



MVLA

Family Partnership

Council Meeting

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What's the Floor?



A-G with CTE as a well-defined option



High School Grad with CTE Certificate



High School Grad Only



What's the Floor?



**“All students will graduate
A–G qualified, with CTE as a
well defined option.”**

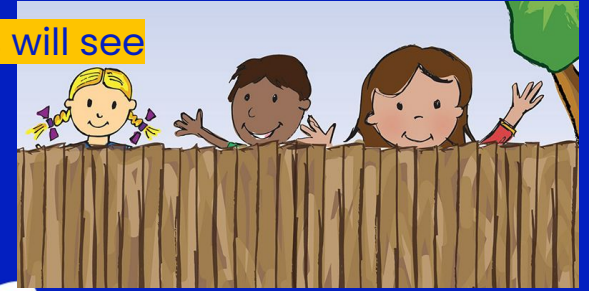
"Every system is perfectly designed to get the results it is currently getting."



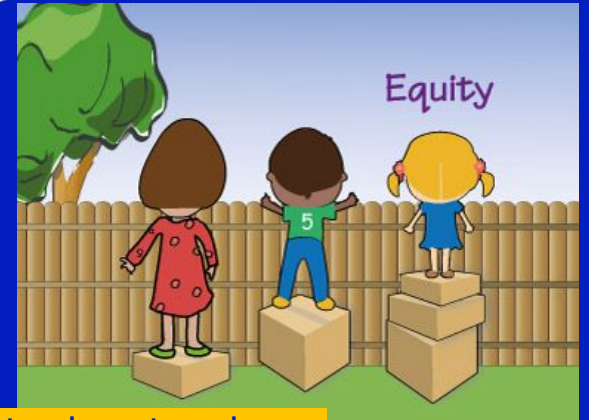
A-G Plus

What's your floor?

