DRIVING QUESTION

- How Can Secondary and Post-Secondary Institutions best partner to develop an approach to ensure student success in college and career?
CALIFORNIA COMMUNITY COLLEGE LINKED LEARNING INITIATIVE (CCCLLI)

- Funded by the James Irvine Foundation for 2012-2014
- A prior year of research – case studies of pathways and transcript data
- Intensive work with 3 Hub and 5 Partner sites: Community Colleges with their respective (Linked Learning) High Schools/Districts
- Focus is on HS to College transition and pathways in 3 industry sectors:
  - Arts, Media and Entertainment
  - Health Science and Medical Technology
  - Public Service
- CLP leads the initiative and provides technical assistance to the sites
- SRI International is the 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 and high schools
Partnerships

We've only just begun...
OPPORTUNITIES: What was prompting Partnership?
- Students
- Shared Goals for College + Career Success
- Linked Learning – PBL, Cohorts, Integrated Academics
- PCC Pathways – Transition Strategies – Priority Registration
What do we have now to support college success in PUSD?

- AP courses & Weighted GPA
- Concurrent Enrollment courses
- Pathways- 10 in place, 2 starting

What does the data show? What are we doing differently? What are we doing to address needs of students who are in poverty? At-risk students?
Dual Enrollment: Why offer Dual Enrollment?

PUSD:

- Increase the number of students who are college and career ready at graduation = increased graduation rates
- Number of students who will earn college credits in high school = saving dollars for families
- More UC/CSU transferable courses = decrease the need for entry level college classes
- More competitive transcripts = increase 4-year college acceptance rates
<table>
<thead>
<tr>
<th>Access to college classes during the day</th>
<th>DE courses might be:</th>
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<tbody>
<tr>
<td>Part of the daily schedule so does not impact sports or after school commitments</td>
<td>Core or Elective (CSU/UC transferable)</td>
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<tr>
<td>Students earn college and graduation credit with the same course</td>
<td>If Core: ELA course will be the PCC UC/CSU transferable English 100 course</td>
</tr>
<tr>
<td>Taught by certified PUSD teachers as part of their daily assignment</td>
<td>If Elective:</td>
</tr>
<tr>
<td>Open access to all 9th grade: but C or better to continue the following year</td>
<td>it might be an elective that we don’t offer or</td>
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<tr>
<td></td>
<td>a CTE course that falls within the articulation agreement</td>
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</tbody>
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CHALLENGES: What was inhibiting partnership?

- Assumptions about students goals and abilities
  - College Attendance
  - College Readiness
  - College Completion

- System Misalignment
  - Calendar and Schedules
  - Terminology
  - Credentialing
Starting the Journey

- FIRST STEPS – Where and How to Start?
  - Engage Leadership – Urgency!
    - High Level Leadership
    - Summit Meetings
  - Find Shared Goals
    - Career Success
    - College Going Culture
  - Know your Students
    - Get Data Informed – 50% from PUSD to PCC
  - Find a Catalyst
    - College Transition
    - Dual Enrollment
Catalyst - Dual Enrollment

- Pre-conditions for Dual Enrollment?
  - CCCLLI grant – Linked Learning
  - PCC Pathways – Best Practices
  - Extended Outreach Strategy
  - PCC CareerTECH – Stackable Certificates + Transfer

- Dual Enrollment
  - Student Focused
  - Mutually Beneficial
  - Systemic solution – Scalable, Sustainable
What does this partnership look like in action?
- Leadership Communication
  - Board Presentations
  - Memo of Understanding
  - Data Sharing
  - Monthly Meetings
  - Conference Attendance
  - Professional Events
  - Advisories
Get to Work…

- What does this partnership look like in action?
  - Dual Enrollment Pilot
    - High Schools
    - Students
    - Teachers
    - Curriculum Mapping
    - Materials
    - Coordination
Get to Work…

- What are the projected Outcomes?
  - Students clarify career goals earlier, increasing motivation, persistence, retention and success
  - Students earn college credit, towards stackable certificates, associates degree, and transfer while in high school
  - Students make informed decisions about courses, college and career development
  - Students graduate high school with a Certificate or AA/AST
  - Students minimize time to completion and maximize financial aid, employability and economic success
Get to Work…

How do we grow this?

- Stay system-focused: scale and sustainability
- Think Strategically to impact the system and students
- Develop pathway as simultaneous - don’t get fixated on one component, required simultaneous growth and development
Following slides are reference questions, just in case
Watch This Space...

- How has this partnership has evolved to benefit/impact students?
- How do pathways become a frame to help develop USD and CC sustainable partnerships?
- How are we building the system to be equal parts PUSD and PCC?
Career Pathway Development

- OUTREACH AS CONTINUOUS ENGAGEMENT
  - Creating a College Going Culture
  - Dual Enrollment
  - Career Exploration

- HIGH SCHOOL TO COLLEGE TRANSITION
  - Pre-Assessment Workshops
  - Bridge Jams
  - Support Services – Tutoring, Coaches, Labs
  - Cohort Based Learning Community
  - Integrated Academics - Contextualized Learning
  - Problem Based Learning

- META-MAJOR – DESIGN
  - Design Thinking
  - Soft Skills
  - Delayed Specialization
Pasadena City College

- 25,000 Students
- 40% Aged 19 – 21
- 42% Hispanic
- 23% Enrollments CTE
- 2 out of 3 students test below College Level
- 2 out of 3 students do not achieve certificate, degree or transfer within 6 years
- Only 15% of students eventually transfer
Pasadena Unified School District

Linked Learning Academies

Choose Pasadena High School’s Creative Arts, Media and Design Pathway (CAMAD) and let your journey begin.

