Putting it all together

California Community Colleges Linked Learning Initiative
2012 Southern California Partners Convening

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March 8th 2012
THE CAREER LADDERS PROJECT

fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges and their partners.
COLLEGE COMPLETION: “THE BIG GOAL”

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,
- Lumina: Increase # w/ 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
## CCC Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Unduplicated Headcount</th>
<th>Change</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>2,758,081</td>
<td>-140,045</td>
<td>-4.8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2,606,356</td>
<td>-151,725</td>
<td>-5.5%</td>
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</table>

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. Some evidence to suggest that certificate completers can earn more than associate completers. . . returns lag for those who walk away with no credential.

### CCC COURSE SUCCESS RATES

<table>
<thead>
<tr>
<th>Year</th>
<th>All Credit</th>
<th>Basic Skills</th>
<th>Degree Applicable</th>
<th>Transfer</th>
<th>CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>68.9%</td>
<td><strong>61.2%</strong></td>
<td>69.4%</td>
<td>69.1%</td>
<td><strong>73.8%</strong></td>
</tr>
<tr>
<td>2010-11</td>
<td>69.3%</td>
<td><strong>62.1%</strong></td>
<td>69.6%</td>
<td>69.5%</td>
<td><strong>73.9%</strong></td>
</tr>
</tbody>
</table>
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 certificates and degrees
- Certificates are “stackable” and “nested” into degree/transfer
- Leverage partnerships – with employers, labor, other educational institutions, community and workforce organizations
- Focus on careers in demand, with family-sustaining wages and ongoing advancement opportunities.
• Establish **pipelines to college and high wage careers** for underemployed, underprepared young adults (18 –30 yrs. old)

• **Demonstration project quickly reached large scale**
  — Phase 1: 3 regions (East Bay, Central Valley, LA) w/ 29 colleges
  — Phase 2: expanded to 4 regions in 2011-2012
  — Serving > 7,300 students to date
  — SB70: $20 million investment over 4 years
  — Public/Private Partnership between CCCO and philanthropy
    — CLP: TA/support/coordination
    — Independent Evaluation: WestEd; Public/Private Ventures
  — Leverage external investments and growing support

• **90% retention; 74% course success***

— 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
  — Work readiness, basic and technical skills
  — Expedite and accelerate 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 external resources and benefits to support success

— External partnerships
  — Business/industry, labor, WIBS, CBOs, K12/ROCPs/adult ed/4 yr.
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

• Develop alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction.
  - Contextualized learning
  - Learning communities.

• Encourage students to declare a program of study at admission; require declaration by end of 3rd term to maintain enrollment priority.

• Redirect CCC BSI money to:
  - Incentivize curriculum redesign
  - Develop clear curricular pathways


CCCO. Advancing Student Success in the CCCs: Recommendations of the Student Success Task Force. Jan 2012
How Can Secondary and Post-Secondary Institutions best leverage the Linked Learning approach to ensure student success in college and career?
LINKED LEARNING IN THE COLLEGE CONTEXT

Essential Question: Do the benefits of Linked Learning extend beyond post-secondary eligibility?

– Assumptions

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

2. Community Colleges
   1. 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.
   2. Have begun to establish pipelines for underemployed, underprepared young adults (18 –30 yrs old), and CCCLI 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.
LINKED LEARNING: METHODOLOGY

• Review of current research
  • Primarily developed through research on partnership academies (Stern, MDRC)
  • Grubb, and others have examined “new vocationalism,
  • Hoffman, Venezia, others have called for integration of HS and PSE
  • CART Study: Improved College Enrollment
  • CPA Study: Improved student success
  • UCLA and UCSC studies in process

• CLP: 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 on Oakland USD and Peralta CCD, to inventory Linked Learning academies and their possible community college extensions (see pathway options inventory)
What and Where is Life Academy? What has Linked Learning meant to Life?

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

Merritt College
- Allied Health Centers
- Fruitvale Commitment

The Partnership, Health Sciences, and the Fruitvale
- 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 CCC; 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?
YES, BUT . . .

- 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 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?
  — Joint Faculty meeting, with presentation of data, and discussion of strategies for 2012 cohort
  — Preparation for presentation to College as a whole
  — Identification of college wide team
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, program and curriculum development
- Work-based learning opportunities
- Placement strategies
- Early instructional intervention
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