



Great Lakes College &
Career Pathways Partnership
BY THE NUMBERS

June 2019





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) and the four communities to collect, analyze, and report on key shared metrics with several 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 Continues to Grow and Reach Thousands of Students, While Postsecondary Remediation Rates are Dropping

ROCKFORD

Dual Credit Continues to Scale Up, Boosting Enrollment Across Grades 10-12

MADISON

Graduation Rate Gaps Between Black and White Students Have Begun to Narrow

COLUMBUS

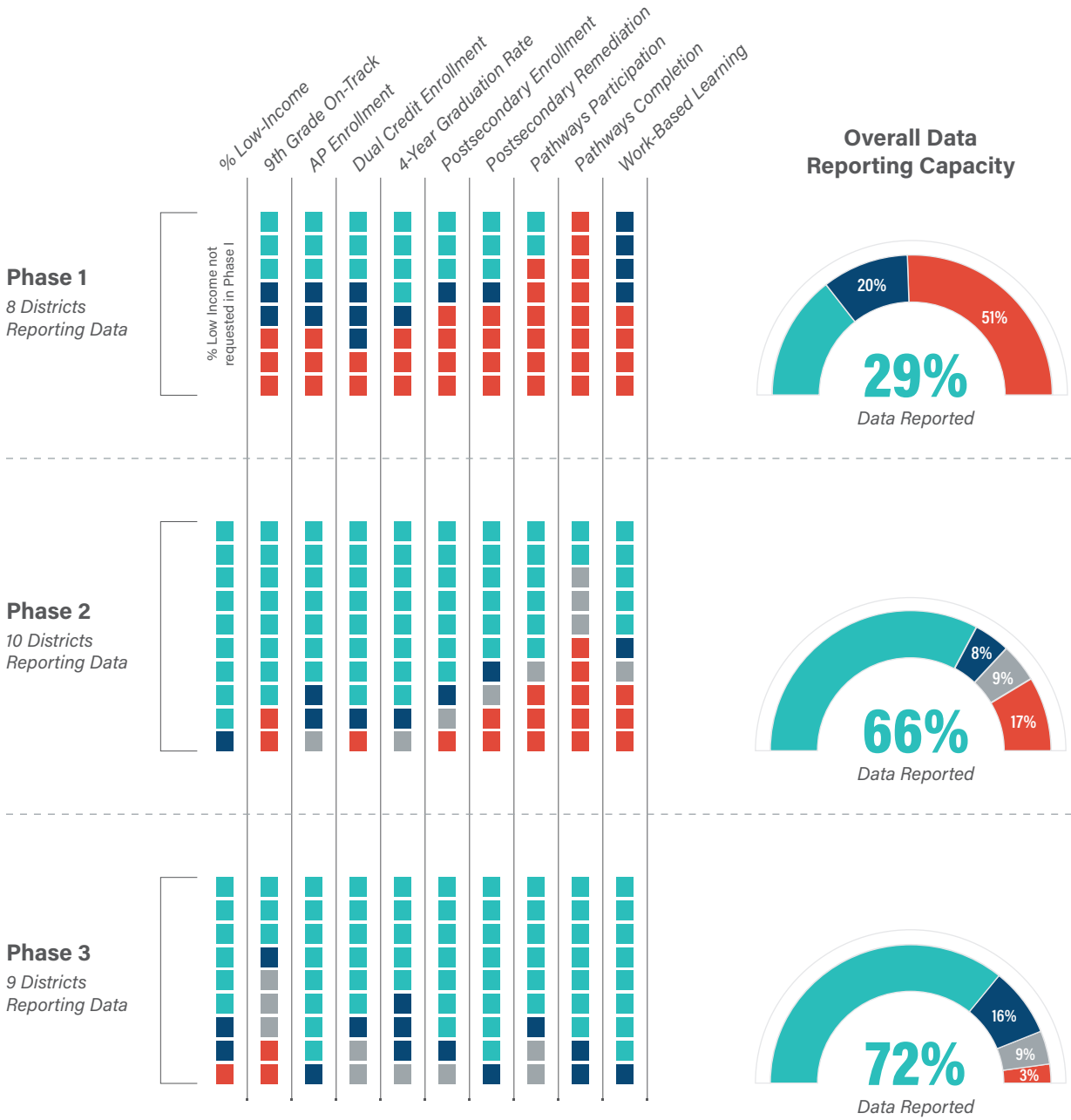
Efforts Center on Boosting Pathways Participation & Completion

These stories convey the value of the collaboration and efforts happening in each of the GLCCPP communities. The EdSystems team will continue to mine the three rounds of reported data for stories like these.

Growing Community Capacity to Collect & Report on Data

While all four 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. Throughout the process, 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 progress that has been made through this technical assistance and through GLCCPP grant funds. Though certain metrics show continued room for growth in data tracking and reporting capacity, GLCCPP communities continue to demonstrate their commitment to building out their systems for future iterations.

