



Using Data To Expand Access To Student-Centered Learning To Improve Pathways To Educational And Career Attainment

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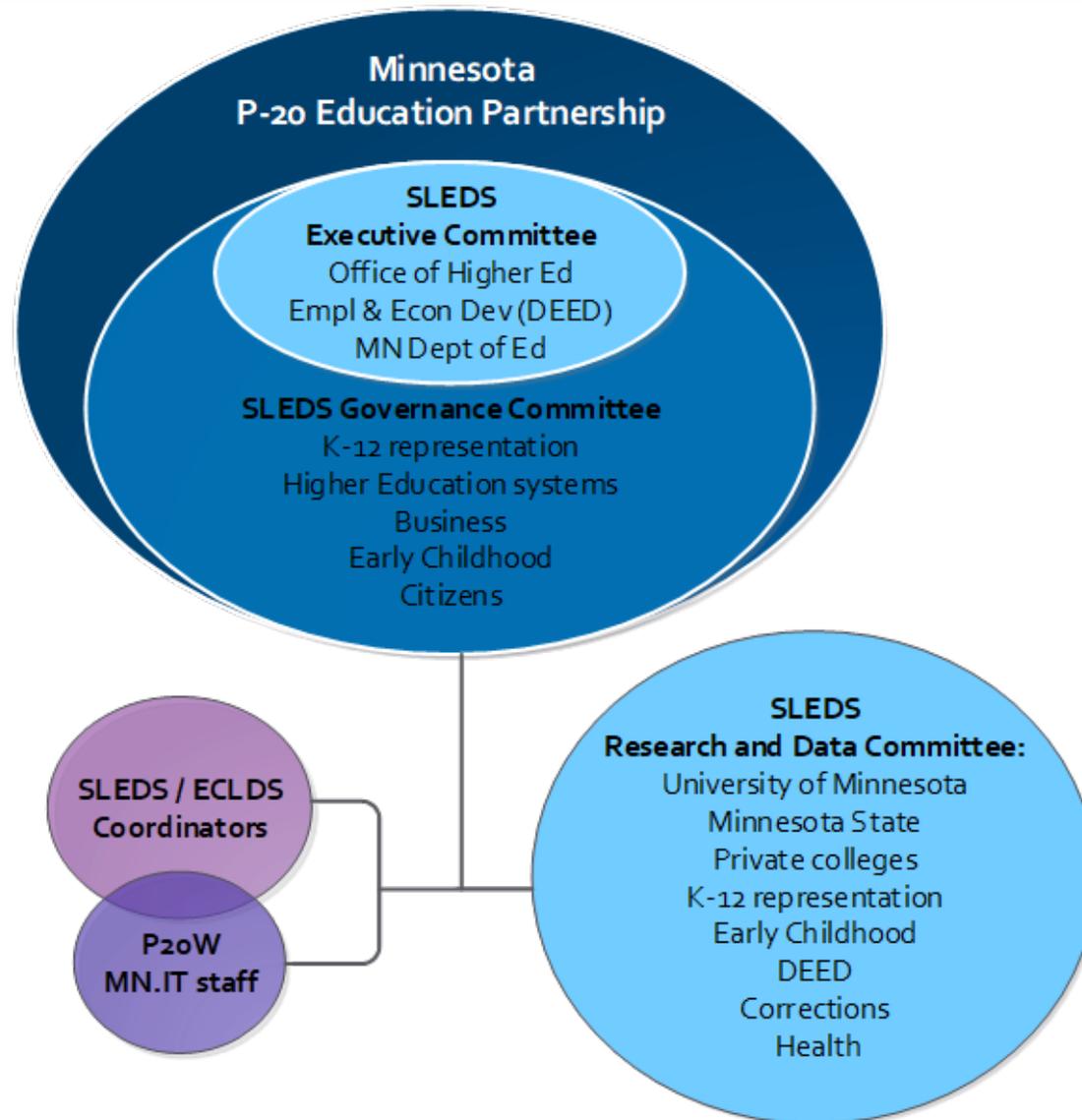
Overview

- Introductions
- Context of P20, ECLDS and SLEDS at state and national level
- Review of research and practice that informed this grant
- Implications for districts
- Discussion

ECLDS and SLEDS

- Interagency data projects
- ECLDS: data of the youngest MN's: birth to grade 3
 - ECLDS launched in 2016
- SLEDS: data on high school graduates into the workforce
 - **SLEDS** grant in 2009 → creation of SLEDS in 2010

P20, ECLDS and SLEDS



IES-SLDS Request for Applications

4 SLDS Priorities for funding:

1. Infrastructure and Interoperability
2. College and Career
3. School Finance
4. State Policy Questions

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Describe how to improve the ability of the SEA and LEAs to explore policy questions to inform efforts to improve outcomes in pre-school, K12, and post-secondary systems.

