



ON THE PATH TO

# SUCCESS



Linked Learning is a proven approach to education that combines college-focused academics, work-based learning and intensive student supports. By centering high school around industry themes, learning becomes relevant. Students graduate with the skills and confidence to succeed in college, career and life. To learn more, visit [LinkedLearning.org](http://LinkedLearning.org)



Linked Learning students, on average, accumulated 13.3 more credits—equivalent to 2.6 more courses or about a half of a semester—over the four years of high school.<sup>1</sup>



Students coming into Linked Learning with low prior achievement were less likely to drop out, accumulated more credits, completed more a-g courses, and had higher GPAs than similar students enrolled in traditional high schools.<sup>1</sup>



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>



Pathway students are +12 percentage points more likely to report having support navigating decisions on what they wanted to do after graduation than their peers.<sup>2</sup>



Compared with their peers, more pathway students (+10 percentage points) reported seeing connections between what they learned in the classroom and the real world.<sup>2</sup>

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

Compared with their peers, Linked Learning students were more likely to report that high school prepares them for working with people in professional settings



Linked Learning students were more likely to report improved presentation skills.<sup>2</sup>

and for working in a group to achieve a shared goal.<sup>2</sup>



Linked Learning students were more likely to judge correctly whether they can trust the results of an online search.<sup>2</sup>



<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> 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.

## 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>
- 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.

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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.