COMMUNITY DATA REPORTING CAPACITY



One Square Per Participating School District
 Complete
 Incomplete
 Not Provided
 N / A

**Includes when data issues identified and/or data submission known to be in process*
**Includes when data have not been submitted and/or submission is not known to be in process*
**Includes when data is unavailable and/or when indicator may not be applicable*

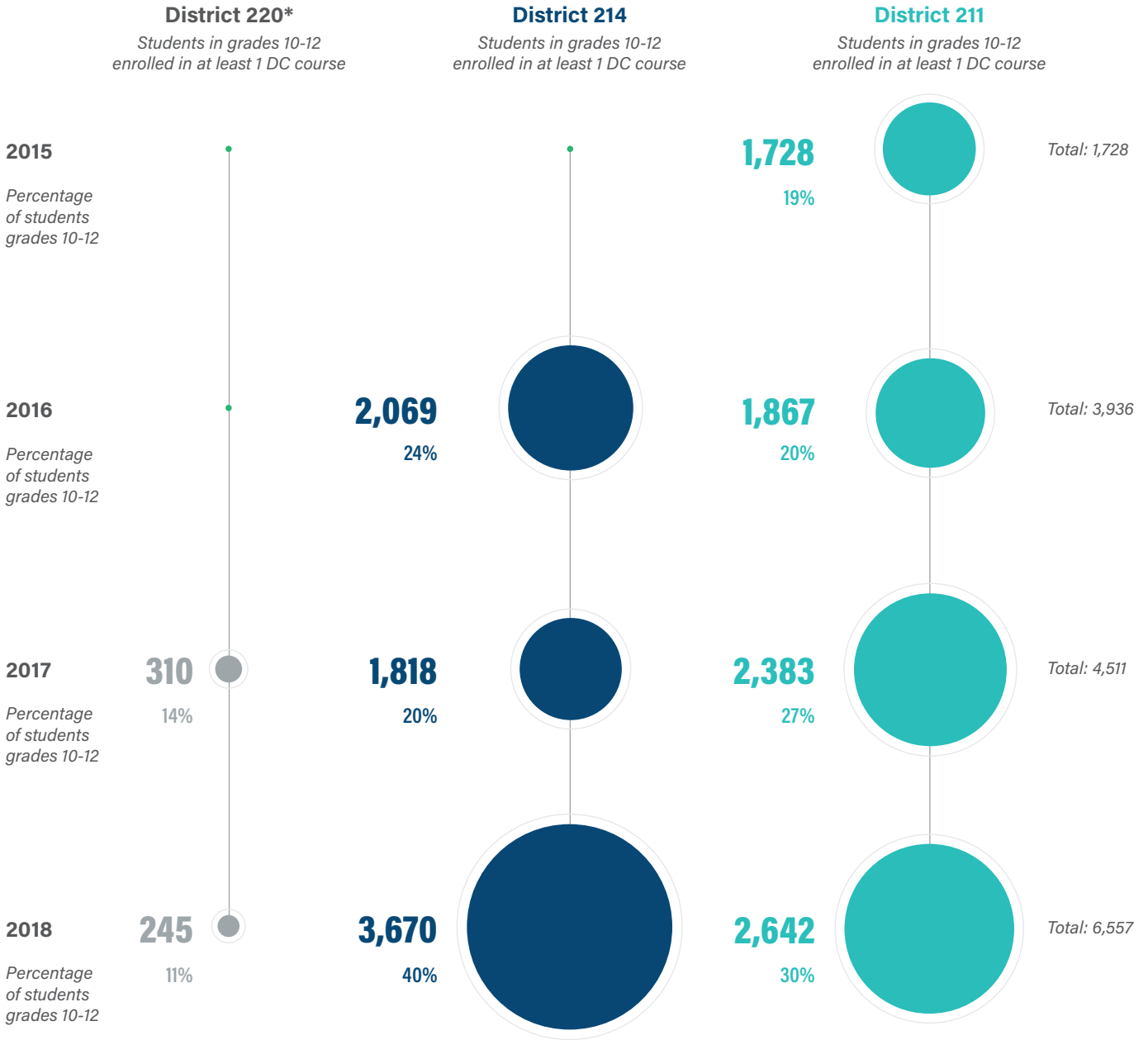


Community Stories
**NORTHWEST SUBURBS
OF CHICAGO**

Dual Credit Reaching Thousands of Students Across the Northwest Suburbs

The three districts comprising the Northwest Suburbs have had a core focus on scaling early college credit in an effort 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 by the raw number of enrollments by district visualized here. **In AY 2018, over 6,500 students between grades 10-12 enrolled in at least one Dual Credit course.**

DUAL CREDIT ENROLLMENT BY DISTRICT
AY 2015-18



* Note: District 220 is a unit district (comprised of grades K-12) whereas 211 and 214 are high school districts with multiple high schools. D220 joined the GLCCPP grant in the second phase, and thus was not required to report data previously.

● Data Not Reported

Rates of Dual Credit enrollment for AY15 in the NW Suburbs were calculated by EdSystems based on raw numbers provided by districts. As such, these rates may be approximate. Rates for subsequent years were provided directly by districts.

