A 2020 Vision for Student Success

Commission on the Future
Community College League of California

Linda Collins
Fullerton College
April 9, 2010
What are Career Pathways?

• Long-term, comprehensive strategies that enable students to combine school and work in order to advance over time to better jobs and to higher levels of education.

• Series of connected education/training programs—and related support services—that connect to employment within a specific industry sector or cluster.

• Each step designed to prepare for advancement to next level of education and career.

• Focus on careers which are in demand, pay family-sustaining wages and have ongoing advancement opportunities.
Connect the dots—and the missions

• Middle-skill jobs, which require > HS degree but < 4 yr degree, make up largest segment of jobs in CA, and will for years to come.

• CA faces critical shortages in crucial industries, particularly in middle-skill jobs

• 3/4s of those who will be in the labor force in 2020 are already past the reach of K12

• One year plus a certificate was the “tipping point” in WA

• CC voc. certif. or degree = 100% wage increase 3 yrs out
Some Design Principles

“No dead ends; no false promises.”

“One size fits few.”

“Everything counts.”

Julie Strawn
Center for Law and Social Policy
Career Advancement Academies

• Establish pipelines to college and high wage careers for underemployed, underprepared young adults (18 –30 years old)

• Demonstration project: Independent Evaluation, Data Tracking, Technical Assistance, Community of Practice

• 29 colleges in three regions of state (East Bay, Central Valley, and Los Angeles)

• Partnerships with employers, workforce boards, unions, community orgs, adult education/ROCPs

• Partnership: CCCCCO and philanthropy
Essential Program Elements of Career Advancement Academies

• Clearly defined career pathways with attention to transitions
  — options for both continuing education and employment
  — strong connections with employers

• Integrated basic skills and career technical education: contextualized and accelerated approaches

• Cohort-based learning communities

• Support services
  — embedded in the learning community
  — leverage external supports/benefits

• Address needs and barriers for targeted students
Ethnicity breakdown of CAA students
Fall 2007- Spring 2010

- Hispanic: 55%
- White Non-Hispanic: 18%
- African-American: 18%
- Asian: 8%
- Other: 1%

Source: Cal-PASS April 2010.
Percentages based upon matched MIS data provided by Cal PASS.
Career Advancement Academies: 
Over 40 pathways in 13 sectors

Some Examples:

• Renewable Energy Pathway  Laney, Oakland
• Programa en Carpintería Fina  Laney
• Utilities and Construction Prep:  LA Trade Tech
• PG&E PowerPathway  Laney, Fresno City
• Construction Trades  Contra Costa
• Los Angeles Healthcare CAA  LA City, LA Valley, LA East
• Automotive Technologies:  Fresno City
• Logistics and Transportation  ATLAS - Alameda
• Manufacturing Technologies  Reedley
• Afterschool Employment and Teacher Preparation  Modesto
### Course Success and Retention for CAA Students

**Fall 2007 – Fall 2009**

<table>
<thead>
<tr>
<th>Region</th>
<th>Course Success</th>
<th>Course Retention</th>
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<tbody>
<tr>
<td>ALL REGIONS</td>
<td>75%</td>
<td>90%</td>
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</tbody>
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Course success = A, B, C, Pass or Credit in attempted units.
Course retention = A, B, C, D, F, Pass, NP, Cr. or No Cr. in attempted units.

**Source:** Public/Private Ventures and Cal-PASS, April 2010.
Career Advancement Academies: Overview video

featuring student perspectives on the power of contextual learning and the cohort experience.

http://www.careerladdersproject.org/videoa/vpages/caaoverview10.html
Change instructional delivery and program design to support/accelerate student progress

• More intentional, structured and coherent student experiences (learning communities; linked courses; academies; FYE, “packages”)

• Clear and well designed pathways
  – career mapping; stackable certificates; options to step out and in
  – “learn and earn” strategies (internships; work experience; etc.)
  – pay attention to student transitions (bridge programs, linkages)

• Integrate basic skills, academic and career education (contextualize to career, theme, student interest)

• Reconsider developmental ed sequence – reformulate, shorten, provide alternate and multiple options

• Strengthen and integrate student services w/instruction (college success courses; case managers; external supports)
Take effective practices to scale

- Build on strong programs/practices with evidence of success
- Look for key elements and framework, rather than replicating singular model.
- Connect and/or redirect existing CC funds (BSI; CTE; EWD; Perkins)
- Leverage other systems and funds to support post-secondary attainment (WIA; Adult Ed/ROCP; Governors 15%; ETP; DCFS; CBOs, etc.)
- Attend to faculty/administrative/staff learning & development (communities of practice; networks; action research)
- Build more permeable systems (dual enrollment; linked learning; adult ed integrated with CTE)
- Leave no federal funds behind (FSET; ARRA; etc.)
Additional Resources: CTL

**Contextualized Teaching and Learning: Student Perspectives**
The Career Ladders Project and the RP Group

**Contextualized Teaching and Learning: A Faculty Primer**
The RP Group, Academic Senate w/ Career Ladders Project

http://careerladdersproject.org/videoa/mainpages/ctl.html
http://careerladdersproject.org/resources/contextualized.php

**Effectiveness of Contextual Approaches to Developmental Math in California Community Colleges**
W. C. Wisely, Univ. of Pacific, May 2009

**Educational Outcomes of I-BEST: Findings from a Multivariate Analysis**, D. Jenkins, M. Zeidenberg, G. Kienzl, May 2009
http://ccrc.tc.columbia.edu/Publication.asp?UID=692
For more information:

• www.CareerLaddersProject.org

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