Designing Academies for Improving Student Success: Integrating Liberal Arts and Career-Technical Preparation

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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
CAA
Roles & Flow Chart

Recruitment & Screening:
- WIB, One-Stop, CBO, CC

Enroll in WIA, Financial Aid & other services:
- Case managers (WIB; DCFS)
- Community colleges

Assessment & Referral:
- Foundational skills
- Career interests

Career Advancement Academy:
- Community college program
- Learning Community Cohort
- Integrated academic and career technical skills
- Literacy & math contextualized to career pathway
- Academic and career counseling, case management and other support services

Manufacturing
Construction/Building Trades
Renewable Energy
Healthcare

Community College and Career Pathway
Essential CAA Program Elements: A framework of effective practices

• Cohort-based learning communities

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

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

• Support services
  — embedded in the learning community
  — leverage external supports/benefits to support post-secondary attainment

• Address needs and barriers for targeted students
Contextualized Teaching and Learning improves student engagement, persistence and completion by:

• Enhancing student mastery and motivation

• Accelerating progress

• Improving the transfer and application of learning
Different ways to accomplish CTL . . .

- Infused academic courses
- Infused occupational courses
- Linked courses or learning communities
- Team teaching of integrated academic and occupational courses


I-BEST – Integrated Basic Education & Skills Training

- WA state “tipping point” – 1 yr PSE + certificate
- Address foundational basic skills concurrently with credit CTE skills
- Team teaching: 1.75 FTE
- 5 X’s college credits; 15 Xs more likely to complete
- Obama cites I-BEST in April 2010 speech
Evidence in CA Community Colleges

Students in contextual math compared to standard math:

• 327% more likely to pass contextual course

• 387% more likely to pass degree applicable coursework in the same semester

• 400% as likely to pass transfer-level course in same semester

Contextualized students also more likely to complete degree applicable as well as transfer-level courses in subsequent term.

These effects more pronounced for Black and Hispanic students.

Effectiveness of Contextual Approaches to Developmental Math in CCCs
W. C. Wiseley, Univ. of Pacific, May 2009
Profile of CAA students: AGE
Fall 2007- Spring 2010

- 16-24: 22%
- 25-24: 24%
- 35+: 54%

*Percentages are based upon matched MIS data provided by Cal PASS.
Source: Cal-PASS April 2010.
Ethnicity breakdown CAA students: Fall 2007- Spring 2010

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

Percentages are based upon matched MIS data provided by Cal PASS.
Source: Cal-PASS April 2010.
Course Success* Rates

CAA students FA 07 – FA 09

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>East Bay</td>
<td>64%</td>
</tr>
<tr>
<td>Central Valley</td>
<td>80%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>82%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78%</strong></td>
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</tbody>
</table>

* Course success is defined as achieving a grade of A, B, C, P or Cr in attempted units.

** Not all data is available and will be updated.

Source: Public/Private Ventures and Cal-PASS, April 2010
Course Retention* Rates

CAA students FA 07 – FA 09**

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Bay</td>
<td>86%</td>
</tr>
<tr>
<td>Central Valley</td>
<td>94%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92%</strong></td>
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</tbody>
</table>

* Course retention is defined as completing the course (grade of A,B,C,D,F*,CR,NC,I*,P,NP)
** Not all data is available and will be updated.

Source: Public/Private Ventures and Cal-PASS, August 2010
Career Advancement Academies: Over 40 pathways in 13 sectors

Some Examples:

- Utilities and Construction Prep LA Trade-Tech
- Clean Energy Pre-Apprenticeship LA Trade-Tech
- Los Angeles Healthcare CAA LA City, LA Valley, LA East
- Renewable Energy Pathway Laney, Oakland
- Afterschool Employment and Teacher Preparation Modesto, SCCD North Centers, Laney, San Jose City, San Diego City
- Programa en Carpintería Fina Laney
- PG&E PowerPathway Laney, Fresno City
- Construction Trades Contra Costa
- Automotive Technologies Fresno City
- Logistics and Transportation ATLAS - Alameda
- Manufacturing Technologies Reedley
Momentum in CA

• CCC Career Advancement Academies “You don’t need to go to Washington . . . We have our own program here that contextualizes basic skills with CTE: the Career Advancement Academies.” Jose Millan, Vice Chancellor, CCCCO

• Philanthropic involvement

• ASCCC/RP Group/Career Ladders Project collaborate: Primer and Videos

• Legislative interest:
  – CDE & legislature: Multiple Pathways/Linked Learning
  – CA EDGE Campaign: Legislative delegation to WA 2010
  – Legislative proposals for enhanced basic skills funding, including CTL
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
For more information:
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