

# Evolution of A Hub

Reflection on 2 Years of the Linked Learning Hubs of Excellence Initiative



*Linked Learning*  
**REGIONAL HUB**

A network of partners from across sectors  
working to help students succeed.



# About regional hubs

A regional hub is a **network of partners** from across sectors working to increase the number of young people who achieve a postsecondary credential and are prepared for career success.

# About the initiative

*Linked Learning Regional Hubs of Excellence* is an initiative of The James Irvine Foundation to **expand the scale and sustainability of Linked Learning** — helping more young people in California gain equitable access to this practical, promising approach. The initiative focuses on building and strengthening regional hubs — area networks that apply the four components of Linked Learning to increase rates of student success.

# About the approach

Hub participants **apply four tested components of Linked Learning** to build systems that support and sustain high-quality career pathways—making more pathways available to more high school students, and ensuring that these pathways are aligned with postsecondary education and workforce entry in the region.

# About the regional opportunity

Through effective collaboration all parties can contribute to, and benefit from, **improved educational and economic outcomes for young people.**

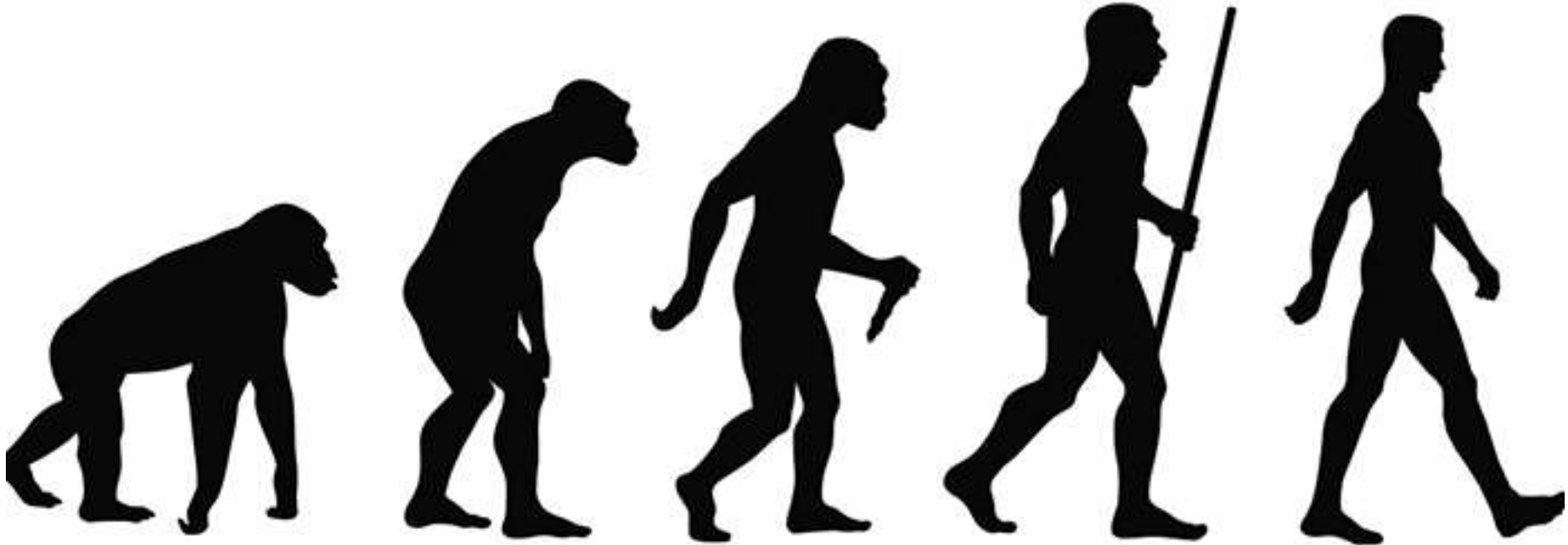
## **THINKING REGIONALLY**

This approach crosses boundaries to connect partners who can do – and gain – more together.

