California Linked Learning Promise
Toward Seamless Transitions

Dr. Laurie Scolari
California Community College Linked Learning Initiative Director, Career Ladders Project

Dona DeRusso
Project Director, Contra Costa College

Cecilia Mendoza
Executive Director for Linked Learning
West Contra Costa Unified School District

Dr. Richard Ramos
Faculty, Contra Costa College
THE CAREER LADDERS PROJECT

fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges and their partners.
Goals for today's session

I. Overview of California Community College Linked Learning Initiative (CCCLLI)
   ➔ Overview of Linked Learning
   ➔ Overview of CCCLLI

II. Highlight work of CCCLLI at Contra Costa College
   ➔ Project Overview
   ➔ Systemic Change - K12 Perspective
   ➔ Systemic Change - Community College I
   ➔ Collaboration across both systems
What is Linked Learning?

Presented by Cecilia Mendoza, Executive Director

West Contra Costa Unified School District
Current Reality of Secondary Students

High school is **not working** for very large numbers of young people
CALIFORNIA: WE MUST DO MORE

1/3 Finish High School but lack the academic and technical readiness to succeed in college or careers

1/3 graduate on time and transition easily to post-secondary education and lasting career success

1/3 DROP OUT RATE
Each year dropouts represent more than $320 billion in lost lifetime earning potential.

Today’s Biggest Problem: College/Career Readiness

Only 31 percent of American high school students will graduate from high school with skills they need to succeed in college/work

Out Of Ten 9th Graders

3 Drop Out

3 Work After Graduation

4 Go To College

Out Of Four College Students

2 Drop Out

1 Under Employed

1 Employed In Chosen Career

Each year dropouts represent $320 billion in lost lifetime earning potential

What Students Say…. 

- A statewide poll shows that California youth are disengaged from education—and hungry for more inspiration.

- 3 in 4 say they could be doing better in school if they were motivated to work harder.

- 9 in 10 believe connecting classes to their future and real-world careers would inspire them to work hard and do well in school.

- 9 in 10 say they would like to take courses for college as well as have the opportunities to acquire skills and knowledge relevant to future careers.
What is Linked Learning?

Linked Learning transforms students’ high school experience by bringing together strong academic, demanding technical education, and real world experience to help students gain an advantage in high school, postsecondary education, and careers.
Districts participating in the California Linked Learning District Initiative

- Sacramento
- Sonoma Valley
- Antioch
- West Contra Costa
- Oakland
- Porterville
- Pasadena
- Montebello
- Los Angeles
- Long Beach
Multiple Pathways Design Components

A rigorous academic core meeting postsecondary admissions requirements of UC, CSU, & Community College

A technical core meeting industry standards, providing certification

College and Career Ready

Work-based learning experiences

Support services- supplementary instruction, counseling, and transportation
Strong career and technical education alone can’t produce career success
Career Pathways provide a new approach
Linked Learning prepares students for college **and** career, not just one or the other
Law and Justice Pathways

- Pinole Valley High School
- Kennedy High School
- Richmond High School
- De Anza High School
Components of Linked Learning

A comprehensive four-year program of study integrating:

• Rigorous academics
• Real-world technical skills
• Work-based learning
• Personalized supports
If these Linked Learning Graduates are well prepared for postsecondary education, what’s the problem?
Although LL High School students were successful in high school, few underestimated how many were going to community college.

Community Colleges enroll more than half of undergraduate students in the nation.

Equity Gap: The largest majority of Community College students are underrepresented.
MAJORITY OF ALL STUDENTS & STUDENTS OF COLOR LAND IN THE COMMUNITY COLLEGE SYSTEM

Enrollment by Ethnicity: 2010

- **California Community Colleges**
  - Total Enrollment: 1,529,599
  - Latinos: 513,729
  - African Americans: 114,614

- **California State University**
  - Total Enrollment: 348,205
  - Latinos: 100,342
  - African Americans: 18,205

- **University of California**
  - Total Enrollment: 179,245
  - Latinos: 31,838
  - African Americans: 6,477

Source: Postsecondary Education Commission, 2010
Major transitional barriers prevented student success

Placement in remedial math and English classes

Matriculation barriers

Low priority enrollment status
Goal of CCCLLI

To increase student success in community college by clearly defined and articulated pathways for students to transition from a Linked Learning high school experience to postsecondary education and emerge for a career or transfer to a four-year college or university.

_Funded by the James Irvine Foundation_
THE CCCLLI PIPELINE
Health Services & Medical Technology
Contra Costa College Overview of CCCLLI Project
Contra Costa College Linked Learning Initiative

Rick Ramos
Dual Pathways to Post-Secondary Education

FOCUSED INDUSTRY SECTOR

• Using a Action Research Design: Plan-Action-Observe-Reflect-Repeat the cycle

ACTION RESEARCH DIAGRAM

PROJECT COMPONENTS

1. Outreach: Organize activities that promote collaboration among secondary and post-secondary administrators, faculty, staff and students. Develop outreach programs to recruit, counsel and mentor RHS LJA student virtually and in person, at the high school and at CCC.

2. Early Matriculation: In collaboration with WCCSD organize early math and English assessment (Junior year). Develop Winter and summer bridge programs using assessment results. Evaluate the current assessment process and discuss alternative assessment models that might better serve students.