Source: Self-reported; rates calculated by EdSystems

DISTRICT 211

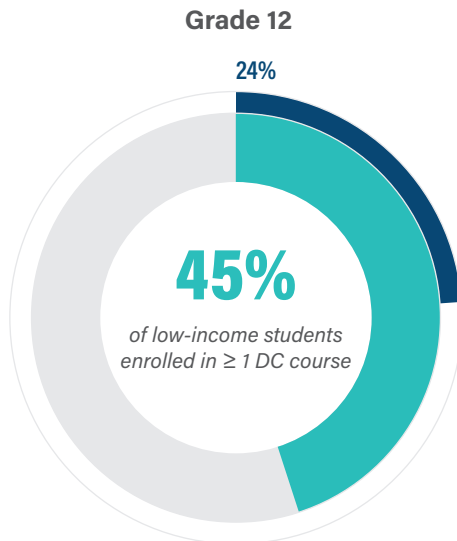
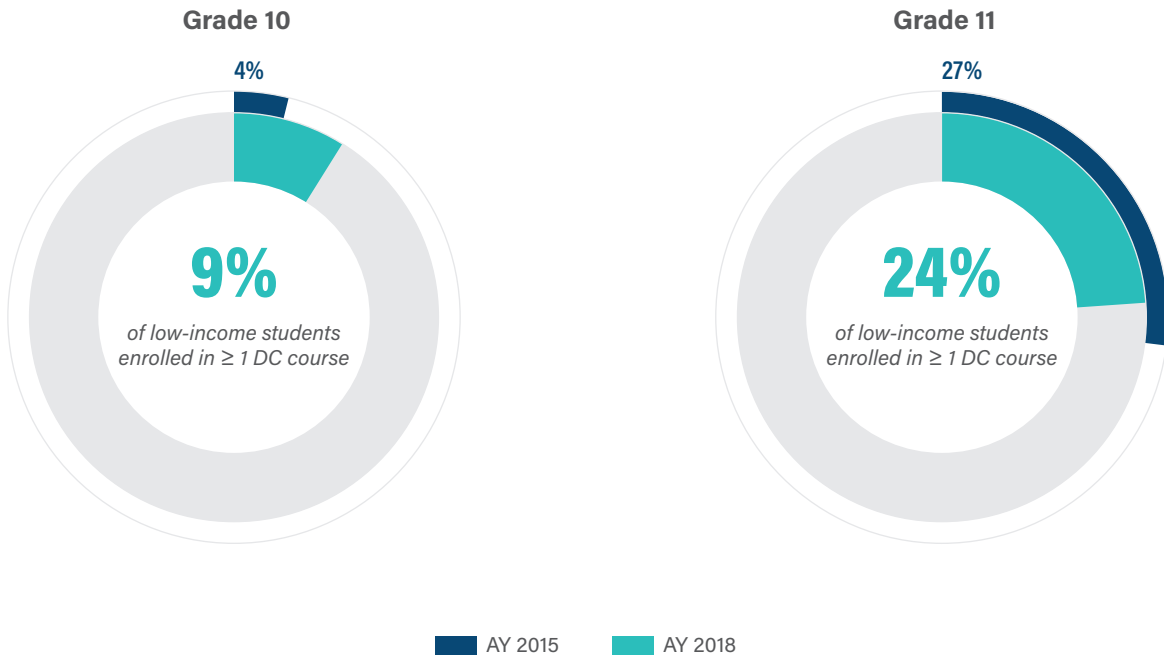
Dual Credit Enrollment is Increasing Among Low-Income Students

In District 211, there has been an overall increase in enrollment in Dual Credit by low-income students, particularly among Grade 12 students.

There was a **21-percentage point increase in low-income 12th graders enrolling in at least one Dual Credit course since AY2015.**

District 211 is providing valuable access to Dual Credit for low-income students, which can reduce their barriers to postsecondary degree completion longer-term. District 211's efforts to scale Dual Credit have been influenced by their partnership with NECSS (and particularly District 214). Their collaboration, deepened through the GLCCPP Community of Practice, has spurred much of the activity across the region.

District 211
LOW INCOME DUAL CREDIT ENROLLMENT
AY 2015-18



Note: Rates of Dual Credit enrollment for AY15 in the NW Suburbs were calculated by EdSystems based on raw numbers provided by districts. As such, these rates may be approximate. Rates for subsequent years were provided directly by districts.

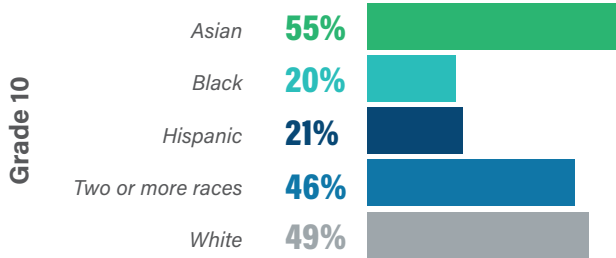
Source: Self-reported; rates calculated by EdSystems

