

# Shifts in Community College Roles to Support Robust Career Pathways

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

<b>COLLEGE DISTRICT LEADERSHIP</b> Chancellor, Vice Chancellors (Academic Affairs, Student Support, Workforce, etc.), Associate Vice-Chancellors, District Academic Senate, Cabinet, Institutional Research, Directors	<b>COLLEGE LEADERSHIP</b> President, VP of Instruction, Student Support & Academic Senate, Deans, CTE and Student Support, Institutional Research, Department Chairs	<b>COLLEGE FACULTY AND STAFF</b> CTE Faculty, Counseling Faculty, Articulation Officers, Math and English Faculty, Instructional and student support staff
<b>Programs of Study Development Infrastructure:</b> Responsibilities for institutionalizing alignment between secondary and college PoS		
<ul style="list-style-type: none"> <li>• Define the vision for alignment of K-12/Adult Education to community college pathways, as a priority</li> <li>• Ensure that district policies and procedures support pathways development, including data sharing agreements</li> <li>• Align pathways work with other initiatives, such as 3SP and Equity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide release or paid time for college faculty to meet with secondary educators to align pathway curriculum and build pathway faculty relationships</li> <li>• Assign counselors to collaboration with secondary around student advisement and supports for early college credit coursework</li> <li>• Devote resources to appropriately staff the work of pathway development and maintenance (including early college credit)</li> <li>• Develop robust and ongoing program evaluation protocols</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Curricular Alignment, Dual Enrollment &amp; Course Articulation Processes:</b> Responsibilities for determining what is taught, and in what sequence, across secondary and college systems to develop and enhance career pathways		
<ul style="list-style-type: none"> <li>• Champion early college credit with internal and external stakeholders, and align policies across colleges, and with promising practices</li> <li>• Encourage K-12/Adult Ed leaders to implement policies to support sustainable dual enrollment</li> <li>• Support and develop staff roles at the district level to support early college credit</li> <li>• Develop/renew annual CCAP agreements</li> <li>• <i>Academic Senate:</i> Participate in development of policies facilitating early college credit</li> <li>• <i>Governing Board:</i> Approve policies that facilitate dual enrollment and articulation</li> </ul>	<ul style="list-style-type: none"> <li>• Establish protocols for annual curriculum reviews, early college credit (course articulation, dual enrollment) and pathway mapping</li> <li>• Provide support for CATEMA to ensure accurate transcribing of credit earned via articulation</li> <li>• Support development of annual CCAP and non-CCAP agreements for dual enrollment</li> <li>• Integrate career pathways with 3SP, Equity, SWP and other initiatives.</li> <li>• Support and develop staff roles at the college level to support early college credit</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in pathway design and mapping that includes foundational general education and bridging activities (e.g. Math, English, College &amp; Career Readiness)</li> <li>• Work with district and regional college faculty to identify and incorporate college-level “hinge” courses into the pathway (for articulation or dual enrollment credit)</li> <li>• Identify opportunities to enhance/develop innovations for courses that serve students that are underrepresented in college (e.g. scaffolding)</li> </ul>

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<b>Student Support Processes:</b> Responsibilities for supporting students as they transition from secondary to post-secondary, in pathways		
<ul style="list-style-type: none"> <li>Engage K-12/Adult Ed leadership/school boards to encourage alignment of college and career readiness curricular strategies, outreach and counseling roles</li> <li>Inform K-12/Adult Ed leadership about requirements for successful transition to college (including education planning)</li> <li>Support development of data sharing agreements to support multiple measures placement</li> <li><i>Academic Senate:</i> Encourage college and career readiness curriculum development</li> <li><i>Admission &amp; Records:</i> Collaborate with I&amp;R to automate placement processes, and analyze &amp; communicate outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Support knowledge of CTE among counselors with staffing, pathway maps &amp; PD (including around PoS, early college credit, job market)</li> <li>Support/encourage collaboration between K-12/Adult Ed and college counselors locally and regionally, including embedding in job descriptions or providing release time</li> <li>Support/fund early matriculation/outreach opportunities for K-12 students</li> <li>Promote multiple measures placement strategies and Common Assessment</li> <li>Integrate &amp; connect supportive wrap-around services with CTE and pathways (e.g. EOPS, financial aid)</li> </ul>	<ul style="list-style-type: none"> <li>Champion development/enhancement of college and career readiness curriculum (for adoption in secondary), with secondary faculty</li> <li>Convene working groups between K-12/Adult Ed and CC counselors to inform of college offerings, better align planning tools, develop shared resources, etc.</li> <li>Lead assessment/orientation/outreach events/courses/opportunities for K-12/Adult Ed students, and develop shared outreach calendars with K-12</li> <li>Identify key gaps in pathways and support enhancement efforts</li> </ul>
<b>Employer Engagement and Work-based Learning:</b> Responsibilities for developing more systemic and effective approaches to employer engagement & WBL		
<ul style="list-style-type: none"> <li>Define a vision of alignment of WIOA metrics/community college pathways metrics/secondary accountability metrics as a priority</li> <li>Establish cooperative agreements between agencies, including workforce development boards, adult education, college and K-12</li> <li>Develop and support tools to facilitate industry engagement across educational segments, as well as track data around industry engagement and work-based learning</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Develop relationships with employers, and negotiate commitments (e.g. facilities, resources, WBL experiences, professional development, faculty on assignment)</li> <li>Support staff and faculty (including new roles, as appropriate) to facilitate employer engagement &amp; job placement activities</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with industry to ensure currency and quality of CTE programs, by leveraging industry resources &amp; expertise</li> <li>Collaborate with intersegmental partners to enhance coherence of “asks” to industry partners</li> <li>Encourage students to complete Student Outcomes Survey after program completion</li> <li>Contribute data about work-based learning and industry engagement</li> <li>Participate in PD opportunities related to employer engagement strategies</li> </ul>
<b>Professional Development:</b> Responsibilities for work on PD so that all staff have the opportunity to learn new roles		
<ul style="list-style-type: none"> <li>Provide PD for leadership &amp; staff on current issues/initiatives (e.g. legislation &amp; policy, inter-segmental partnerships, common core, dual enrollment, non-credit)</li> </ul>	<ul style="list-style-type: none"> <li>Provide PD to college faculty and staff regarding current CTE initiatives (e.g. Strong Workforce, AB288)</li> <li>Allocate resources for ongoing PD to CTE faculty so skills remain current</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>