Grant Outcomes

Improve Understanding of students' progressions from high school to postsecondary and workforce participation:

1. Expand collection, reporting and analysis of data on learner-centered education programs and outcomes in K12.
2. Enhance overall knowledge of non-traditional education pathways and outcomes through expanded SLEDS public and secure reporting tailored to facilitate continuous program improvement and inform policy.
3. Widen the scope of postsecondary education and employment information available through public reports.
4. Explore pathways to graduation, workforce participation and a family-sustaining wage with a focus on Early Care and Education (ECE) workforce.

Heart of the Grant

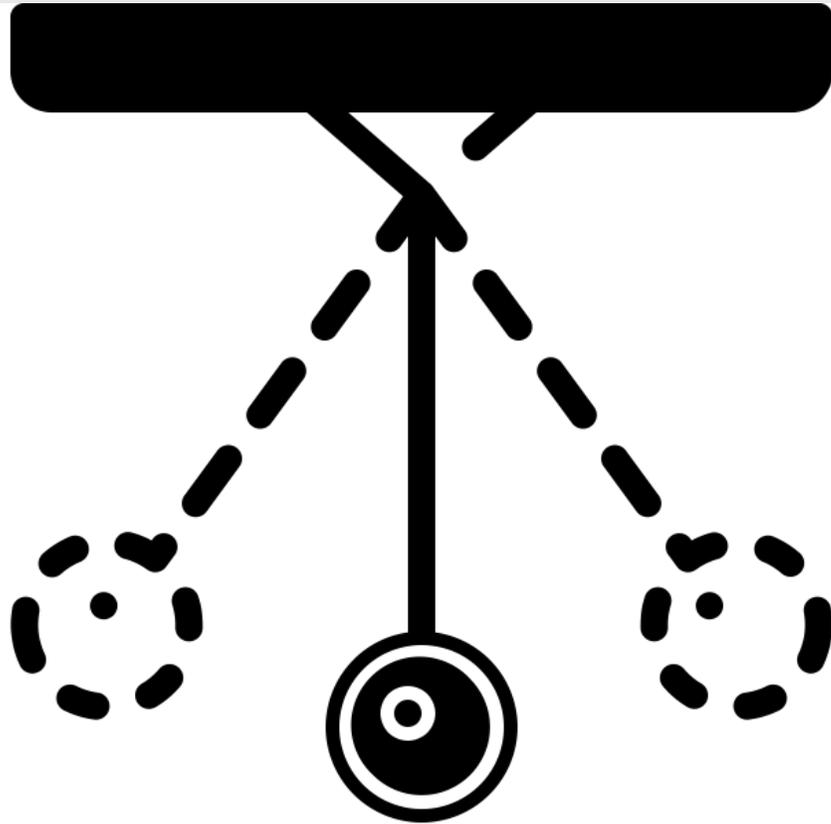
GOALS

1. Use the data; Do research and inform policy
2. Ensure data meets needs of larger systems
3. Better understand Career and College Pathways

ACTIVITIES

1. Exploratory pilots of learner-centered career pathways in MN
2. Connect pathway data to SLEDS system
3. Create reports and data dashboards to inform school practice and program design
4. Define promising credentials within career pathways
5. Provide professional development to schools about outcomes and using the SLDS system for data-driven system

Brief Review of Research + Practice



Pendulum by Smashicons from Noun Project (CC BY 3.0)

- 80's and 90's focus on career pathways
- 00's and 10's focus on academics and college prep
- 2020 modern education that seeks to combine career pathways and academic preparation

New Pathways to Careers and College: Examples, Evidence, and Prospects (Visher & Stern, 2015)

1. Pathways keep students' options open for both employment and post-secondary education.
2. Students (and parents) should have a choice and access to all the pathways.
3. Personal support for students.
4. Integrated curriculum.
5. Real applications of learning.
6. Employer partnerships and work-based learning.
7. Collaboration between high schools and post-secondary education.
8. District support of pathway program.
9. High Standards, accountability systems, and data-driven decision-making.
10. Strong intermediaries to support programs.