DISTRICT 214

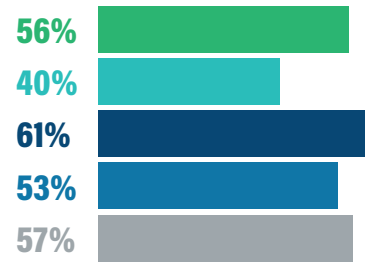
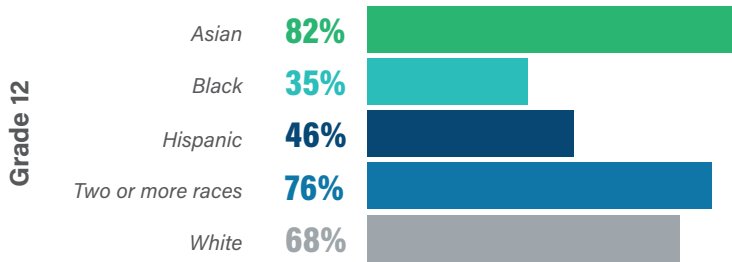
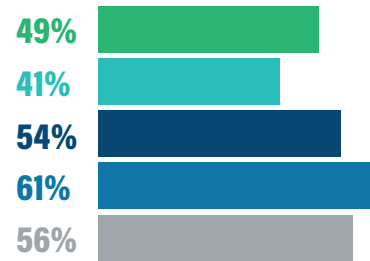
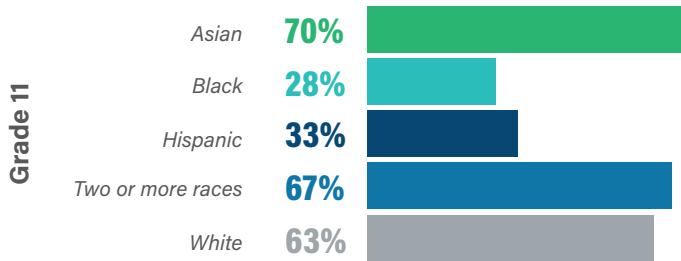
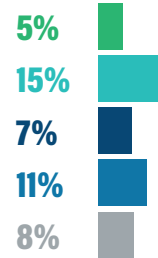
Enrollment Gaps by Race are Narrower in Dual Credit than in AP

District 214 has been making an active effort in making early college credit access more equitable. While gaps remain across race/ethnicity in early college credit enrollment in District 214, the **gaps are narrower in Dual Credit enrollment**, which has contributed to higher rates of black and Hispanic students attaining 15+ college credits by graduation.

District 214
AP ENROLLMENT BY RACE
 AY 2018



District 214
DUAL CREDIT ENROLLMENT BY RACE
 AY 2018



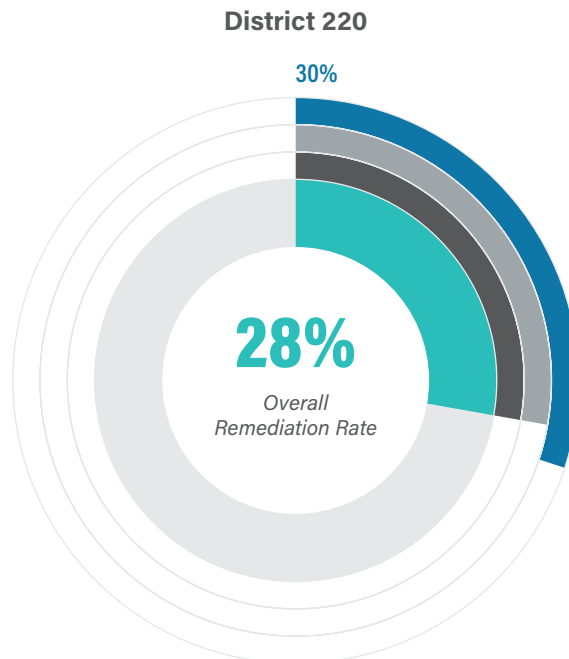
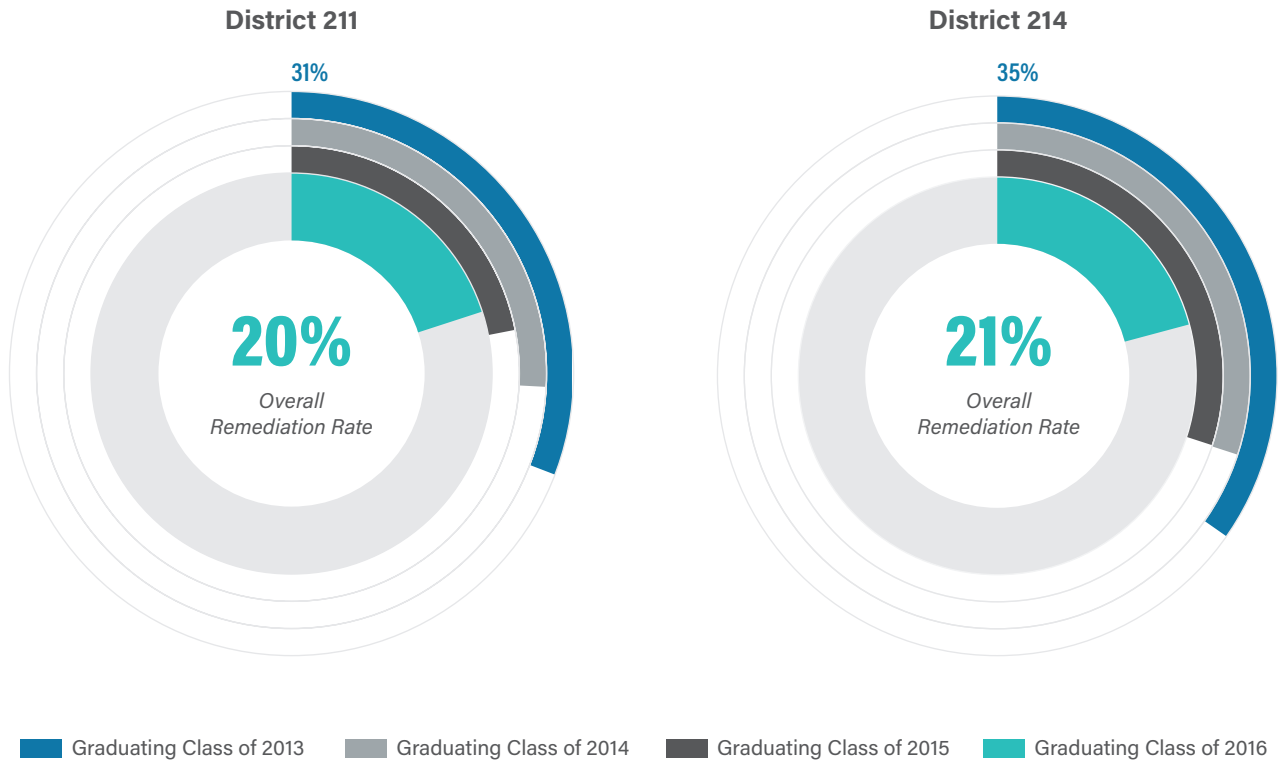
Source: Self-reported

