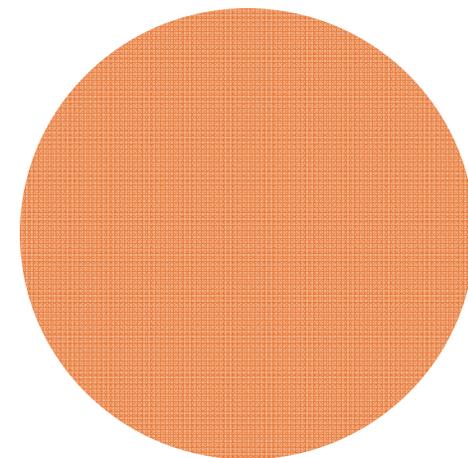
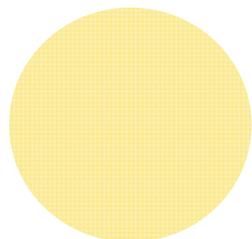




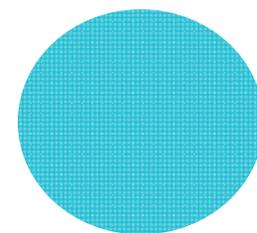
LINKED LEARNING
ALLIANCE



Success for All:

Multiple Measures for College & Career Readiness

**Presented at the California Department of Education's
Public Schools Accountability Act Advisory Committee Meeting
April 15th, 2014**



The Linked Learning Alliance

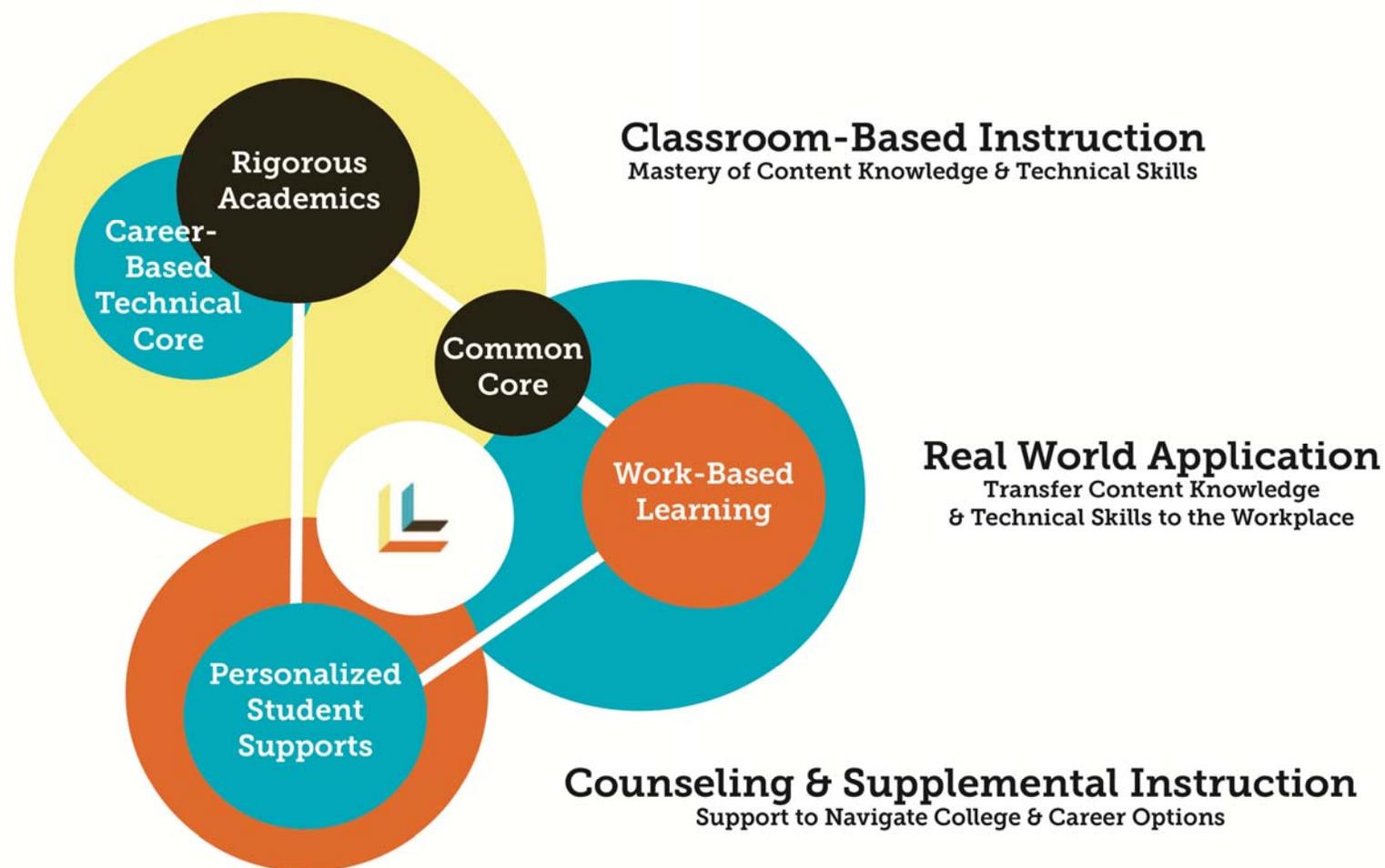
A statewide coalition dedicated to improving California's high schools and preparing students for success in college, career, and life.



The Linked Learning Approach

Linked Learning integrates:

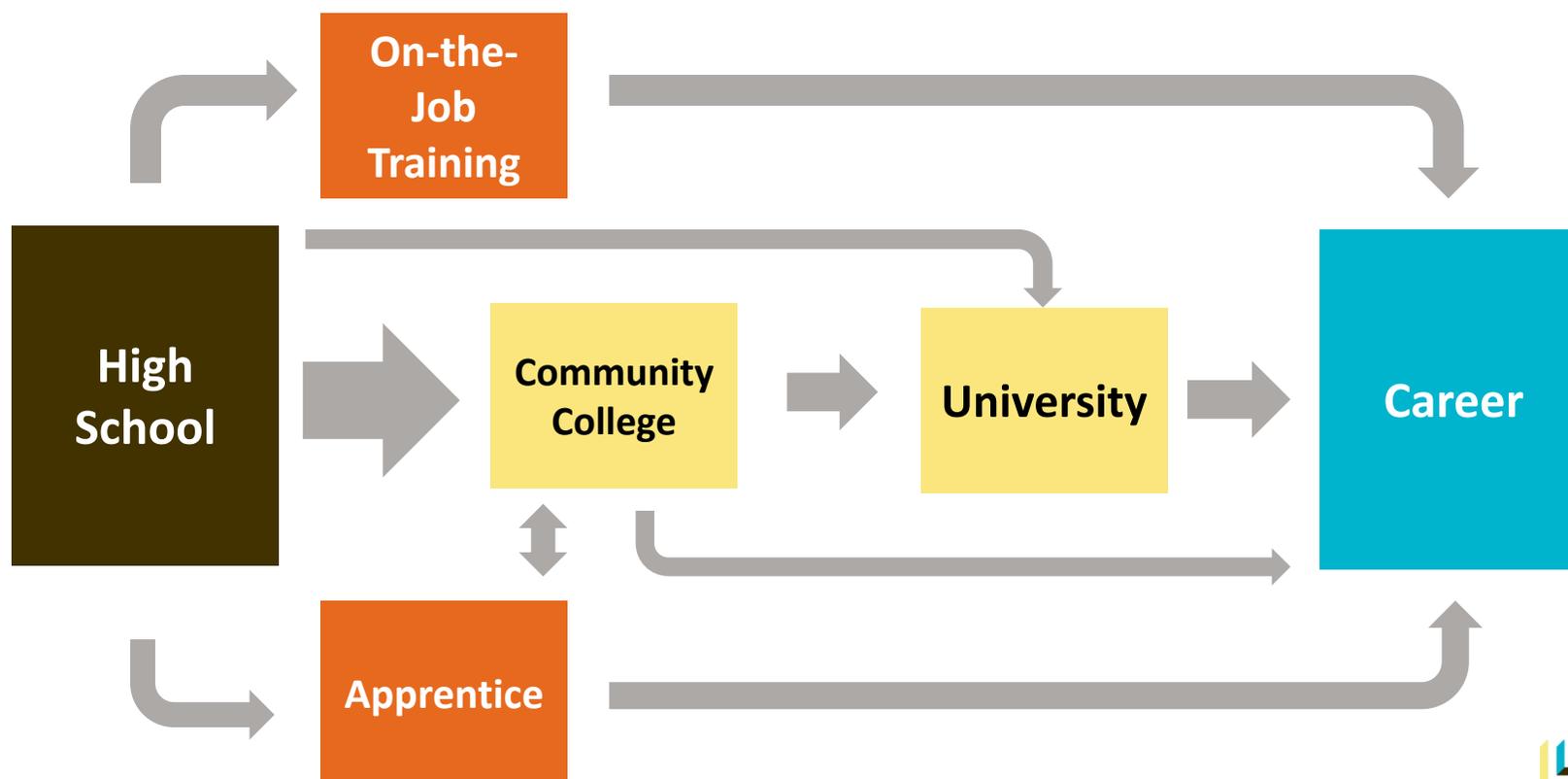
- rigorous academics
- technical training
- real-world learning opportunities
- student supports



College *and* Career Readiness

Most skilled jobs with living wages require training beyond high school.

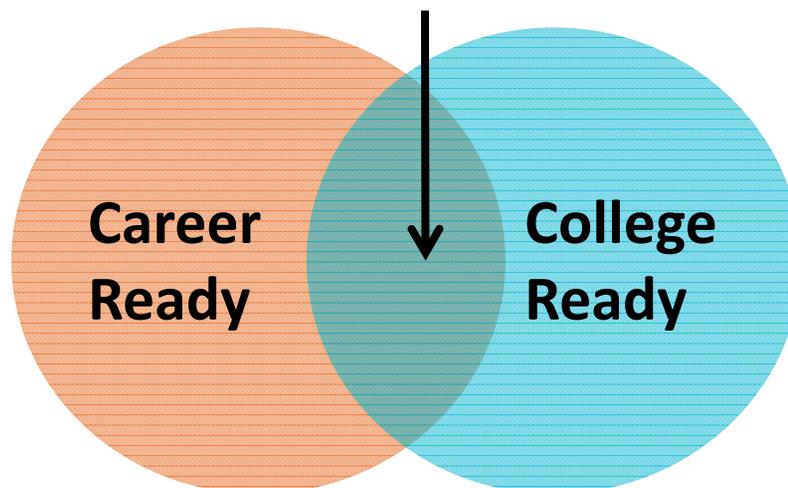
Neither a college nor career technical training may be appropriate for *all* students, but both are relevant to the aspirations of *most* students.



College and career are neither synonymous nor mutually exclusive.

Contextual application of academic and technical skills/knowledge.

21st Century skills and 'soft' skills



**Eligibility for gainful, skilled employment
or further training.**

Technical skills and knowledge
Workplace behaviors

**Eligibility for postsecondary studies
without remediation.**

Academic content knowledge
Academic behaviors
Cognitive strategies

State policy has begun to acknowledge this reality.

Career Technical Funding

Statewide Implementation Grants

**Career Technical Programs
(CPA, SSP, AgTech, CleanTech)**

\$40 Million

+\$30 Million

(Proposed for 2014-15)



SB 1070

CTE Pathway Program

\$48 Million

+\$48 Million

(Proposed for 2014-15)

