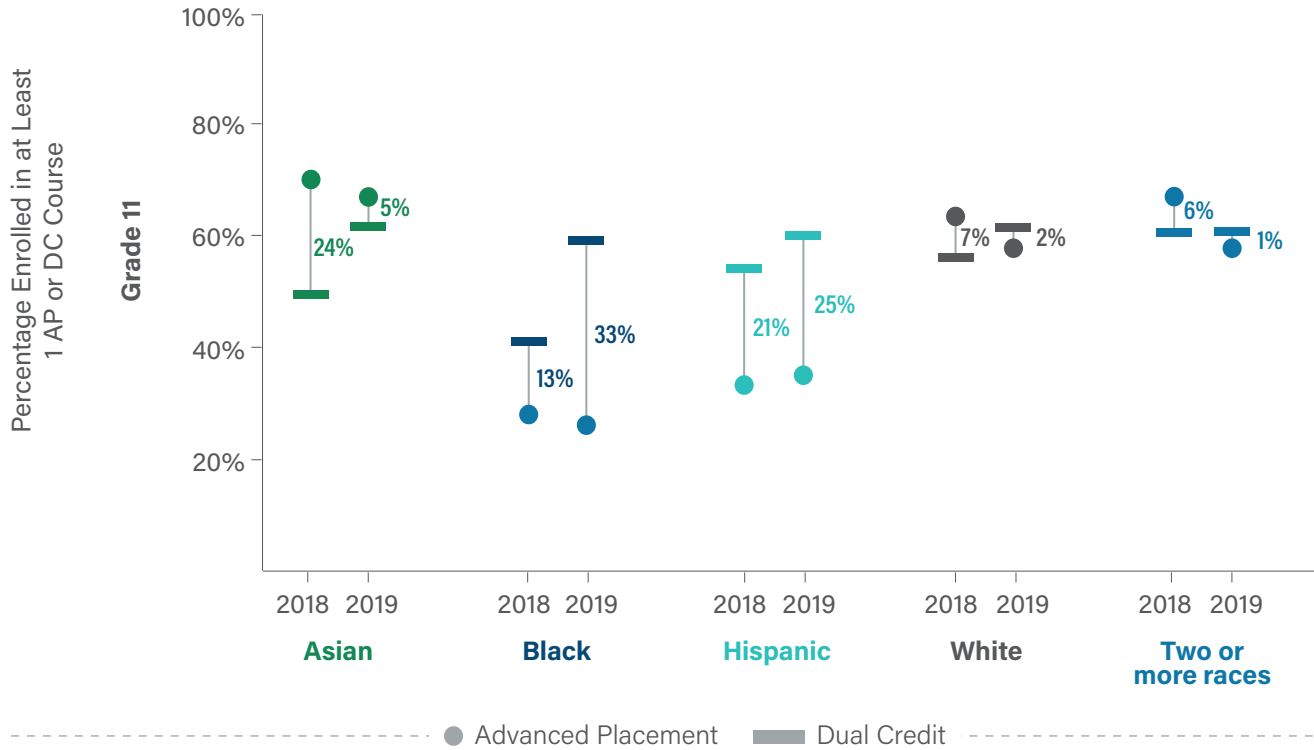
DISTRICT 214

Dual Credit Enrollment Tends to be High Relative to AP Enrollment Among Black and Hispanic Students

In District 214, Black and Hispanic students tend to enroll in dual credit coursework at higher rates than they enroll in AP coursework, a difference that increased notably between AY 2018 and AY 2019. For their white peers, AP enrollment rates were higher than dual credit enrollment rates in AY 2018, though this reversed in AY 2019. Notably, the difference in AP and dual credit enrollment rates for white students is much smaller than for Black and Hispanic students, which prompts questions regarding course accessibility and recruitment practices. This overall increase in early college credit enrollments is certainly promising, and attention should be paid to course outcomes (pass/fail rates, college credits earned, etc.) to ensure that the apparent emphasis on dual credit is resulting in equitable outcomes for students.