Remediation Rates Across the Northwest Suburbs are Dropping

Scaling Dual Credit is valuable for delivering early college credit that can better prepare young people for success in their postsecondary education experiences. Across the Northwest Suburbs, we have seen a promising **decrease in overall postsecondary remediation rates** from the graduating class of 2013 to the graduating class of 2016: 14 percentage points in District 211, 2 percentage points in District 214, and 11 percentage points in District 220. Given their increasing scale of early college credit coursework, as well as implementation of Transitional Math, we expect these numbers to continue to decline.

POSTSECONDARY REMEDIATION RATES

Percent of District Graduates Enrolled in IL Community Colleges that Require Remediation in Math or English



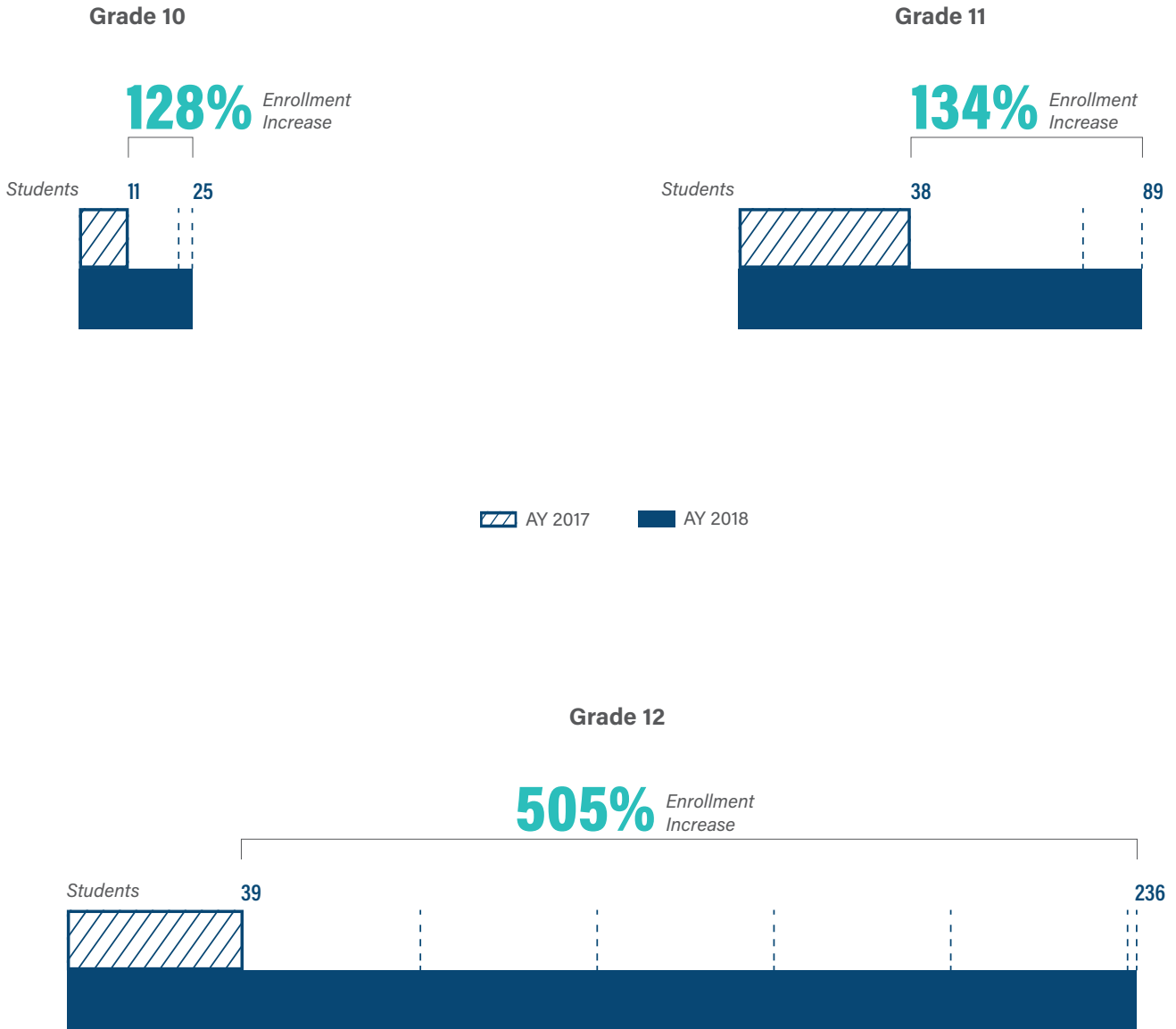
Source: Source: IL School Report Card

Increasing Dual Credit Enrollment Across All Grade Levels

Longstanding challenges and barriers between Rockford Public Schools District 205 and Rock Valley College had historically limited Dual Credit course delivery. Through their close partnership and deep technical assistance by GLCCPP Coordinating Team members, Rockford has been able to markedly increase access to Dual Credit coursework across grades 10-12. The most remarkable evidence is in the increase in 12th grade students enrolling in Dual Credit in AY2018, **a 505% increase (up 197 students from AY2017)**. Given recent progress in the RVC/RPS relationship, we expect Dual Credit course offerings and enrollments will continue increasing.

