

MEETING THIS MOMENT FOR YOUNG PEOPLE



The more than \$700 million in state funding for Golden State Pathways (GSP) program and dual enrollment is a critical investment in youth during their decade of difference, a period from ages 14 to 24, when research shows young people develop their identities, dispositions, and lifelong aspirations. In California, too many are disconnecting from learning and their potential during this formative time, a reality exacerbated by the pandemic. We cannot afford to lose this talent.



BUILDING ON SUCCESS

These planned investments build on our state's existing pathways to college and career while bringing communities together around a common vision of student success. Pathways provide young people with rigorous, relevant experiences that smooth postsecondary transitions and lead to high-opportunity careers with family-sustaining wages. Yet, the majority of California's young people are not benefitting from this proven approach to education.



ENSURING INVESTMENTS ARE NOT DUPLICATIVE

These budget proposals should be used in *conjunction* with other funding sources such as CTEIG and Community Schools to help communities realize their vision for student success.



TRANSFORMING EDUCATION NOW

The time is now to expand these opportunities to thousands more students and bring coherence to the journey from K-12 to college and career. This is what's needed to stem the impact of the pandemic on young people and our economy. Parents want this kind of opportunity for their children. Youth are demanding it. This budget can make it happen.

WHAT ARE COLLEGE AND CAREER PATHWAYS?

Conduits to opportunity and equity

In contrast with traditional high school, where college-prep curriculum is confined to the classroom and some students pursue career-tech opportunities separately, pathways like those powered by the Linked Learning approach bring it all together. Rigorous academics are integrated with career technical studies, work-based learning, comprehensive student supports, and accelerated college opportunities like dual enrollment. Pathways help students connect—to real-world relevance and their sense of purpose.

Too many young people, especially those in marginalized groups, face an “or” in high school. Students are deemed to be college material, or not—and they are tracked away from degrees, high-paying jobs, and economic and social mobility. The GSP program activates the “and”—uniting college and career learning to prepare all youth for the full range of postsecondary possibilities.

RECOMMENDATIONS FOR STATE AND LOCAL POLICYMAKERS

Insist on evidence, measurement, and quality—with rigorous standards and longitudinal data tracking that provide the clarity and accountability required to provide all students access to the full range of postsecondary possibilities.



The GSP investment includes an evidence-based set of metrics, a third-party evaluation, and it is poised to make California a national leader in college and career readiness evidence and accountability.

Engage cross-sector partners and communities to ensure coherence across systems—including school districts, postsecondary institutions, employers, intermediaries, students, and families who must shape, drive, and sustain the work.



The GSP investment is predicated on cross-sector partnerships between schools, colleges, employers, and communities and will be better connected because of this emphasis.

Reach youth broadly and equitably—with community-wide education reform strategies that are informed by the voices of young people; that emphasize high-wage, high-demand career attainment; and that center equity goals as essential to implementation.



Investments prioritize districts with large populations of systemically underserved youth, or that are academically struggling. These are the same populations of learners that long-term, independent evaluation finds are most positively impacted by the Linked Learning approach.

Accelerate young people toward college and career—with work-based learning opportunities that build professional skills and networks such as internships and apprenticeships; and early college opportunities like dual enrollment, ensuring these are accessible, transferrable, supported, and relevant to high-paying jobs.



Investments work together to build and sustain robust college acceleration strategies and emphasizes rich work-based learning experiences, like internships and apprenticeships, which build both professional skills and professional networks leading to greater economic equity.

Support learners with intentionality—ensuring students and their families have sufficient information and advising support to navigate through quality education and career options, particularly in student groups vastly underrepresented in higher education today.



With declining high school graduation and college enrollment rates, it is clear that students lack fundamental social and emotional supports needed to successfully transition to and through high school, college, and career. These investments are poised to change that by prioritizing student supports.

Build the pipeline and capacity of educators—recognizing that highly skilled, well-prepared teachers and administrators are essential to establishing and sustaining pathways, and that all have been intensely strained and stretched by ongoing pandemic challenges.