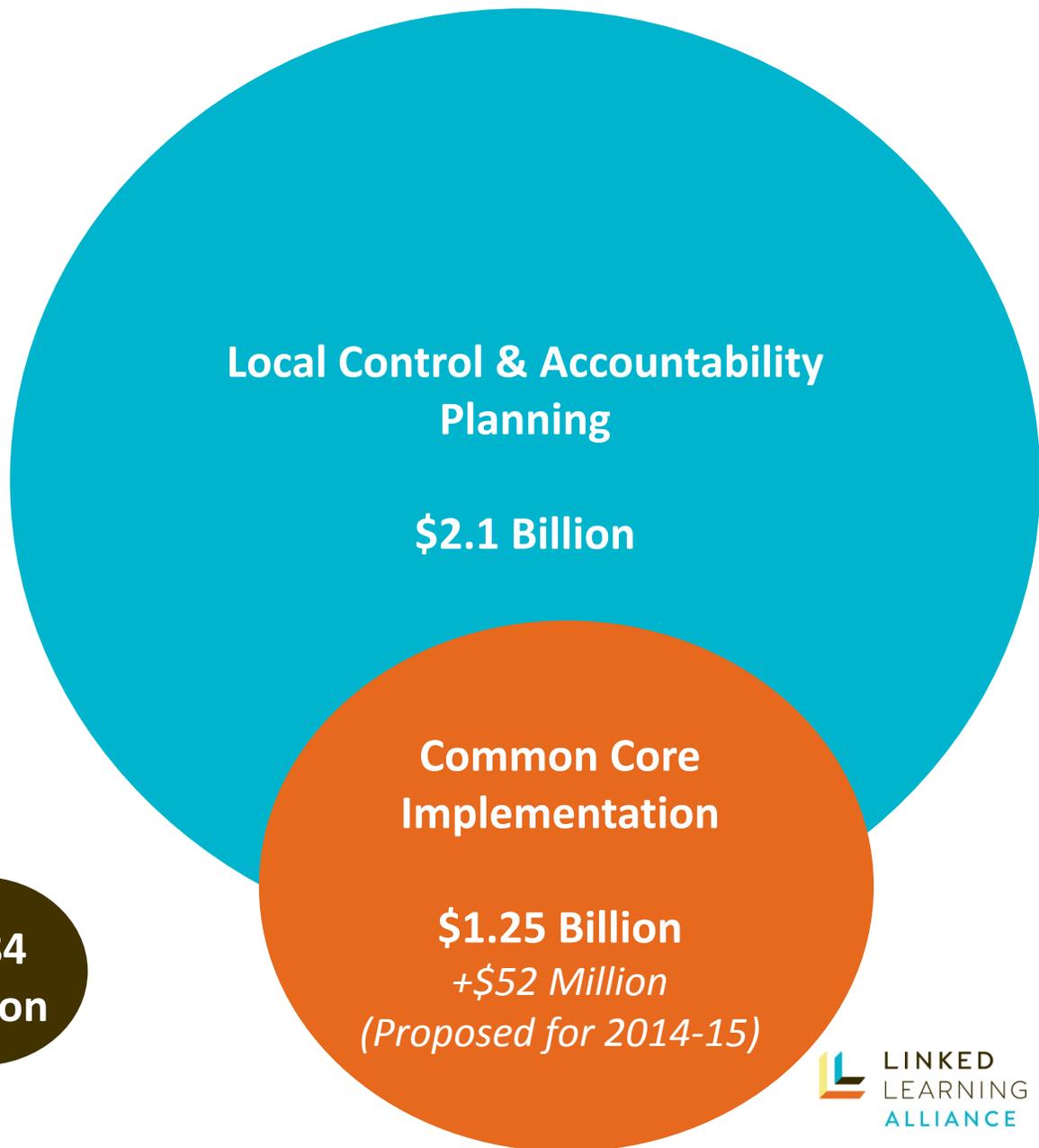


Career Pathways Trust

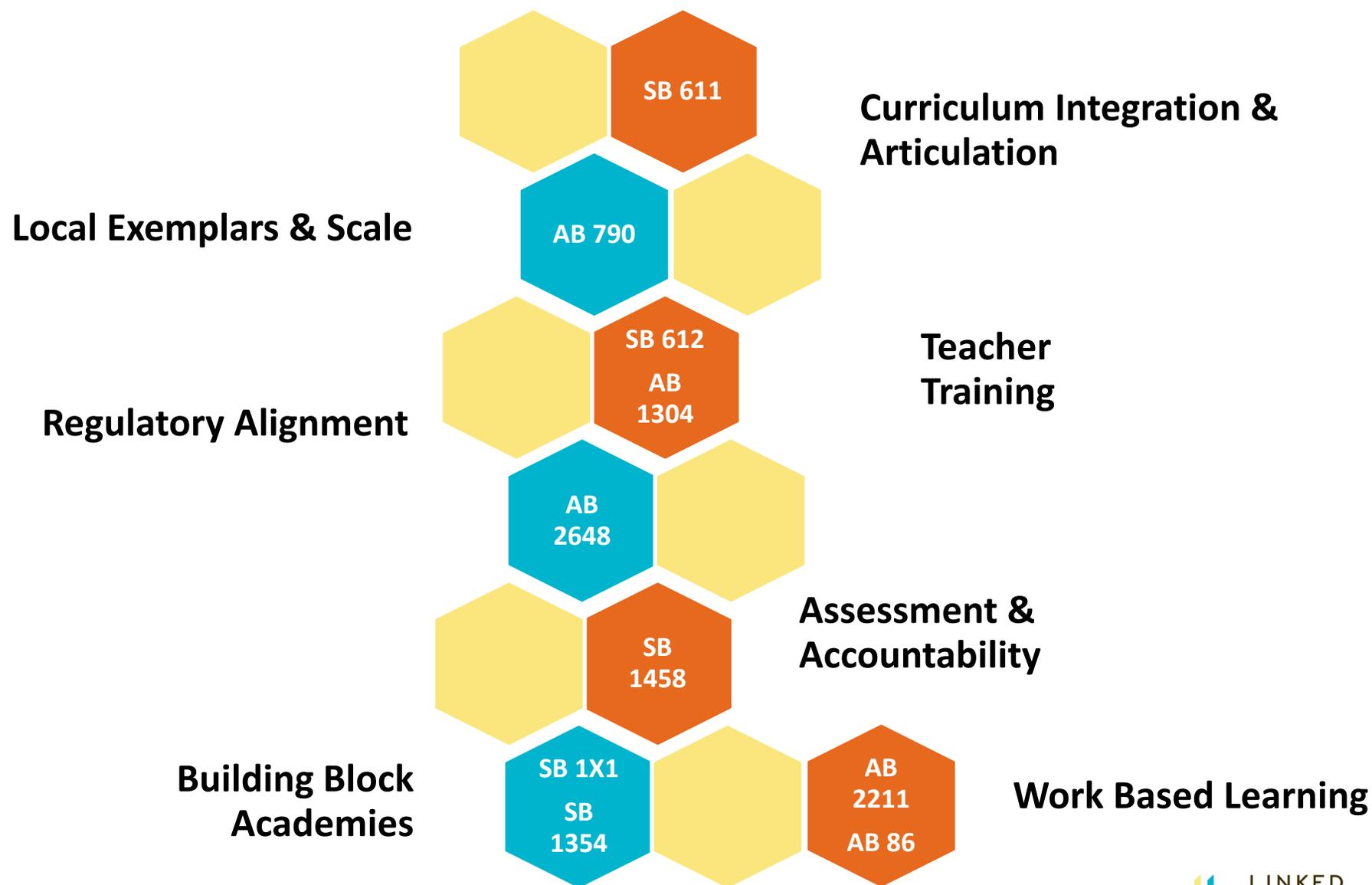
**\$250
Million**

**Regional Occupation
Centers & Programs**

**\$384
Million**



This convergence builds upon several years of legislative activity working to better align career and college preparation.