DISTRICT 214 ADVANCED PLACEMENT & DUAL CREDIT ENROLLMENT BY RACE

Academic Year 2018–19



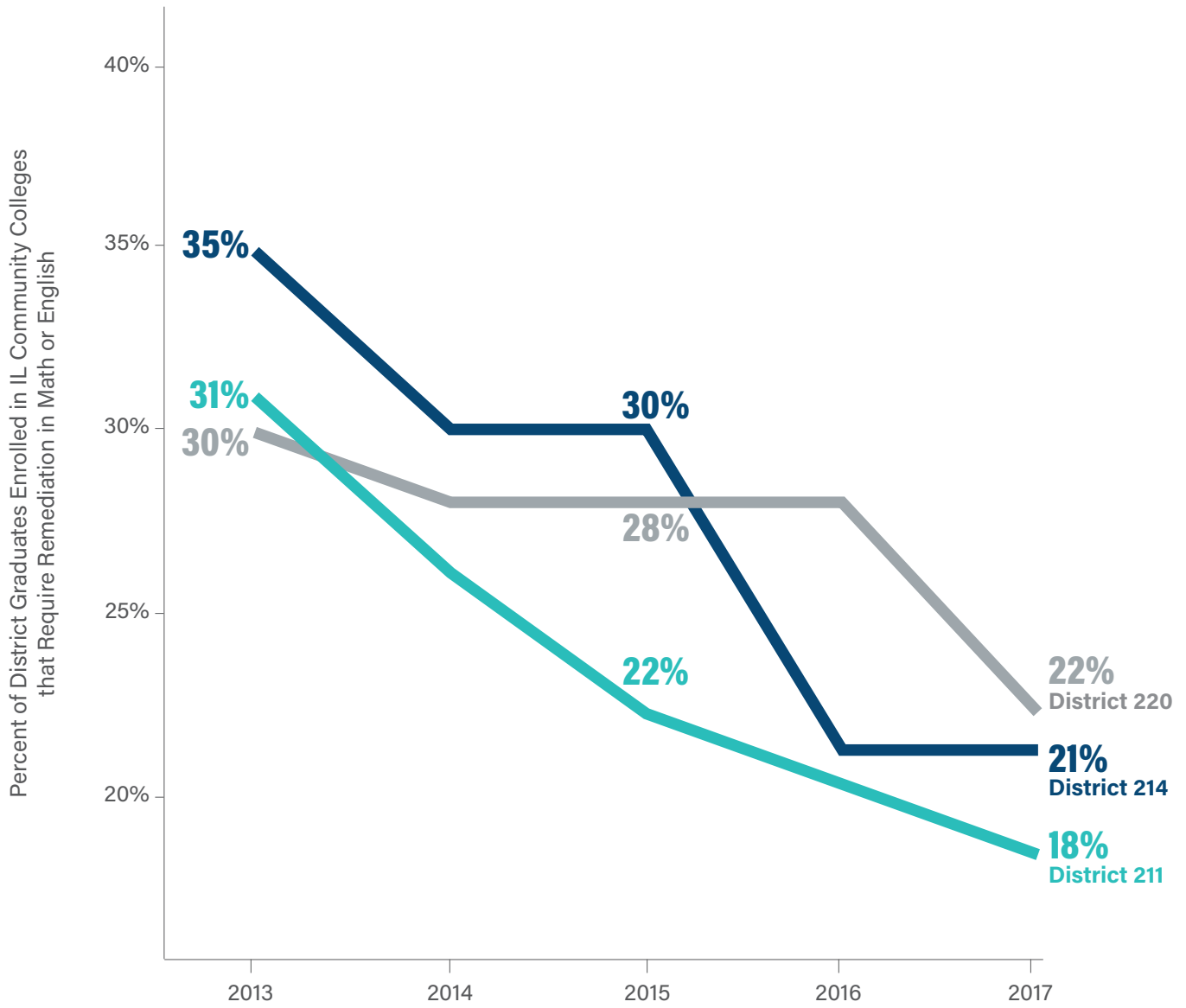


NECSS District Community College Remediation Rates Falling Over Time

Districts 211, 214, and 220 all showed substantial decreases in community college remediation rates between the high school graduating classes of 2013 and 2017. For the Class of 2013, roughly 3 in 10 community college enrollees required remediation; this decreased to roughly 2 in 10 community college enrollees for the Class of 2017.

