Continuous Improvement Update
• Roadmap and Metrics
• Enrollment Trends
• Student Survey/Follow-Up
• Graduation Rate, Concentrators, Completers
• Work-Based Learning
• Credentials
• Dual Enrollment
• Areas of Focus
• Next Steps
**EFEDepartment Roadmap**

**EFEDepartment Roadmap**

**EF Program Outcome**

- **Secondary Programs:** Every participant is provided meaningful and relevant experiences in order to prepare them for success in life.

- **EFE:** Students are provided authentic opportunities to identify strengths/interests and gain technical skills and knowledge to prepare for future careers.

**Why?**

- Students find out who they are - what they like and what they are good at.
- Students will have a clear direction and focus.
- Students are motivated to gain necessary skills, training, and education without wasting time and money.
- Students will enter the workforce or post-secondary training in a field they enjoy.
- Students are happy, healthy, and productive workforce members in the community.

** Preconditions for Success**

- **Preconditions for Success already in place:** relationships (with teachers & district personnel); engaging curriculum; teachers for each class; awareness by districts (of program & offerings); appropriate placement of students (who are passionate about the program, have placements relevant to career or educational goals)

- **Preconditions for Success can access with some help:** transportation (for 7 districts); appropriate placement of students (scheduling, location); curb appeal of the program (can't see a specific building, locations all over the place); thoughtful student self-reflection on careers/interests; perception of CTE in general; district "gate-keepers" who aren't very supportive of the program

- **Preconditions for Success need much help to access:** class/lab space (not up to standards, not modernized, more strategic and/or centralized locations); transportation (for 2 districts); highly effective and appropriately trained teachers; appropriate placement of students (conflicts with other class requirements); funding; schedules (for longer class periods)
EFE Department Roadmap Metrics

**Output Data**
- Student enrollments by district, by class, over time, & compared to state
- Student participation in CTSO & competition results
- Student participation in work-based learning (survey in fall 2018 for baseline data then set target by end of 2018-19 school year)
- Number and type of opportunities students have for certifications & credentials
- Number and type of certifications & credentials students have completed (analyze 2017-18 data and have plan for targets by Sept 2018)

**Impact Data**
- Graduation rates (by district, by program, over time, compared to districts)
- College credits earned while in high school
- Follow-up survey 9 months after graduation for completers (e.g., what they are doing, job related to EFE, college classes related to EFE)
- EFE current student survey (implement annually but look at data quarterly, compare EFE students to traditional students)
County Career and Technical Education Enrollment Trend by District (All Programs)

2016-2017 THROUGH 2018-2019

2016-2017 Total: 2,567
2017-2018 Total: 2,400
2018-2019 Total: 2,432
County Career and Technical Education Enrollment Trend of Comparable Programs

2015-2016 through 2018-2019

Source: CTEIS Reports X0506
### EFE Enrollment – Special Populations

<table>
<thead>
<tr>
<th>EFE Special Populations</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total EFE Student Population</td>
<td>2697</td>
<td>2567</td>
<td>2400</td>
<td>2432</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Students in Programs Non-Traditional for their Gender</td>
<td>5%</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Student identified as Economically Disadvantaged</td>
<td>37%</td>
<td>38%</td>
<td>41%</td>
<td>40%</td>
</tr>
<tr>
<td>Total Special Populations Students (unduplicated)</td>
<td>41%</td>
<td>42%</td>
<td>44%</td>
<td>43%</td>
</tr>
</tbody>
</table>

*18-19 EFE Special Populations data captured from cteisreporting.com on January 20, 2020*

<table>
<thead>
<tr>
<th>18-19 Kalamazoo County 10th-12th Grade Students with Disabilities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MI School Data February 3, 2020</strong></td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

| 18-19 Kalamazoo County 10th-12th Grade Students identified as Economically Disadvantaged |       |       |
| **MI School Data February 3, 2020**                              | 42%   |       |