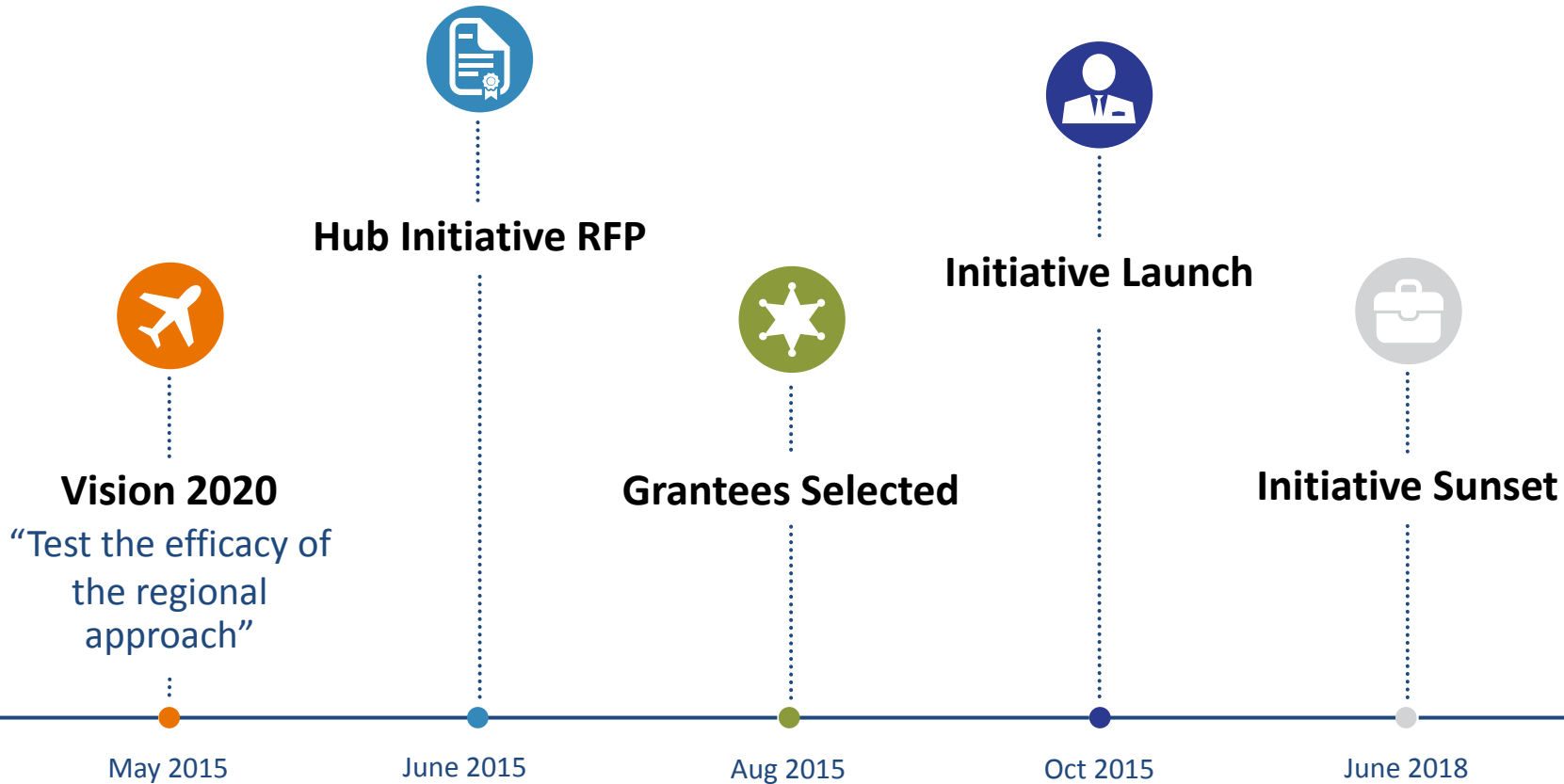
**But that's not where we  
started...**



