

INTRODUCTION

SB 1070 Career Technical Education Pathways Program legislation implemented by the California Community Colleges Chancellors Office (CCCCO) required each consortium to conduct an assessment at each college in the consortium to identify existing policies and procedures related to **Articulation (Credit by Examination/CBE), Career Pathways, and Dual Enrollment**. Because the information gathered during 2014 by the SB 1070 LA County (Co.) Ring College Consortium revealed a variety of policies, procedures, and practices they elected to devote time and resources to the task of developing model policies and procedures for local colleges to adopt/adapt. This first step to achieve uniformity across institutionalized policies and procedures by member colleges is intended to better ensure student success by reducing the inefficiencies that result from inconsistent implementation and staff turnover/assignment changes.

Simultaneously, the Strong Task Force on Workforce, Job Creation, and a Strong Economy finalized twenty-five recommendations. This regional policy and procedures project addresses Strong Workforce recommendation number three (3). *Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market, (2015).*

Recognizing the mobility of students in Los Angeles County, and productive regional partnerships improve effectiveness, the SB 1070 LA Co. Ring Consortium invited the SB 1070 LA Co. Community College District Consortium to join this effort. The policy and procedure agenda was developed by Dr. Laura Cantu, K-14 Career Pathways Regional Technical Assistance Provider, LACCCD Consortium, East Los Angeles Community College (formerly titled SB 1070 Project Director), Lori Sanchez, Director of Center of Excellence, Mt. San Antonio College, and Dr. Lyla Eddington, K-14 Career Pathways Regional Technical Assistance Provider, LA Ring College Consortium, Rio Hondo College (formerly SB 1070 Project Director).

Resource documents were provided for each work group.

Participants for the Articulation (CBE), Career Pathways, and Dual Enrollment Work Groups possessed the knowledge and skills essential to this work and all eighteen community colleges in Los Angeles County were represented. Additionally, there was representation from K-12 districts and Regional Occupation Programs. Work group members completed the work in January 2016. The working documents being shared are the results of their work.

POLICIES AND PROCEDURES WORK GROUPS

Articulation (CBE)

<u>Name</u>	<u>Title</u>	<u>College/Educational Partner</u>
Marti DeYoung	CTE Supervisor	Citrus College
Trina Drueco	Academic Affairs/Admin	Los Angeles Mission College
Miguel Duenas	Associate Dean, Recruit. & Outreach	East Los Angeles College
Evelyn Escatiola	Dean, Academic Affairs	East Los Angeles College
Jim Lancaster	Dean, Cur., Career/Technical & CE	Citrus College
Maria Leon-Vazquez	Project Manager	Santa Monica College
Nona Matatova	CTE Director	Los Angeles Valley College
Jean McGlaughlin	Extended Learning Coordinator	Los Angeles Unified SD
Mirna Najera	CTE Transitions Project Director	Glendale College
Van Nguyen	Counselor	El Camino College
Michelle Plug	Articulation Officer/Counselor	Citrus College
Nelly Rodriguez	Office of Economic Workforce Dev.	Los Angeles Harbor College
Rocio Rubalcaba	Sr. Admissions & Records Sup.	Los Angeles City College
Anna Salazar	Registrar	East Los Angeles College
Gerald Sequeira	Dean of Admissions and Records	Citrus College
Marie Tyra	Project Director CTE Transitions	Mt. San Antonio College
Marlene Ward	Administrative Assistant	Mt. San Antonio College
Lynell Wiggins	Counselor/CTE Transitions Director	Pasadena City College
Carla Yorke	Educational Coordinator	Cerritos College
Tracie Zerpoli	Executive Director, Tri-Cities ROP	Tri Cities ROP

Career Pathways

<u>Name</u>	<u>Title</u>	<u>College/Educational Partner</u>
Connie Cervantes	SFP Tech Assistant	East Los Angeles College
Luis Chavez	Senior Director, Policy & Practice	Career Ladders Project
Fran Cummings	Curriculum Chair	Rio Hondo College
Frank Dawson	Associate Dean CTE	Santa Monica College
Jose Luis Fernandez	Dean, Academic Affairs and CTE	Pierce College
Shari Herzfeld	DSN Health Sector LA Region	Rio Hondo College
Mark Hobbs	CTE Coordinator/LA HI-Tech Dir.	Los Angeles Mission College
Cynthia Lopez	SFP Specialist	Los Angeles Southwest Coll.
Rick Miranda	Dean, Academic Affairs	Cerritos College
Laurie Nalepa	Dean, CTE	Los Angeles Valley College
Maria Ramirez	Career Pathways Counselor	Glendale College
Stephanie Rodriguez	Dean, Industry & Technology	El Camino College
Sandra Sanchez	Dean, Economic & Workforce Dev.	Los Angeles Harbor College
Amy Smith	Int. Director, CTE & Special Proj.	Long Beach City College
Esther Soliman	Link. Lrng, CTE/ROP/WE Admin.	LAUSD
Christopher Whiteside	Dean, Career Technical Education	East Los Angeles College