1. Pathways keep students' options open for both employment and post-secondary education.

Pursuing a Pathway is not something that students test into or add to their course credit load. It is an opportunity to work within the graduation requirements and available activities to see the bigger picture of where a student's interests lie, what opportunities may be available to them in the future, and tailor their experience appropriately. It provides a path for their educational journey, exposure to "real world" opportunities, and highlights their development in a specific field. A Pathway experience can enrich their time at the high school, and set them up for success after graduation.

- Eden Prairie Pathway program handout

2. Students (and parents) should have a choice and access to all the pathways.

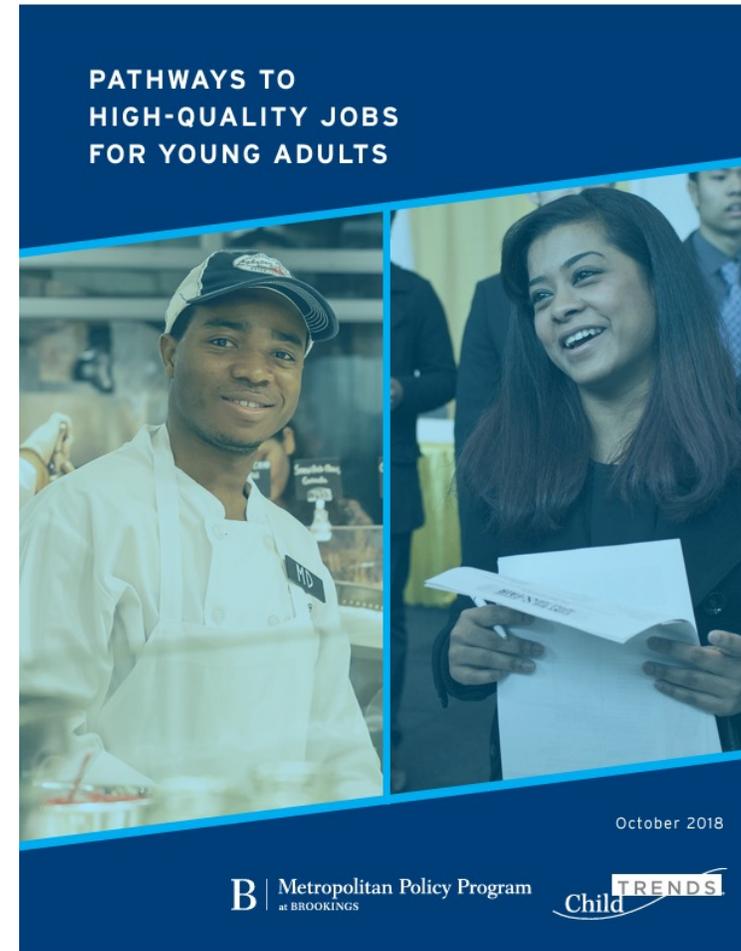
“When I started high school, I was confident in my career choice. I knew I wanted to pursue a career in education. And High School District’s 214 career pathway program gave me the head start I needed. I took classes to prepare me for my future career, had opportunities to earn early college credit, and even completed an internship in my career path. That real-world experience helped me discover my future. **And it isn’t in education.** My high school experience helped me better define my true passion. It turns out that I love communications... And guess what? Even though I started that pathways program in one area, I was able to easily change directions”

- Emma Wozniak, High School District 214,
Arlington Heights IL
1/4/24



3. Personal support for students.

- Cohorts & academies (Visher & Stern, 2015)
- Relationships + Mentorships > job shadowing, career fairs, guest speakers, selecting a pathway “major”, and technical preparation (Ross et al., 2018)
- Implications for mentorship and workplace culture (Ross et al., 2018)
- Self-Concept (Guo et al., 2015; Hay & Ashman, 2017)



4. Integrated curriculum.

Business Analytics: AP Statistics and IB Business Management

Design and Marketing: Creative Problem Solving (UMN college in schools) and Marketing I & II

Global Business: AP Microeconomics, AP Seminar, and IB Business Management

Global Sustainability: AP Environmental Science and Global Studies and Economics

International Relations: IB Global Politics and College Writing (through Normandale Community College)

Health Sciences: AP Psychology, Human Anatomy, and Medical Sciences

Multimedia Communications: Video Production and Digital Journalism and Investigative Research