What others will see



Equity



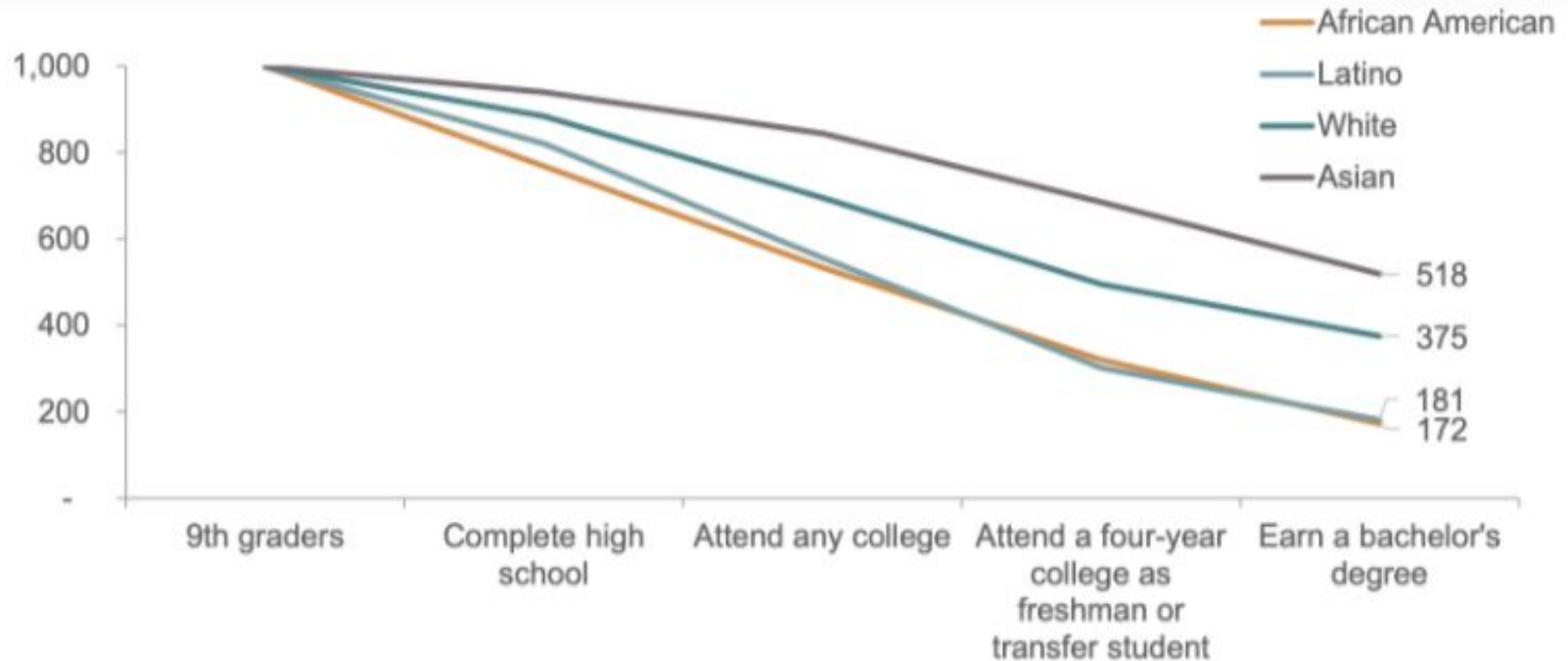
What educators know

We believe

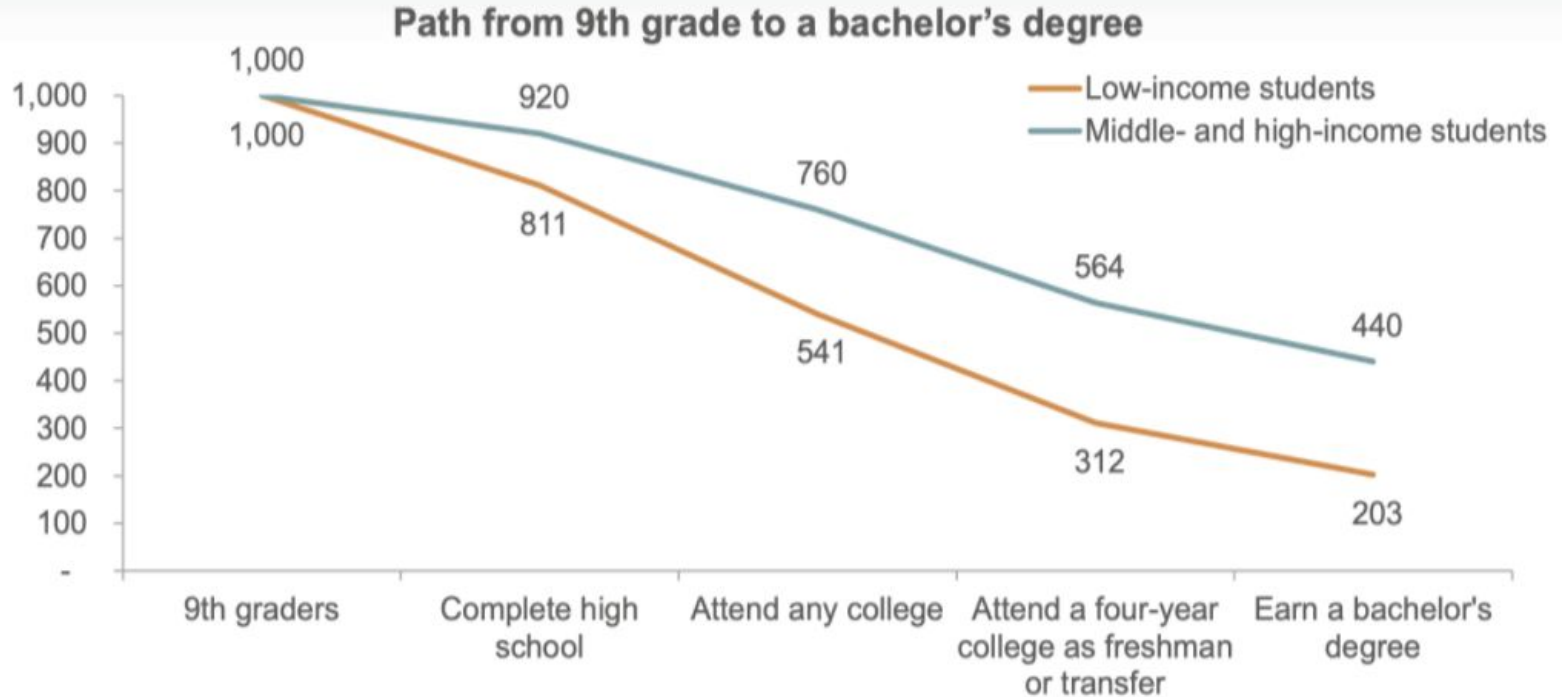
**Every student is
entitled to the
premium education
only some currently
receive.**