Dual Enrollment

<u>Name</u>	<u>Title</u>	<u>College/Educational Partner</u>
Julie Benavides	Dean, Student Services	East Los Angeles College
Jemma Blake-Judd	Dean, Technology & Health	Mt. San Antonio College
Naomi Castro	Director, Career Ladders Project	Career Ladders Project
Gina Chelstrom	SFP Director, Grants	East Los Angeles College
Rosa de Anda	Gov. Relations Pol. Specialist	Chancellors Office
Marco De La Garza	Dean, Stu. Success & Support Prog.	Los Angeles Valley College
Ann Griffo	Coordinator	ABC United School District
Bob Hawkes	Kern County SB 1070 Director	Kern County CCD
Mitra Hoshier	SB 1070 Liaison/Faculty	Pierce College
Maral Hyeler	Director	Santa Monica College
Monica LaBenda	SB1070 Camp. Liaison	Los Angeles Harbor College
Lisa Lewenberg-Smith	Workforce Dev. Liaison	Los Angeles Southwest Coll.
Fabiola Mora	Cooperative Education Director	Los Angeles City College
Tzoler Oukayan	Program Mngr., Student Out. Svcs.	Glendale College
Sue Parsons	Dir., Ed. Partnerships & Programs	Cerritos College
Beatriz Rodriguez	Admissions & Records Assistant	Los Angeles City College
Mike Slavich	Dean, CTE	Rio Hondo College
Debbie Velasquez	Prog. Liaison, FSS Grants	Chancellors Office
Malena Zapata	Trainer Presenter	East Los Angeles College

Links to Working Documents

[Articulation](#)

[Concurrent/Dual Enrollment](#)

[Program Development/Career Pathways](#)

The retreat agenda is available at www.laccwc.com – [Agenda](#) or by emailing lcorrales@riohondo.edu to facilitate replication of this project.

Community College Board Policy
Alternative Methods of Awarding College
Credit for Secondary Courses

The (Superintendent/President) shall establish alternative methods for awarding college credit for secondary courses through agreement with Local Education Agencies¹ (LEA term defined as Unified School District/USD - see background). *This policy, and related procedures, are compliant with all California Code of Regulations, and specifically Title 5 Education, Division 6, Chapter 6, Subchapter 1, Article 5, §55002 Standards and Criteria for Courses, §55050 Credit by Examination², §55051 Articulation of High School Courses³, and §55052 Advanced Placement Examinations.*

Alternative methods of awarding college credit are implemented using the Course-to-Course College Credit by Agreement. The Course-to-Course College Credit by Agreement is necessary to formalize the understanding and timely actions the college and the USD must take to ensure college credit will appear on the academic record/transcript of a high school student eligible by participation, assessment and timely action. The agreement must be properly implemented to result in the college awarding credit in compliance with Title 5 and the guidance provided in the Alternate Methods for the Awarding of College Credit: Credit by Examination for Articulated High School Courses (adopted spring 2013) by the Academic Senate for California Community Colleges.

Footnotes included in background section: Alternative Methods of Awarding College Credit for Secondary Courses

Community College Administrative Procedure

Alternative Methods of Awarding College

Credit for Secondary Courses

Alternative methods of awarding Course-to-Course College Credit by Agreement

The Academic Senate Curriculum Committee will develop guidance pursuant to section 55002 (Standards & Criteria for Courses) to support faculty, in the appropriate discipline, to determine secondary course comparability to a specific community college course. [Suggested resources: The Academic Senate for California Community Colleges authored Alternate Methods for the Awarding of College Credit: Credit by Examination for Articulated High School Courses (adopted spring 2013). Available at <http://www.asccc.org/sites/default/files/AlternativeMethodsForAwardingOfCollegeCredit.pdf>

The college will publicize the courses (by number and title) eligible for review of comparability with secondary courses. A published list will increase awareness and opportunity for discipline dialogue important to the development of Course-to-Course College Credit by Agreements with Unified School Districts (USD).

