



2017-18 Policy Agenda

IN 2016, THE LA REGIONAL COALITION FOR LINKED LEARNING DEFINED AN OVERALL GOAL FOR LONG-TERM IMPACT: INCREASING POST-SECONDARY COMPLETIONS FOR OUR K-12 DISTRICTS' LINKED LEARNING STUDENTS. TO THAT END, THE LEADERSHIP TEAM AND OUR ACTION NETWORKS BEGAN TO THINK ABOUT *HOW* WE COULD MOVE THE NEEDLE FOR STUDENTS. WE SPENT 2016-17 DEVELOPING A STRATEGIC FRAMEWORK WITH EFFORTS IN THE FOLLOWING THREE BUCKETS: STRENGTHENING LEADERSHIP, DEVELOPING RELATIONSHIPS, AND BUILDING SYSTEMS. OUR FIRST POLICY AGENDA IS ABOUT BUILDING SYSTEMS, WHICH OFTEN REQUIRES LEGISLATIVE OR DISTRICT-LEVEL CHANGES TO EXISTING PROCESSES. THE FOLLOWING LIST PRESENTS THE SIGNIFICANT POLICY TOPICS WE EXPECT TO UNDERTAKE, MONITOR (INCLUDING IMPLEMENTATION), AND PRESS LOCALLY VIA EXEMPLARS IN 2017-18—THE LEVERAGE POINTS WE BELIEVE WILL DRIVE BETTER OUTCOMES FOR OUR STUDENTS.

Funding Linked Learning

TO DATE, ONLY THREE COALITION DISTRICTS (ANTELOPE VALLEY, CENTINELA VALLEY, AND DA VINCI SCHOOLS) HAVE LOCAL CONTROL ACCOUNTABILITY PLANS (LCAPs) WITH EXPLICIT NARRATIVE SUPPORT FOR LINKED LEARNING AND A CLEAR RELATIONSHIP OF THAT SUPPORT TO LOCAL CONTROL FUNDING FORMULA (LCFF) SPENDING. IF LINKED LEARNING IS TO SCALE WITHIN DISTRICTS, IF OUR MEMBER DISTRICTS ARE TO SERVE AS MODELS TO OTHER DISTRICTS IN LA COUNTY WANTING TO IMPLEMENT THE APPROACH, AND—MOST IMPORTANTLY—IF LINKED LEARNING IS TO BE SUSTAINED, THERE MUST BE STRONGER LCAP SUPPORT IN MEMBER DISTRICTS. LCFF FUNDING WAS INTENDED TO BOLSTER SUPPORT OF LOW-INCOME STUDENTS, ENGLISH LEARNERS, AND FOSTER STUDENTS WITH INCREASES IN SERVICES FOR OR EXPENDITURES ON THESE HIGHEST NEED STUDENTS; BY DESIGN, LINKED LEARNING OFFERS THOSE SAME STUDENTS MORE EQUITABLE, SUPPORTIVE AND ENGAGING ENVIRONMENTS IN OUR DISTRICTS' HIGHEST NEED SCHOOLS. RECOMMENDED AREAS OF INCLUSION: SUPPORT FOR PATHWAY GROWTH AS A KEY METHOD FOR TRANSFORMING SECONDARY EDUCATION AND STUDENT OUTCOMES, DEVOTED LINKED LEARNING STAFF, COLLEGE AND CAREER COUNSELING, WRAPAROUND SERVICES, AND COMPREHENSIVE PROFESSIONAL DEVELOPMENT. IN ADDITION, THE COALITION SUPPORTS LEGISLATION OR STATE BUDGETARY INCLUSIONS THAT AID IN THE CREATION OF CAREER PATHWAYS, ESPECIALLY AT THE POSTSECONDARY LEVEL.

