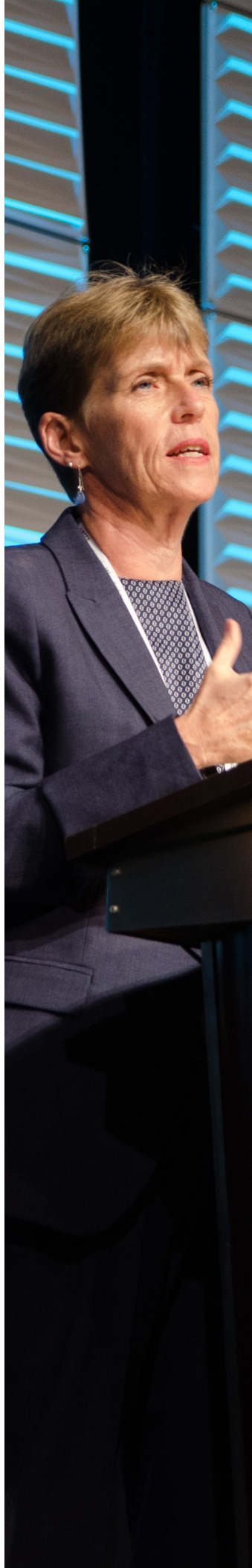




# At Scale. For Equity.

Annual Report 2017/2018



## THE LINKED LEARNING FIELD IS GOING TO A NEW LEVEL

It's an exciting moment for Linked Learning. We now have over a decade of improved student outcomes documented by independent research. More than 100 districts have adopted the approach, and Linked Learning is taking root across the country in more places than ever. In short, Linked Learning is no longer an experiment. We are a proven approach that employs excellence in learning to improve equity and outcomes for all students, regardless of income or background, preparing them for college and careers.

Our success is contagious. As more communities embrace pathways, the more all community leaders, business leaders, policymakers and parents understand the value and transformative power of Linked Learning. And as we've seen in our communities, a greater understanding of that value leads to deeper support for sustaining quality pathways and providing work-based learning.

We also know that success breeds new challenges. And we're sharpening our focus to meet them. Growth also means there's a need to guard against any dilution of the quality Linked Learning represents. Growth, without sustained quality, could drag the whole field backwards. And as Linked Learning spreads, we want to be sure to use our resources, our elbow grease, and our voice where they're needed most.

We conducted a months-long strategic review process to refocus our work to move the field into an even stronger position. We consulted with Linked Learning districts, postsecondary leaders, business executives, our board members, councils and broader network of stakeholders. They helped us identify the four priority areas where the Alliance can make the greatest impact: as a standard setter, communicator, advocate and driver of the field.

I couldn't be more excited about what's ahead. In this annual report, we look back on the progress we have made together with a lens on what's ahead. As many of you know, I started my journey with Linked Learning many years ago at The James Irvine Foundation. Today, I couldn't be prouder to help lead the Linked Learning Alliance and the field into this next promising chapter.

**Anne B. Stanton**  
President

*The Alliance aspires to make the greatest impact by activating the collective power of these roles*

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**STANDARD SETTER** - Establish a clear standard for what high-quality Linked Learning looks like and assess pathways against those standards to improve student outcomes



**COMMUNICATOR** - Clearly communicate the unique value and quality of Linked Learning for low-income students and students of color to prioritize audiences to increase adoption and support of Linked Learning



**ADVOCATE** - Advocate for supportive policies for Linked Learning and other aligned programs to unlock the enabling conditions and resources needed for growth



**FIELD DRIVER** - Bring together key aligned stakeholders from across K-12, postsecondary education, and employers to advance connectivity, deepen collaboration, and scale high-quality Linked Learning



*“The field continues to make great strides forward in expanding both college and career opportunities for young people. At the heart of our collective success is a shared understanding of genuine cross-sector partnerships and their power to transform lives and communities.” - **David Rattray** (Chair, Board of Directors; Los Angeles Area Chamber of Commerce)*



*“The Alliance has brought together a broad coalition of educators, employers, and community leaders. I look forward to seeing these partnerships grow.” - **Elizabeth González** (The James Irvine Foundation)*



*“I’ve seen first hand the success of partnerships in helping young people be prepared for college. Linked Learning has reshaped our thinking about how we can best serve incoming students.” - **Tomás D. Morales** (California State University, San Bernardino)*



*“The Alliance provides an important perspective as policymakers consider expectations of schools to prepare all students for college and career.” - **Ting Sun** (Natomas Charter Schools; California State Board of Education)*