3. Transition to college: Using current literature and the results of faculty and student focus groups, CCC will develop first year and second year student orientations to support student persistence and success


5. Supplemental support: Peer mentoring, information competency, counseling, study skills, LMS support for students.

6. Staff development: Faculty will develop contextual curriculum, attend professional development training and will meet regularly to discuss teaching and learning issues.

RESEARCH METHODOLOGY ASSOCIATED WITH THIS PROGRAM

GOALS

- Increase the number of students from the WCCSD Linked Learning Academy who enroll at CCC.

- Develop the SSC and AST pathways for RHS AJA student who transfer to CCC.

- Increase the rate of goal completion for the student participants.

2009 COHORT DATA

Of the 2009 WCCSD Academy Cohort (n=23):
1. 11 applied to CCC.
2. 2 never enrolled in classes.
3. 8 completed 15 units.
4. 5 completed 30 units.
5. 5 completed English 1A.
6. 1 completed college level math.
7. 7 had a GPA or 2.0 or better.
8. None of the student pursued the linked career pathway.

- Students take classes without a focus
- Students have limited success and persistence.

OUTPUTS

1. A two-year contextualized curriculum (English, math and content) will be developed around an ADJUS and EMED certificate and degree program by 2013-14.

2. 60% of the linked learning academy students will complete English 1A and/or intermediate algebra (Math 121) within three semesters.

3. 80% of linked learning cohort will persist into the second year of the variety of teaching and learning projects for over 15 years.

HISTORY WITH HIGH SCHOOL ACADEMIES

CCC has collaborated with WCCSD in a variety of teaching and learning projects for over 15 years.

- Leadership council
- Faculty PLC

FINDINGS

1. Security Specialist Certificate of Achievement- 12 units
   - Criminal Law
   - Criminal Procedures
   - Report Preparation
   - Basic Security Academy

2. Associate of Science in ADJUS Transfer Degree. 18 units

3. EMED Certificate of Achievement
   - EMED basic
   - Anatomy
   - Advance Life Support

4. 60% of the linked learning academy students will complete English 1A and/or intermediate algebra (Math 121) within three semesters.
EMS and Security Specialist as Gateways to Career Development

- Security Specialist
  - ADJUS Transfer AS
  - Corrections AS or Certs
  - Law Enforce. AS or Certs

- EMS
  - Fire Science
  - Chronic Care Nursing/MA
  - Allied Health
## Contra Costa College Administration of Justice Cohort Demographics

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<tr>
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<th>2012-13 Cohort</th>
<th>College</th>
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<tbody>
<tr>
<td>AGE: Under 20</td>
<td>87%</td>
<td>22%</td>
</tr>
<tr>
<td>AGE: 20 – 24</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>96% directly from high school</td>
<td></td>
</tr>
<tr>
<td>GENDER: Male</td>
<td>70%</td>
<td>40%</td>
</tr>
<tr>
<td>GENDER: Female</td>
<td>30%</td>
<td>60%</td>
</tr>
<tr>
<td>ETHNICITY: Hispanic</td>
<td>87%</td>
<td>26%</td>
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<tr>
<td>BOG</td>
<td>67%</td>
<td>45%</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; GENERATION</td>
<td>72%</td>
<td></td>
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<tr>
<td>AB540 students</td>
<td>39%</td>
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Collaboration with High School

Coordinate with HS Academy staff

Streamline program of study
  • Integrated coursework
  • Blend student support services and instruction.

Data results: Students do not attend CCC or few complete at desirable rates.

Develop MOU to share student data

Use the data to develop a new shared vision and propose outcomes.
Strategies to narrow the gap

- Early high school assessment
- Evaluation of high school writing samples
- Development of transition activities
- Conduct recruitment
Integrating instruction

Compare SLOs from developmental and content courses

Flipped classroom instruction

Podcasts were developed to deliver lectures
In class time spent on critical thinking exercises to strengthen student engagement.

Develop common coursework

Student demonstrates mastery of content in a variety of ways to satisfy SLO’s in more than one course.

SLO assessment used to improve instruction.

Data collected
• Pre-Post testing
• Project evaluation
2012-2013 successes

- 88% earned full state certification
- 94% earned Powers of Arrest certification
- 70% of original cohort students are still enrolled at the college
- 26% persisted in Administration of Justice
- 42% are working at least part time in the field
- Several students who did not complete in the first year are currently fulfilling requirements to earn certificate which will increase completion to 76%
Data Comparison

Linked Learning Students

General College

* To complete by FA13
What we are seeing now in cohort who benefitted from transition activities

- 26 ADJUS students and 18 EMED students
- ADJUS students were still “surprised” by the rigor of the college work but are responding to intervention
- EMED students are fully engaged and well prepared
- Students are better prepared for English course
Standing transition team meetings
- Pilot program started in public service sector, expanding to health

Changing how we normally do business
- College and Career Counseling Collaborative

Early outreach: Helms Middle School

A true across systems connection is critical
- 68% of local high school students attend CCC

How we're sustaining the work
- It is the work via the new direction of Common Core
- Use of data
Questions?

Dr. Laurie Scolari  
California Community College Linked Learning Initiative Director  
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lscolari@careerladdersproject.org

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