NORTHWEST SUBURBS POSTSECONDARY REMEDIATION RATES

Graduating Classes of 2013–17



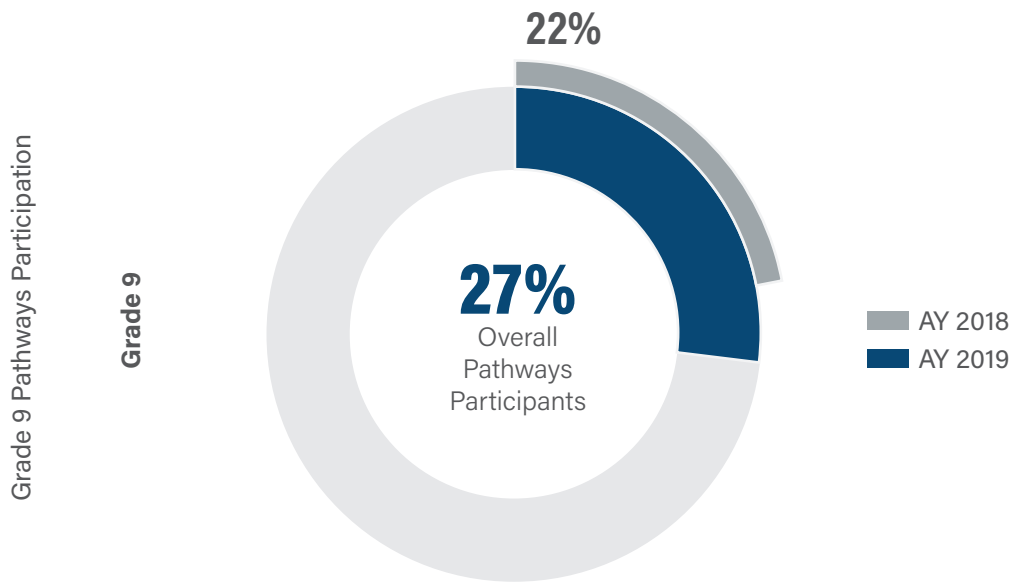
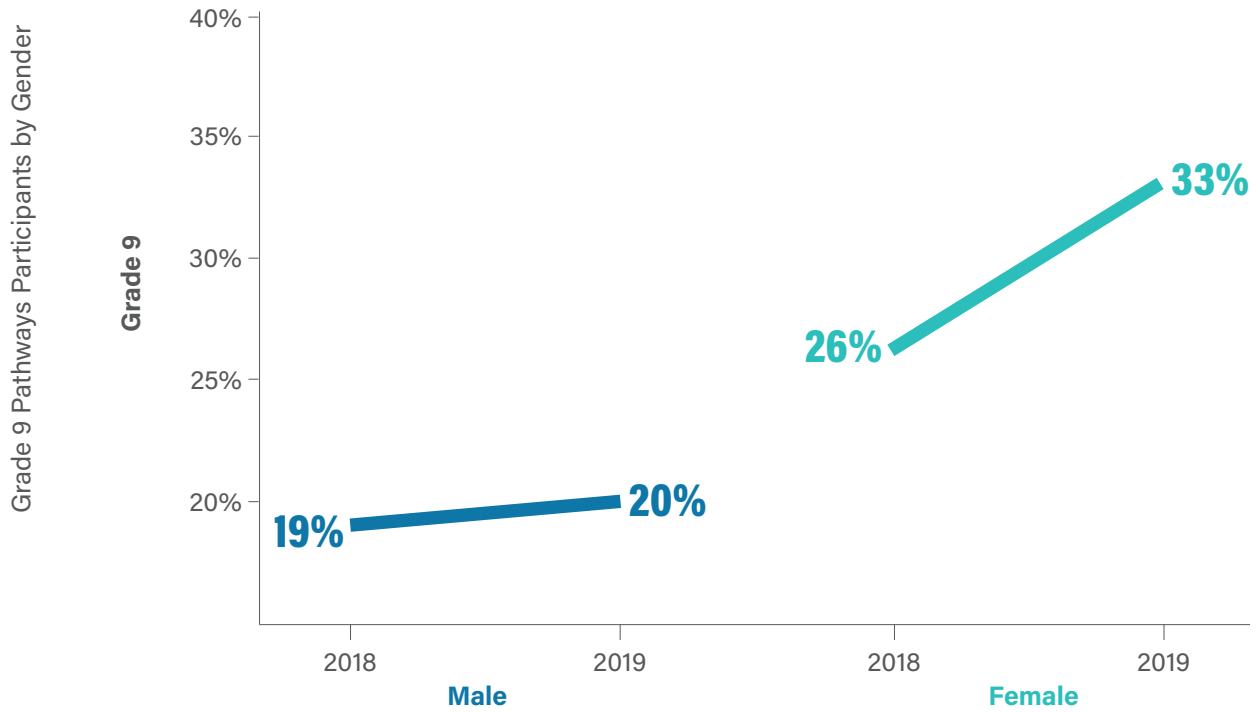


