

## Facts to Share with Employers and Industry Leaders

### Linked Learning

- Provides rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track.
- Organizes learning around a broad industry sector theme, so that students get exposure to a wide array of career options, and learn what professional and postsecondary training is needed to be successful in a career in that industry.
- Prepares students to graduate from high school ready for college, and with skills needed to thrive in the workplace.

### Four Core Components

Linked Learning's power comes from the close integration of four core components:

- **Rigorous academics** that prepare students to succeed in college.
- **Career-technical education** courses in sequence, emphasizing real-world applications of academic learning.
- **Work-based learning** that provides exposure to real-world workplaces and teaches the professional skills needed to thrive in a career.
- **Comprehensive support services** to address the individual needs of all students, ensuring equity of access, opportunity, and success.

### Evidence of Success

- Linked Learning certified pathway students are less likely to drop out and more likely to graduate than similar students in traditional high school programs.<sup>1</sup>
- Linked Learning students are earning more credits than similar peers in traditional high schools, which is critical for on-time graduation.<sup>2</sup>
- Students coming into Linked Learning with low prior achievement scores demonstrate greater academic success than similar students enrolled in traditional high schools.<sup>3</sup>
- English language learners earned 15 more credits, and African American students earned nearly double that—equaling more than an additional semester's worth—than similar students in traditional high school programs.<sup>4</sup>
- Compared with their peers, students report greater confidence in their life and career skills, and say they are experiencing more rigorous, integrated, and relevant instruction.<sup>5</sup>

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<sup>1</sup> Warner, M., Caspary, K., Arshan, N., Stites, R., Padilla, C., Park, C., Patel, D., Wolf, B., Astudillo, S., Harless, E., Ammah-Tagoe, N., McCracken, M. & Adelman, N. SRI International. (2015). *Taking stock of the California Linked Learning District Initiative. Sixth-year evaluation report*. Menlo Park, CA: SRI International.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Guha, R., Caspary, K., Stites, R., Padilla, C., Arshan, N., Park, C., Tse, V., Astudillo, S., Black, A., & Adelman, N. (2014). *Taking stock of the California Linked Learning District Initiative. Fifth-year evaluation report*. Menlo Park, CA: SRI International.

- As a result of the mounting evidence of Linked Learning’s effectiveness, the State of California has committed approximately \$2 billion to help schools and regions establish and expand Linked Learning pathways. The State Linked Learning Pilot Program includes 63 participating school districts and county offices of education. CDE, California Community Colleges and The James Irvine Foundation are providing \$7 million for pilot implementation. The state budget also includes two rounds of \$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.

### Support from the Employer Community

- Currently, more than 30 business, industry, and trade organizations are members of the Linked Learning Alliance.
- The Linked Learning pathways align with California’s 15 major industries: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building Trades and Construction; Education, Child Development, and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior Design; Finance and Business; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Information Technology; Manufacturing and Product Development; Marketing, Sales, and Service; Public Services; and Transportation.
- Students engage in professional learning via job shadowing, apprenticeships, internships, and professional skill-building which allows them to understand all of the options and opportunities available to them after high school.

### Students Are Better Prepared to Complete High School and Succeed in College

- In 2012, the state’s graduation rate was 78.5 percent. The graduation rate for Latino students was 73.2 percent and for African American students 65.7 percent.<sup>i</sup>
- Barely one-third of all students who graduate high school (36 percent) complete all the a-g courses necessary for admission to a University of California (UC) or California State University (CSU) school.<sup>ii</sup>
- Linked Learning prepares students to succeed in postsecondary education. Many Linked Learning schools ensure students successfully complete the necessary a-g coursework for admission to a four-year public university in California. In fact, students were 7.9 percentage points more likely to be on track with a-g requirements at the end of 10th grade.<sup>iii</sup>

### Students Are Better Prepared to Succeed in the Jobs of the Future

- As of 2010, 59 percent of jobs require a postsecondary credential. By 2018, this figure will increase to 63 percent of all jobs, a trend that is likely to continue to grow.<sup>iv</sup>
- Linked Learning prepares students to meet the increasing demands of today’s job market by arming them with real-world experience and a strong academic foundation to go to a two- or four-year college so they can enjoy a meaningful, high-wage career.
- Employers increasingly value the ability to communicate effectively, collaborate productively, problem-solve, and innovate.<sup>v</sup>
- Linked Learning students were more likely than their peers to report that high school has helped them improve their ability to work in a group to achieve a shared goal (62 percent versus 39 percent), and to work with people in a professional setting (56 percent versus 33 percent).<sup>vi</sup>
- Linked Learning’s combination of rigorous academics and real-world learning opportunities provides students with communication, critical thinking, and problem solving skills that are needed in any profession. Linked Learning also creates more opportunities for students to discover their interests.

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- <sup>i</sup> California Department of Education. (2013). State Schools Chief Tom Torlakson Announces Continued Improvement in State's High School Graduation Rate [Press Release]. Retrieved from <http://www.cde.ca.gov/nr/ne/yr13/yr13rel42.asp>
- <sup>ii</sup> Dayton, C., Hester, C.H., & Stern, D. (2011). Profile of the California Partnership Academies 2009-2010. Berkeley, CA: Career Academy Support Network. p. 33, 35. Retrieved from <http://www.cde.ca.gov/ci/gs/hs/documents/cpareport2010.pdf>
- <sup>iii</sup> Guha, R., Caspary, K., Stites, R., Padilla, C., Arshan, N., Park, C., Tse, V., Astudillo, S., Black, A., & Adelman, N. (2014). Taking stock of the California Linked Learning District Initiative. Fifth-year evaluation report. Menlo Park, CA: SRI International. Retrieved from <http://www.sri.com/sites/default/files/publications/year5linkedlearningevaluationreportdec2014.pdf>
- <sup>iv</sup> Carnevale, A., Smith, N., & Strohl, J. (2010). Help Wanted: Projections of Jobs and Education Requirements through 2018. Washington, DC: Georgetown University Center on Education and the Workforce. p. 13-15. Retrieved from <https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7>
- <sup>v</sup> Casner-Lotto, J., & Barrington, L. (2006). Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce. Retrieved from [http://www.p21.org/storage/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf)
- <sup>vi</sup> Guha, R., Caspary, K., Stites, R., Padilla, C., Arshan, N., Park, C., Tse, V., Astudillo, S., Black, A., & Adelman, N. (2014). Taking stock of the California Linked Learning District Initiative. Fifth-year evaluation report. Menlo Park, CA: SRI International. Retrieved from <http://www.sri.com/sites/default/files/publications/year5linkedlearningevaluationreportdec2014.pdf>