[department/title] will serve as the college liaison to provide technical assistance upon request and receive LEA requests for review of secondary course comparability. Requests are to include a synopsis or statement of comparability from the secondary instructor correlated to the college's course outline of record. Upon receipt the request will be forwarded to the faculty in the appropriate discipline for review in accordance with curriculum committee guidance.

After faculty in the appropriate discipline review and approve course comparability the discipline dean and college liaison will guide the college and secondary school representatives through the finalization of the Course-to-Course College Credit by Agreement. The college and the USD must assign a primary point of contact to oversee the agreement and timely implementation thereof. The college primary point of contact serves as the bridge to fulfillment of college credit by examination and USD primary point of contact certifies eligibility for each secondary student request for college credit.

Each agreement must be signed by a) faculty, dean and vice president of academic affairs and b) USD instructor, principal, and administrator with educational program oversight. Copies of each fully executed agreement will be filed with:

- Academic Senate/Curriculum Committee,
- Dean of Admission and Records/Registrar
- Articulation Officer
- Division Dean (of the course/discipline) and/or Academic Affairs

Credit by examination for the secondary course will result in notation on a secondary student's academic record/transcript when the implementation of the agreement complies with Title 5 specifications for Credit by Examination and student adherence to applicable timelines.

- The nature and content of the examination was determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee. When the faculty determined the assessment used to validate credit by examination adequately measured mastery of the course content as set forth in the outline of record. Faculty may accept an examination conducted at a location other than the community college for this purpose.
- When a separate examination was conducted for each course for which credit is to be granted.
- When grading was in accordance with the regular grading system approved by the governing board including a “pass-no pass” option when that option was ordinarily available for the course.
- When secondary student applies to the college and has a student identification number.
- When notation of the academic record/transcript reflects a grade of “pass” or “C” grade or higher including annotation to reflect credit was earned by examination.
- Credit by examination units shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

At minimum the Course-to-Course College Credit by Agreement should include:

1. a) college (*name*) and b) USD (*name*);
2. a) (*insert name/title & contact information of who*) will serve (*the college*) as primary point of contact to implement the agreement* and b) (*insert name/title & contact information of who*) will serve (*the USD*) as primary point of contact to implement the agreement* - (*authority to deliver);
3. Effective dates of the agreement (*start/end date*);
4. a) (*insert name/title & contact information*) division dean and b) (*insert name/title & contact information*) USD school site administrator & address;
5. a) (*insert*) college course (number/title) and b) (*insert*) secondary course (number/title);
6. a) (*insert name/title & contact information*) college faculty/discipline approved course for credit by examination and b. (*insert name/title & contact information*) secondary instructor teaching course;
7. (*insert college/faculty assessment specifics*) will be the assessment/Credit by Examination method and grading will be “C” or higher / “pass-no pass” / (*insert other*) option (*important for a clear standard be established to determine secondary student eligibility for notation on their academic record*);
8. Step-by-step information for student claim of earned credit;
9. List of each semester term students will be enrolled in HS course throughout the duration of the agreement and include (general) month/year CBE will be assessed, date HS student must have college ID; name of who will make the assessment determination, and when determination will be made (within 30 days from course completion);
10. Deadline by which college receives claim/request from secondary student who is eligible for college credit by examination (maximum 60 days from course completion);
11. Credit by examination fee (if any-recommend secondary students not be charged a fee); and

12. Termination and renewal clauses, i.e., termination clause-conditions under which the agreement will be cancelled due to changes in curriculum, mutual termination, and process through which agreement will be renewed.

Note: Title 5, 55051 (d) puts only one limitation on the number of credits a student can earn through CBE (...must have 12 units in residence to earn their associate degree). Assuming all secondary students earn course credit via the CBE mechanism – there is no need to insert additional restrictions. If desire to add additional requirements see #13 below.

