



Career Connected Pathways Education Innovation Research Grant Project



The EIR Career Connected Pathways (CCP) project addresses three critical barriers to increasing enrollment in Computer Science (CS)/Cyber security (Cy) pathways that CFA has identified over five years of pathways implementation in Arizona:

1. Lack of resources and training for teachers/counselors to provide relevant, timely information about college and career pathways information to students and families
2. Lack of alignment in advising across high schools and community colleges
3. Need for support and motivation for students to persist in CS/Cy pathways once enrolled.

The CCP project focuses on increasing high-need student enrollment in dual credit courses through access to high quality and seamless career guidance in CS/Cy pathways. Research shows that college acceleration opportunities, like dual enrollment (DE), provide a wide-range of benefits.

Benefits for Students

Student Persistence and Graduation

- Dual credit students are more likely to enroll in college and graduate with a bachelor's degree within four years
- Dual credit holders were twice as likely to continue through the first and second years of college with higher college GPA's and were more likely to graduate on time.
- Dual credit course benefits are even stronger for students of color and low-income students.

Academic Outcomes

- College freshman students with dual credit or AP:
 - Had higher GPA's
 - Attempted more credit hours
 - Completed more credit hours than their peers who were not dual credit or AP.
- Students earn college-level credits in high school reducing time and cost to earning postsecondary credentials

Becoming an EIR School Partner

CCP participants will address each of the three critical barriers to increasing enrollment in CS/Cy pathways by:

- Frequent collaboration across the system to facilitate better cooperation between schools and industry,
- Increasing high-need student DE persistence, graduation and postsecondary attainment, and
- Providing teachers, students and families the information they need to make sound decisions about CS/Cy career opportunities.

Frequently Asked Questions:

- Why does CCP focus on CS/Cy pathways?

Arizona currently has nearly 10,000 open IT jobs and the demand rate for workers in computing occupations is 2.7 times the average demand rate across all states. There is an acute need for entry-level talent in these *high growth, high wage, high demand careers in CS/Cy*.

- Does a school need to have an existing CS/Cy program?

No, your school does not need to have any IT related programs or courses to participate in the project. The theory of action is that exposing 10-12th graders, especially high-needs students, to a variety of CS/Cy career exploration opportunities and support integrated into core course work and current DE courses offered will increase graduation and postsecondary attainment.

- What if our school does not have DE courses or certified DE teachers in Math, English or Computer Science?

Any DE course or CTE IT related program of study is eligible for participation in the grant project. Embedded in the collaborative work sessions are opportunities to work across the ecosystem to expand college acceleration and credentialing on your campus.

- Annually, participating schools receive \$10,000 for implementation. What can those funds be used for?

The stipend can be used for anything but the purchase of food. Examples of approved expenditures include; stipends for teachers and Near-peer mentors, student credentialing fees, programmatic development fees and supplies for family outreach events. During the partner on-boarding process each school submits an estimated budget of fund distributions.

- Do the career awareness activities need to be implemented in the 10th grade?

Yes, teachers are required to implement the career awareness activities in 10th grade math or science core courses. The intent is to expose *ALL* students in 10th grade to high-quality CS/Cy career awareness and exploration activities integrated into a math or science course in order to support students with key decisions about their 11th grade coursework selections.

- Our teachers are experiencing COVID fatigue, what time commitment is required as a participant?

Participation in the CCP project expands initiatives being developed or already in progress at your campus. CCP enhances ECAP, DE and CTE programs already in place. On average each educator will invest less than 25 hours annually as a CCP participant.

- Why should we consider being a CCP partner?

The CCP project responds to Arizona's critical need of increasing high-need students' graduation and postsecondary attainment with a developmental approach to career advising helping students make more informed, economical, and sustainable career choices. Districts participating in the project increase their skills and knowledge to help students navigate educational and career pathways.

Above all, our hope is that *all* Arizonans will achieve their full potential. We are inspired by your dedication to students and the shared ownership in Arizona's success.

Become a CCP partner!

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