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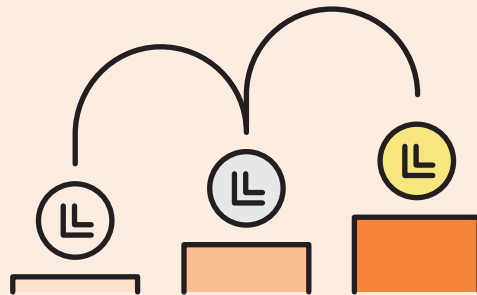
*David, Elizabeth, Tomás, and Ting are members of the Linked Learning Board of Directors, representing different sectors and leadership roles. Visit [linkedlearning.org](https://linkedlearning.org) to see the full list of the board.*

# Setting the Standard for Excellence and Equity

"[Certification] is a really powerful reflection tool. I see it as a push to get your act together, figure out what your story is and really tighten up your school processes - that was painful but it was really helpful." - **Carolyn McKnight** (Principal of East LA Performing Arts Magnet)



**100+**  
Participating  
Districts  
**600+**  
Registered  
Pathways



**Analytics\***

**12**  
K-12  
Districts  
**13**  
Community  
College Districts

As Linked Learning expands nationwide, the Alliance has established standards and a system to measure progress toward high quality pathways that improve outcomes for students and educational equity.

Schools in more than 100 districts are now using **Linked Learning Certification** to reinforce the integration of the key pillars of Linked Learning and validate pathway quality. A growing number of districts are also using **Linked Learning Analytics** to improve pathways programs by placing the power of data into the hands of educators. With this resource, they can measure students' progress on key indicators of equity and college and career readiness over time.

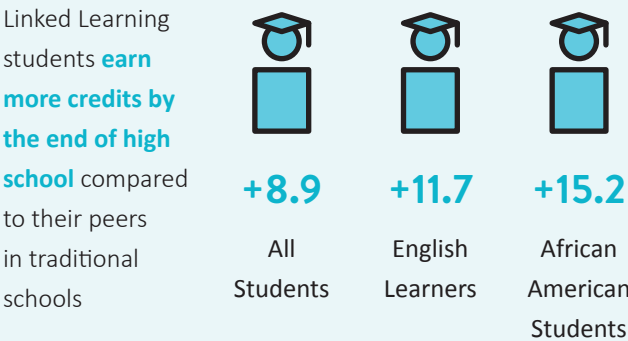
\*As of October 2018

# Communicating Linked Learning's impact

The impact of **Linked Learning** is deeply rooted in the partnerships between employers, schools, postsecondary institutions, and community based organization that are committed to college and career readiness for all students. By highlighting positive findings from research and examples of successful regional adoption of Linked Learning, the Alliance shines a bright light on the power of such partnerships and the value add of integrating of college and career readiness and amplifies the field’s collective voice in support of Linked Learning opportunities for all students.

When a community harnesses the power of partnerships aimed at preparing all students for college and career, there is significant positive change in students’ lives. In the city of **San Bernardino**, where the local school district has embraced Linked Learning and serves a large population of low-income households, the high school graduation rate rose from 67 % in 2012 to 89 % in 2018, outpacing the county, state, and national average. The district now has more than 50% of its high school students in a Linked Learning pathway and considers a growing list of companies, including Amazon and Garner Holt Productions, as close partners.

*“[Linked Learning] may be particularly beneficial for disadvantaged students who otherwise might find themselves tracked into lower level classes and who may find the real-world relevance and small community provided by a certified pathway key to thriving in school.” - **SRI International** (Seven-year evaluation, data updated 2018)\**



\*Taking Stock of the California Linked Learning District Initiative Y7  
(November 2016; Revised 2018)



*"I've always had an interest in the environment, ever since I was a kid. But it wasn't until high school when I developed a deeper understanding."*

**Corina Rasmussen**, one of the Alliance's five scholarship awardees, is pursuing environmental sciences in college because of her time at the Environmental Science, Engineering and Technology pathway at Los Angeles Unified School District's Carson High School. Linked Learning helped turn her love for the environment into a career path.

Rasmussen was heavily involved in the school's Garbology program, which allowed her to teach other students about the importance of recycling and protecting the environment. In addition, she was provided with opportunities to intern and to attend workshops, such as the Women in STEM conference.

## Advocating for Supportive Policies

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The power of Linked Learning to improve equity and outcomes for all students can only be fully realized if conditions and resources are available so that high quality pathways can thrive. **The Alliance advocates for a policy climate that values the integration of college and career readiness so many more students can graduate high school fully ready to thrive in postsecondary education and in the increasingly skill-based workforce.** In Spring 2018, the Alliance assisted in achieving some significant advances to these conditions.