PERCENT CHANGE IN DUAL CREDIT ENROLLMENT BY GRADE

AY 2017 / AY 2018



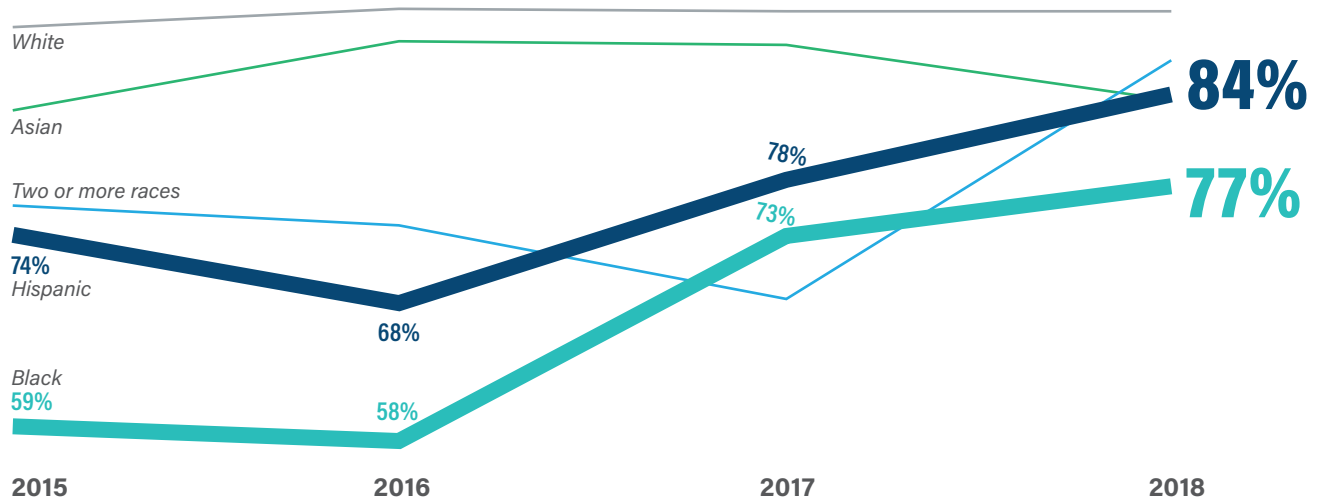
Source: Self-reported



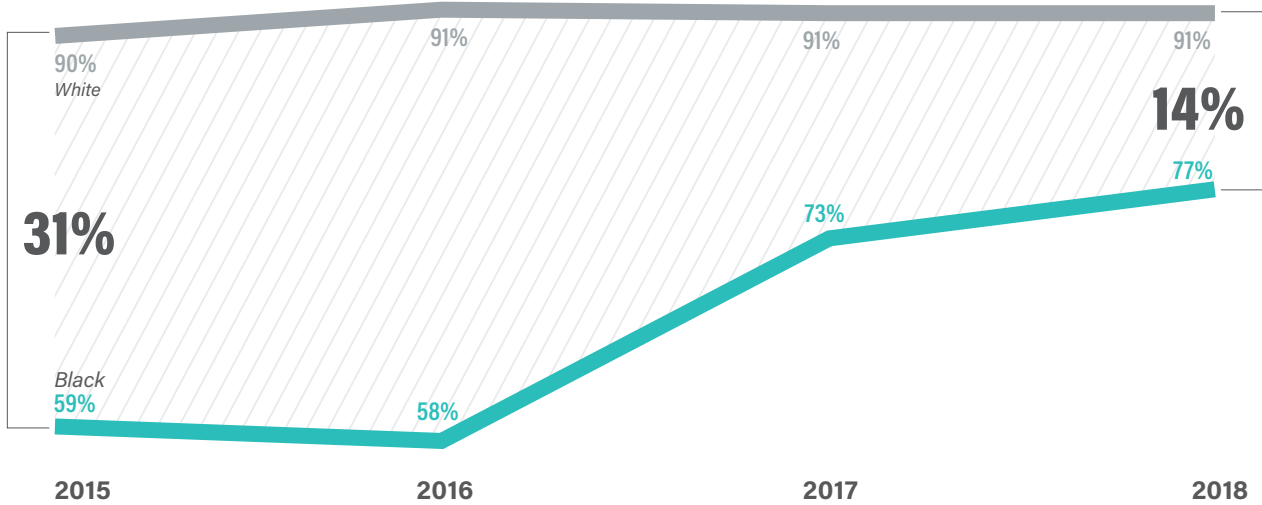
Narrowing the Racial Equity Gap in Graduation Rates

While Madison’s racial equity goals predate their participation in the GLCCPP, they continue to guide their college and career pathways implementation strategy. Applying this equity lens, their work has resulted in notable progress in graduation rates for Black and Hispanic students: an **18-percentage point gain for black students and a 10-percentage point gain for Hispanic students**. These concentrated gains have **reduced the graduation rate gap** between black and white students from 31 percentage points to 14 percentage points.