Educational Attainment of CA 9th Graders



Most CA 9th graders will not obtain a bachelor's degree



A Tale of Two Eras



GEORGETOWN UNIVERSITY



Center
*on Education
and the Workforce*

McCourt School of Public Policy
Jobs. Skills. Equity.

Pre-Pandemic

THREE EDUCATIONAL PATHWAYS TO GOOD JOBS

HIGH SCHOOL, MIDDLE SKILLS, AND BACHELOR'S DEGREE

Anthony P. Carnevale, Jeff Strohl, Neil Ridley, and Artem Gulish

What is a good job per the Georgetown study?



Interesting fact: There were 123.76 M full time jobs in the US in 2016. Of those jobs, 64.9 M were “good jobs”.

What is a Good Job?

We define a good job as one that pays at least \$35,000 for workers 25-44 and at least \$45,000 for workers 45-64. These jobs:

- pay median earnings of \$56,000 for workers with less than a BA
- pay median earnings of \$65,000 when including workers with a BA or higher

Note: In California, a family of 4 who makes below \$33,475 is considered below the poverty line.

How do those results match the opportunities awaiting students after graduation?



Job market in 2016:

- **56%** of good jobs are held by college graduates
- **24%** of good jobs are held by middle-skilled individuals
- **20%** of good jobs are held by high school grads