College Readiness: *One size does not fit all*

In September, the committee heard about several potential indicators:

- A-G Completion
- Early Assessment Program (EAP)
- Completion of Algebra II or above

Variable observation

- None were stable or reliable across school sites

Other discussed indicators:

- SAT/ACT, AP/IB and dual enrollment
- Are not universally available and/or come at a cost
- Likely variation in reliability across school sites

A ***multiple measures*** approach is the most realistic, equitable, and feasible.

Career readiness is no different.

Career Indicators

Demonstrate workforce readiness through acquisition of sector specific competencies and 21st century skills.

Many career-relevant indicators are reported to the state:

- Perkins
- CALPADS
- Cal-PASS

More are gaining momentum in districts through:

- AB 790 Linked Learning Pilot Program (IEBC)
- Career Pathways Trust (IEBC and Cal-PASS+)
- CORE districts (School Quality Improvement System)
- Local Control and Accountability Plan development

Data Constraints & Opportunities

The State Board of Education can only require currently reported data

- *i.e.*, CALPADS, Cal-PASS, Perkins

But this doesn't preclude voluntary reporting of additional data.

New, ***non-state*** data systems can offer valuable indicators of readiness among participating schools and districts:

- IEBC
- Cal-PASS+
- School Quality Improvement System
(*CORE/Gardner Center*)



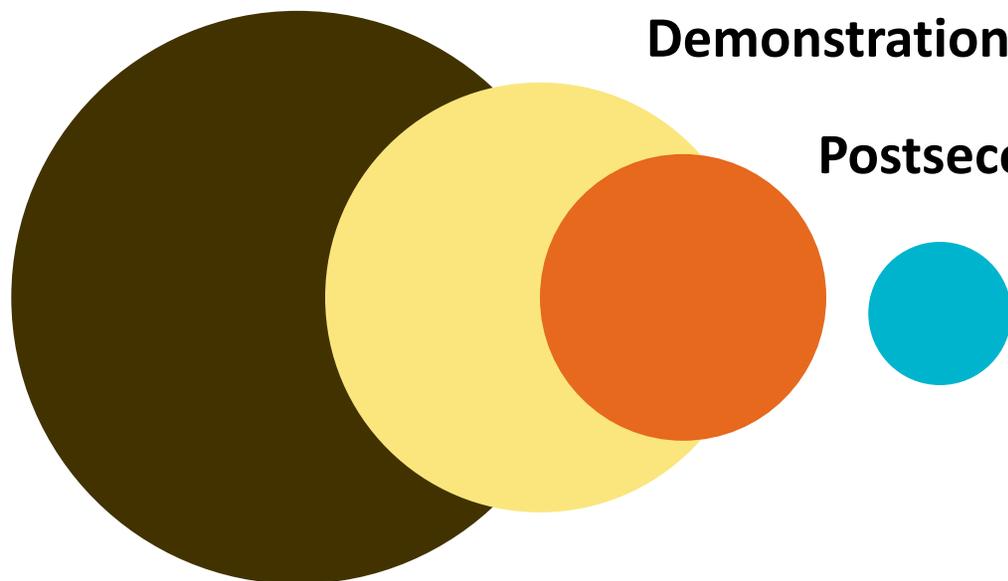
Categorizing Potential Indicators

Course & Program Indicators

Demonstration Indicators

Postsecondary Experience Indicators

Potential Voluntary Indicators



Guiding Principles

College *and* career readiness

- Not either/or

Subsidiarity

- Aligned with LCFF/LCAP
- Encourage innovation to improve practices and programs statewide
- Responsiveness to unique local conditions and realities.

Transparency and relevance

- Clear and meaningful to students, families, educators, employers, etc.

Emphasis on student performance over student participation.

Align with, and exceed, readiness standards in other states.

Course & Program Indicators

Reflect satisfactory performance in a specific program of study and the type of knowledge acquired.

May reflect minimum eligibility requirements for postsecondary programs (*college, on-the-job training, apprenticeships, etc.*).

'College-Ready' Course & Program Indicators

A-G Completion

- Indicates preliminary eligibility

AP/IB Course Completion

- Signal of more rigorous course of study
- Research has linked course participation to improved performance in similar courses at college level.

CTE Pathway Completion

Sequence of 3 or 4 courses within an industry theme

- Central component of career academies
- Used in 6 states' accountability systems as a career readiness option

Decades of research have shown connection between career academy completion and improved student outcomes:

- Graduation and postsecondary enrollment
- Earnings
- Credit completion and 'a-g' course completion

Could meet basic Local Control & Accountability Plan requirement.