Easing Postsecondary Student Transitions

COLLEGES HAVE HAD LONGSTANDING PLACEMENT PRACTICES FOR INCOMING STUDENTS THAT IMPEDE STUDENTS' PROGRESS THROUGH TO COMPLETION, NAMELY RELYING ON SINGLE MATH OR ENGLISH PLACEMENT EXAMS, WHICH CAN BE GROSSLY INACCURATE IN MEASURING A STUDENT'S DISCIPLINARY KNOWLEDGE AND/OR IN DETERMINING A STUDENT'S ABILITY TO DO COLLEGE-LEVEL WORK. BEING REQUIRED TO TAKE BASIC SKILLS ENGLISH OR MATH SUBSTANTIALLY REDUCES STUDENTS' CHANCES OF COMPLETING COLLEGE-LEVEL COURSES, ESPECIALLY IF THERE ARE MULTIPLE REMEDIAL LEVELS. AMONG COMMUNITY COLLEGE STUDENTS PLACED INTO REMEDIATION, JUST 40% GO ON TO COMPLETE A DEGREE, CERTIFICATE, OR TRANSFER IN SIX YEARS COMPARED TO 70% FOR STUDENTS ALLOWED TO ENROLL DIRECTLY IN COLLEGE-LEVEL COURSES. FURTHER, STUDENTS OF COLOR ARE

DISPROPORTIONATELY EXCLUDED FROM COLLEGE-LEVEL COURSES, EXACERBATING ACHIEVEMENT GAPS. STRENGTHENED AB288 IMPLEMENTATION SHOULD HAVE A TREMENDOUS EFFECT AS HIGH SCHOOL STUDENTS SUCCEED IN DUAL ENROLLMENT COURSES AND AFFECT BOTH THEIR OWN FUTURE COLLEGE PLACEMENTS AND COLLEGE RESILIENCE (STUDIES SHOW GREATER PERSISTENCE AND COMPLETION WITH JUST SIX CREDITS EARNED). IN 2017, THE COALITION HAS OFFICIALLY SUPPORTED AB705, WHICH REQUIRES COMMUNITY COLLEGES TO USE A STUDENT'S HIGH SCHOOL PERFORMANCE AND SETS A STANDARD FOR HOW COLLEGES USE THAT INFORMATION IN THE PLACEMENT OF STUDENTS INTO MATH AND ENGLISH INSTEAD OF RELYING HEAVILY ON A STANDARDIZED ASSESSMENT TEST. THE COALITION ALSO SUPPORTED AB394, LEGISLATION THAT ASKED FOR SIMILAR CHANGES IN THE CALIFORNIA STATE UNIVERSITY SYSTEM; WE ARE PLEASED THAT THIS LEGISLATION REQUIRING USE OF TRANSCRIPT DATA PASSED WITH THE BUDGET. WE HOPE THE MULTIPLE MEASURES TREND SPREADS TO THE UNIVERSITY OF CALIFORNIA SYSTEM, AND WE WILL SUPPORT LEGISLATION OR OTHER SYSTEMS-LEVEL POLICY CHANGES. IMPLEMENTATION AND EXTENSION ACROSS ALL OF HIGHER EDUCATION WILL REQUIRE ADDITIONAL EFFORT AND INPUT.