2016 Competition for Good Jobs



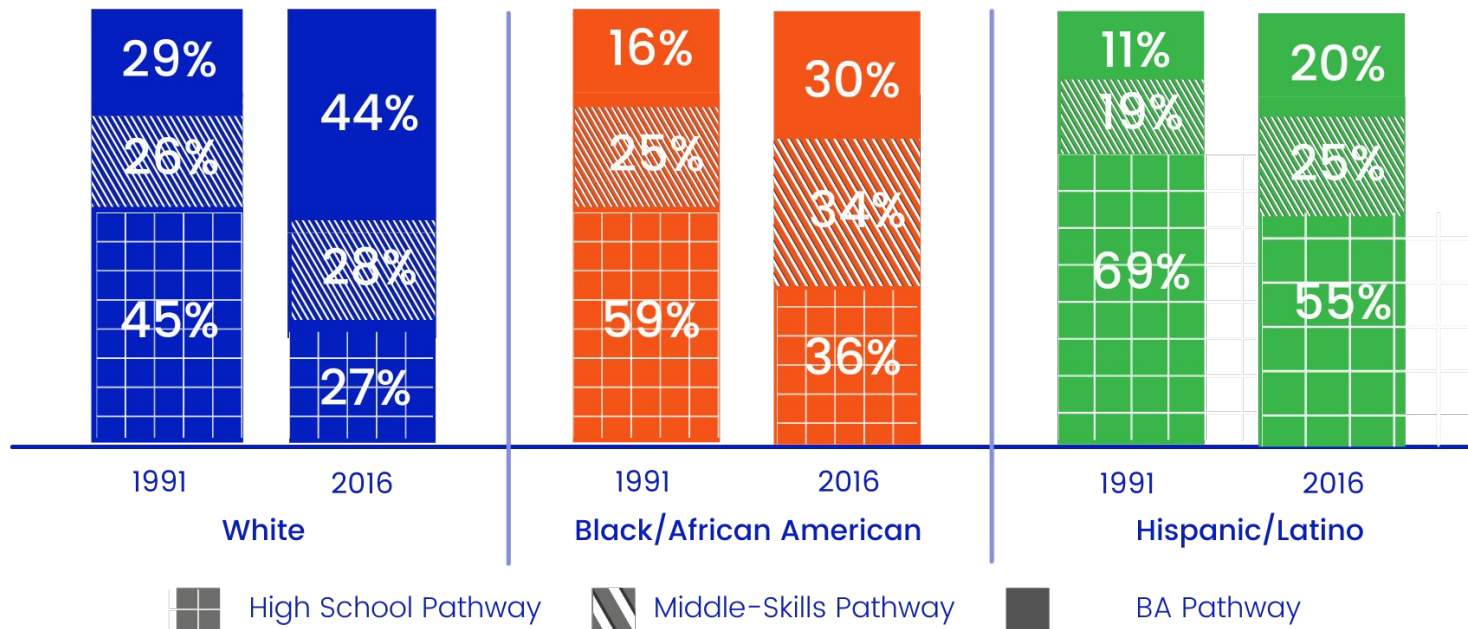
Education Level	% of US Workers Holding "Good Jobs" in 2016 (64.9 Million Jobs)	US Educational Attainment in 2016-Adults 25 and Older (Population 213,649,147)
BA or Higher	36.3 M = 56% →	30.3%
Middle-Skills	15.7 M = 24% →	29.2%
HS or Less	12.9 M = 20% →	40.5%

Sources: (1) United States Census Data, 2016 and (2) Georgetown University Center on Education and the Workforce, Three Educational Pathways to Good Jobs: High School, Middle Skills, and Bachelor's Degree, 2018.

Equity Issues: Ethnic Group Disparities



Figure 1. White, Black, and Latino Workers were all more educated in 2016 than in 1991.



Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau and Bureau of Labor Statistics, *Current Population Survey*, 1992–2017.

A Tale of Two Eras



EDUCATION

New Report Shows College Degree Continues To Provide Better Employment Prospects And Higher Income

