

Cal-PASS Transitions

California Partnership for Achieving Student Success
sharing data, sparking intersegmental dialogue, increasing student success

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Cal-PASS AT WORK: EARLY ACHIEVEMENTS

Utilizing *Cal-PASS* technology, a number of regions have already revealed the K-16 data sharing initiative's potential to reduce barriers between the segments and promote seamless transition for students.

Supporting an Existing Regional Project

In one region, *Cal-PASS* data facilitated an already locally-initiated study on the impact of career/technical education on student success. The project sought to determine if high school students with career/technical education (CTE) experiences:

- 1) outperformed their peers without CTE experiences on SAT-9 in all subject areas;
- 2) had a higher rate of increase in SAT-9 Language and Reading scores than their non-CTE peers; and
- 3) had demonstrated a moderate rate of transition into postsecondary education programs.

Without the data made accessible by *Cal-PASS*, this study would not have been possible. The initial results of the study have shown a positive relationship between career education and academic

achievement and transitions to postsecondary education.

Aligning Curriculum

In another region, discipline-specific Intersegmental Councils have achieved the following outcomes based on their evaluation of *Cal-PASS* data and subsequent faculty-to-faculty conversations:

Career Preparation

Cal-PASS data revealed a high number of repeats in community college vocational courses for which students had already received credit in high school. Subsequently, new procedures have been implemented in both the high school classroom and in the community college Admissions

and Records Office to eliminate repeat courses. As a result, there were no repeats this past year. New articulation agreements are being drafted as well.

English

The region's English Council has identified significant misalignment among their high school, community college, and university levels. Further articulation and professional development activities have been initiated to facilitate better alignment.

Math

The region's Math Council has focused its intersegmental work around algebra and is currently evaluating course-taking patterns. A workshop is being planned for K-8, high school, and community college faculty to discuss algebra course expectations and methodologies.

Technology Making The Difference

The October/November 2003 *Community College Journal* featured an article by *Cal-PASS* Project Director Dr. Brad Phillips and Dr. William Piland. In addition to outlining the structure of the *Cal-PASS* initiative, Phillips and Piland underscore the opportunity of employing advances in technology to support institutional improvement and student success.

These advances, they note, are "providing a viable way to exchange large amounts of information." Capitalizing on them, the *Cal-PASS* system has already facilitated meaningful intersegmental, discipline-based faculty discussions about curriculum, teaching practices, instructional materials, and performance measures . . . shared and reviewed in light of transition data."

PUTTING *Cal-PASS* DATA TO USE: ADDITIONAL SUCCESSES AND EFFECTIVE MODELS

Some *Cal-PASS* consortia have revealed that the initiative's capabilities also can respond to increasing budget constraints and government mandates.

Reducing Workload and Financial Outlays

A region required to submit an annual aggregate report of students (grouped by gender and ethnicity) participating in Technical Preparation courses to the Department of Education is working with *Cal-PASS* technology to streamline what has been a cumbersome and time-consuming process.

The lengthy process of the high schools hand checking printed lists of community college vocational students and compiling the information in the format needed soon will be replaced by an online

query of data files created by *Cal-PASS*.

In another region, a participating K-12 district requested that the data of a study investigating course-taking patterns of high school and community college students be broken down by ethnicity. The results helped the district to review student performance for the *No Child Left Behind* legislation.

Correcting Misconceptions

A community college has provided the K-12 districts in its region with demographics collected via *Cal-PASS* showing that incoming college students mirror the overall demographics of the feeder schools, thus disproving the notion that only specific types of students attend community colleges, rather than four-year campuses.

GETTING STARTED: ESTABLISHING A *Cal-PASS* CONSORTIUM IN YOUR REGION

Recognition of the *Cal-PASS* data-sharing project has stimulated a rapid development of new regional consortia throughout the state. **Your region can join *Cal-PASS* by:**

- ▶ Agreeing to be a part of a regional consortium
- ▶ Signing a Memorandum of Understanding with *Cal-PASS* and developing and signing a regional agreement, based on the *Cal-PASS* model regional agreement
- ▶ Designating regional partners for data sharing
- ▶ Committing to developing a database and submitting data once each year to the *Cal-PASS* data warehouse
- ▶ Helping to develop templates for reports for use by consortia members throughout *Cal-PASS*.

There is no fee to become a member of *Cal-PASS*, and *Cal-PASS* staff is available to assist you with the development of a consortium in your area. For more information, contact project director, Dr. Brad Phillips, by phone at (619) 644-7736 or by email at Bphillips@cal-pass.org.

TEN REASONS TO BUILD A *Cal-PASS* CONSORTIUM

1

Improve Student Outcomes

2

Improve Preparation and Instruction

3

Empower Faculty

4

Improve Articulation

5

Increase Communication Between Systems

6

Support 2+2 Programs

7

Strengthen Forecasting

8

Improve Accountability

9

Build Stronger Educational Communities

10

Benefit Regional Education