Madison Metropolitan School District Health Science Pathway Participation Rises Year Over Year

Madison Metropolitan School District (MMSD) is taking a defined cohort approach to college and career pathways implementation, meaning that each year a new cohort enrolls in the pathway as 9th grade students. The inaugural cohort represented 22% ($n = 408$) of the AY 2018 9th grade student body. In AY 2019, the participation rate increased by five percentage points, an increase of 161 additional participants resulting in 27% ($n = 569$) of the 9th grade student body enrolled in the pathway. While the male student participation rate remained largely the same, the female participation rate increased by seven percentage points.

MADISON HEALTH SCIENCE PARTICIPATION

Academic Years 2018-19



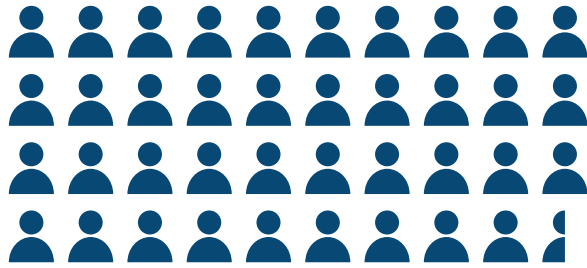


Madison Metropolitan School District Shows Room for Growth in Work-Based Learning Participation

Like each of the school districts participating in GLCCPP, MMSD has room to grow its student participation in work-based learning opportunities. In both AY 2018 and AY 2019, approximately 5% — just under 400 students each year — of district high school students earned credit for hours worked on a job site. Credit rates held relatively steady year over year regardless of student demography. Districtwide youth apprenticeship was equally stable, with just under 40 students serving as apprentices in both AY 2018 and AY 2019.

MADISON STUDENTS RECEIVING CREDIT FOR WORK-BASED LEARNING

Academic Years 2018-19



396

Students Participating in Work-Based Learning Opportunities



36

Students Serving as Apprentices

----- ■ AY 2017-18 ■ AY 2018-19 👤 = 10 Students -----



393

Students Participating in Work-Based Learning Opportunities



37

Students Serving as Apprentices

Rockford Public Schools Dual Credit Enrollment Enjoys Large Two-Year Increases Across Grades

Rockford Public Schools (RPS) enrollment in dual credit coursework increased substantially from AY 2017 to AY 2019. Over that two-year period, dual credit enrollment among RPS 10th graders rose by approximately 236% (n = 11 to n = 37). Enrollment nearly tripled — an increase of approximately 295%, from 38 students to 150 students — among 11th graders. Twelfth graders showed the largest increase, rising approximately 472% (n = 39 to n = 223) over the two-year period. The number of 12th graders enrolled decreased slightly from AY 2018 to AY 2019.