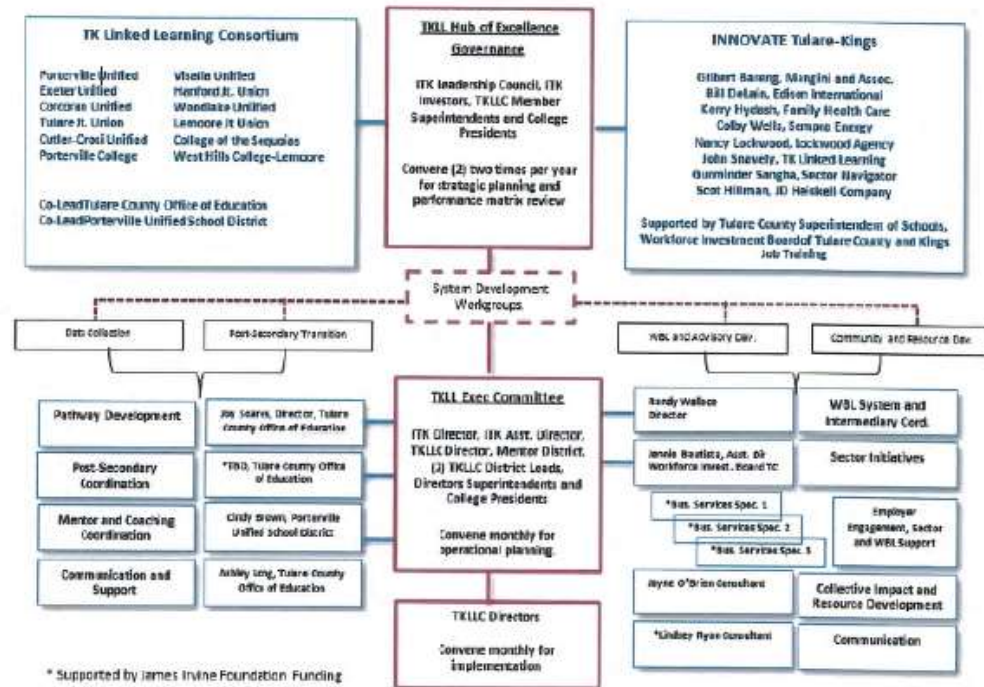
# THE EVOLUTION OF A HUB



# Hub Initiative Timeline



# Phase 1: "What's in a Hub?"



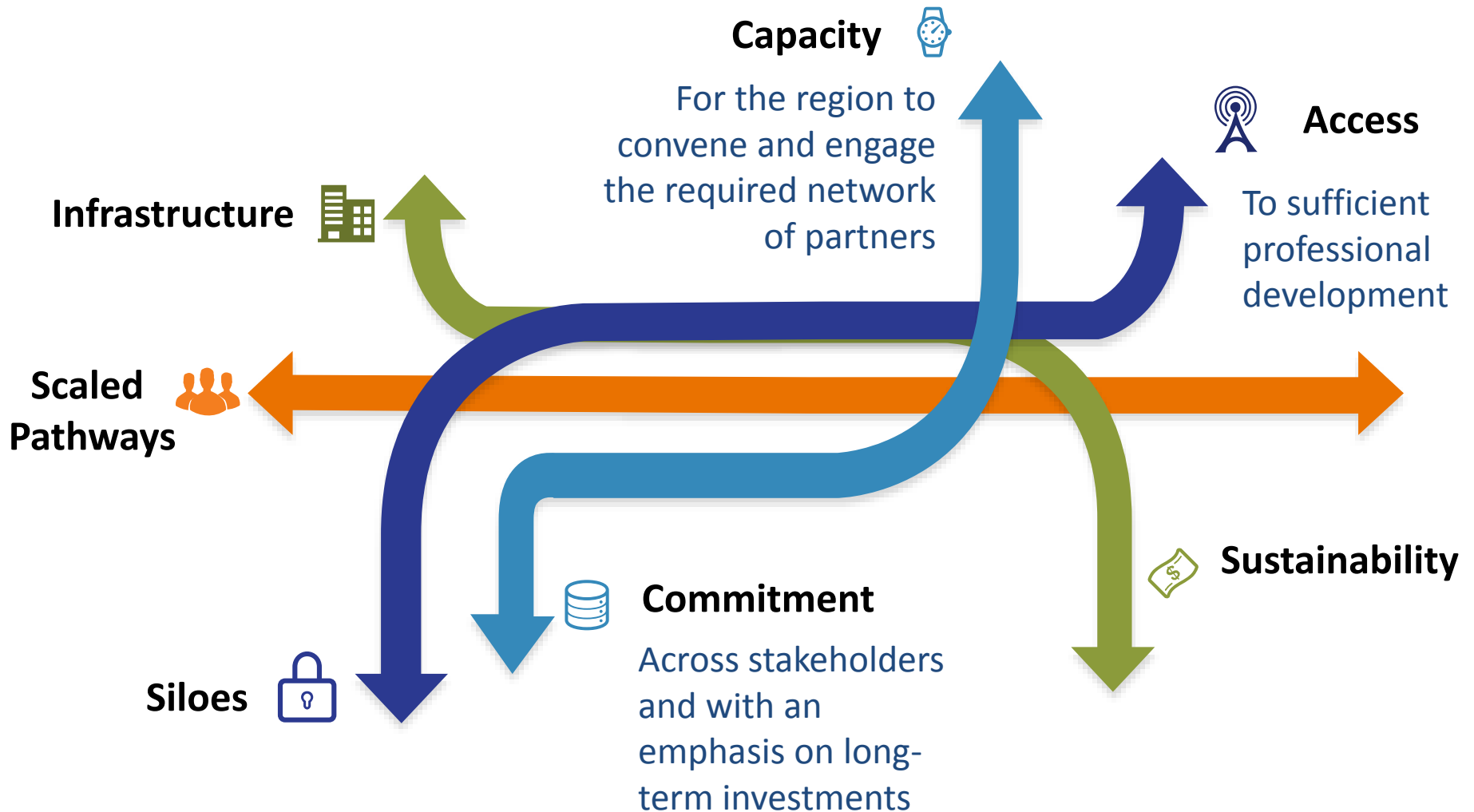
# Hub Goals and Work plans

## 3.3. Work-Based Learning

Year 1-Each pathway has a WBL matrix of services to be provided across grades 9-12; WBL experiences will be implemented at each grade level in each pathway; Intermediary Network will respond to requests and provide WBL for every request forwarded in 2015-2016; Years 2 & 3-

Goal A.1 – To use an asset-based, collaborative approach to develop a stronger regional Hub that can serve as a clearinghouse of knowledge,					
A.1.1 To create a platform for sharing timely data & resources with LL stakeholders	Hub Website created	UWGLA	Web developer	A	X
A.1.2 To identify, compile, & continually disseminate assets supporting LL resources & activities in the Los Angeles region to improve student outcomes	Asset map; partners know/share what each other does, current research trends..	UWGLA	All partners	A	X
Establish Hub Governance Partnership meetings	Project Advisory Group				
<b>G</b> <b>A</b> is er	Hire and onboard LL Program Manager	Chamber/EBCP Director with concurrence from Governance Partnership			X
	Hire and onboard Industry Engagement Manager (IEM)	Chamber with concurrence from Governance Partnership			
	Establish and launch Sub- <u>regional</u> Nodes	Governance Partnership/EBPC Director			
	Develop Hub communications and informational materials	LL Program Manager			
	Conduct analysis of occupations in demand in key regional industry sectors	Chamber/IEM			
	Establish Hub's K-14 Linked Learning pathway baseline	EBPC Director/LL Program Manager			

# Reframing the Problem



# HUB STRATEGIES

**1** *Deepen quality within existing K-12 district pathways*

**2** *Scale Linked Learning within schools, to more schools and to more districts*

**3** *Align district pathways with postsecondary and workforce pathways*

**4** *Adopt & adapt Linked Learning principles within postsecondary and workforce contexts*

# THREE LEVERS OF CHANGE

***Strengthening leadership***—empowering more players to lead development of pathways, including players in education, business and workforce development



***Developing partnerships***—demonstrating the value gained by districts, postsecondary institutions and businesses that work together to create pathways



***Building systems***—developing processes for new collaborative action to create and sustain pathways, and helping partners grow their capacity to fully participate in these collaborations