Forbes Magazine, June 2022

Pandemic and Ever After

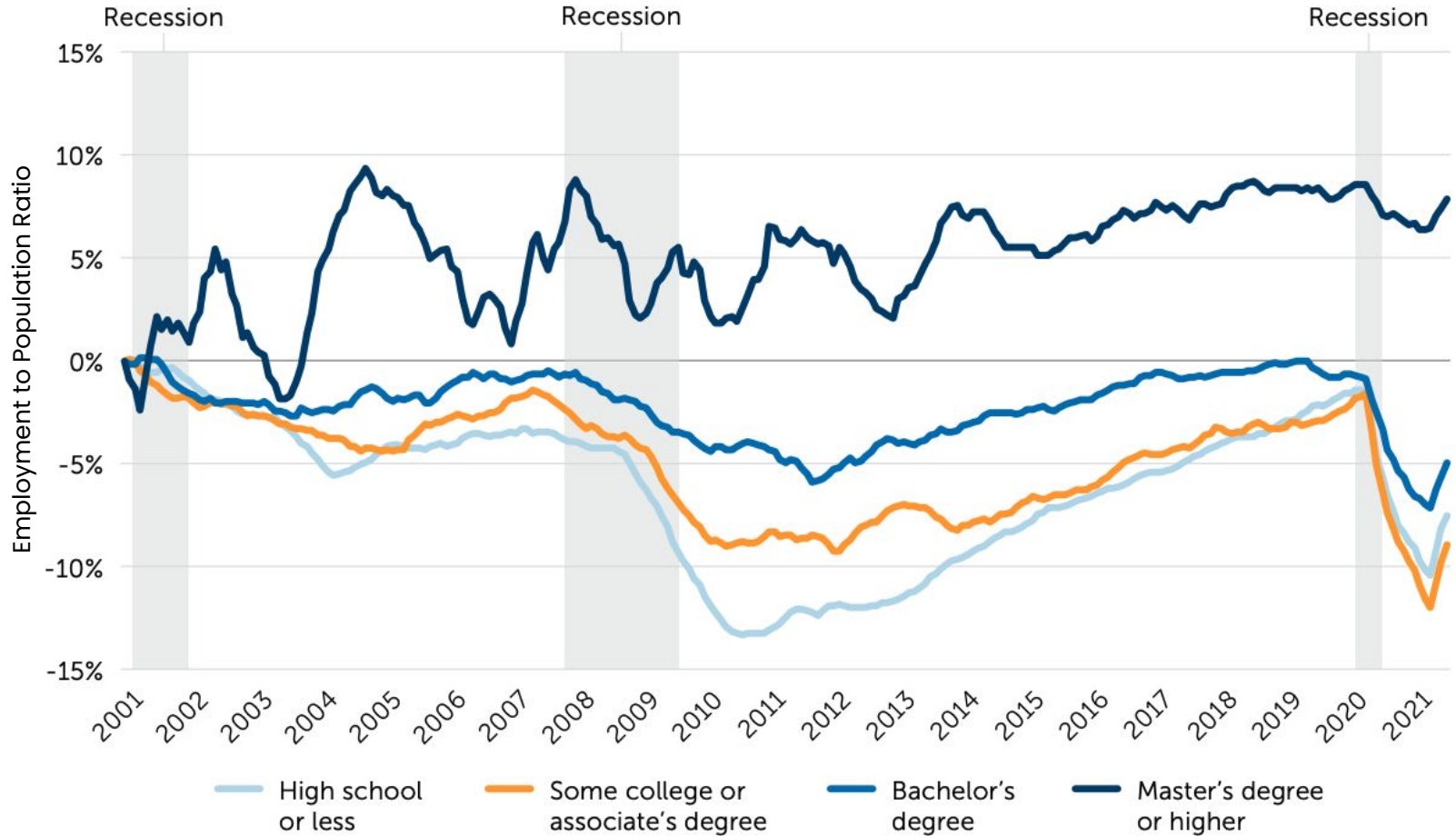


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Independent, objective, nonpartisan research

Change since December 2000 in the share of young adults (ages 22–27)
employed among those not enrolled in college, by educational attainment level

