Putting it all together

California Community Colleges Linked Learning Initiative
Building Bridges to Success: A Systemic Career-Pathway Approach to Community College Partnerships with K-12 Institutions

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GOALS FOR TODAY’S SESSION:

+ Overview of Linked Learning
+ Overview of California Community Colleges Linked Learning Initiative (CCCLLI)
+ Examples of how CCCLLI is applied at Sacramento City College and Pasadena City College with their high school partners
+ Implications for systemic reform and new directions in CA
THE CAREER LADDERS PROJECT

fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges and their partners.
The James Irvine Foundation has launched the California Community College Linked Learning Initiative to strengthen the connections between Linked Learning high schools and post-secondary education. This statewide demonstration project is working to align and extend Linked Learning pathways into the community colleges and beyond, using evidence-based strategies that will improve student transition and success in both college and career.
Linked Learning is an approach to education that transforms the traditional school experience by bringing together strong academics, career-based classroom learning, and real-world workplace experience to help students gain an advantage in high school, postsecondary education, and career. Students can choose among industry-themed pathways in fields such as engineering, arts and media, and biomedicine and health.
ALL LINKED LEARNING PATHWAYS INCLUDE:

+ A rigorous academic component that includes English, mathematics, science, history, and other pertinent courses.
+ A technical component of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career.
+ Students engage in job shadowing, apprenticeships, and internships, before they leave high school, helping them to understand all the possible choices available to them.
+ Personalized support services including resume and interview counseling and supplemental instruction in reading, writing, and mathematics that help students master critical academic and career-based components of their education.
LINKED LEARNING: PATHWAYS VIDEO

http://youtu.be/gSdYD38dt8Y
CCClLi: A Brief Overview

• Funded by the James Irvine Foundation for 2012-2014
• Intensive work with three community college Hub Sites and seven partner sites with their respective High Schools/Districts
• Focus is on three industry sectors:
  • Arts, Media and Entertainment (Pasadena City College)
  • Health Science and Medical Technology (Sacramento City College)
  • Public Service (Contra Costa College)
• CLP providing technical assistance to the overall initiative
• SRI International is the project evaluator.
CCCLLI Essential Elements

+ K12/Community College Collaboration
+ Transitional programming (such as matriculation supports, systemic outreach, etc.)
+ Removing barriers of assessment and placement
+ Pathway development
+ Data-driven decision-making
+ Systems change: policy, structural, and program changes at colleges, such as mandating priority registration
Established 1924, 21,500 FTE Students, 24% CTE
41% Hispanic, 22 Asian, 18% White, 5% African American
5,000 Incoming Students Annually – 1600 graduate / transfer
60% test into Developmental math and English

First Year Experience Pathway – 1200 in Fall 2013
College Readiness Course
Guaranteed Blocked Classes
Student Support
Cohorts + Faculty Learning Communities
John Muir High School
Arts, Entertainment + Media Academy – AEM
20% total graduates enroll at PCC
34/169 in 2012

Pasadena High School
Creative Arts, Media + Design – CAMAD
53% total graduates enroll at PCC
158/435 in 2012

Low Success Rates
Basic Skills
Careers in Arts, Media, Entertainment Sector
Entertainment is the largest traded industry cluster in Los Angeles county with over 160,000 jobs with an average wage of $111,000.

Continued annual projected growth of over 4%.

Rapidly accelerating and convergent technology
Web Design, Social Media, Feature/TV, Animation, Interactive, SPFX
Global business model – Production, Distribution
Range of career types – Creative, Business, Technical
Applications – Entertainment, Education, Science

Career Development
Transferable Skills
Media Proficiency
Building Pathways, Ensuring Completion
Creativity, Technology, Contextualization, Innovation

### Present 2012
- **High School**: Creative Arts, Design & Media Academy, Pasadena High School
  - **PCC Transition**: JAMS, Design Technology
  - **Pathways**: Outreach, Tracking
  - **Completion**: Pre-vocational Certificate

### Year One 2013
- **High School**: Art, Entertainment & Media Academy, John Muir High School
  - **PCC Transition**: JAMS, Design Technology
  - **Pathways**: Media Production
  - **Supplemental Support**: Outreach, Tracking
  - **Advisory Committee**: CTE Certificate

