Putting it all together

California Community Colleges Linked Learning Initiative
2011 Northern California Partners Convening

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Career Ladders Project
DECEMBER 9th 2011
THE CAREER LADDERS PROJECT

fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges and their partners.
Carefully crafted programs linking education and support strategies to enable students, often while working, to advance over time to successively higher levels of education and career in an industry sector.

CAREER PATHWAYS IN THE CCs

- Each step designed to prepare students for next level
- Span entire range from entry level, intensive “bridge” programs through certifications and degrees and continuing opportunities for advancement
- Certificates are “stackable” and “nested” into degree/transfer
- Leverage partnerships – with employers, labor, other educational institutions, community and workforce organizations – to support student achievement
- Focus on careers in demand, with family-sustaining wages and ongoing advancement opportunities.

Definition from Center for Law and Social Policy (CLASP)
Establish pipelines to college and high wage careers for underemployed, underprepared young adults (18–30 yrs. old) with multiple barriers to post-secondary and career success.

Demonstration project quickly reached large scale:
- Phase 1: 3 regions (East Bay, Central Valley, LA) 29 colleges
- Phase 2: expanded to 4 regions in 2011-2012
- Serving > 7,000 students to date
- SB70: $20 million investment over 4 years SB70
- Public/Private Partnership between CCCCCO and philanthropy
  - CLP: TA/support/coordination
  - Independent Evaluation: WestEd & Public/Private Ventures
- Leverage external investments and growing support

90% retention; 74% course success*

* Source: Cal-PASS, April 2010.
— Clearly defined pathways with attention to transitions
  — Options for employment and continuing education; stackable design
  — Strong employer involvement

— Integrated basic skills and career technical training
  — Contextualized approach makes learning career relevant
  — Work readiness incorporated along with academic and technical skills
  — Expedites and accelerates student progress

— Cohort based learning communities
  — Provide strong peer supports among students
  — Faculty collaborate to integrate basic skills and CTE content

— Integrated student services
  — Embedded in learning community
  — Leverage internal and external resources and benefits to support success

— External partnerships
  — Business/industry, labor, WIBS, CBOs, K12//ROCPs/adult ed/4 yr.
CONTEXTUALIZED LEARNING IN THE CCCs

**Students** in contextual math compared to standard math courses:
- 327% more likely to pass contextual course

In the **same** semester:
- 1,424% more likely to take a degree applicable course
- 284% more likely to pass degree applicable coursework
- 400% as likely to pass transfer-level courses
- Effects are the most pronounced for Black and Hispanic students.

In the **next** semester:
- 167% as likely or 67% more likely to pass degree applicable courses
- 228% as likely or 128% more likely to pass transferable courses

President Obama asks every American to commit to at least one year or more of higher education or career training.

By 2020:
• America to have highest proportion of college graduates in world.
• CCs to produce an additional 5 million graduates

By 2025,
• Gates: Double low-income adults w/ degree/certif. by age 26.
• Lumina: Increase # with degree/credential to 60% (from 40%)

CC League of CA (“A 2020 Vision”)
• 1 million additional certificates and degrees by 2020
  — ½ certificates; ½ degrees
CERTIFICATES COUNT . . . COMPLETION MATTERS

• “High-quality certificates offer substantial labor market returns”

• “Consistent and unambiguous evidence of positive, strong labor market returns to certificates of at least one year” (WA Tipping Point)

• “Some evidence to suggest that certificate completers can earn more than associate completers”

• “. . . returns lag for those who walk away with no credential.”

• Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research-based benchmarks or “momentum points” leading up to and including completion.

• Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.