“Building the data muscle, it’s still a painful process, but we are closer than we have ever been. There were so many challenges in gathering data, having the mandate of the grant and the support of the Coordinating Team behind the ask was incredibly helpful. Particularly in the area of dual credit, the numbers that we were looking at helped us to have a difficult conversation with the Board, which has helped me to get some things through that support our pathways goals.”

BRIDGET FRENCH
Rockford Public Schools District 205

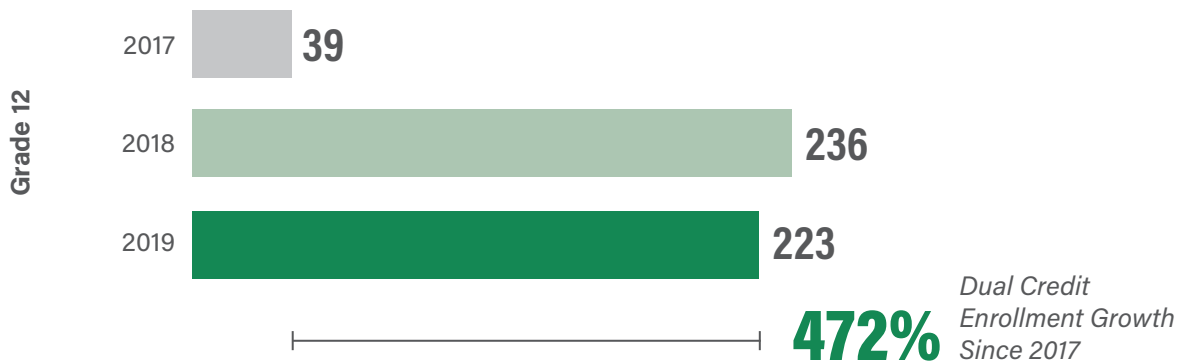
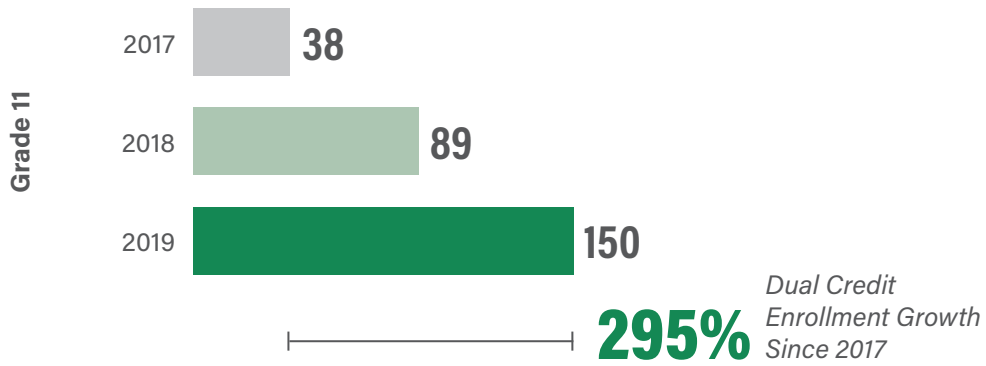
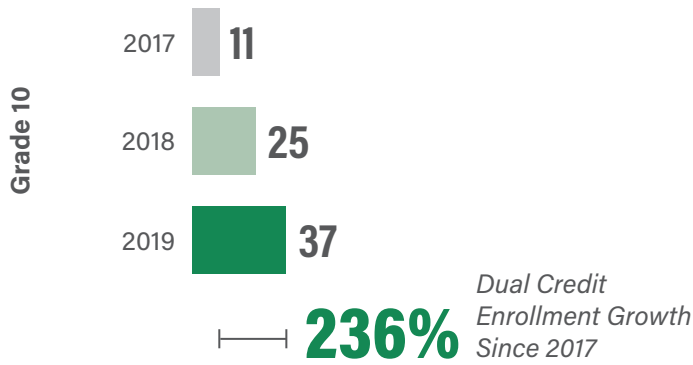
“We’ve always looked at our data, but with support for the CoP we were encouraged to utilize data to really inform our work to develop best practices. We are beginning to track more pieces of the puzzle. How many students are successful in this course? Who didn’t do well? What are we finding in the selection of this course and why students in high school are taking it? We are focusing more at looking at data to make decisions based on the insights.”