*Sample
Engineering &
Design Course
Sequence*

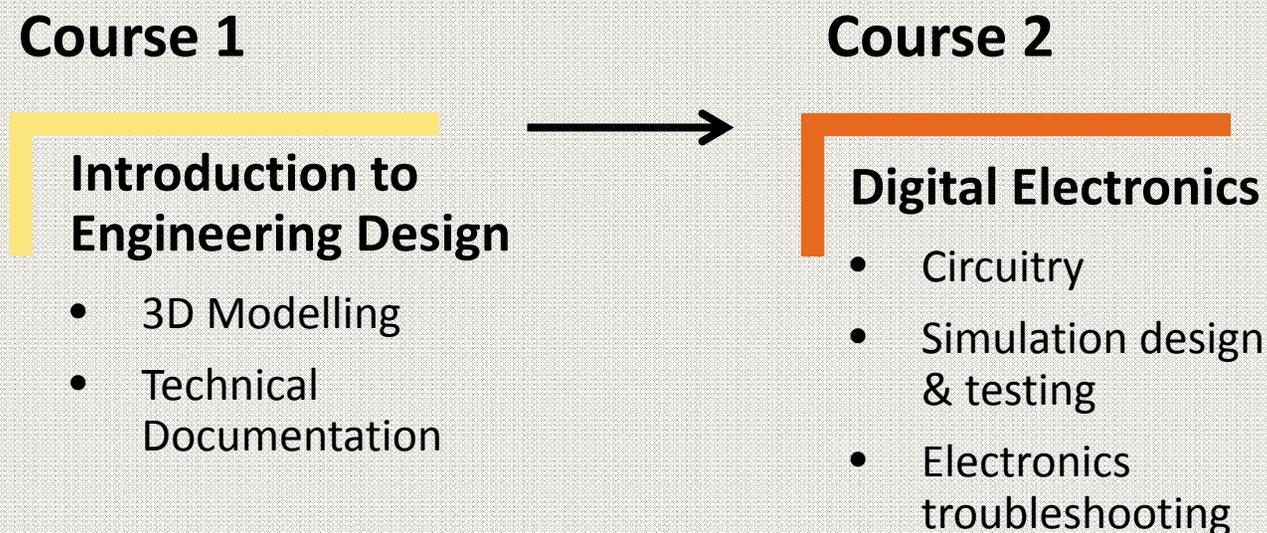
Introduction to
Engineering
Design

Digital
Electronics

Computer
Integrated
Manufacturing

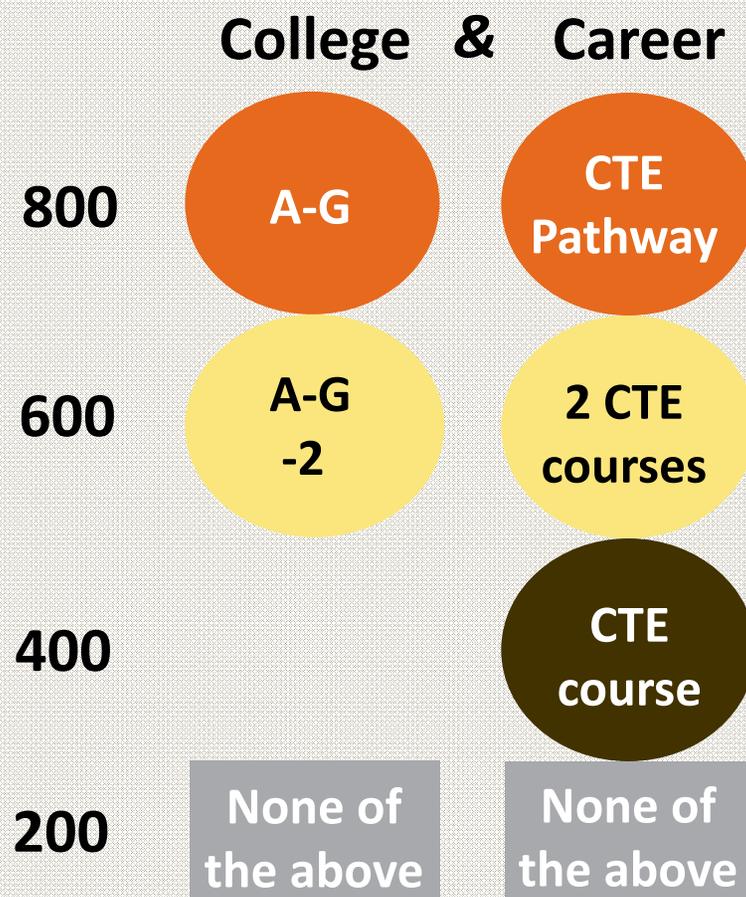
CTE Course Completion (*within a pathway*)

Whereas the a-g course sequence is largely 'all or nothing' for UC eligibility purposes, discrete CTE courses aligned in a pathway sequence reflect incremental career preparation via technical skill development.



Distribution of points on the index *(conceptual example for illustrative purposes)*

In this scheme, an algorithm could average college and career indicators, with calibration as necessary.



Demonstration Indicators

Completion of activities that establish a student's level of experience or competence.

- May meet minimum eligibility requirements for postsecondary training programs or employment.

College

- EAP Ready or EAP Conditional

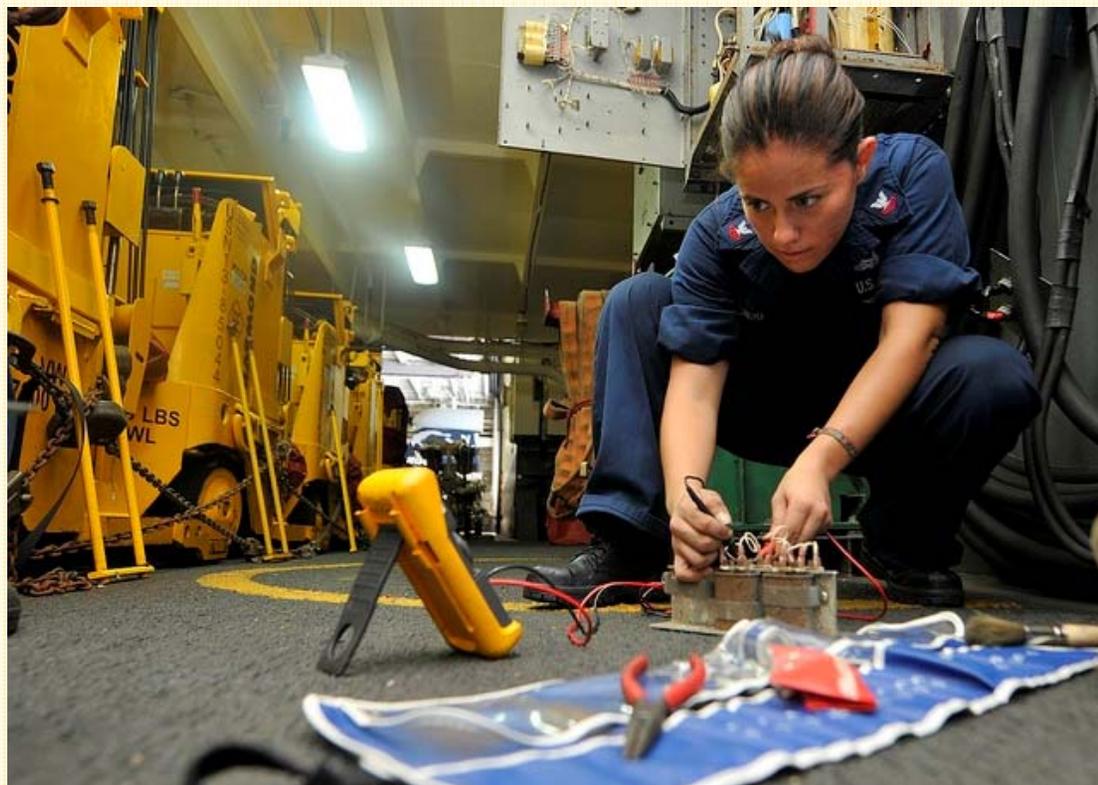
Career

- Work-based learning experiences

Work-Based Learning Experiences

Apprenticeships

- Standards-based, industry recognized, and often prerequisite for skilled jobs
- Includes clear sequence of experiences aligned to curriculum
- Supervisor assessment of readiness



