

WORKING TOWARD GUIDED PATHWAYS . . .

The Career Ladders Project (CLP) fosters educational and career advancement for Californians. Through research, policy initiatives and strategic assistance to community colleges and their partners, CLP works to improve student transition to and success in post-secondary education and high quality careers, particularly for students from communities historically underserved and underrepresented in post-secondary education.

Originally established in 2002 by the Board of Governors for the California Community Colleges (CCC), CLP is a non-profit organization that operates under the fiscal sponsorship of the Foundation for California Community Colleges (FCCC). Based in Oakland and Los Angeles, CLP works statewide. Our team has deep experience in the CCCs and we deploy an array of experienced peer experts from across the state.

CLP proposes to be a key partner in designing and implementing the California Pathways Project, working with partner organizations to adapt and customize the AACC Pathways Project approach to the CA context. Below we highlight our current work most relevant to advancing guided pathways in CA, including the roles CLP plays in large scale reform initiatives, as well as links to CLP initiatives, publications and tools.

CLP supports California community colleges in full-scale Guided Pathways reform implementation.

- Assists Skyline College to conceptualize, create buy in for and implement full-scale guided pathways college redesign including:
 - Support and facilitate Skyline College’s executive leadership in strategizing on development and implementation of guided pathways; work with college leadership to engage counseling and instructional faculty and staff in the process, including presentations, facilitated discussions, and coordinated site visits to leading national guided pathways institutions.¹
 - Analyze data, present data visualizations on current course sequences/program requirements and students’ progression along programs of study to inform faculty discussions and redesign.
 - Facilitate processes with faculty and administrators to redesign certificate and degree offerings and transfer pathways.
 - Align work on guided pathways with Skyline Promise scholarships and financial incentives.
 - Seeks out and lifts up student voice, conducts focus groups and engages students in design processes.
- Works with the San Mateo County Community College District to extend guided pathways and support implementation of improved academic placement and dual enrollment district wide, including the three SMCCD district colleges (Cañada, Skyline College and College of San Mateo).
- Delivers statewide workshops/presentations on implementing pathways redesign. For example, holding post-conference workshop on Institutional Redesign at October 2016 SSSC conference.²

¹ Recent visits were made to Arizona State University, Maricopa, Guttman, and LaGuardia Community Colleges and CUNY’s ASAP program.

² CLP partners with the RP Group to co-sponsor the annual Strengthening Student Success Conference, along with LearningWorks and 3CSN.

CLP supports high school to college transition and college success across K-16 education systems, across the state. CLP supports CCCs and their partners to develop, implement and iterate institutional plans and processes to improve college transition and success using high impact, evidence based [K-16 interventions](#). Over the past two years, CLP has worked with over 45 California community colleges, California State Universities, over 100 K12 school districts, ten California Career Pathway Trust (CCPT) initiatives, multiple philanthropic and corporate initiatives (James Irvine Foundation’s [Bridging the Gap](#) and the [CCC Linked Learning Initiative](#), Atlantic Philanthropies, [SAP](#)) and multiple partnerships (EdInsights, RP Group, CAP, ConnectEd, NAF, Center for Powerful Public Schools, JFF, Linked Learning Alliance and myriad employer partners). Key activities include:

- Supporting regional partnerships of K12, CC and CSUs working together to share responsibility for making systemic changes needed to improve student transition and success in college in academic, transfer and/or career technical pursuits. See [Bridging the Gap framework](#).
- Executive and leadership team coaching.
- Strategic and action planning, partnership development.
- Data analysis, visualization.
- College and career pathway (re)design facilitation, [pathway mapping](#)
- Community of practice facilitation.
- Engaging employer partners in establishing needed competencies, informing design of pathways aligned with in-demand high quality careers, and developing applied learning opportunities.
- Developing tools, briefs, blogs, webinars, communications and networks on key practices such as:
 - [Key interventions for effective K-16 pathways](#) and K-14 [partnership assessment tool](#)
 - Pathway design practices, mapping, data visualization of course sequences and programs of study.
 - [K-14/employer partnership](#) and mentorship.
 - [Dual enrollment](#) (see a new tool-kit co-produced with RP Group and the CCCCO).
 - Improved placement using [multiple measures](#), including [briefs](#) and [tools](#) for use by practitioners implementing improved academic placement.
 - Developmental education as a pathway on-ramp; accelerated and [contextualized teaching and learning](#).
 - Counseling and student supports including [a CA counseling practitioners' network](#).
- Linking knowledge, policy and practice—through research, analysis and dissemination of timely [policy publications](#) via our research arm, [Learning Works](#); through our participation in the CA Education Policy Fund (CEPF) the Linked Learning Alliance and as a leading member of the [CA Edge Coalition](#); and through direct work with state systems and agencies—CLP connects practice to systemic and policy solutions.

To insure the inclusion of adults and youth who, but for specific care and interventions, may not access or succeed in college, CLP supports several large-scale and state-wide demonstration initiatives and strategies including the [Career Advancement Academies \(CAAs\)](#), Adult Education Regional Consortia and two CCPTs focused on opportunity youth (SIATech and R4). Using a framework of effective practices, all these interventions redesign the “front door” to college, creating bridges, programs or experiences that accelerate student entry into and success in college, increase foundational skills in reading, writing and math while enrolling students in for-credit programs of study leading to further educational opportunities and careers. Key strategies include bridge programs leading to redesigned pathways, contextualized teaching and learning, integrated student supports and cohorted instruction.

Funded by the California Community College Chancellor’s Office, CAAs have operated since 2007 in five regions of the state (East Bay, LA, LA South Bay, SF Peninsula/South Bay, Central Valley) to establish pathways to college and high-wage careers. The CAAs have provided data and tested practices for the field to better connect low-income youth and adults who face academic and personal barriers to post-secondary education and employment. CLP partners with independent evaluator Equal Measure to ensure that lessons from initiatives inform the work of the colleges. CLP and Equal Measure recently co-published [an issue brief](#), for example, exploring the implementation and sustainability of quality contextualized teaching and learning in several CA colleges.