Self-Assessment of an Effective Community College/K-12 Partnerships

Purpose of tool: This tool is designed to serve as a means to assess the state of your partnership between the K-12 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	DON'T KNOW
	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 (K-12 and CC) to continually work in collaboration to analyze data regularly					
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 (where students are leaving the system) in the pipeline are established					
A commitment exists to analyze and review equity/achievement gap data between CC and K-12 systems					
A commitment exists to analyze and review equity/achievement gap data between both K-12 and CC systems and make meaningful organizational decisions to address those gaps.					

LEADERSHIP ENGAGEMENT

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/ OFTEN	DON'T KNOW
	1	2	3	4	
Established goals and desired educational outcomes are reflected in respective K-12 and CC strategic plans, annual plans and community wide "platforms" as long term priorities					
Based on baseline data review, K-12 & 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 is engaged in regional responses to workforce development needs					
Partnership data and objectives are presented to both K-12 and CC boards and/or a cross-sector education cabinet focused on interagency collaboration					
K-12 and CC leadership develop and/or participate in—as well as share accountability with—community-wide initiatives (such as sector initiatives, regional task forces, Healthy Cities, etc.)					

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CROSS-SYSTEM STAFF COLLABORATION

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/ OFTEN	DON'T KNOW
	1	2	3	4	
A "core team" and/or point person is established at each of the CC, K-12 and civic areas to convene and plan regular leadership meetings					
K-12 and CC faculty (and other agency staff, as needed) are engaged in shared interorganizational professional development activities					
K-12 and CC faculty meet at least twice a year to address curriculum gaps between systems and promote alignment					
Positive peer relationships exist between the counseling faculty at CC and K-12					
K-12 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 (e.g. Common Core, A-G)					
Community college counselors face minimal barriers when promoting the community college as a relevant postsecondary option in the K-12 schools and have access and support from community-based nonprofit partners					
Community college counselors and K-12 counselors work in collaboration with community-based nonprofit partners who provide college outreach services to minimize duplication of services					
K-12 faculty and K-12 counselors are informed that the majority of students land in the community college and therefore understand the urgency of promoting the community college *equal* to the 4-year university					
Counselors and instructional faculty across systems utilize a common career exploration planning tool (eg. Naviance; Get Focused, Stay Focused)					

REMOVAL OF ACCESS BARRIERS

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/ OFTEN	DON'T KNOW
	1	2	3	4	
A review of remediation rates in English and math is analyzed and, if applicable, a measurable outcome for improving remediation is established and shared amongst K-12, CC and other relevant stakeholders					
An alternative to the singular community college placement test in English and math has been piloted and data results analyzed (e.g. multiple measures such as placement based on GPA, attendance rates, etc.) and shared with K-12 and community partners					
Offering priority enrollment for local K-12 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 with support of K-12 counselors and teachers					
Students and parents are informed of the high stakes nature of the placement test through information sessions and preparation tools					
"Retake" test policies are reviewed to ensure students are afforded an opportunity to retake for higher level placement in a timely manner					

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EARLY COLLEGE EXPERIENCES AND TRANSITION SUPPORT

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/ OFTEN	DON'T KNOW
	1	2	3	4	
Thriving Early and/or Middle College programs are considered and/or established and are a part of K-12/CC strategy to accelerate students					
Summer Bridge programs are offered to the target population of first generation, low-income students and engage them in college organizational skills, academic rigor and college resources					
Summer and year-round transition programs are offered that focus on study and organization skills and engage target population of first generation, low-income students					
Dual credit/dual enrollment opportunities are provided for career and technical education and for academic courses across all HS student populations					
Clear transitions from K-12 career-themed programs (e.g. Linked Learning, CA Partnership Academies) are mapped to the local community college pathways					

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INDICATORS OF SUCCESS OF EFFECTIVE TRANSITION SERVICES

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/ OFTEN	DON'T KNOW
	1	2	3	4	
Students are informed of community college pathways as a high quality, low cost, local post-secondary option by grade 10 or 11					
Students are aware of matriculation processes to apply, register, enroll and get financial aid at the local community college					
Multiple partners provide workshops to guide students through the matriculation process several times throughout the year, embedded during the school day					
Parents/caregivers are engaged and informed of college options, career pathways, and supports needed to ensure a seamless transition for their child					
An increased number of high school graduates are accessing and completing community college certificates, transfer, and degrees in their field of interest					

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COLLEGE AND CAREER PATHWAY DEVELOPMENT

	NEVER	SOMEWHAT	MOSTLY	ALWAYS/ OFTEN	DON'T KNOW
	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 readily available and 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 the 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					
In K-12 and CC, 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					

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