WorkAbility

- Aligned to Individual Education Plan (IEP) for students with disabilities
- Supervisors assessment of job readiness

Work Experience Education

- Inconsistent standards and quality
- Not all are curriculum-aligned or include employer/supervisor assessment
- Could be strengthened in statute and regulations

Only a handful of states currently use work-based learning as an option for career readiness in their accountability systems.

LCAP Implications (*when standards-aligned*):

- Could supplement college- and career-ready baseline
- Could be an additional pupil outcome reported in the plan
- Career-relevance and connection to curriculum reinforce student engagement and content mastery.
- Contextualized learning can reinforce English language acquisition

Industry Certification

Demonstrates technical competency

- Employer recognized, but not applicable in all sectors or industries

Schools report acquisition of certifications, but no official list. CDE has been surveying districts to learn which certifications are reported

- *Ex. Certified Organic Farmer, Veterinary Technician, Certified Nurse Assistant, Microsoft Certified, Collision Repair & Refinishing*

Requires creation of authoritative list

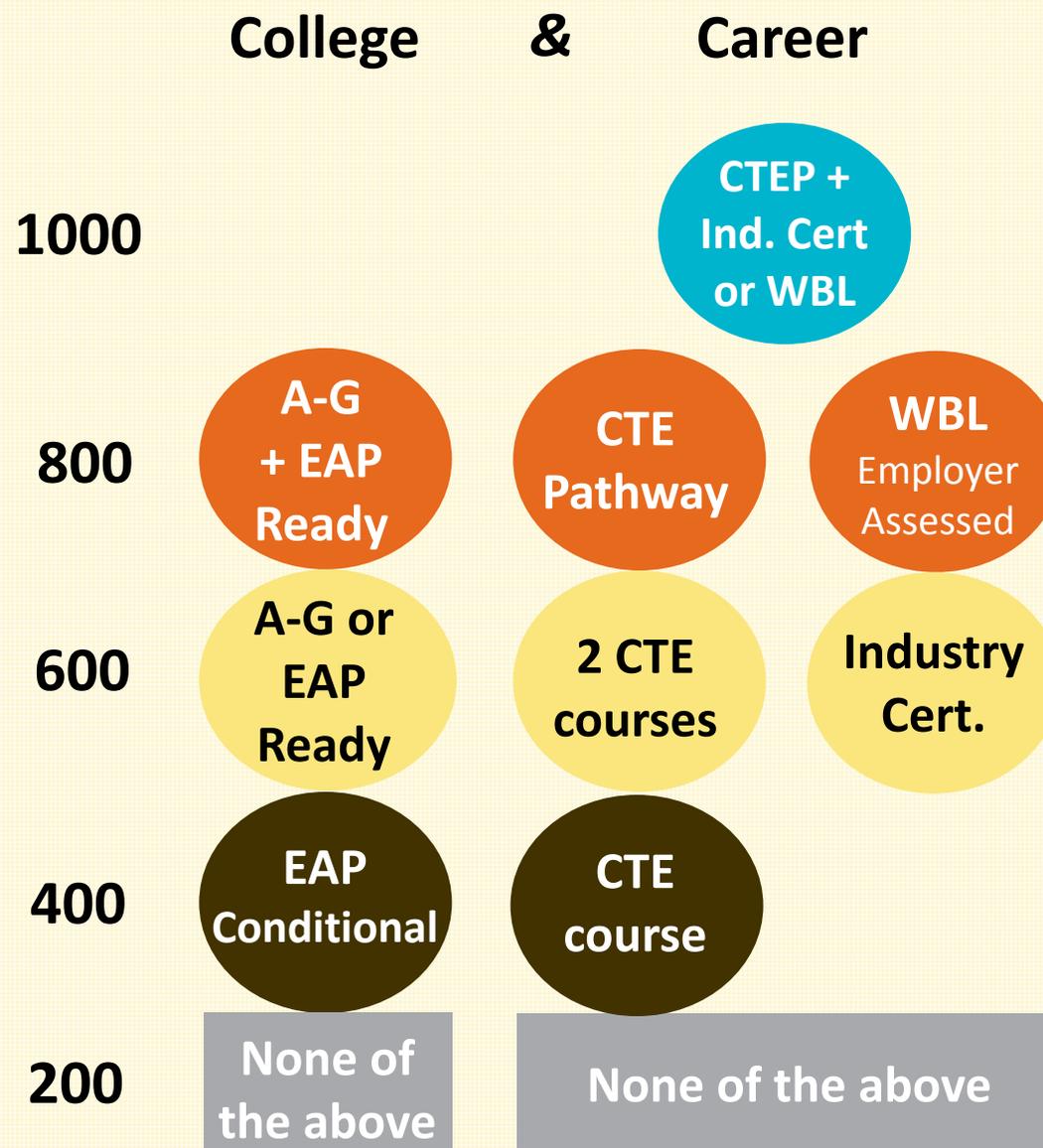
- Ensures level of quality and rigor
- Common practice in other states

LCAP Implications:

- Could be additional pupil outcome included in reporting.



Raising the bar on readiness.



Postsecondary Experience Indicators

Success in college-level courses and/or advanced standing upon college entry

- If college-level CTE coursework, also demonstrates career preparation

Some version of these types of indicators are used in *over 20* states as a reporting option for accountability purposes.

Degree and Transfer-eligible Units (*DTU*)

Courses that require or demonstrate college-level math or English.