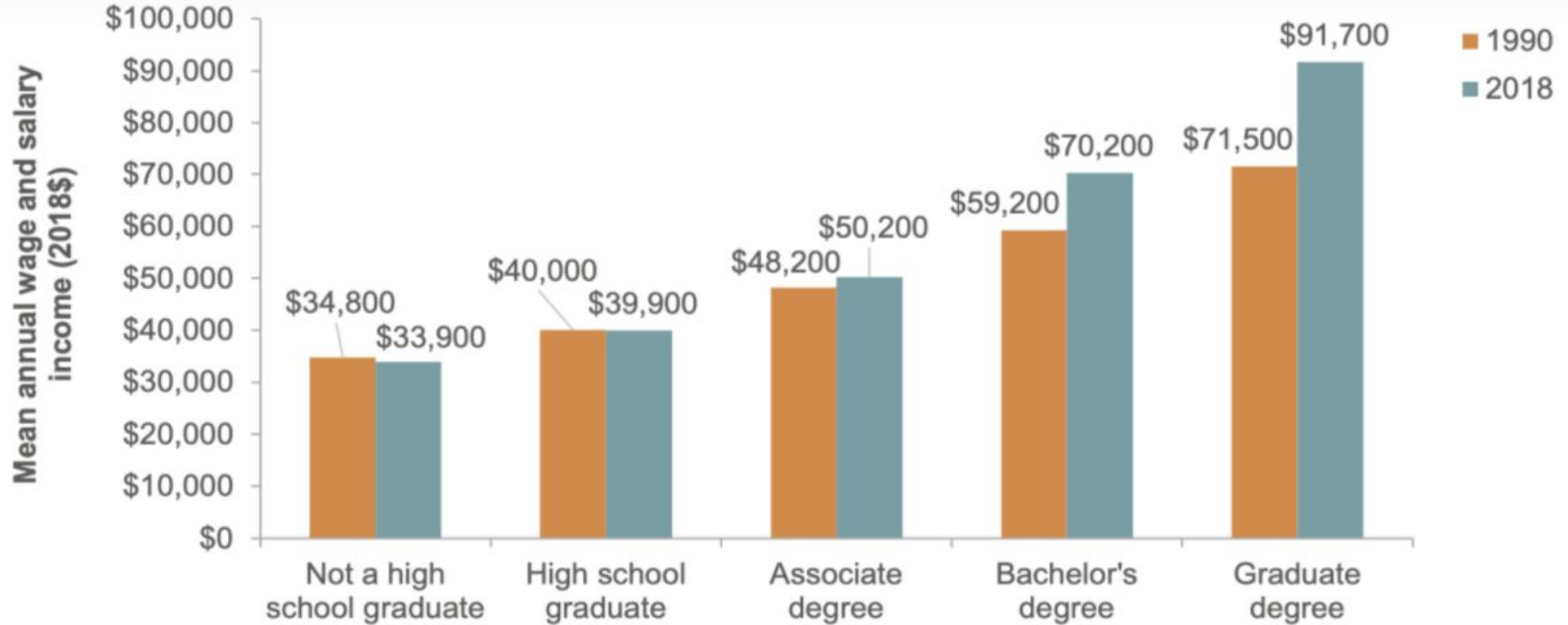


**Which
Education
Levels are
Most
Recession
-Proof?**

In March 2021, approximately one year into the coronavirus pandemic, the employment rate of 25- to 34-year-olds was:

- 53% for those who had not completed high school,
- 68% for high school graduates,
- 75% for those with some college but no degree, and
- **86% for those with a bachelor's or higher degree.**

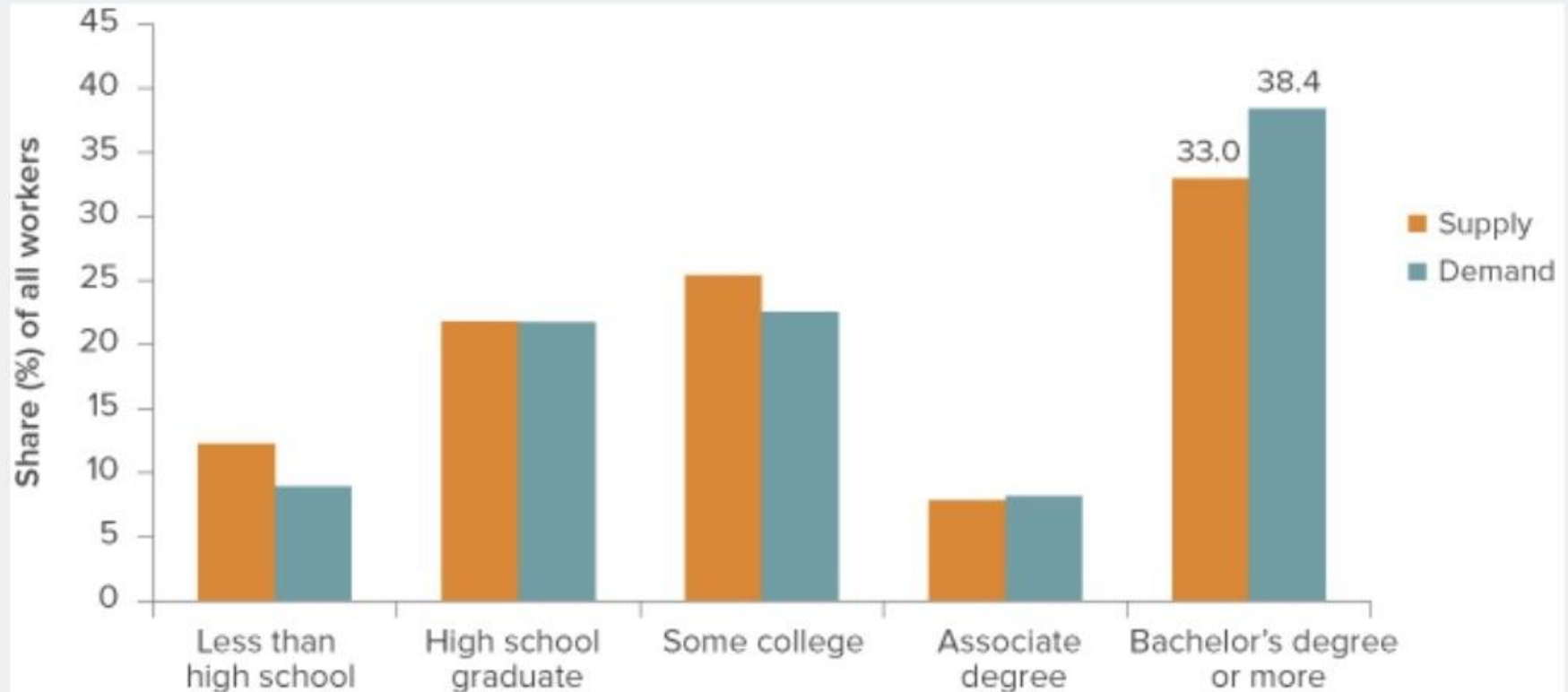
Wages are much higher for CA College Graduates