Madison Metropolitan School District
4-YEAR GRADUATION RATES
 Graduating Classes of 2015-2018



Madison Metropolitan School District
GAP BETWEEN BLACK & WHITE STUDENTS
4-YEAR GRADUATION RATES
 Graduating Classes of 2015-2018



Source: Self-reported

Efforts Center on Boosting Pathways Participation & Completion

The school districts in the Columbus community are working to transform student outcomes by framing pathways participation around course taking, particularly through Dual Credit opportunities. Their efforts in recent years have included course alignment and boosting both pathways enrollment and completion. The following visualizations represent point-in-time snapshots for each of the four participating districts, each of which is at a different stage of college and career pathway implementation.

While these are snapshots of a current state, they point to certain areas to celebrate such as **strong completion and dual credit enrollment rates**, as well as **growing pathways participation rates**.

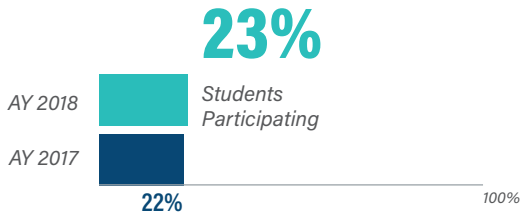
SOUTH-WESTERN CITY SD

Pathways Completion Rates are Strong as South-Western Aims to Grow Pathways Participation Rates

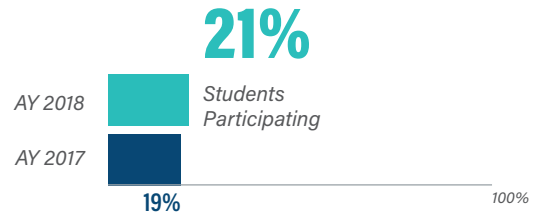
PATHWAYS PARTICIPATION

Percent of Enrolled Students Participating in a Pathway
AY 2017 / AY2018

Grade 11



Grade 12



PATHWAYS COMPLETION

Percent of 12th Grade Pathway Participants Completing a Pathway

Grade 12



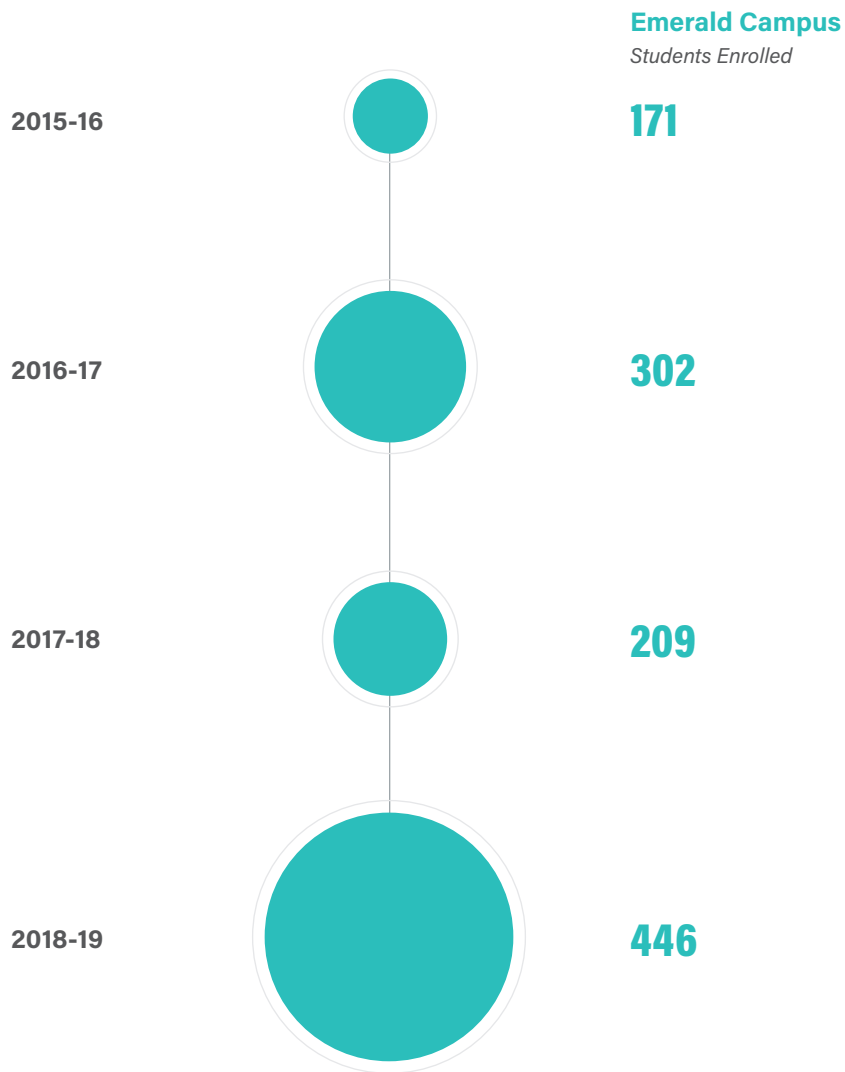
Source: Self-reported

DUBLIN CITY SCHOOLS

Enrollment in Dublin's Academic Pathways Continues to Rise

DUBLIN CITY SCHOOLS' ACADEMIC PATHWAYS ENROLLMENT

AY 2015-19



Note: Dublin City Schools was able to report Emerald Campus enrollment prior to AY19 data being requested

