



# CAREER ADVANCEMENT ACADEMIES

a California Community Colleges' statewide demonstration project



*Career Advancement Academies (CAAs)* are community college programs designed to establish pipelines to college and high wage careers for low-income young adults who face academic and personal barriers to post-secondary education and employment. Launched in late 2007, CAAs aim to increase foundational skills in reading, writing and mathematics while enrolling students in career technical training programs that lead to careers or additional higher education opportunities. For an overview of the CAAs featuring students' perspectives, go to: [CareerLaddersProject.org](http://CareerLaddersProject.org)



## *CAAs accelerate student achievement.*

CAAs accelerate student progress by integrating work readiness, career guidance, support services, contextualized basic skills, language learning and career technical training. Students take classes together as a cohort, forming a peer learning community. CAAs build on strong local practices; faculty work together to support students and to develop and redesign courses and programs to better enable them to earn certificates and degrees, and to advance along their education and career path.

## *CAAs have been implemented quickly and on a large scale.*

CAAs have enrolled over 8700 students statewide and have operated nearly a third of the California Community Colleges (32 of 112 colleges) in three major regions: the East Bay, Central Valley, and Los Angeles. CAAs have now expanded to include more colleges in the greater Los Angeles area as well as in the San Francisco Peninsula and South Bay.

## *Partnerships are integral.*

CAAs build partnerships that leverage multiple funding sources to support students' post-secondary achievement, employment and continuing advancement. Faculty and staff collaborate across disciplines and departments. Workforce boards, K16/ROCPs/Adult Ed, business, labor, social service providers and community-based organizations participate and dedicate resources.

For a list of participating colleges, programs and partners go to: [CareerLaddersProject.org](http://CareerLaddersProject.org)

The CAAs are funded by the California Community Colleges Chancellor's Office using SB70 funds from the Governor's Career Technical Education Initiative matched with local public and private dollars.



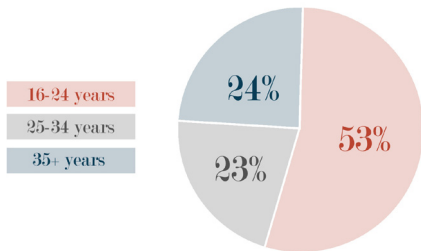
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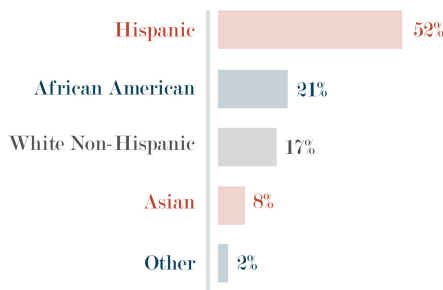


*California foundations* have partnered with the CCC system, working through the Career Ladders Project to provide technical assistance and overall coordination for the initiative. Together with CLP, evaluator OMG and data collection partners, RP Group and Cal-PASS, colleges document and monitor student outcomes. Lessons learned from the CAAs inform the larger community college system.

PROFILE OF CAA STUDENTS BY AGE  
FALL 2007 - SPRING 2012



ETHNICITY BREAKDOWN OF CAA STUDENTS  
FALL 2007 - SPRING 2011



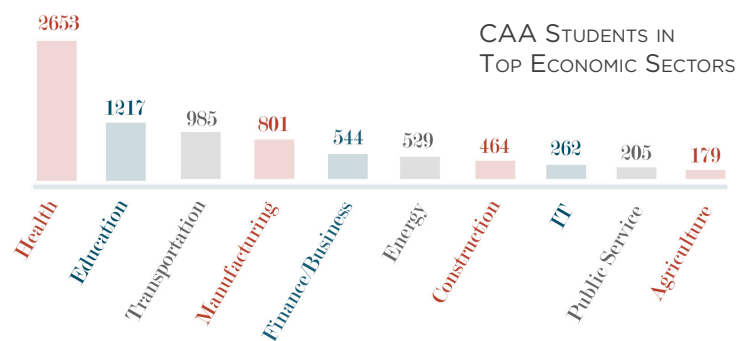
## CAAs serve young adult, diverse populations.

CAAs meet the needs of a wide range of targeted populations including people who are economically disadvantaged, such as underemployed, unemployed and low wage workers. Many CAA students have low educational achievement (low basic skills or dropped out of high school) and almost all are low-income. While campuses have served a wide range of ages, programs have generally been targeted to young adults; 76% of students served were between the ages of 16 and 34. Students are diverse by race, ethnicity, and gender (50% male and 50% female).

Percentages in the tables above are based upon matched MIS data -  
Source: Cal-PASS and RP Group August 2012

## CAAs are training students in high demand career pathways.

Source: Cal-PASS and RP Group August 2012



COURSE SUCCESS AND RETENTION  
FALL 2007 - SPRING 2011

CAA	Course Success	Course Retention
all regions	75%	90%

Source: Cal-PASS, September 2011

## CAAs Get Results.

CAA student success and retention rates are striking, given that enrolled CAA students are generally underprepared for college level work and face multiple barriers to post-secondary achievement.