Demand for highly educated workers will exceed supply in 2030



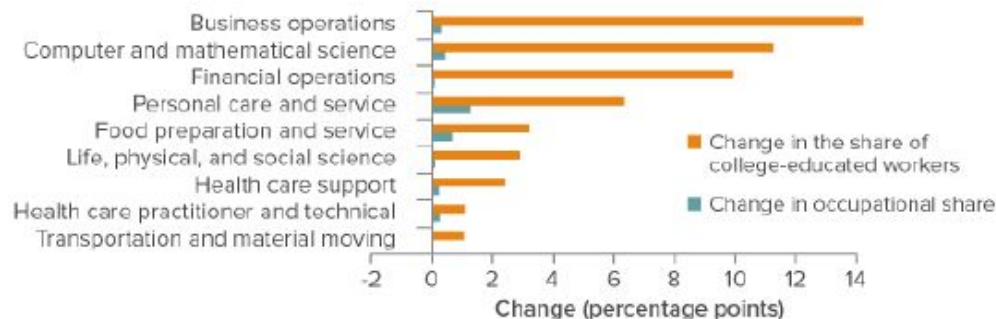
orenda



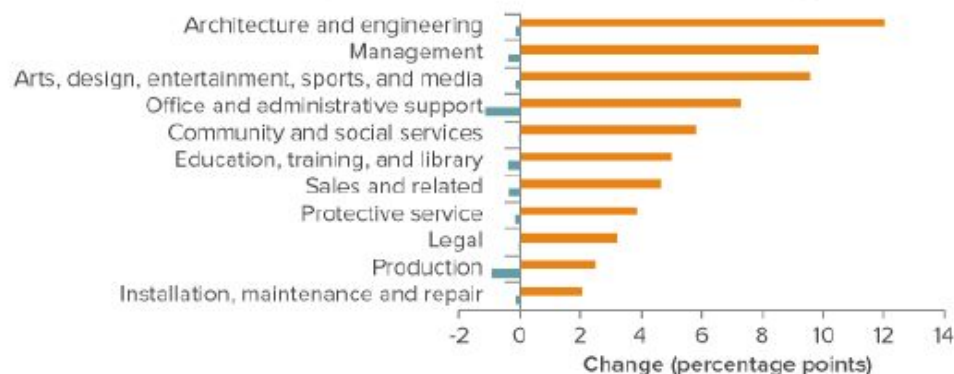
Demand for college educated workers will increase by 2030