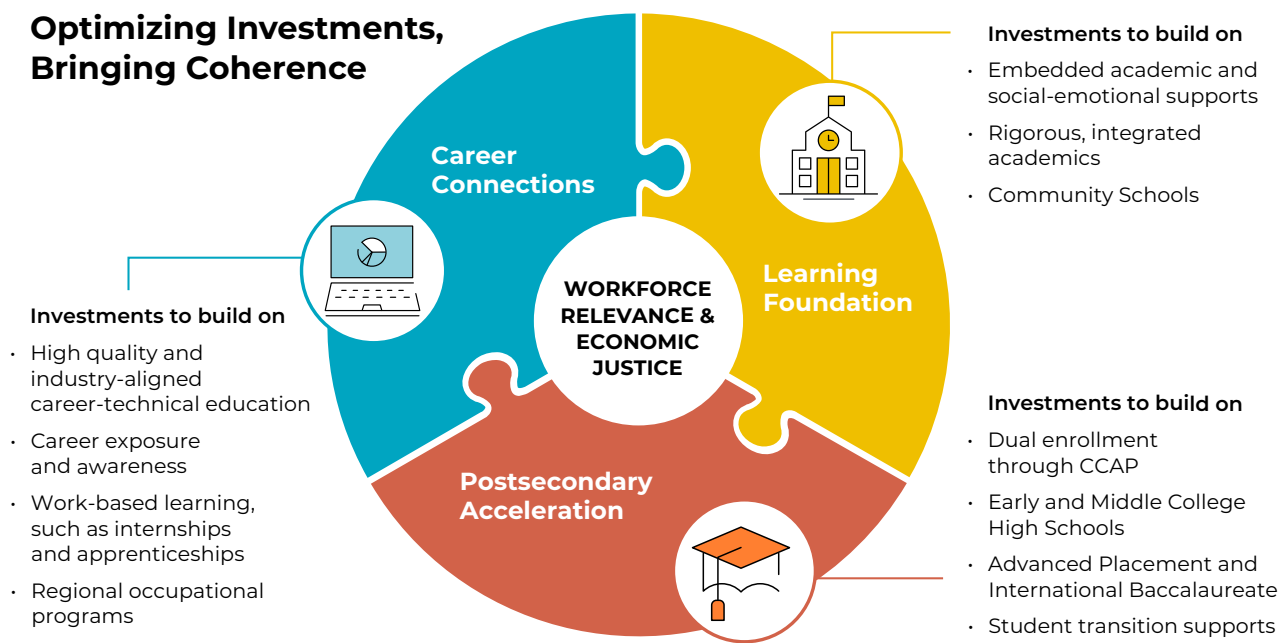


The California budget lays out a multi-pronged strategy to enhance the diversity and strength of the teaching profession across the state.

HOW WE CONNECT THE DOTS

Investments work in concert with existing college and career preparation efforts taking place in California communities today. Sharing common goals and characteristics, these programs can only deliver the pronounced, statewide results we want to see if we implement them in coordination with each other, and in alignment with each community's vision of college and career readiness.

Optimizing Investments, Bringing Coherence



OPTIONS FOR EVERY COMMUNITY

All California communities can build on these investments in ways that work best for their local context. Here are three sample scenarios:

Districts with limited or no pathways can leverage a Golden State Pathways planning grant to create a portrait of a graduate, build a coalition of partners, and then apply for GSP implementation dollars to implement pathways. They can leverage CTEIG dollars to support career technical education, dual enrollment expansion dollars to create new CCAP agreements, etc.

Districts with some high school pathways and K-5 Community Schools can co-leverage Community Schools and GSP dollars together, using the Linked Learning framework as the high school approach for Community Schools. Business and community leaders can become mentors and influencers within schools, in addition to providing support to students and the education community at large.

Districts with existing wall-to-wall pathways can use these funds to better connect their pathways to college through dual enrollment and college acceleration strategies, or to connect Community Schools efforts to high school.



JOIN THE MOVEMENT

The **Linked Learning Alliance** recognizes that reach, quality, and integration of implementation mean everything to success in these endeavors. To discuss next steps important to your constituencies and ready to scale, contact Anne Stanton, President, Linked Learning Alliance at astanton@linkedlearning.org.