Partnering to Improve Hawai‘i’s Education-to-Workforce Pipeline

2018 Data Summit
May 18, 2018

Stephen Schatz
Executive Director
Hawai‘i P-20 Partnerships for Education
Hawai‘i Data eXchange Partnership (DXP)
Hawai‘i State Department of Education
University of Hawai‘i
Department of Labor and Industrial Relations
Hawai‘i State Department of Health
Department of Human Services

Partners share data in the Statewide Longitudinal Data System (SLDS)
Managed by Hawai‘i P-20 Partnerships for Education

Why
Understand how individuals progress through the pipeline
Make better informed decisions to reduce achievement gaps
Create policies and programs to improve outcomes
Protecting the confidentiality of data is a foundational commitment.

- Adhere to all state and federal laws and agency policies
- Data are de-identified or summarized
- Active data governance program
Where we started

Test scores
- On-time Graduation

Achievement gaps
Who is underperforming?

Initial exploration

College Access
Remediation

Opportunity gaps
Why are they underperforming?
What opportunities and supports will improve outcomes for these students?

Current focus

College Completion
Workforce outcomes
## For every 100 9th graders

9th grade cohort for the Class of 2013

<table>
<thead>
<tr>
<th>82</th>
<th>46</th>
<th>35</th>
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<tbody>
<tr>
<td>Graduated On Time (by SY2012-2013)</td>
<td>Enroll in College First Fall (Fall 2013)</td>
<td>Persist 2nd Fall (Fall 2014)</td>
<td>Completed a Degree or Certificate within 4 years of high school</td>
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...6-year completion TBD
Our data journey started 10 years ago

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DOE-UH-DLIR (3-partner MOU) + DOH-DHS (5-partner MOU)

Build the SLDS and increase data use

Grant focus on data use

Begin data sharing
DOE-UH-DLIR
How prepared are DOE graduates for college-level work?

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CCRI based on aggregate data

Linked DOE to UH Math/English Enrollments

Math drill-downs

UHCC placement pilots

New UHCC placement policy & co-requisite curriculum

12th grade transition math course

In progress:
Science alignment
Career and Technical Education alignment
Middle school transition math course

12th grade transition English course
More DOE graduates are enrolling in college-level English at UH.

College-level includes credit earned in high school.

UH placement policy now allows multiple measures (e.g., GPA, grades, test scores) for placement. Policy changes may influence trend.
More DOE graduates are enrolling in college-level Math at UH.

College-level includes credit earned in high school.

UH placement policy now allows multiple measures (e.g., GPA, grades, test scores) for placement. Policy changes may influence trend.
How can we provide students more opportunities to earn college credit?

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- CCRI based on aggregate data
- Linked DOE to UH Enrollments
- Dual Credit white paper
- Early College High School (ECHS) Program Grant
- Change in statute to expand Running Start
- Legislative funding $1 million per year for Early College
More students are participating in dual credit.

Dual credit includes Early College.
CCRI Dashboards

[Link to website: hawaiidxp.org/data/ccri]
## Understanding college readiness

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<td>1:00 – 1:50 pm</td>
<td>2:10 – 3:00 pm</td>
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<td><strong>A High School’s Journey—Deriving Information Value from Data</strong></td>
<td><strong>Designing Middle School Math Interventions to Open Doors to STEM Careers</strong></td>
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<td><strong>Strengthening College Bound Preparatory Activities</strong></td>
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College readiness and career readiness are connected.

Main Reason for Choosing Your Highest Level of Education

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<th>Reason</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Good Job or Career</td>
<td>58%</td>
</tr>
<tr>
<td>Learning and Knowledge</td>
<td>23%</td>
</tr>
<tr>
<td>Family or Social Expectation</td>
<td>12%</td>
</tr>
<tr>
<td>Access/Affordability</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
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Education is critical

Having a professional certificate or degree beyond high school is essential for getting a good job

68%


But many would want a do-over

Would change either their degree, institution, or field of study

51%

Are DOE graduates working after high school? Where are the gaps in data?

Class of 2009, 2010 & 2011
~34,000 graduates

DOE Graduates

Not enrolled at UH

Unable to track into workforce

56% enrolled at UH at any time in the 6 years after high school
~19,000 graduates

Enrolled at UH

Not found working

95% of UH attendees found working within 6 years of high school
~18,000 graduates

Working in Hawai’i
UH-to-Workforce Dashboards

hawaiidxp.org/data/work
Partnerships beyond public education

Connect to Careers

Sector Partnerships

Work-based Learning

Harold K. L. Castle Foundation

Pearl City-Waipahu Complex Area
Chamber of Commerce Hawaii

Kapaa-Kauai-Waimea Complex Area
Kauai Planning & Action Alliance

Baldwin-Kekaulike-Maui Complex Area
UH Maui College

Campbell-Kapolei Complex Area
KUPU
Building Hawai‘i’s workforce

Concurrent Session I
10:30 – 11:20 am

Want to Increase Access to Quality Early Childhood Programs? Build Hawai‘i’s Workforce!

Concurrent Session II
1:00 – 1:50 pm

Improving the Education to Workforce Pipeline in Hawai‘i’s Early Childhood System

Concurrent Session III
2:10 – 3:00 pm

Education to Workforce Alignment Report – STEM Focus
Partners are working to close achievement gaps for their vulnerable populations.

- **Early Childhood**
  - Early Intervention Services
  - Head Start

- **K-12**
  - Economically Disadvantaged
  - Special needs

- **Postsecondary**
  - Native Hawaiian
  - Low-income

- **Workforce**
  - Adult Education
  - Vocational Rehabilitation
  - English Learners
  - Underrepresented
  - Workforce training
New DXP Data Sources

Early Childhood

PK-12

Postsecondary

Workforce

NEW

Adult Education

MOU in development

DOH Early Intervention Services (EIS)

State Head Start programs

DHS Vocational Rehabilitation (DVR)

DLIR Workforce training programs
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<td>82</td>
<td>46</td>
<td>35</td>
<td>17</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>79</td>
<td>36</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>73</td>
<td>27</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>79</td>
<td>35</td>
<td>21</td>
<td>9</td>
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Examining outcomes for vulnerable populations

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- Charting a Native Hawaiian Post-Secondary Journey: Findings from the UH Comprehensive Title III Evaluation
- Using Data to Improve English Learners’ Access to Education-to-Workforce Pipeline

Concurrent Session II
1:00 – 1:50 pm
- Native Control of Native Education: Designing a Native Hawaiian Research Agenda

Concurrent Session III
2:10 – 3:00 pm
Data are critical to strengthening the education-to-workforce pipeline.

- FY15 SLDS Grant funds ending
- Without permanent funding, capacity to fulfill requests will be severely limited
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