At the federal level, the Strengthening Career and Technical Education for the 21st Century Act, also known as the "New Perkins" was passed this year. The law includes provisions that promote equity and encourage development of pathways systems that are tied to the needs of the local economy. It also encourages better alignment among school districts, higher education institutions, and employers with an explicit goal of preparing more young people for college and high-skill, high-wage careers.

In California, two important ongoing funding streams were established: The Career and Technical Education Incentive Grant and the K-12 Strong Workforce Grant. Collectively these programs will provide \$314 million annually to expand and improve high quality CTE, a core pillar of Linked Learning.

The Alliance will proactively encourage the field to use these policies and resources to expand high quality Linked Learning pathways. In addition, the Alliance will continue to serve as a vocal advocate for policies that value the integration of college and career readiness and the power of collaboration across sectors, institutions, and segments so that more young people can be empowered to thrive in their communities and in the economy of the future.



# Driving a Growing Field

As a hub for a diverse coalition of education, industry and community organizations, **the Alliance is uniquely positioned to push for cross sector and regional collaboration that expands high quality Linked Learning** so that more young people are prepared for college and career. In a prime example of expanding opportunity for students using the power of Linked Learning, **California State University, Fresno** has partnered with the **Wonderful Company** in the San Joaquin Valley to accelerate opportunities for qualified students to earn a bachelor's degree. In this region fewer than 35% of high school graduates meet California State University or University of California's requirements and only 18% enter a four-year postsecondary institution.

Wonderful's Agriculture Prep program equips students with the experience and skills to transfer smoothly into a career with the company or enter college. The majority of Ag Prep graduates leave high school with an associate's degree, a significant head start on postsecondary education. Through a partnership forged between Fresno State President Joseph Castro (the 2018 Linked Learning Education Champion) and the Wonderful Company, Ag Prep graduates who want to pursue a major in Agriculture are guaranteed admission to CSU Fresno's Ag Sciences program. Today, 80% of the 124 most recent Ag Prep graduates are enrolled in four-year colleges, including 51 going to Fresno State.

## Bringing Partners Together

A broad cross-section of the Linked Learning field gathers annually at the **Linked Learning Convention**. The 2019 convention in Palm Springs will focus on the power of these partnerships.

### 2018 Convention Statistics



**~900**

Attendees



**18**

States



**130**

Cities



**244**

Organizations



# '17-'18 Finances\*



LINKED LEARNING  
ALLIANCE

## ASSETS

### CURRENT ASSETS

Cash and cash equivalents	\$2,355,782
Grants receivable	120,000
Accounts receivable	34,500
Prepaid expenses	3,709

**TOTAL CURRENT ASSETS 2,513,991**

PROPERTY AND EQUIPMENT, NET 3,367,222

**TOTAL ASSETS \$5,881,213**

## LIABILITIES AND NET ASSETS

### CURRENT LIABILITIES

Accounts payable	\$289,646
Deferred revenues	22,365

**TOTAL CURRENT LIABILITIES 312,011**

### NET ASSETS

Unrestricted	\$3,452,625
Temporary restricted	2,116,577

**TOTAL NET ASSETS 5,569,202**

**TOTAL LIABILITIES AND NET ASSETS \$5,881,213**

## REVENUE AND EXPENSES

Total

### REVENUES

Grants and contributions	\$1,548,000
Program event income	479,931
Service agreement income	141,582
Interest and other income	4,944

**TOTAL REVENUES \$2,174,457**

### EXPENSES

Program services	\$2,267,477
Supporting services	

• General and administration 796,568

• Fundraising 68,505

**TOTAL SUPPORTING SERVICES 865,073**

**TOTAL EXPENSES 3,132,550**

**Increase (decrease) in NET Assets (958,093)**

**NET Assets, Beginning of Year 6,527,295**

**NET Assets, End of Year \$5,569,202**

## 2017-2018 SPONSORS AND FUNDERS

### FUNDERS

The James Irvine Foundation

JP Morgan Chase & Co.

The California Endowment

California Workforce Development Board

(through a sub-grant from California Foundation  
for Commerce and Education)

Sutter Health

Lefanowicz Family Foundation

### SPONSORS

CSULB Research Foundation

Paxton/Patterson LLC

Sutter Health

CSU, Office of the Chancellor

The Wonderful Company Foundation

### Linked Learning Alliance

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Twitter: [@Linked\\_Learning](https://twitter.com/Linked_Learning)

[linkedlearning.org](http://linkedlearning.org)

\*Independent audit conducted by Gilbert Associates, Inc.