13. Maximum number of Credit by Examination units to be earned (overall) by the secondary student.

Alternative Methods of Awarding College Credit for Secondary Courses

BACKGROUND

The Academic Senate for California Community Colleges authored Alternate Methods for the Awarding of College Credit: Credit by Examination for Articulated High School Courses (adopted spring 2013). Curriculum committees and administrative procedure implementers are advised to consider its guidance; document available at <http://www.asccc.org/sites/default/files/AlternativeMethodsForAwardingOfCollegeCredit.pdf>

1. Citation: Education code: 47640. For the purposes of this article, "local educational agency" means a school district as defined in Section 41302.5 or a charter school that is deemed a local educational agency pursuant to Section 47641.
An LEA is a Unified School District (USD), inclusive of Adult School and joint powers agreement with a Regional Occupational Program (ROP) or a Charter School.
2. The Credit by Examination (CBE) regulation addresses the use of CBE in all instances with the most common recipient being the currently enrolled college student challenging a course using CBE. The Articulation of High School Courses (55051) regulation specifically authorizes CBE be used with the secondary student recipient therefore the Course-to-Course College Credit by Agreement should extend the recommended remedies underlined and shown in [bracket] below. Italics used to emphasize existing language.

§55050. Credit by Examination

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college [a secondary student with a college identification number] and in good standing [a secondary student who earned a grade of 'C' or higher on the CBE] and only for a course listed in the catalog of the community college.

(c) *The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.*

(d) *A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of*

individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination [recommend a fee not be charged to a secondary student].

3. Articulation of High School Courses recognizes course articulation (b) BUT (c) & (d) state Credit by Examination (CBE) is the only mechanism for all courses to count toward a college student’s education goal. The Course-to-Course College Credit by Agreement formalizes faculty authorization and assessment to result in CBE. CBE is necessary for college credit to be noted on the secondary student’s academic record/transcript (and ensures the course is treated equally).

§ 55051. Articulation of High School Courses.

(a) For purposes of this section, the term “articulated high school course” means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section 55002, have determined to be comparable to a specific community college course.

(b) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. Articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:

(1) Requirements for a certificate program, including the total number of units required for the certificate; or,

(2) The major or area of emphasis requirements in a degree program.

(c) Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.

(d) Except through credit by examination, as defined in section 55753, high school courses may not be used to satisfy:

(1) The requirement of section 55063 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,

(2) Any general education requirement for the associate degree established by the district.

Community College Board Policy

Career Pathways

Community college districts work with stakeholders to develop career pathways that offer secondary and post-secondary students clear road maps of courses, certificates, and degrees that lead to employment and transfer opportunities.

Career Pathways Include:

- A sequence of connected courses that offers a relevant general and industry aligned curriculum.
- Integrated work based learning opportunities.
- Dedicated wraparound services which are integrated into the pathway and are essential to the student's success.

Community College Administrative Procedure

Career Pathways

Design Education and Training Programs

1. Career Pathways consist of courses, certificates, and degrees that prepare students with the knowledge and skills that lead to employment.
 - Identify target populations and their “entry” points.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, industry
 - Review or develop competency.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, industry
 - Develop career ladders and lattices.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, industry
 - Seek employer validation of competencies and pathways.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, industry
 - Develop educational options that are modularized, accelerated, and contextualized.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, industry, students
 - Ensure programs lead to industry recognized and/or post-secondary credentials.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, industry
 - Provide comprehensive wrap-around support services.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, students, student services
 - Provide flexible scheduling.
Community college administrators (dean, chair, CIO), K-12 (principal, CTE office, CTE advisors), Deputy Sector Navigator, students
 - Design program.
Community college faculty (chair, teaching faculty), K-12 (principal, CTE office, CTE advisors), K-12 teachers, Deputy Sector Navigator, industry
 - Develop courses/ review instructional options.
Community college faculty (chair, teaching faculty), K-12 (principal, CTE office, CTE advisors), K-12 teachers, Deputy Sector Navigator, industry
 - Provide professional development for faculty.
Community college administrators (dean, chair, CIO), community college faculty (chair, teaching faculty), K-12 (principal, CTE office, CTE advisors), K-12 teachers, Deputy Sector Navigator

Identify Funding Needs and Sources

2. Appropriate personnel shall identify funding needs and secure resources for Career Pathways.
 - Analyze staffing costs.
Community college administrators (dean, chair, CIO, grant office/officer), Budget and Planning Committee, CTE advisors
 - Identify equipment needs
Community college administrators (dean, chair, CIO, grant office/officer), industry partners, CTE advisors, college faculty
 - Determine funds to be contributed by key partners
Community college administrators (dean, chair, CIO), Foundation office, CTE advisors, industry partners
 - Secure funding - Funding sources to be considered: federal grants, chancellor's office, workforce investment board, Perkins/industry, and private/public (tech assistant organizations).
Community college administrators (dean, chair, CIO, grant office/officer), deputy sector navigator.