Increased demand for college educated workers, with increased occupational share



Increased demand for college educated workers, with decreased occupational share

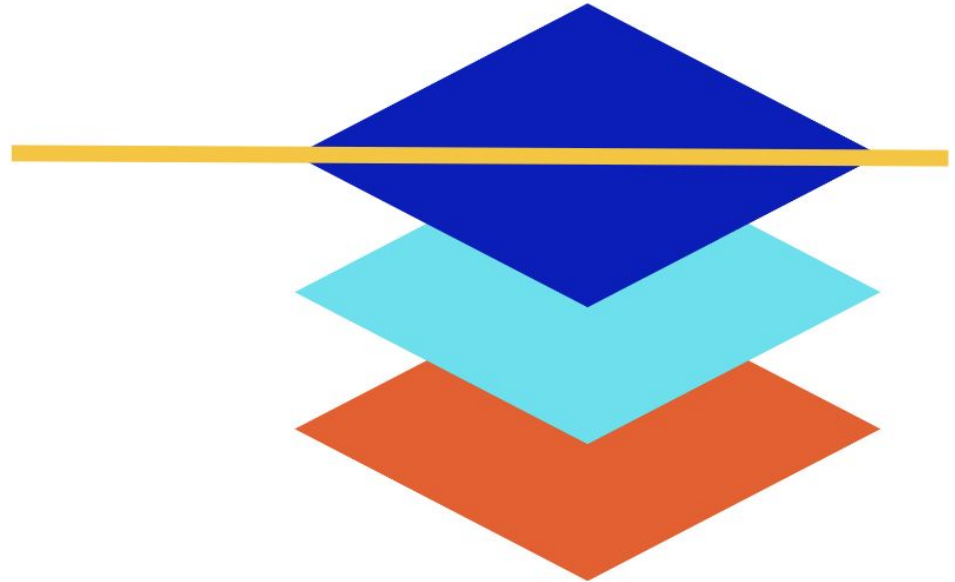


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A-G with CTE as a well-defined option

- Inequities fester where a lack of clarity exists. An equity leader must define the equitable outcome they want to see.
- **“All students will graduate A-G qualified, with CTE as a well defined option.”**



What factors explain the achievement profile?

Major Conclusions

The most appropriate way to characterize Latino/SED/EL students is “underserved.”

Misalignment of programs and outcome expectations between feeders and MVLA is leading to inaccurate beliefs about student potential for Latino/SED/EL students.

Misunderstandings about how to interpret student achievement profiles results in a culture of remediation rather than acceleration for underserved students.

Immense pressure to accelerate high SES Asian/White students, especially in math, results in a district culture centering expectations around Honors/AP and top-tier university acceptance over a-g completion and 4 year college attendance after high school.

The range in income levels of MVLA families creates both opportunity and challenges for Latino/SED/LTEL students.

**Community pressure for academic press promotes a culture of high expectations*

**There is no way for most Latino homes to compete with the out-of-school experiences that advantage high SES students in school.*

** Virtually ALL students graduate*

** Virtually all non-Latino students graduate competitive for top-tier universities*

** Most Latino students graduate non-university ready. Of those who graduate university-ready, most do not attend 4 year institutions.*

Students are achieving success on metrics that everyone, including students, believes are intended for them based on explicit or tacit messaging from school and home.

Guerilla Market the expectation, fill the opportunity gap with services, and change the result.

[Three Educational Pathways to Good Jobs: High School, Middle Skills, and Bachelor's Degree - CEW Georgetown](#)

[YOUTH POLICY](#)

[Will California Run Out of College Graduates?](#)

<https://www.ppic.org/wp-content/uploads/event-briefing-higher-education-and-economic-opportunity-110620.pdf>

Most Valuable Point