Includes credit earned from IB/AP exams and college coursework completed through dual/concurrent enrollment.

Place students at advanced standing upon entry to college

Provides early exposure to college setting and/or college-level performance expectations

Can lead to increased rates of colleges persistence and completion among all students

College-level CTE course completion

Emerging research shows promise for CTE dual enrollment and students' postsecondary outcomes.

Demonstrates college and career readiness

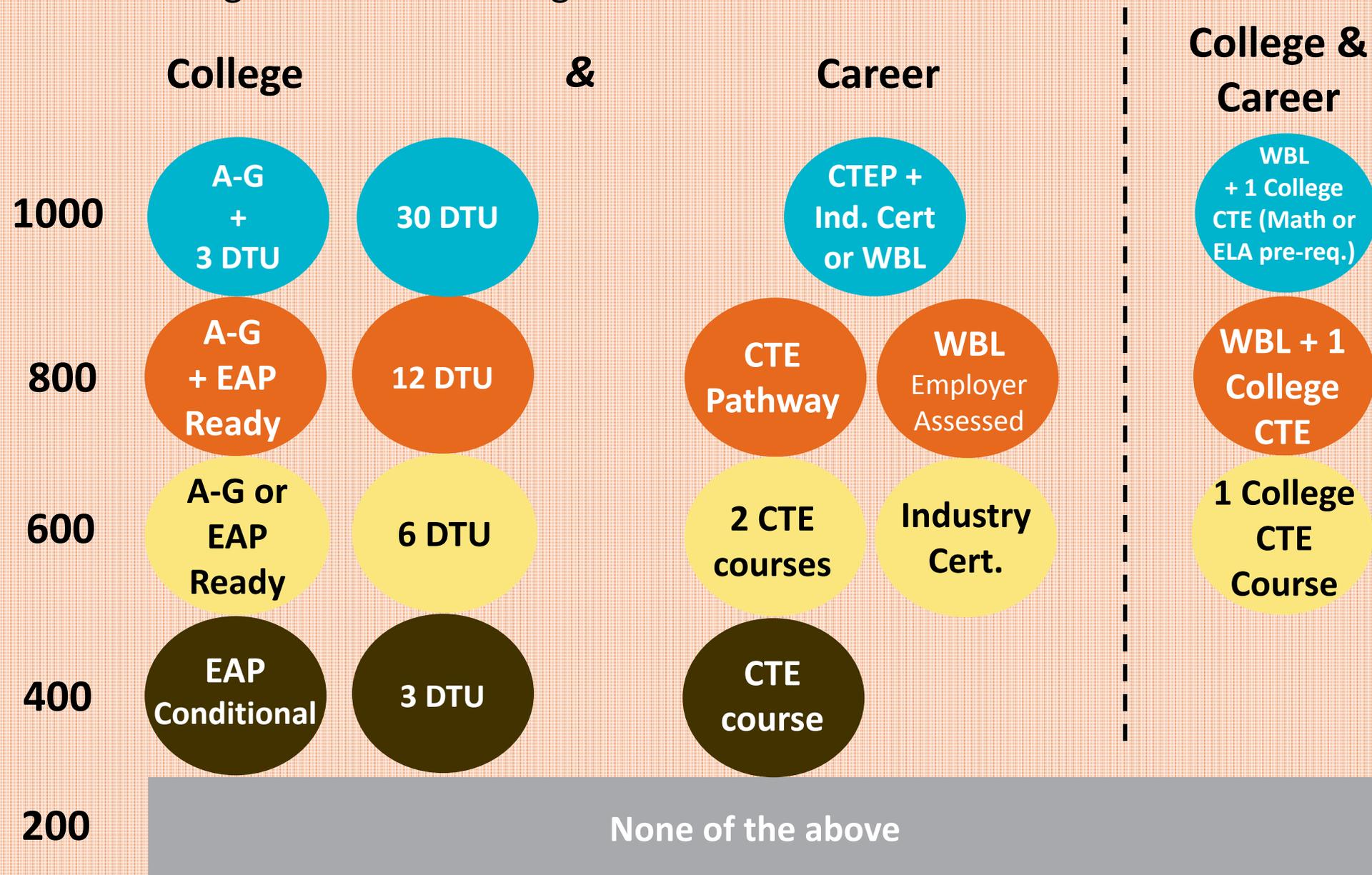
- Shows both college-level competency and employment training

LCAP Implications:

- Could supplement college- and career-ready baseline
- Could be an additional pupil outcome reported in the plan
- Rigor and career-relevance can reinforce student engagement, school climate perceptions, and content mastery.
- Contextualized learning can reinforce English language acquisition.

Diversifying reporting options

In this scheme, some indicators could combine college and career, reducing or eliminating the need to average and calibrate.



Potential Voluntary Indicators

Supports local control and accountability, through recognition of alternative, indicators or measures.

- Incentivizes innovation – drives state towards better measures
- A number of promising indicators are already emerging
- Alternative reporting and accountability systems could be integrated

What would be required?

- Evidence of effectiveness
- Development of evaluation criteria and review process to obtain PSAA/SBE approval, as well as determine point values.

National Career Readiness Certificate (*NCRC*)

Can be earned through successful completion of 3 WorkKeys exams (offered by ACT):

- Applied Mathematics
- Locating Information
- Reading for Information

Jobs are profiled to determine the proper skill levels necessary for successful execution of a job or internship.

Four skill levels are possible:

- Bronze 35% of jobs profiled
- Silver 65%
- Gold 90%
- Platinum 100%

Used as an option for career readiness in **13** state accountability systems.

Integrated Pathway Completion

College and Career Pathway

- A-G and CTE
- At least two CTE courses meet A-G requirements

Increases access to college-ready curriculum for those traditionally tracked into career tech programs.

Increases job readiness and soft/tech skill development for college-bound students.

LCAP Implications:

- Clearly articulates and integrates college and career ready ideals
- Career-relevance and connection to curriculum reinforce student engagement and content mastery, improving academic performance outcomes.

National Academy Foundation Certification

Student-level certification used in almost 100 programs in California.

Includes satisfactory completion of three standardized elements:

1. End-of-course exams in four pathway courses
2. Four project-based assessments
3. Supervisor-assessed internship
 - Could potentially function as an independent indicator due to employer validation, standardization of assessment, and alignment to academic content standards.