Align Policies & Programs

3. Pursue state and local policy reforms that promote career pathway development and implementation.
 - Convene stakeholders, facilitate collection of data, and complete asset mapping.
CTE Dean, Institutional Researcher, COE serving college
 - Align with institutional policies and procedures.
CIO, Accreditation Officer
 - Follow local curriculum/instructional approval process.
Academic Senate
 - Identify technical standards for program and review courses.
Curriculum Committee Chair
 - Review Dual Enrollment Policies/Procedures for alignment with Title 5 and AB288.
Admissions and Records
 - Communicate program information with Student Support Services to ensure appropriate services in place.
Student Support Services and Counseling
 - Identify faculty champions, build faculty support and provide professional development.
Department/Program Chairs or Lead Faculty

Measure System Change & Performance

4. Career Pathway programs should measure systems change and performance outcomes.
 - Align program, activity or action to employer goals
CTE Program Administrators, Presidents/VP's, College Faculty, Faculty K-12

- Establish baseline data to be used in measuring success
Institutional Effectiveness Office, CTE Program Administrators, College Faculty, Industry Partners, Presidents and VP's, Faculty K-12
- Identify competencies and outcomes that are expected upon completion of program, activity, or action
College Faculty, College Counselors, Industry Partners, Institutional Effectiveness Office, Counselors K-12, Faculty K-12
- Establish desired levels of competencies and outcomes from the implementation of the program, activity or action
College Faculty, College Counselors, Industry Partners, Institutional Effectiveness Office, Counselors K-12, Faculty K-12
- Identify assessment tool to be used in measuring success or outcome
College Faculty, Industry Partners, Institutional Effectiveness Office, Faculty K-12
- Create assessment tool to be used in measuring success or outcome
College Faculty, Industry Partners, Institutional Effectiveness Office
- Establish data collection method used
- *Institutional Effectiveness Office, IT Department, College Faculty, Industry Partners*
- Analyze collected data
Institutional Effectiveness Office, CTE Program Administrators, College Faculty
- Disseminate results to appropriate parties
Institutional Effectiveness Office, CTE Program Administrators, Deputy Sector Navigators
- Review results
CTE Program Administrators, College Faculty, College Counselors, Faculty K-12, Counselors K-12, Funders/Monitors, Industry Partners, Chancellor's Office, Presidents/VP's, Deputy Sector Navigators, Community Stakeholders (parents, students, politicians), Board of Trustees
- Develop recommendations for continued success
Institutional Effectiveness Office, CTE Program Administrators, College Faculty, College Counselors, Faculty K-12, Counselors K-12, Industry Partners, Presidents/VP's, Deputy Sector Navigators
- Revisit outcome and determine if program, action or activity should be continued, modified or discontinued
Institutional Effectiveness Office, CTE Program Administrators, , College Faculty, College Counselors, Faculty K-12, Counselors K-12, Industry Partners

Build Cross-Agency Partnerships & Clarify Roles

5. Stakeholders at the local, regional, and state levels, agree to a shared vision with roles and responsibilities clearly defined and formalized.
 - Provide leadership of Career Pathway program and offer opportunities for skill builders to complete certificates and degrees.
Lead community college
 - Offer classes in career pathway aligned with postsecondary institutions; provide students with work-based learning opportunities in and outside of the classroom.

Secondary partners

- Provide introductory (e.g. CNA) certificates and technical training in career pathway.
Adult Education/ROP

- Train students by offering work study opportunities and internships in the career pathway.

Workforce Development Boards (WEBs), Worksource, EDD

- Provide seamless transition between postsecondary institutions through transfer options in the career pathway.

UC, CSU, Independent colleges

- Collaborate regionally to maximize resource allocation and transferability, statewide, within the career pathway.

Neighboring (within the region) community colleges

- Insure industry alignment and student success by participating in career pathway advisory committees and by offering faculty externships.

Industry partners aligned with career pathway

- Fund career pathway development at all levels.

Federal (Perkins, DOL, DOE), state (CDE), private (Irvine, etc.)

- Liaise with industry partners to support development and maintenance of career pathway.

Sector and Deputy Sector Navigators

- Assist with technical resources (e.g. current, accurate labor market information) to insure alignment of career pathway with industry needs.

Centers for Excellence

- License/credential career pathway completers and skill builders to insure industry alignment and maintain necessary standards.