KELLY COOPER
Rock Valley College

ROCKFORD PERCENT CHANGE IN DUAL CREDIT ENROLLMENT BY GRADE

Academic Years 2017-19

Students Enrolling in at Least 1 Dual Credit Course



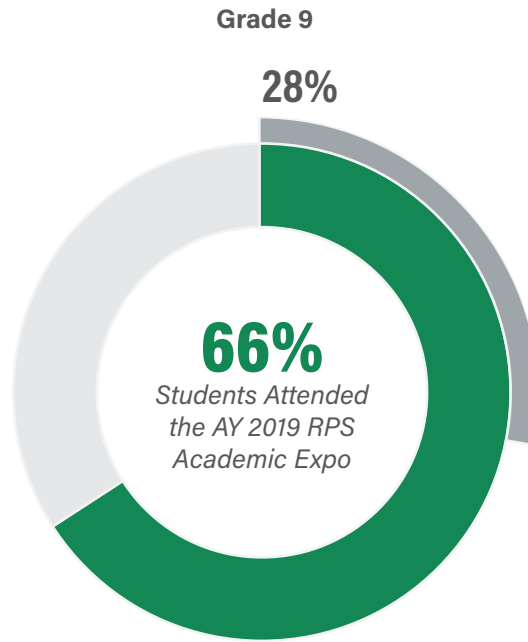


Rockford Public Schools Doubles Participation in Its 9th Grade Academic Expo

The GLCCPP has spurred continued growth in participation in RPS career exploration and development activities. Two-thirds ($n = 1,686$) of RPS 9th graders attended the AY 2019 RPS Academy Expo—an increase of more than 130% over AY 2018 attendance. The district is also building its student participation in employer site visits and job shadows. Approximately 16% ($n = 734$) of RPS 10th, 11th, or 12th graders completed at least one site visit during AY 2019, and approximately 8% ($n = 204$) of 11th or 12th graders participated in a job shadow experience.

PROPORTION OF ROCKFORD 9TH GRADE STUDENTS ATTENDING AN ACADEMY EXPO

Academic Years 2018–19



AY 2018 AY 2019 = 50 Students



726

Students Attended the RPS Academy Expo



1686

Students Attended the RPS Academy Expo

BEYOND GLCCPP

Future Work and Implications for the Field

Over the course of the GLCCPP, the Coordinating Team has learned a great deal with and from the participating communities. As evidenced throughout this report, the GLCCPP communities have seen gains in college and career readiness of their students as they implement pathways. In addition to celebrating these successes, the data collected and reviewed as part of the GLCCPP enables the Coordinating Team and participating communities to identify areas for further exploration and growth as well.

The learnings generated by the GLCCPP are not limited to those contained within the data themselves. Over the last several years, the EdSystems team has led in-depth data workshops in each of the communities to build their understanding of what their data might say, as well as build a shared set of practices around engaging with and applying data in their work.