# Hub Outcomes Matrix

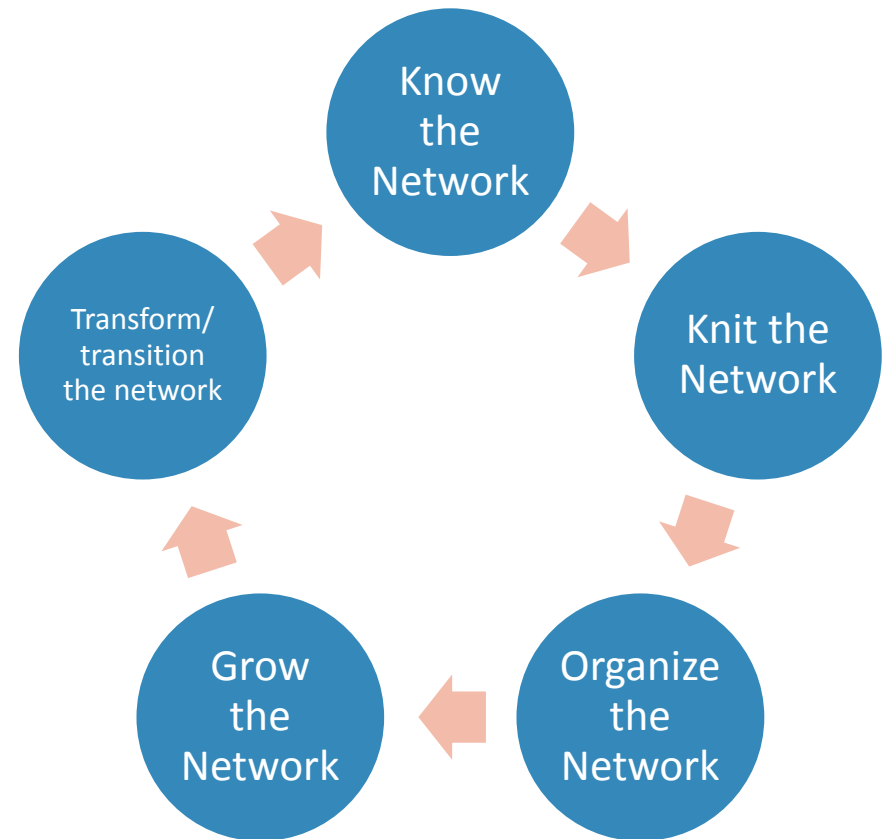
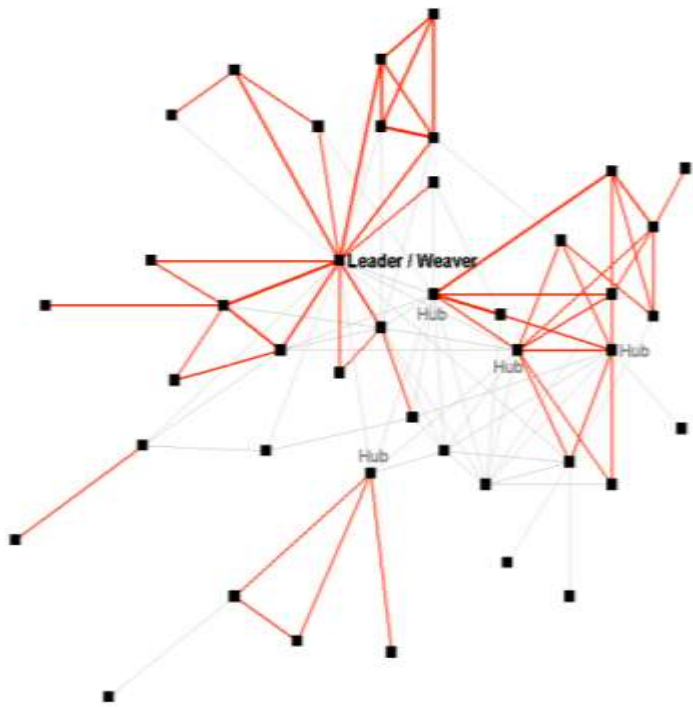
	Strengthening Leadership:	Developing Partnerships:	Building Systems:	Supply and Demand:
ANCHOR	Establish credibility and capacity to drive and sustain long-term Hub work, support structures and partnerships	Leverage partners' capacity to grow, scale and sustain Linked Learning	Lead culture shift that increases shared accountability, advocacy, collaboration, and leveraged resources throughout the region	Robust structures and resources that build regional capacity and broad stakeholder engagement in scaling high-quality Linked Learning pathways
SECONDARY	Broaden involvement in Linked Learning adoption and prioritize systematic, cross-sector development of high-quality pathways	Use district-level exemplars to influence a broader set of stakeholders into prioritizing Linked Learning pathway adoption	Establish and maintain regional capacity to support growth of high-quality Linked Learning pathways	Sustained multi-sector network that supports growth of high quality 9-14+ Linked Learning pathways
WORKFORCE AND INDUSTRY	Position Linked Learning as a key component of regional economic and workforce strategies	Clearly define roles and benefits for employers and workforce partners in designing and implementing Linked Learning	Define and support a regional delivery system that increases high-quality WBL opportunities for Linked Learning pathways	A clearly defined and aligned talent pipeline of Linked Learning graduates for regional industries
POST-SECONDARY	Position Linked Learning as an integral strategy for the postsecondary completion agenda	Define roles and benefits for postsecondary partners in designing and implementing Linked Learning	Create and maintain infrastructures for joint problem-solving and decision-making across secondary and postsecondary institutions	A more efficient system for ensuring students enter and complete postsecondary education with skills needed to persist and earn credentials with labor market value