Public Policy: AP Seminar and CIS Political Science (UMN college in the schools)

UX Design: AP Computer Science Principles and Digital Interface Design

Vantage Education: Exploring the Teaching Profession (UMN college in the schools) and Public speaking (UMN College in the schools)

VANTAGE
MINNETONKA ADVANCED PROFESSIONAL STUDIES

CURRICULUM

- Business Analytics
- Design + Marketing
- Global Business
- Global Sustainability
- International Relations
- Health Sciences
- Health Sciences 2 (NEW 2024-25)
- Multimedia Communications
- Public Policy
- VANTAGE Computer Science
- VANTAGE Education

PROJECT PARTNERS

MENTOR PROGRAM

SITE VISITS & EVENTS

GUEST INSTRUCTORS

VANTAGE Target Skills

Effective Communication + Leadership + Problem-Solving + Professionalism + Teamwork = VANTAGE Impact

Confident Young Adults Ready to Excel in Professional Environments

5. Real applications of learning.

Wayzata Compass Graphic Design Program:

“As part of the course, students will collaborate with local businesses to master the Adobe Creative Suite. Students within this course will work with clients to plan, design, and implement concepts into production.”

Owatonna Consulting Statistics Capstone Course:

“Students will develop school and community partnerships, work with an entity outside of the classroom to define a problem that will be investigated, design a method of data collection that appropriately represents the defined problem, use accepted statistical practices to analyze data, and extend their study of inferential statistics beyond the AP Statistics course.”

6. Employer partnerships and work-based learning.

Work-Based Learning Program Recommendations:

- Review, eliminate, and change any school or district criteria for participating in work-based learning experiences.
- Offer paid work-based learning to expand participation among students from low- and middle-income households.
- Offer virtual or hybrid learning opportunities to increase student access to work-based learning opportunities.
- Provide transportation to work-based learning sites for students.
- Define and monitor district standards and expectations for work-based learning experiences for students and employers.
- Adjust and provide resources such as technical assistance and support to optimize benefits for students who are historically under resourced to increase access to work-based learning.

(Visher and Stern, 2015)

7. Collaboration between high schools and post-secondary education

Screenshot from Lakeville South High School

Academic Credit Options at a Glance

AP Advanced Placement	Articulated Credit	CLEP College Level Examination Program	Concurrent Enrollment
Credit by Assessment	Credit / No Credit	Credits Obtained From Other Institutions	Credit Recovery
Hybrid Courses	High School Online Courses	Independent Study	link12 LAKEVILLE
Post Secondary Enrollment Options (PSEO)	Rigorous Course Waiver	Technical Skills Assessments	

8. District support of pathway program.

1. Pathway design (and constant redesign)
2. Cross-program upkeep
3. External affairs

9. High standards, accountability systems, and data-driven decision-making.

CAREER PATHWAYS MODULES



<https://ccrcenter.org/implementation-tools/career-pathways-modules>



1. *Engaging Key Stakeholders and Defining Goals*

Identify key stakeholders, define roles and responsibilities of stakeholders in designing a state career pathway system, and determine the goals of the career pathways system.



2. *Mapping Policies, Programs, and Industries*

Map and assess existing career readiness policies and programs, identify growing occupations in the state or region, and prioritize industries and occupations that will be the focus of the career pathways system.



3. *Designing a Framework*

Prioritize labor market data, understand the knowledge, skills, and competencies students should acquire for specific industries and interpret career pathways system data to develop a career pathways system framework.



4. *Implementation and Continuous Improvement*

Create a process for refining the career pathways system over time, by identifying outcome measures, collecting data on the measures, and analyzing the data to continuously improve and sustain the career pathways system.

10. Strong intermediaries to support programs.



Research on career pathway initiative practices in Minnesota

- Understand the nuances of what is actually happening
- Review the statutes and policies that provide support or create barriers to implementation
- Increase flexibility for secondary student success

Potential District Outcomes

Training and resources from MDE on using data to inform local program improvements, policy making, and partnerships

- Accessible SLEDS reports to meet local needs
- Data driven continuous program improvement

Potential District Outcomes

Data to use when communicating with partners, college, businesses and intermediaries.

- Shared data informs shared vision.
- Telling your story.

Holistic fundraising

- Philanthropy Organizations
- Business Groups and Associations
- Legislative recommendations

Questions, comments, ideas?

Thank you!

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