In combination, the Coordinating Team has identified a number of implications for the broader field of college and career pathways:

- 1 | Identify relevant and proxy measures across secondary, postsecondary, and workforce** — While it is not always possible to have precise measures of how college and career pathways participation impacts a student's experience or outcomes, identifying measures that are available (such as early college credit, work-based learning, remediation rates, etc.) can help paint a picture of areas for celebration and attention in a community.
- 2 | Where possible, leverage publicly available data** — Local data are valuable, but while communities work to build up their capacity, publicly available data can provide a validated source of quality data that can be useful for understanding the local context.
- 3 | Emphasize the use of disaggregated data** — Aggregate data can help paint a broad picture of what is happening in a community or district, but different groups of students in that same community may be having different experiences or outcomes. Using disaggregated data is essential to develop a clear understanding of how to address equity concerns and truly meet the needs of each student.

- 4 | Support communities and collaboratives to build their “data muscle”** — Across education and the workforce there is a growing emphasis on being informed by data, but without acknowledging that analyzing data and using that analysis to inform continuous improvement requires skills that take time and conscious effort to develop. Funders and technical assistance providers should ensure that their efforts include supports for communities to develop this “data muscle” and ensure that data use is a sustainable and shared practice.
- 5 | Engage a range of stakeholders in collaborative review of data** — In collaborations such as those in the GLCCPP, certain stakeholders such as school districts have a regular practice of looking at their own internal data. Building a collective practice of data use requires engaging stakeholders from across the collaboration (secondary, postsecondary, community, workforce, etc.) in order to develop a shared understanding of the community context, outcomes, and implications.
- 6 | Ensure data review is with a purpose** — In order to keep stakeholders engaged and to move towards continuous improvement, it is essential to ensure that reviewing data is not simply for purposes of “admiring the problem” or an intellectual exercise. Data reviews should involve clear protocols and decision points that support communities to identify action steps to both celebrate collective wins and address challenges surfaced in the data.

“We weren’t looking at career pathways from an equity lens. Participation in GLCCPP data workshops brought that to the forefront. Are our pathways representative of our student population? This has made us reallocate resources, give focused attention to those buildings. It’s not something I realize at times. Wheeling [High School] has the fewest participants in work-based learning, even though they have the highest enrollment in pathways. This is now something that we’re trying to address.”

LAZ LOPEZ
District 214

“This work required our organizations to review their data assets, collectively define key terms, and create a plan for utilizing data regularly to develop and refine our priorities and make collaborative decisions.”

JENNIFER WEGNER
Madison Metropolitan School District

ACKNOWLEDGMENTS

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ABOUT EDUCATION SYSTEMS CENTER

Education Systems Center (EdSystems) is a mission-driven policy development and program implementation center based within Northern Illinois University's Division of Outreach, Engagement, and Regional Development. EdSystems' mission is to shape and strengthen education and workforce systems that prepare more young people for productive careers and lives in a global economy. We work at the intersection of policy and practice, with three overarching focus areas: college and career pathways, bridges to postsecondary, and data impact and leadership. EdSystems serves as one of the three coordinating organizations for the GLCCPP.

www.edsystemsniu.org

ABOUT THE JOYCE FOUNDATION

The Joyce Foundation works with grantee partners to research, develop, and advance policy solutions to improve quality of life, promote community vitality, and achieve a fair society. Based in Chicago, the Foundation focuses grantmaking in the Great Lakes region and also seeks national impact. They believe a community is healthiest when benefits are shared widely among its people, and that there are certain essentials our public systems must get right in areas such as quality education for all and employment opportunities for disadvantaged workers.

www.joycefdn.org

ABOUT THE AUTHORS

Emily Rusca is the *Director of State Policy and Strategy* at EdSystems, where her portfolio includes career pathways, workforce development, and data work. She leads many of EdSystems' state policy efforts through a variety of interagency and statewide structures, as well as provides strategic direction for both state- and community-level data capacity initiatives.

Charlie Rosemond is the *Data and Outcomes Manager* at EdSystems. He manages collaborative data projects for partners like the Illinois Longitudinal Data System and the Illinois Governor's Office of Early Childhood Development. His responsibilities range from shepherding data sharing agreements to advising on state-level data systems to analyzing and visualizing data.