<table>
<thead>
<tr>
<th>Gender</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>1504</td>
<td>62%</td>
</tr>
<tr>
<td>Female</td>
<td>928</td>
<td>38%</td>
</tr>
</tbody>
</table>
## EFE Enrollment – Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total EFE Student Population</strong></td>
<td>2697</td>
<td>2567</td>
<td>2400</td>
<td>2432</td>
</tr>
<tr>
<td>White</td>
<td>73.5%</td>
<td>69.0%</td>
<td>68.6%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Black</td>
<td>19.7%</td>
<td>17.5%</td>
<td>17.2%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.1%</td>
<td>6.3%</td>
<td>6.6%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2.3%</td>
<td>1.9%</td>
<td>1.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.5%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Multi</td>
<td>0.7%</td>
<td>3.6%</td>
<td>6.9%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

*Data provided is too low to assure confidentiality

*EFE Ethnicity data captured from X0506 cteisreports.com January 20, 2020*
1. Why did you take this EFE class?
- 66% (805 students) answered to explore career opportunities

2. This EFE course is one of the best that I have taken in high school.
- 76% (920 students) agree or strongly agree.
3. Rate the overall quality of your current EFE class with a letter grade.
   • 82% (890 students) rated the course with an A or B.

4. What are the things you like the most about your EFE class?
   • Hands-on learning and meeting new people top two responses.

5. Participating in my EFE class helped me decide what career I would like to pursue after high school.
   • 66% (798 students) agree or strongly agree.
EFE Follow-Up Survey Results

In a training program or attending school or college?

- Yes: 86.3%
- No: 13.7%

Are you working?

- Yes: 22.7%
- No: 77.3%
EFE Follow-Up Survey Results

Where are you going to school?
- Business/Trade School: 11%
- Community College: 38%
- College or University: 47.3%
- Military: 13.7%
- N/A: 0%

Type of Program
- Apprenticeship: 0.9%
- On The Job Training: 0%
- Certificate: 13.7%
- Associate Degree: 38.3%
- Bachelor's Degree: 47.1%
- N/A: 0%
Graduation Rate, Concentrator, and Completer Trends

2016-2017 THROUGH 2018-2019

Graduation Rate
- 2016-2017: 96.3%
- 2017-2018: 97.2%
- 2018-2019: 98.1%

Concentrators
- 2016-2017: 51.8%
- 2017-2018: 54.3%
- 2018-2019: 55.6%

Completers
- 2016-2017: 47.2%
- 2017-2018: 48.8%
- 2018-2019: 49.4%
EFE Intensive Work-Based Learning Experiences

- **Job Shadow**
  - 2018-2019: 558
  - 2017-2018: 640

- **Clinical/Internship**
  - 2018-2019: 126
  - 2017-2018: 128

- **Co-op**
  - 2018-2019: 101
  - 2017-2018: 73
Dual Enrolled Programs: Aviation, Dental, Electrical, EMT, Health Sciences, HVAC, and Welding

824 transcripted college credits

$157,356 saved to Kalamazoo Families
**HumanEx Bottom 5**

- Our team effectively communicates with each other
- I have at least one close friend at work
- Our team has open and trusting relationships
- “How can we accomplish … without these being in place?”

**Shifting Focus – Collaborative and Safe Environment**

- Circle of Safety
- Group Norms
- Culture Survey Results
  - Top and Bottom
- Increase number of students earning industry recognized credentials

What must we do as a department/team in order to accomplish the program outcome? We know why it is important, but what must be done or in place for us to accomplish this?
Kalamazoo RESA
EDUCATION FOR EMPLOYMENT/
CAREER AND TECHNICAL EDUCATION

- Participate fully with a growth mindset.
- Bring your humor and have fun.
- Presume positive intentions.
- Actively listen and respect all members’ input.

Preparing today’s students for tomorrow’s careers.
Next Steps

• Lead EFE effectively during transition time leading to career center
• Create meaningful professional learning experiences related to the group norms
• Maintain focus on what is most important right now
  • Students earning credentials
  • Culture and collaborative relationships
• Ensure data is being collected and analyzed according to roadmap metrics
• Celebrate the successes!
What questions might you have?