Through a combination of academic courses and visual arts and design projects, you will be armed with real-world skills and hands-on experience to pursue an art or design career or to attend your college of choice. This four-year program features two specialized disciplines. Following the 9th grade introductory year, students choose a specialty in either visual arts and design or graphic communications. CAMAD provides you with the opportunity to create original work, develop client-based projects, and build confidence and knowledge in the field of creative arts, media and design.

Develop communication, technological, and art skills with our state-of-the-art facilities on campus. An extensive course curriculum includes fine arts, graphic design, multimedia design, video editing, screen-printing, digital printing, sculpture, and illustration. You will learn everything from introductory computer graphics and fundamental art skills to advanced art and design techniques, allowing you to create a well-rounded portfolio. By integrating art and design with a college-preparatory curriculum, you will receive a solid education and an extensive understanding of how art is used in society.

Your Creative Arts, Media & Design Pathway experience includes:
- The opportunity to work in a student-run print shop or to create artworks for public display.
- Learning Adobe Creative Suite software, including Photoshop, Illustrator, InDesign, Dreamweaver, Flash, and Bridge.
- Scholarships and internships with Pathway partners and local arts organizations to help polish your talents to excel in higher-level artistry.

Choose John Muir High School’s Arts, Entertainment and Media (AEM) Pathway and let your journey begin.

You’ll be trained from 9th to 12th grade in music, drama, film and video production, photography, painting, sculpting, and other fine arts. Fine-tune your creative energy, master self-expression, and hone your critical thinking and problem-solving in classes like Graphic Design, Animation, and Film/Video Production that prepare you for a career in the arts. Plus, turn your natural gifts and artistic passions into real-world skills through career insight opportunities at art centers and design firms that provide behind-the-scenes job shadowing and hands-on training, including internships.

You can even volunteer alongside top industry professionals and artists at the Senior Film Festival—the perfect place to mingle with local talent, learn production skills, and get a taste for a career in entertainment...in and out of the spotlight. Your path is what you make it!

Your Arts, Entertainment and Media Pathway experience includes:
- Participation in jazz band, orchestra, and spring musical productions—designing sets and backdrops or managing visual effects and film production.
- Creation of a senior portfolio of your work spanning four years in the arts; presented to a panel of professionals and industry insiders who assess the craftsmanship behind each piece, helping you to determine the next step in your journey—college or career.
Developing Effective District and Postsecondary Partnerships

Lessons Learned
Chris Padilla, SRI International
Strengthening Student Success Conference, October 2014
Evaluation Purpose and Design

• Formative feedback to Irvine Foundation, CLP and hub colleges on implementation and outcomes of model pathway programs

• Greater interest developed regarding transitional interventions and collaborative process

• Two rounds of site visits to CCLLI hub colleges (March-April 2013 and December 2013)

• Two rounds of phone interviews with program directors at the hub colleges (October 2012 and June 2014)

• Interviews conducted in 3 partner districts as part of a larger study of district implementation of Linked Learning

• A logic model guided our evaluation efforts—identifies key activities and outcomes
Collaboration Issues

• Current policy context encouraging collaboration between districts and postsecondary institutions (e.g., Career Pathways Trust Fund, Youth Career Connect grants)
• Secondary and postsecondary leaders believe bridging the school-college divide through deeper collaboration is key to realizing student learning gains
• Only about a third of superintendents and higher education leaders characterize current levels of collaboration as either extremely or very effective (edBridge Partners & Hart Research Associates, 2014)
• K-12 and higher education leaders often differ in their perceptions of the purposes for collaboration
• There is some consensus on collaborative priorities—alignment of K-12, community and four-year college programs of study
Lessons Learned

Building Collaboration/Communities of Practice

• Developing an effective community of practice between districts and colleges takes time and ongoing communication
• Build on what is already available—identify current connections at the local level and learn from other collaborative efforts
• Active engagement and shared vision among key college and K-12 district leaders are essential
• Mutual respect and trust must be developed within and across organizations to lay the foundation for creating a shared vision
• Shared collaboration priorities are key to active leadership engagement
• Collaboration requires some staff stability and consistent resources
• Facilitation by an outside third party can be helpful
Lessons Learned

Pre-collegiate Stage

• Outreach efforts to high school students can be strengthened by taking steps to increase students’ awareness of the level of academic preparation required for success and employment opportunities that college pathways provide.

• School district administrators and educators expressed a need for more robust transition supports such as dual enrollment.

• Concerns about students’ acquisition of the productive dispositions and behaviors required to succeed in life after high school (non-cognitive skills).

• To sustain high school outreach and recruitment activities they need to be integrated with existing district and college-wide structures.
Lessons Learned

Transition Stage

• Different definitional or indicators of college readiness identified by educators result in differing opinions of students’ readiness for the rigor of college coursework

• Alternative approaches to college assessment and placement are badly needed

• All 3 colleges explored new models for early assessment and alternative placement practices to avoid unnecessary remediation
QUESTIONS & DISCUSSION

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