Licensing/Credentialing bodies (e.g. Board of Registered Nursing)

Identify Industry Sector and Engage Employers

6. Stakeholders identify sectors and engage employers in the development and implementation of career pathways

- Review college initiatives and identify campus strengths (build upon successful programs/faculty champions.)

CIO, Program Dean, CTE Dean

- Review LMI Data and Student Completion Data indicating student success.

CIO, Program Dean, CTE Dean

- Analyze input from employer partners.

CIO, Program Dean, CTE Dean

- Determine new career pathways to support and develop.

Industry Advisory Board, K-12 partners, Adult Education, CTE Dean

- Analyze strengths of department and programs, identify program gaps, and develop courses to fill program gaps.

Program Faculty

- Review labor market data, provide regional & statewide perspective, and identify employers for engagement.

Deputy Sector Navigator (Sector Navigator)

Community College Board Policy

Dual Enrollment

The (Superintendent/Presidents) shall establish procedures to provide dual enrollment through agreement with Local Education Agencies (LEA term defined as Unified School District/USD) to offer students an opportunity to earn college credit while they are pursuing their high school diploma.

Dual enrollment is an effective means of improving the educational outcomes for a broad range of students. Through dual enrollment partnerships, school districts and community college districts will create aligned pathways with sequenced coursework that provides students a seamless transition to college credit coursework. This may lead to an associate degree, transfer to the four-year University, or a career technical education credential/certificate and meaningful employment.

Individual special admit students (concurrent enrollment student) taking college courses outside of their high school coursework are eligible through previous established policies.

This policy, and related procedure, are compliant with California Code of Regulation Sections 48800 Advanced Scholastic and Vocational Work, 48800.5 Guardian's Right to Petition, 48801 Special Admit Students, 48802 Apportionment, 49061 Pupil Record, 76000 Apprentice, 76001 Special Admit Students, 76002, 76003, and 76004 (result of AB 288.)

Community College Board Procedure

Dual Enrollment

The Chancellor's Office of California Community College's will develop guidance in pursuant to AB 288 to support community colleges and school districts, in creating Dual Enrollment College and Career Access Pathway Agreements. These agreements are an effective means of improving the educational outcomes for a broad range of students. This strategic opportunity: provides critical support for all students, including students underrepresented in postsecondary education, students seeking advanced studies while in high school, and students seeking a career technical education credential or certificate. It expands and strengthens partnerships between school districts and community college districts; therefore, saving students and districts valuable time and resources.

The Community College District governing board and the Unified School District governing board are authorized to enter into a College and Career Access Pathway Agreement through a Memorandum of Understanding with the goal of developing seamless pathways from high school to community college. The partnership agreement will outline the terms of the partnership and establish the protocols and procedures for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.

The college will determine sequence based on institutional needs but all procedures will follow legislative mandates (*California Code of Regulation Sections 48800 Advanced Scholastic and Vocational Work, 48800.5 Guardian's Right to Petition, 48801 Special Admit Students, 48802 Apportionment, 49061 Pupil Record, 76000 Apprentice, 76001 Special Admit Students, 76002, 76003, and 76004 (result of AB 288.)*)

1. Foundational Activities
 - a. Determine point of contact and coordinator responsible.
 - b. Identify students to be served.
 - c. Identify coursework (Career Pathway, course, etc.)
 - d. Develop College and Career Access Pathway (CCAP) partnership
 - e. Create MOU and forms

- 2 Implementation
 - a. Instructional Services
 - i. Schedule specific Course
 - ii. Identify Faculty
 - a. Recruitment/Hiring of faculty who meet the minimum qualifications.
 - b. Provide professional development

- b. Administrative Services
 - i. Review Student Fee Exemption (*CA Education Code Section 49001*).
 - ii. Determine Apportionment (CA Education Code Section 48802 or 76002).

- c. Student Support Services
 - i. Conduct Outreach/Recruitment to target students
 - ii. Follow Admissions Procedures and Priority Registration (*CA Education Code Section 11300 & 76001*).
 - iii. Identify Student Assessment
 - iv. Provide Counseling

- 3 Compliance
 - d. Local/District Board of Trustees
 - i. Conduct Self-Assessment (Student Retention & Completion).
 - ii. Evaluate Procedures and Partnership Agreement
 - e. CA Community College Chancellor's Office
 - i. Collect Data in Compliance with CCAP Partnership Requirements and Report to CA Community College Chancellor's Office Annually.

This Project was funded by SB 1070 Funds thru the CA Community College Chancellor's Office.