Recruiting Career Technical Education Teachers

CAREER TECHNICAL EDUCATION (CTE) TEACHERS REPRESENT A PARTICULARLY TROUBLING ASPECT OF CURRENT TEACHER SHORTAGES FOR PATHWAYS. CTE TEACHER SHORTAGES COULD SIGNIFICANTLY UNDERMINE DISTRICTS' ABILITY TO OFFER THE MOST RELEVANT AND UP-TO-DATE TECHNICAL EDUCATION AND COULD UNDERMINE INTENTIONS TO SCALE LINKED LEARNING OPPORTUNITIES FOR MORE STUDENTS. THE CHALLENGE IS TO ATTRACT SOMEONE WITH SIGNIFICANT INDUSTRY EXPERIENCE TO A GENERALLY LOWER-PAYING JOB, BUT THE RESULTING ALTRUISM AND DESIRE TO GIVE BACK IS OFTEN MET WITH OBSTACLES IN CREDENTIALING. ACCORDING TO DATA COLLECTED BY THE CALIFORNIA DEPARTMENT OF EDUCATION, 67% OF HIGH SCHOOL SITES WITH CALIFORNIA CAREER PATHWAYS TRUST (CCPT) FUNDED PATHWAYS REPORTED THAT RECRUITING AND RETAINING PATHWAY INSTRUCTORS WITH APPROPRIATE CREDENTIALS WAS "CHALLENGING" OR "VERY CHALLENGING." THE COALITION WORKS CLOSELY WITH POSTSECONDARY TEACHER-PREPARATION PARTNERS, BUT WE WILL ALSO SUPPORT THE BROADENING OF CURRENT EFFORTS TO ADDRESS TEACHER SHORTAGES IN HIGH-NEED AREAS TO INCLUDE CTE TEACHERS. CURRENT CTE INCENTIVE GRANT (CTEIG) FUNDING COULD ALSO ALLOW USE OF FUNDS FOR RECRUITMENT AND PROFESSIONAL DEVELOPMENT. DISTRICT POLICIES COULD ALLOW FOR COMPARABLE SALARIES AND SCHEDULES TO SINGLE-SUBJECT TEACHERS AS WELL AS TARGET SPECIFIC CTE RETENTION STRATEGIES AND PROFESSIONAL DEVELOPMENT. IT IS IMPERATIVE THAT DISTRICTS RECEIVE ONGOING HELP TO KEEP UP WITH DEMAND.

Integrating College AND Career

THE COALITION WANTS TO SEE THE INTEGRATION OF COLLEGE AND CAREER IN BOTH STATE ACCOUNTABILITY SYSTEMS AND FUNDING STREAMS. WHILE EDUCATION TRENDS OVER THE LAST DECADE HAVE BEEN ENCOURAGING AND MORE DECISION-MAKERS ARE SEEING THE IMPORTANCE OF LINKING COLLEGE PREPARATORY COURSEWORK TO CTE COURSEWORK, OUR VIGILANCE IS NECESSARY. THE COLLEGE AND CAREER INDICATOR (CCI) WILL BE THE NEW METRIC FOR ASSESSING HOW WELL A SCHOOL PREPARES ITS STUDENTS FOR COLLEGE AND CAREER. THE STATE BOARD PUBLICLY COMMITTED TO COMPLETING THE CCI IN 2017, ALTHOUGH IT WILL NOT BE IMPLEMENTED AS PART OF THE NEW STATE ACCOUNTABILITY SYSTEM IMMEDIATELY. THE CCI IS ESSENTIAL TO PROGRESS IN SUPPORTING BOTH COLLEGE AND CAREER READINESS AS FORMAL STATE GOALS FOR STUDENTS. THE COALITION IS COMMITTED TO GIVING REGIONAL STAKEHOLDER INPUT ON FINALIZING THE CCI, SPECIFICALLY GIVING RECOMMENDATIONS FOR MEASURING CAREER READINESS—AND CONTINUING TO GIVE INPUT THROUGH FUTURE ITERATIONS. WE ALSO WILL ADVOCATE FOR INDUSTRY INVOLVEMENT IN DETERMINING METRICS

AS WELL AS SUPPORT DISTRICT USAGE OF A LOCAL INDICATOR THAT SPECIFICALLY PILOTS A CAREER-READY METRIC FOR LATER WIDER IMPLEMENTATION. THE COALITION WILL CONTINUE TO ADVOCATE FOR STATE FUNDING STREAMS THAT CALL FOR INNOVATIVE LINKAGE OF COLLEGE AND CAREER (RENEWALS OF CTEIG, CCPT, GUIDED PATHWAYS, ETC.) AS WELL AS THE INCLUSION OF “COLLEGE AND CAREER” LANGUAGE IN GENERAL EDUCATION FUNDING WHEREVER POSSIBLE.