The Career Ladders Project fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges.

www.CareerLaddersProject.org
Partial list of Endorsing Organizations and Companies:

• California Workforce Association
• Community College League of California
• Career Ladders Project, Foundation for California Community Colleges
• California Labor Federation, AFL-CIO
• California Manufacturers and Technology Association
• Latino Coalition for a Healthy California
• Los Angeles Area Chamber of Commerce
• Los Angeles Economic Development Corporation
• San Francisco Chamber of Commerce
• State Building and Construction Trades Council of CA
• The Boeing Company
• United Way of Greater Los Angeles

www.californiaedgecampaign.org
In 66 percent of low-income working families in California, no parent has had any postsecondary education. **This ranks dead last among the 50 states.** Working Poor Families Project

Today, more than four million (about 18 percent) of adult Californians 18-64 have not earned a high school diploma. **In 2020, that number will swell to 22 percent of the working-age population.**

*National Commission on Adult Literacy, Public Policy Institute of California*
Education Projections for 2020: Employment Demand and Population

Source: Public Policy Institute of California
Percentage Of California Workforce In 2020
Already Beyond Secondary School Age

Source: Bureau of Labor Statistics, CA Dept. of Finance, Monthly Labor Review
A Research Based Approach . . .

Many people learn better and faster, and retain information longer, when they are taught concepts in context.

— Makes it relevant
— Engages and motivates hard-to-reach students
— Increases learner confidence & enthusiasm
— Enhances interest in long-term goals & education

Basic Skills as a Foundation for Student Success in CA Community Colleges, p. 58.
Contextualized Teaching & Learning

• Strategies to link essential skills & academic or occupational content
  – concrete applications
  – specific context of interest to the student

Includes:
• Design of curricula
  – integration of essential skills & content
• Teaching
  – use of cases, project-based learning and other student-centered practices
• Assessment
  – examining application of knowledge and the transfer of skills
Transition Programs . . .

**Bridge**
- Sequential
- Contextualized
- Two or more linked courses
- Learning communities
- Cohort-based

**Concurrent**
- At same time
- Contextualized
- Two or more linked courses
- Learning communities
- Cohort-based

**Integrated**
- Embedded
- Contextualized
- Paired instructors (Basic Skills/CTE)
- Team teaching
- Cohort-based
Fast Tracking Adults along College and Career Pathways

**Washington**: Integrated Basic Education and Skills Training (IBEST)

**Ohio**: Stackable Certificates

**Oregon**: Career Pathways
Career Advancement Academies
Establish pipelines to college and high wage careers for disconnected, underemployed, underprepared young adults (18 – 30 yrs)
Three Regions: 26 colleges
East Bay
Central Valley
Los Angeles

State investment: 
CCC System
Governor’s CTE/SB70
$5M per region over 3 yrs

Partnerships: community colleges; employers; labor; workforce investment boards; social service agencies; community orgs; adult ed/ROCPs; philanthropy
Key Design Elements . . .

• Broad outreach to underserved populations
• Partnerships to leverage public/private resources
• Transition programs – bridge to college & career
• Address basic skills in context of career
• Focus on high wage careers in demand in region
• Cohort-based, learning communities
• Intensive support services
• Clear transitions to continued education and career pathways
The Model

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

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

Assessment & Referral:
- Foundational basic skills
- Career interest

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

• Community of learners across sites
  – Career Ladders Project / Philanthropy
  – Document and share effective practices

• Common Data and Evaluation:
  – CLP, Cal-PASS and Public Private Ventures

• CC System recently added $1.5M to extend
  “Linking afterschool employment to career pathways” (in education and human services)

• Informing the CC System Basic Skills Initiative
CCC System Strategic Plan

Strategy C2: Career Pathways

Sep 2007  Establish regional CAAs as pipelines to college and career for youth and adults

Sep 2009  Share CAA results and effective practices

Oct 2010  Expand and replicate successful models - addressing foundational skills and continued advancement
Programa
En Carpintería Fina

Instruction includes: Cabinet & Furniture Making for the Trades, VESL, Workplace English, Wood Tech Vocabulary, English Measurement, Shop Math

Faculty: Wood Tech, ESL, Math; Bilingual Assistant, Counselor

Leading to: Entry level crafts positions, continued education in Advanced Woodworking and Furniture Making

A Partnership of the East Bay CAA, Laney College Wood Technology Department & the local woodworking industry
L.A. Healthcare CAA

Bridge Core Curriculum

1. Basic Reading Comprehension & Writing for Healthcare Employees
2. Basic Math for Healthcare Employees
3. Critical Thinking & Rational Decision-Making for Healthcare Employees (Embedded in Curriculum)
5. Computer Applications for Healthcare
Funded in part by the Chancellor’s Office for California Community Colleges

In partnership with:
Foundation for CA Community Colleges
S.D. Bechtel, Jr. Foundation
Evelyn and Walter Haas Jr. Fund
Walter and Elise Haas Fund
William and Flora Hewlett Foundation
James Irvine Foundation
Walter S. Johnson Foundation
David and Lucile Packard Foundation
The Women’s Foundation of CA
Bay Area Workforce Funding Collaborative
Utilities & Construction Prep

• Intensive, 8 week program to prepare students for entry-level jobs in the utilities industry and construction trades:
  – Workplace Fitness & Conditioning
  – Industry Overview, Softskills & Workplace Readiness
  – Workplace Reading & Computation Skills
  – Applied Construction Skills

• Hands-on training needed to succeed in work
• Assistance with job applications, interviews and placement
WA “Tipping Point” Study

What did they find?

• Only 20% of basic skills students completed voc-ed program, certificate or credential

• One yr post-secondary ed.+ certificate is “tipping point” for meaningful earnings gains ($7,000/year more)

• Strong job demand for that skill level

• 1-full year means student prepared for further higher education

Why is it important?

• Research trusted & widely quoted (Ford Foundation; Columbia)

• Reframed discussion about education of under-prepared, low-income youth and adults

• Broad influence across state policy – “work first” short-term training won’t get to the “tipping point”

• Led to creation of new, contextualized programs and infusion of career pathways throughout state workforce training and education programs
What is it?

- Paired ABE/ESL w/ CTE instructors: **basic skills in context**
- Full-time, cohort-based learning community
- For-credit instruction
- Support services & single point of contact
- One-year+ ed. programs so students reach ‘tipping point’
- Programs require additional coordination and faculty time
- I-BEST students funded at 1.75 FTE
What did they learn?

- I-BEST students compared to other ESL/Basic skills students:
  - earned 5 times more credits
  - 15 times more likely to complete

- Results at 10 colleges led to enhanced FTES reimbursement & funding to expand program to other 24 colleges

  - Student $1,000 PLUS tuition/fees
  - Community College: $1,500/FTES for support services & counseling
  - Students in job specific, high demand programs