### Year Two 2014
- **High School**: Art, Entertainment & Media Academy, John Muir High School
  - **PCC Transition**: JAMS, Design Technology
  - **Pathways**: Media Production
  - **Supplemental Support**: Outreach, Tracking
  - **Advisory Committee**: CTE Certificate, Design Technology

**Design Technology Pathway**
- Product design, graphic design, architecture, engineering, fashion, photography, robotics, business

**Media Production Pathway**
- Broadcasting, webcasting, directing, producing, editing, animation, web design, visual fx, set design

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**Pasadena City College**
design technology pathway - 2011 - 2013

YEAR 0
- ENGLISH PC
- MATH PC
- COLLEGE 1
- DTP 100
- Career Research
- ENGLISH
- MATH PC
- SPEECH
- DTP 101
- Field Trips
- College Readiness Certificate

YEAR 1
- BUSINESS
- MATH PC
- DESIGN MAJOR
- DESIGN MAJOR
- Work Shadowing
- ELECTIVE
- MATH
- DESIGN MAJOR
- DESIGN MAJOR
- Internship

YEAR 2
- ENGINEERING
- ARCH/INTERIOR DESIGN
- INDUSTRIAL DESIGN
- FASHION
- Internship
- Work Transition
- Certificate of Achievement

Skills Certificate / Degree / Transfer
Fall 2012

Total Enrollments    126
Total Success Rate    91.3%
Math        88%
English       96%
Total Retention Rate    90%

Grade Point Average
Design Tech    3.31
Non – Design Tech 2.74
John Muir      2.60
Pasadena High  2.77
High School to College Transition - Continuum
  Student Centered Whole Experience / Whole Person
  Strengthen Outreach Relationships – Articulation, Collaborative Projects, Jams
  Pre-Assessment Jams – Accelerated Developmental math/English
  Hybrid Academic and Career Tech Pathways

Career Development Process
  Stronger Transferable Skills for Life Long Learning
  Contextualized, Problem Based Learning
  Career ‘Interchanges’ – cross over opportunities
  Integrated Career Exploration – Branching
  Integrated Internship Program (start 2013)

Faculty Professional Learning Community
  Interdisciplinary Collaboration
  Programmatic Flexibility, collaborative approaches
  Program Scale - Simultaneous with Pathway Development
Key Environmental Metrics

+ 24,000 students within an urban setting; part of a four-campus District

+ Highly diverse – no single ethnic group makes up more than 27% of the student population

+ 60% are below poverty level or poor

+ 33.3% students are 18-20 years old, 60% are at basic skill or below in English-Language Arts and 40% basic skill or below in Math (STAR test results)

+ 70% less than full-time students
Allied Health Learning Community

+ Two-year of “stackable” prerequisites leading to increasing number of Allied Health programs and A.S. degree

+ A cohort based, learner-centered pedagogy contextualized and emphasizing authentic problem solving

+ Non-verbal alternative assessment with explicit cognitive and affective skill development

+ Integrated & proactive student services

+ Sustainable under current financial realities

+ Faculty learning community which includes K-12 partners
Accomplishments

+ Alignment with campus-wide, regional and state-wide initiatives
+ Faculty Learning Community as the key change agent
+ Balancing content, learning process & affective requirements – framework for reallocating academic resources
+ Non-verbal cognitive assessment and developmental work
+ Broadening collaboration with regional industry sector and educational partners
Future Directions

+ Increase portals into AHLC

+ Expand use of cognitive development strategies in support of academic developmental services

+ Focus on affective domain

+ Making faculty learning community an institutionally normalized mode of staff, pedagogical and curriculum development

+ Assure scalability and sustainability

+ Optimize use of campus resources and partnerships
+ AB790

+ Proposed program expansion and further statewide outreach, and policy and legislative development.

+ CCCLLI will help inform the AB790 expansion and set stage for needed collaboration and systemic change.
IT’S YOUR TURN.. QUESTIONS FROM THE AUDIENCE
FOR MORE INFORMATION
www.CareerLaddersProject.org