



On the path to SUCCESS

By combining real world experience and rigorous academics, Linked Learning is improving education for students in California and beyond. To learn more, visit linkedlearning.org



Linked Learning students earned an average **6.6 MORE CREDITS** in 10th grade than similar peers

Compared with similar peers, Linked Learning students are **8.9 PERCENTAGE POINTS MORE LIKELY**

to be on track at the end of 10th grade to complete the

A-G requirements, which are needed for admission to both California public university systems

95% of 12th-grade students in California Partnership Academies, which practice a form of Linked Learning graduated, compared with



85% of 12th-grade students statewide

High School

College

72%

of Linked Learning students agree:

"I know a lot about college and career planning."



Linked Learning students are **9% MORE**

likely to enroll in postsecondary education, particularly four-year colleges, than their peers

Career

Compared with their peers,



+23 PERCENTAGE POINTS

Linked Learning students were more likely to report that high school prepares them for working with people in professional settings, and for working in a group to achieve a shared goal

Linked Learning students reported improvement in specific professional skills. When compared with their peers



+20 PERCENTAGE POINTS

Linked Learning students were more likely to report improved presentation skills



+14 PERCENTAGE POINTS

Linked Learning students were more likely to report improved ability to conduct online searches to answer a question

Guha, R., Adelman, N., Arshan, N., Bland, J., Caspary, K., Padilla, C., Patel, D., Tse, V., Black, A., & Biscocho, F. (2013). Taking stock of the California Linked Learning District Initiative. Fourth-year evaluation report. Menlo Park, CA: SRI International. Profile of the California Partnership Academies 2009-2010, UC Berkeley. (2011). http://casn.berkeley.edu/downloads/CPA_Report_2009-10.pdf

Career Academy Support Network report, Profile of the California Partnership Academies, 2011.

Saunders, M., Rogers, J., & Terriquez, V. (2013). Exploring the educational, labor market, and civic trajectories of young adults who attended Linked Learning pathways: Survey and interview findings. Los Angeles, CA: Institute for Democracy, Education, and Access.

Linked Learning

- Offers students a personally relevant, wholly engaging, rigorous academic and career-based curriculum with real-world learning opportunities.
- Ensures students graduate from high school well prepared to enter a two- or four-year college or university, an apprenticeship and formal job training.
- Exposes students in school to previously unimagined college and career opportunities.

Four Core Components of Linked Learning

- **Rigorous academics.** The academic core that includes college preparatory English, mathematics, science, history, and foreign language courses for all students.
- **Real-world career skills.** A challenging career-based component of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career.
- **Work-based learning.** A series of real-world work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships.
- **Personalized support.** Support services including counseling and supplemental instruction in reading, writing, and mathematics that help students master the academic and technical learning.

Proven Success

- Linked Learning prepares students for a postsecondary education. Many Linked Learning schools ensure students successfully complete the necessary A-G coursework for admission to a UC or CSU. In fact, students were 8.9 percentage points more likely to be on track with A-G requirements at the end of 10th grade.ⁱ
- In 2010, 95 percent of students who attended the 500 CPAs, which practice a form of Linked Learning, graduated. CPAs also posted higher graduation rates for Latino and African American students.ⁱⁱ
- Studies have found that upfront investment in Linked Learning results in benefits to the district and to taxpayers that far exceed the cost. Once the infrastructure for Linked Learning is established, costs significantly decrease due to sharing of resources and economies of scale.ⁱⁱⁱ
- Momentum is growing to expand the Linked Learning approach across California. The State Linked Learning Pilot Program includes 63 participating school districts and county offices of education. CDE, California Community Colleges, and James Irvine Foundation are providing \$7 Million for pilot implementation. The state budget also includes \$250 million for the California Career Pathways Trust, a grant program incentivizing collaboration between schools and employers to support Linked Learning pathways and provide work-based learning opportunities for students.

ⁱ Guha, R., Adelman, N., Arshan, N., Bland, J., Caspary, K., Padilla, C., Patel, D., Tse, V., Black, A., & Biscocho, F. (2013). Taking stock of the California Linked Learning District Initiative. Fourth-year evaluation report. Menlo Park, CA: SRI International.

ⁱⁱ Profile of the California Partnership Academies 2009-2010, UC Berkeley. (2011). http://casn.berkeley.edu/downloads/CPA-report-execSum_2010-11.pdf

ⁱⁱⁱ Parsi, Ace, David Plank, and David Stern. Policy Analysis for California Education (PACE). Costs of California Multiple Pathway Programs p.4. http://www.edpolicyinca.org/sites/default/files/2010_PR_PLANK_STERN.pdf