• Encourage students to declare program of study early on
## CCC ENROLLMENT TRENDS

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<th>Year</th>
<th>Unduplicated Headcount</th>
<th>Change</th>
<th>Percent</th>
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<tbody>
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<td>2009-2010</td>
<td>2,758,081</td>
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<td>2010-2011</td>
<td>2,606,356</td>
<td>-151,725</td>
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How Can Secondary and Post-Secondary Institutions best leverage the Linked Learning approach to ensure student success in college and career?
Assumptions

- Linked Learning
  - Has powerful expectations for postsecondary results for Academy Graduates
  - Certification has significant requirements for postsecondary outcomes
  - Is expanding exponentially and in many districts will become the default delivery system for high quality high school education
  - Seeks success for all students, including those not previously predicted to complete high school or to enter college

- Community Colleges
  - Provide, as a core principle, open access for all students to promote success and lifelong learning for all students while simultaneously advancing the state's interests in a skilled workforce and an educated citizenry.
  - Have begun to establish pipelines for underemployed, underprepared young adults (18 –30 yrs old), and CCLLL provides an important opportunity to consider ways not only to accept better prepared, more focused high school graduates, but to adapt its systems and practices to improve student outcomes.

Essential Question: Do the benefits of Linked Learning extend beyond post-secondary eligibility?
• Review of current research
  • Primarily developed through research on partnership academies (Stern, MDRC)
  • Grubb, and others have examined “new vocationalism
  • Hoffman, Venezia and others have called for integration of high school and postsecondary
  • CART Study: Improved College Enrollment
  • UCLA and UCSC studies in process

Our Approach, following CLP’s strengths, is to initiate a case study, ethnographic approach, emphasizing existing partnerships, and providing assistance by documentation, inquiry, and careful insertion of data to provoke inquiry and possible action.

Initial focus was on Oakland Unified School District and Peralta Community College District, to inventory Linked Learning academies and their possible community college extensions (see pathway options inventory)
PROTOTYPE CASE STUDY: LIFE ACADEMY

What and Where is Life Academy? What has Linked Learning meant to Life?

Preston Thomas, Principal, Life Academy
- Role of College advising (EBC, college advising faculty)
- Linked Learning Certification

What and Where is Merritt College? Marty Zielke, Counselor
- Allied Health Centers
- Fruitvale Commitment

The Partnership, Health Sciences, and the Fruitvale
- Orientations
- Data Sharing
- Fishbowl with counselors and instructors

2009 Cohort
- 60 students; 54 met all graduation requirements
- 9 declared UC; 7 declared CSU; 1 private
- 33 declared comm college; 3 declared work/military

2009 Cohort: CSU and Community College participation
- 48 students applied CSU; 15 cancelled; 15 admitted
- 46 enrolled in Peralta Comm College

Answer to Question: Do the Benefits of Linked Learning extend beyond the Linked Learning Academy?
What does the student level transcript data tell us about 2009 Life Academy graduates who attend Merritt College?

- Of 46 who attended Peralta,
  - 72% placed into remedial Math; 69% into remedial English; 0 at transfer level in Math; 3 at transfer level in English

- 35 enrolled part time

- 16 left after first year, 13 after second year: 7 persist beyond four semesters

- 3 took college success class

- 30 earned GP less than 2.0 (financial aid minimum)
COLLEGE COMPLETION: “THE BIG GOAL”

— What did we find about college success?
  — We can get them into college, but what happens in the first semester is so critical
  — Importance of student level data sharing
  — Limited access to high school information
  — Need for focused orientation/exchange in high school
  — Social Capital and Social Networks
  — Financial Aid
  — Placement and Remedial education
  — Limited Contextualized Instruction

— What are the next steps?
  — 2009 Cohort
  — 2012 Cohort

CLP will continue to support this effort. We have learned so much

Thank you! Marty and Preston
If College Completion and Career Readiness is the “Big Goal”

Linked Learning approach defined and integrated with other community college initiatives

- Regional collaboration
- Articulated and integrated pathways
- Policy development
- Industry sector participation

Early (senior year or earlier) advising, focused on Academy pathway approach, by college counselor/faculty,

- multiple college options
- connect students to social networks,
- bridge opportunities
- Early instructional intervention

Joint faculty professional development

- contextualized instruction curriculum development,
- work-based learning opportunities,
- placement strategies a
- Early instructional intervention
FOR MORE INFORMATION

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