Regions do not need to be defined strictly by school district, municipal and county borders. In this work, the notion of “region” can be shaped by where and how students move through K-12 to postsecondary and into the workforce.

# Phase 2: “Nodes not Hubs”

Multi-Hub Small World Network



# Principles of Network Leadership

*Jane Wei-Skillern, UC Berkeley Haas School of Business*

## **Mission, not Organization**

Leaders adopt strategies and tactics to achieve the mission, not necessarily to stimulate organizational growth.

## **Trust, not Control**

Trust and shared values are far more important than formal control mechanisms such as contracts or accountability systems

## **Humility, not Brand**

Organization work alongside their peers as equals and willingly take a backseat when their partners are in a better position to lead

## **Node, not Hub**

Each organization is one part of a larger web of activity directed toward a cause, not the hub of the action

# Partnership Development

*Laying a New Foundation. Corporation for Supportive Housing*

<i>Persuasion</i>	<i>Use information, reason and education to cause others to embrace new methods and ideas</i>
<i>Incentive</i>	<i>Alter the rewards and penalties that encourage one form of behavior over another</i>
<i>Practice</i>	<i>Help others get used to new methods until those methods become second nature</i>
<i>Trust</i>	<i>Invoke shared beliefs and prove dependability</i>

# Phase 3: “Look like a Program, Act like a System”

– Randy Wallace, INNOVATE T-K



# Systems Change Outcomes

<b><i>Power</i></b>	<b><i>People who have formal authority and responsibility for new activities</i></b>
<b><i>Money</i></b>	<b><i>Funding is available and reliable</i></b>
<b><i>Habits</i></b>	<b><i>People and organizations interact with each other to carry out new activities as part of their normal ongoing routines</i></b>
<b><i>Technology &amp; Skills</i></b>	<b><i>Skilled practitioners at all levels can effectively deliver results</i></b>
<b><i>Ideas &amp; Values</i></b>	<b><i>A new understanding of the problem to be solved and new definitions of performance or success are widely shared</i></b>

# From Regional to Regionalism

<i>REGIONAL</i>	<i>REGIONALISM</i>
<i>Defined by geography</i>	<i>Defined by a network</i>
<i>Based on one-to-one partnerships</i>	<i>Based on multiple, cross-sector partnerships</i>
<i>Relies on individual relationships</i>	<i>Relies on infrastructure</i>
<i>Focused on programmatic outputs</i>	<i>Focused on systems change outcomes</i>
<i>Subject to grant funding</i>	<i>Systems designed for scale and sustainability</i>

## Phase 4: “Systems Change is People Change”

“Achieving a real change in a system is different from making the system do something new. A real change in a system is one in which **people *habitually* do the new thing**, using resources, authority, technology, and ideas that are routinely associated with the new activity.”



**What we are learning...**

# **“It’s a Process, not a Program”**

*- Rebecca LaCocque, Peralta CCD/Oakland USD*

“‘Implementation’ is something you do when you already know what to do; ‘learning’ is something you do when you don’t yet know what to do.”

“When we are asking [leaders] to do things they don’t (yet) know how to do, we are not asking them to ‘implement’ something, we are asking them to learn, think, and form their identities in different ways.”

# Future Steps

- Testing the regional hypothesis
- Documenting the process and outcomes
- Expanding the field of network leaders
- Elevating the systems change approach among state leaders

# FOR MORE INFO:

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