Completion of Certified Linked Learning Pathway

Includes completion of an college and career ready curriculum sequence, in addition to a work-based learning experience.

Speaks to the rigor and relevance of a program, as well as the curricular integration across academic, technical and workplace learning.

Encourages teaching practices that are effective and evidence-based, as well as equity of access and continuous program improvement.

School Quality Improvement Index (*CORE districts*)

School accountability system for districts participating in the ESEA waiver through the California Office to Reform Education (*CORE*).

Data-driven accountability and continuous improvement system:

- Includes academic, socio-emotional and culture/climate indicators
- Indicators are evidence-based in their importance for academic achievement and life success (*ex. employment, wages, avoidance of risky behavior*)

Data aggregation performed by third-party.

- Gardner Center at Stanford University

Schools must meet one of the following benchmarks:

- 90% on SQI Index; or
- Improvement along index: *2% in 2 years, 4% in 4 years*

Data Reporting for the Career Pathways Trust

Program Enrollment
Dual Enrollment Employment
Program Completion **Internships**
Work-Based Learning Mentoring
Job Shadowing **Associate Degrees**
Pathway-enrolled Graduates
Work Experience Industry Certification
Student Leadership Organizations
Training Program Entry
4-year Transfer

Career Pathways Trust: *Data Reporting Systems*

Individual reporting elements, or aggregates thereof, could be drawn from one of the two reporting systems to meet college and career-readiness accountability requirements.

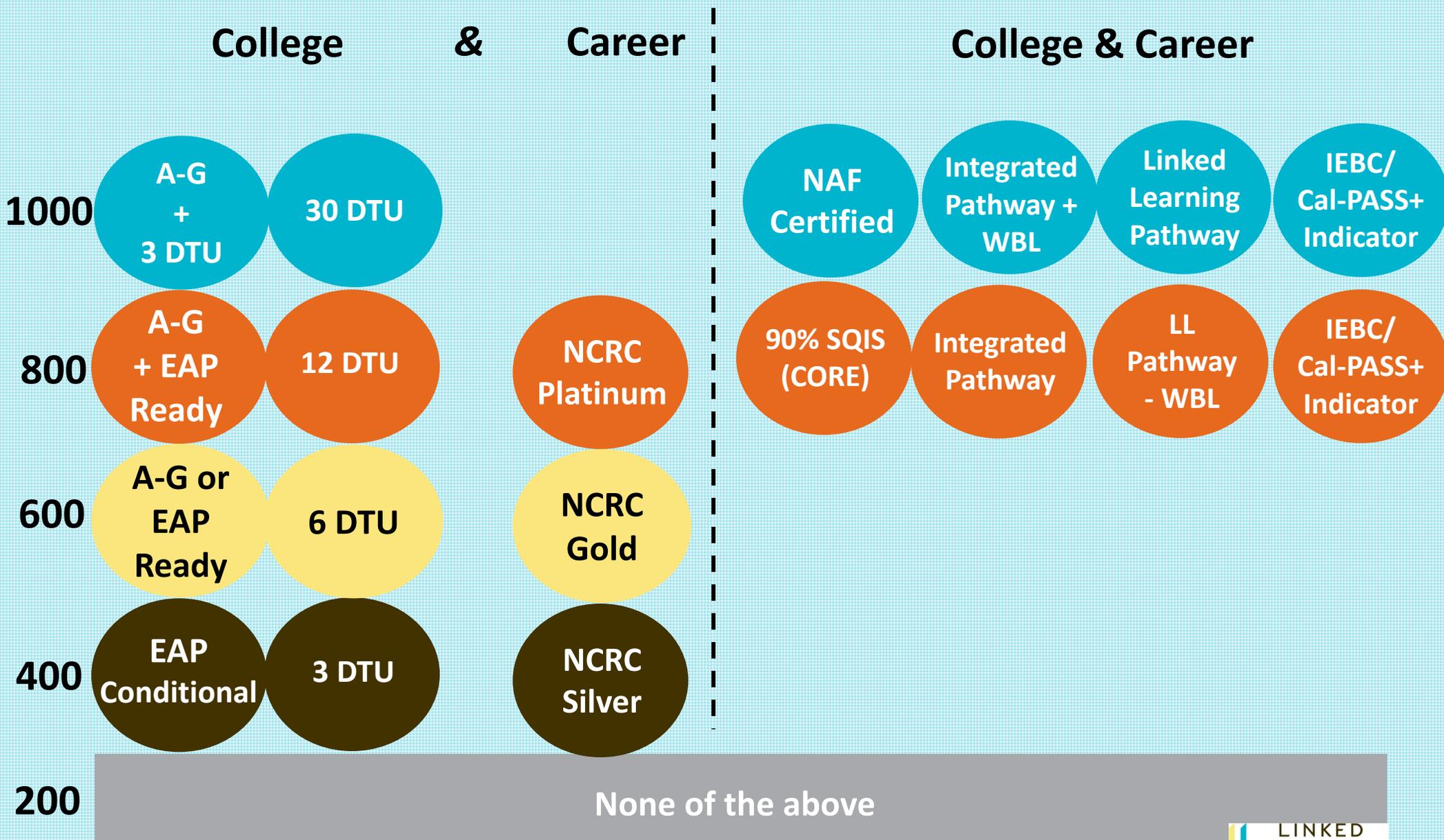
Institute for Evidence-Based Change

- Nine districts currently report to this system.
- 58 more LEAs/COEs will utilize as participants in the AB 790 Linked Learning Pilot Program

Cal-PASS+

- Many LEAs already provide information to this longitudinal system

Diversifying options with alternative data reporting.



Additional Considerations

Bonus points to incentivize equitable opportunities and outcomes?

- English language learners
- Students with special needs
- Socio-economically disadvantaged students

Algorithm for blending C&CR indicators

- Average of each or would additional algebra be required?

Calibration of voluntary measures

- How might other data systems be validated/integrated?
 - Cal-PASS+, IEBC, School Quality Improvement System (CORE)
- Review process and evaluative criteria

Preparing Students for College, Career, and Life

All students should have:

- Access to an education that prepares them for college and career.
- A choice of paths, not a single track.
- The ability and support to make informed choices about the future.

The Academic Performance Index:

- Should recognize the many paths that students may pursue.
- Can incentivize schools to offer educational opportunities that provide students with options after high school.



LINKED LEARNING ALLIANCE

Questions?

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