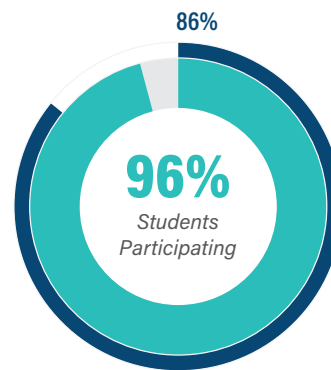
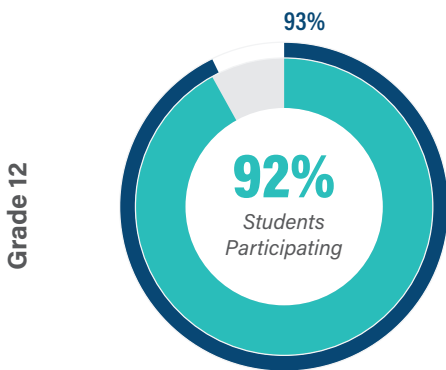
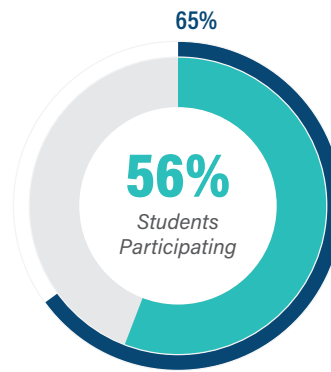
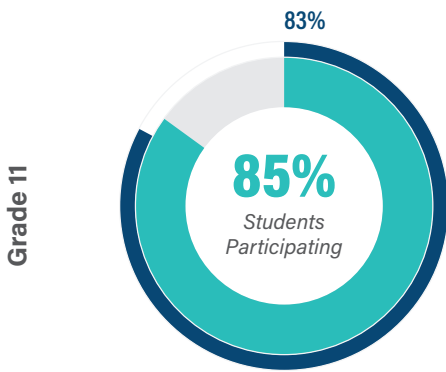
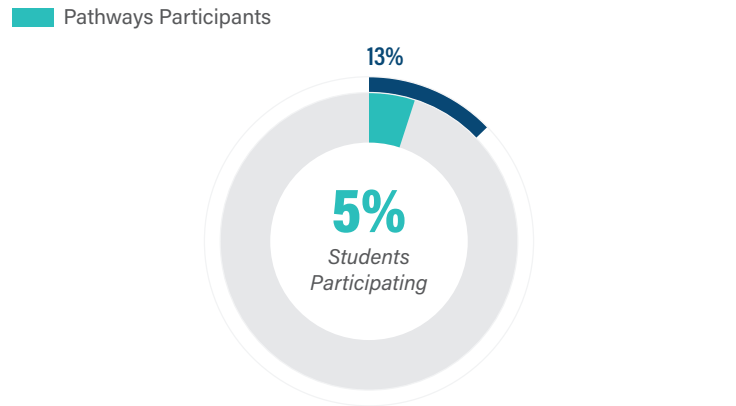
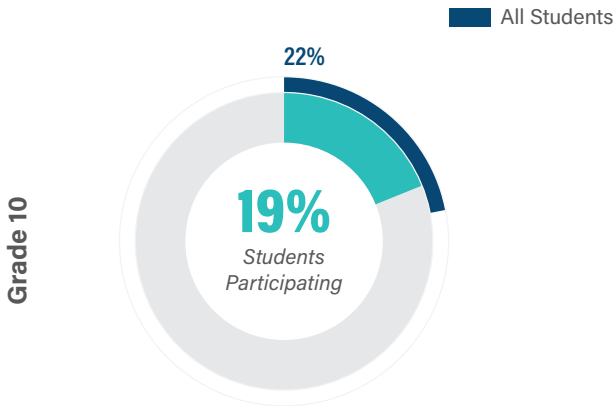
Source: Self-reported

MARYSVILLE STEM EARLY COLLEGE HS
 AY 2018 Pathways Participants
 Enrolled in Dual Credit Courses at
 Rates Similar to Those of all Students

METRO SCHOOLS
 Nearly all 12th Grade Pathways
 Participants Enrolled in Dual Credit
 Coursework in AY 2018

DUAL CREDIT ENROLLMENT
 Percent of Students Enrolled in at least 1 DC Course

DUAL CREDIT ENROLLMENT
 Percent of Students Enrolled in at least 1 DC Course



Source: Self-reported

ACKNOWLEDGMENTS

The authors of this report would like to thank the Joyce Foundation for their generous support of the Great Lakes College and Career Pathways Partnership (GLCCPP). This report would not be possible without their support, or without active participation by representatives from each of the four GLCCPP communities. In addition, the successes highlighted in this report would not be possible without the thoughtful collaboration and support provided by EdSystems' fellow GLCCPP Coordinating Team members, ConnectEd National and JFF. Finally, the authors would like to acknowledge and thank fellow EdSystems staff, including Ashyra Haynesworth and Jonathan Furr, for their collaboration in the development of this report.

ABOUT EDUCATION SYSTEMS CENTER

The mission of Education Systems Center (EdSystems) is to shape and support 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.

