Shifts in Community College Roles to Support Robust Career Pathways

How can community college leaders support, develop and strengthen career pathways?

<table>
<thead>
<tr>
<th>COLLEGE DISTRICT LEADERSHIP</th>
<th>COLLEGE LEADERSHIP</th>
<th>COLLEGE FACULTY AND STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor, Vice Chancellors (Academic Affairs, Student Support, Workforce, etc.), Associate Vice-Chancellors, District Academic Senate, Cabinet, Institutional Research, Directors</td>
<td>President, VP of Instruction, Student Support &amp; Academic Senate, Deans, CTE and Student Support, Institutional Research, Department Chairs</td>
<td>CTE Faculty, Counseling Faculty, Articulation Officers, Math and English Faculty, Instructional and student support staff</td>
</tr>
</tbody>
</table>

**Programs of Study Development Infrastructure:** Responsibilities for institutionalizing alignment between secondary and college PoS

- Define the vision for alignment of K-12/Adult Education to community college pathways, as a priority
- Ensure that district policies and procedures support pathways development, including data sharing agreements
- Align pathways work with other initiatives, such as 3SP and Equity
- Provide release or paid time for college faculty to meet with secondary educators to align pathway curriculum and build pathway faculty relationships
- Assign counselors to collaboration with secondary around student advisement and supports for early college credit coursework
- Devote resources to appropriately staff the work of pathway development and maintenance (including early college credit)
- Develop robust and ongoing program evaluation protocols
- Build relationships between CC and K-12/Adult Ed faculty so that faculty gain understanding of each other’s programs of study, as well as each other’s systems.
- Collaborate with K-12/Adult Ed faculty to align curriculum so that key standards are taught in developmentally appropriate ways across the entire pathway, including academic content, technical skills, and professional behaviors.

**Curricular Alignment, Dual Enrollment & Course Articulation Processes:** Responsibilities for determining what is taught, and in what sequence, across secondary and college systems to develop and enhance career pathways

- Champion early college credit with internal and external stakeholders, and align policies across colleges, and with promising practices
- Encourage K-12/Adult Ed leaders to implement policies to support sustainable dual enrollment
- Support and develop staff roles at the district level to support early college credit
- Develop/renew annual CCAP agreements
- Academic Senate: Participate in development of policies facilitating early college credit
- Governing Board: Approve policies that facilitate dual enrollment and articulation
- Establish protocols for annual curriculum reviews, early college credit (course articulation, dual enrollment) and pathway mapping
- Provide support for CATEMA to ensure accurate transcripting of credit earned via articulation
- Support development of annual CCAP and non-CCAP agreements for dual enrollment
- Integrate career pathways with 3SP, Equity, SWP and other initiatives.
- Support and develop staff roles at the college level to support early college credit
- Participate in pathway design and mapping that includes foundational general education and bridging activities (e.g. Math, English, College & Career Readiness)
- Work with district and regional college faculty to identify and incorporate college-level “hinge” courses into the pathway (for articulation or dual enrollment credit)
- Identify opportunities to enhance/develop innovations for courses that serve students that are underrepresented in college (e.g. scaffolding)
### Student Support Processes:

**Responsibilities for supporting students as they transition from secondary to post-secondary, in pathways**

- Engage K-12/Adult Ed leadership/school boards to encourage alignment of college and career readiness curricular strategies, outreach and counseling roles
- Inform K-12/Adult Ed leadership about requirements for successful transition to college (including education planning)
- Support development of data sharing agreements to support multiple measures placement
- **Academic Senate:** Encourage college and career readiness curriculum development
- **Admission & Records:** Collaborate with I&R to automate placement processes, and analyze & communicate outcomes

### Employer Engagement and Work-based Learning:

**Responsibilities for developing more systemic and effective approaches to employer engagement & WBL**

- Define a vision of alignment of WIOA metrics/community college pathways metrics/secondary accountability metrics as a priority
- Establish cooperative agreements between agencies, including workforce development boards, adult education, college and K-12
- Develop and support tools to facilitate industry engagement across educational segments, as well as track data around industry engagement and work-based learning

### Professional Development:

**Responsibilities for work on PD so that all staff have the opportunity to learn new roles**

- Provide PD for leadership & staff on current issues/initiatives (e.g. legislation & policy, inter-segmental partnerships, common core, dual enrollment, non-credit)
- Provide PD to college faculty and staff regarding current CTE initiatives (e.g. Strong Workforce, AB288)
- Allocate resources for ongoing PD to CTE faculty so skills remain current

---

<table>
<thead>
<tr>
<th>COLLEGE DISTRICT LEADERSHIP</th>
<th>COLLEGE LEADERSHIP</th>
<th>COLLEGE FACULTY AND STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Support Processes:</strong></td>
<td><strong>Employer Engagement and Work-based Learning:</strong></td>
<td><strong>Professional Development:</strong></td>
</tr>
<tr>
<td>- Engage K-12/Adult Ed leadership/school boards to encourage alignment of college and career readiness curricular strategies, outreach and counseling roles</td>
<td>- Define a vision of alignment of WIOA metrics/community college pathways metrics/secondary accountability metrics as a priority</td>
<td>- Provide PD for leadership &amp; staff on current issues/initiatives (e.g. legislation &amp; policy, inter-segmental partnerships, common core, dual enrollment, non-credit)</td>
</tr>
<tr>
<td>- Inform K-12/Adult Ed leadership about requirements for successful transition to college (including education planning)</td>
<td>- Establish cooperative agreements between agencies, including workforce development boards, adult education, college and K-12</td>
<td>- Provide PD to college faculty and staff regarding current CTE initiatives (e.g. Strong Workforce, AB288)</td>
</tr>
<tr>
<td>- Support development of data sharing agreements to support multiple measures placement</td>
<td>- Develop and support tools to facilitate industry engagement across educational segments, as well as track data around industry engagement and work-based learning</td>
<td>- Allocate resources for ongoing PD to CTE faculty so skills remain current</td>
</tr>
<tr>
<td>- <strong>Academic Senate:</strong> Encourage college and career readiness curriculum development</td>
<td>- <strong>Admission &amp; Records:</strong> Collaborate with I&amp;R to automate placement processes, and analyze &amp; communicate outcomes</td>
<td>- Participate in PD opportunities, such as: Improving transitions; cross-disciplinary/regional/state collaborations; pedagogy related to access, retention and success, with a focus on equity (including Dual E/AB288)</td>
</tr>
<tr>
<td>- <strong>Admission &amp; Records:</strong> Collaborate with I&amp;R to automate placement processes, and analyze &amp; communicate outcomes</td>
<td>- **Support coordination of employer engagement in an aligned, coordinated, intersegmental way, including committing resources as appropriate (e.g. advisory committees, WBL experiences, skills panels, program review)</td>
<td>- Convene working groups between K-12/Adult Ed and CC counselors to inform of college offerings, better align planning tools, develop shared resources, etc.</td>
</tr>
<tr>
<td></td>
<td>- Develop relationships with employers, and negotiate commitments (e.g. facilities, resources, WBL experiences, professional development, faculty on assignment)</td>
<td>- Encourage students to complete Student Outcomes Survey after program completion</td>
</tr>
<tr>
<td></td>
<td>- Support staff and faculty (including new roles, as appropriate) to facilitate employer engagement &amp; job placement activities</td>
<td>- Contribute data about work-based learning and industry engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participate in PD opportunities related to employer engagement strategies</td>
</tr>
</tbody>
</table>

---