



## Self-Assessment of an Effective Community College/K-12 Partnership

*Purpose of tool:* This tool is designed to serve as a means to assess the state of your partnership between the K12 and community college systems and in particular, the transition of students as they exit the K-12 system and enter community college. It is designed for communities to self-assess their strengths and challenges. The tool allows for a collaborative discussion around future focal points and next steps.

*Audience:* This tool is best used when K-12 and Community College leadership, faculty, and staff are able to complete it together and discuss its implications.

*Instructions:* Use the rating scale to assess each indicator to gauge your partnership status.

*Authors:* Laurie Scolari, Ed.D and Rachel Antrobus, Career Ladders Project

### SYSTEM WIDE DATA SHARING

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/OFTEN
	1	2	3	4
A broad data sharing agreement between the K-12 and community college systems is established and sustained (student level data as well as aggregated)				
A commitment exists from both research offices (K12 and CC) to continually work in collaboration to analyze data regularly – OR – both systems provide data to a 3 <sup>rd</sup> party researcher for regular analysis				
Data is reviewed and presented to highest level leadership at both K-12 and community college systems at least once per year				
Shared academic metrics at various loss points in the pipeline (where students are leaving the system) are established				
A commitment exists to analyze and review equity/achievement gap data between both systems				

### LEADERSHIP ENGAGEMENT

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/OFTEN
	1	2	3	4
Established goals and desired outcomes are reflected in respective K-12 and CC strategic plans, annual plans and community wide “platforms”				
Based on baseline data review, K12 and CC leadership agrees upon measureable objectives to improve student access and success				
Superintendent, Community College Chancellor and/or President, and Civic Leadership meet twice a year to review data, discuss progress				



towards objectives and sustain partnership				
K-12 and CC leadership engages in and aligns work with relevant community-wide and regional initiatives (such as, regional workforce development and sector initiatives, regional task forces, Healthy Cities, etc.)				
Partnership data and objectives are presented to both K12 and CC boards &/or a cross-sector education cabinet				

### CROSS-SYSTEM STAFF COLLABORATION

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/OFTEN
	1	2	3	4
A “core team” and/or point person is established at CC, K12 and civic officials (e.g. mayor, county supervisors, etc.) to convene and plan regular leadership meetings				
K12 and CC faculty is engaged in shared inter-organizational professional development activities				
K12 and CC Faculty meets at least twice a year to address curriculum gaps between systems				
Positive peer relationships exist between the counseling faculty at CC and at K12				
K12 counselors are trained and informed about community college admissions procedures, CTE certificates, and pathway program options				
CC Counselors are trained in the mandates and regulations of the K-12 system (eg. Common Core, A-G)				
Community College outreach counselors face minimal barriers when promoting the community college as a relevant post-secondary option in the K12 schools				
K12 faculty are informed of data loss points between the systems and understand the urgency of promoting community college <i>on an equal footing</i> to the 4 year university				
After-school CBO partners are informed of data loss points and trained in community college admissions procedures and pathway programs of study				



Counselors and instructional faculty across systems utilize a common career exploration planning tool				
---	--	--	--	--

### REMOVAL OF ACCESS BARRIERS

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/OFTEN
	1	2	3	4
Remediation rates are reviewed and analyzed and if applicable a measurable outcome for improving remediation is established				
An alternative to the singular community college placement test in English and Math has been piloted and data results analyzed (i.e. multiple measures such as placement based on GPA, attendance rates, CST scores, etc.)				
Offering priority enrollment for local K12 students is considered and piloted to improve student access to key math and English courses				
Community College counselors are encouraged and supported in bringing the matriculation process into the schools, during school time				
Students are informed of the high stakes nature of the placement test				
“Re-take” test policies are reviewed to ensure students are afforded an opportunity to re-take for higher level placement				

### EARLY COLLEGE EXPERIENCES AND TRANSITION SUPPORT

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/OFTEN
	1	2	3	4
Thriving Early and/or Middle College programs are considered and/or established				
Summer Bridge programs are in place				
Dual credit/dual enrollment opportunities are provided for career and technical education and for academic courses				
Clear transitions from K-12 career-themed programs (eg. Linked Learning, CA Partnership Academies) are mapped to the local community college pathways				



## INDICATORS OF SUCCESS OF EFFECTIVE TRANSITION SERVICES

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/OFTEN
	1	2	3	4
Students are informed of community college pathways as high quality, low cost, local post-secondary options by grade 10 or 11				
Students are aware of matriculation processes to apply, register, enroll and get financial aid				
An increased number of high school graduates are accessing and completing community college certificates, transfer, and degrees in their field of interest				

## COLLEGE AND CAREER PATHWAY DEVELOPMENT

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/OFTEN
	1	2	3	4
The high school academies (LL, CPA, etc.) and community college programs align to help students advance and accelerate in college and career options				
Pathways are mapped to facilitate student understanding of seamless transitions and non-duplicative curriculum				
Dual credit/dual enrollment opportunities are connected to or part of a pathway or sequence of study				
Learning is aligned with industry-recognized certifications and stackable certificates, providing opportunity for students to build skills and a portfolio related to the career field				
Pathways are developed in concert with regional employers from industry sector, and reflect in demand competencies and skills				
Commonly developed pathway design provides integrated and rigorous CTE and academic content so that students reach milestones and earn certificates along the way to transfer and degrees				
Students have the opportunity to earn and learn as they explore a career field; internships and other work-based learning opportunities are available to support the advancement in college and career				