



STATEWIDE CAREER PATHWAYS: Creating School to College Articulation

In September 2005 Senator Scott's Vocational Education legislation, SB 70, was chapered into the Education Code §88532. The bill focused on improving the linkages and career-technical pathways between high schools, ROCPs, and California community colleges. Most of the community college response to the legislation will occur through programs coordinated directly by the California Community Colleges System Office, and personnel there have begun to inform colleges about some of their plans. However, the Academic Senate for California Community Colleges is designing and implementing one project called Statewide Career Pathways: Creating School to College Articulation.

Statewide Career Pathways: Creating School to College Articulation will provide an opportunity for high school, ROCP and college faculty to meet, collaborate and develop articulation agreements. Agreements that result will vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options. While our schools, ROCPs and colleges have already participated in many efforts to align curriculum and develop articulation agreements especially through Tech Prep programs, faculty have indicated several unmet needs which this project will address.

This project will accomplish the following activities:

Develop articulation templates:
Faculty discipline groups from community colleges, high schools

and ROCPs will develop articulation templates (or blueprints) for the most popular Career Technical Education (CTE) courses offered both at the secondary and college level.

Provide recommendations for local articulation agreements:

The templates that are developed will provide suggestions to facilitate the development of local agreements.

Facilitate discussion between high school and community college faculty:

Regional faculty from community colleges, high schools and ROCPs will be given opportunities to meet and develop or refresh existing articulation agreements. The agreements will include the appropriate methods of assessing students' learning and placement. This project will create processes for ongoing review and renewal of articulation.

Develop/maintain a statewide repository of articulation agreements:

Approved agreements will be added to a statewide database, making them available to educators, school/college staff, students and their parents.

Communicate importance of CTE courses/programs broadly to high school and ROCP teachers and community college faculty:

The project's outreach to students, parents, counselors, teachers, and administrators will result in more students taking advantage of articulation opportunities.

The Statewide Career Pathways project has been led since July 2006 by a steering committee whose members include community college faculty, high school and ROCP teachers, school and college administrators and representatives from the California Department of Education, the System Office for the California Community Colleges, and Tech Prep. The project is funded in part by the California Community Colleges for two years for a total of \$4 million.

The project has identified the following disciplines to begin to accomplish the goals of the project.

Phase I (October 2006):

Arts & Media/Animation; Business/Accounting; Child Development; Health Occupations/CNA; Hospitality; IT/Web Design; IT Applications; and Ornamental Horticulture.

Phase II (February 2007):

Administration of Justice; Automotive Technology; Building Trades/Construction; CADD; Machining/CAM; Office Technology; and Fashion.

Phase III (May 2007):

Agricultural Business; Banking; Medical Assisting; Retail Sales; Video Production; and Welding.

Other disciplines will be added over the two years of initial funding.

The first task of each group of disciplines is to develop articulation templates against which new local articulation agreements can be written. Members include high school and ROCP teachers and college faculty from each of the disciplines.

Benefits

It is anticipated that the project goals will benefit teachers, faculty, tech prep coordinators, articulation officers, counselors, and the students we all share.

Some benefits include:

Students

Students save time and money! They earn advanced placement and/or credit in college while still in high school, get through college faster, and begin their career sooner.

Students who participate in programs with established articulation agreements enter college with foundational skills and knowledge; they are more likely to complete a college certificate or degree program; and they can avoid the boredom and frustration of having to cover the same material a second time, at the community college.

Tech Prep Coordinators/Vocational Deans

New Legislation (AB2448, 2006) for Career Technical Education (CTE) programs now requires schools and colleges to show a sequencing of courses to qualify for vocational funding. Articulated courses may be an ideal way to substantiate the sequencing of courses. This project will assist faculty to develop agreements that facilitate the sequencing of courses.

Faculty

CTE programs may be bolstered at both high school and community college levels: a greater number of students are more likely to choose to enroll and stay in CTE courses at the secondary level if they see a clear career pathway and earn advanced placement and/or college credit; and, more students are more likely to continue in a CTE program in college if they are already prepared through their studies/training and see that they are on a shortcut to their career.

Strong, positive relationships can develop between high school, ROCP and community college CTE faculty as they meet and work together to develop articulation agreements. This faculty dialogue results in better alignment of course content and expected outcomes, and broader support for one another and CTE programs in general.

If you have names of people who might be interested in participating in the project, or have questions, please see the website <http://www.statewidepathways.org>, email julia@statewidepathways.org or call the Academic Senate at (916) 445-4753.



F A Q s

Q Who will create articulation agreements?

A As always, local community college faculty, in cooperation with teachers from their feeder high schools and ROCPs will determine the appropriate skills, competencies and knowledge necessary for student to receive college advanced placement and/or credit. This project will simplify and streamline the processes.

Q Won't college enrollment suffer if students get college credit for coursework at their high school or ROCP?

A More students can be recruited through effective relationships with schools. If students are well prepared to move into more advanced studies, departments will be able to offer more sections of advanced levels and colleges will realize increased enrollment in certificate and degree programs, including coursework required in other departments.

Q How will students benefit state-wide?

A The database of articulation agreements will make it possible for college faculty to access agreements written anywhere in the state. If a student took secondary classes outside a college's attendance area, the department faculty at the college the student attends can decide, upon review, whether an agreement reached elsewhere would be acceptable. Educators will also have access to many examples of articulation agreements when forging new local agreements.

Q How can I (or my colleagues) volunteer or get more information about this project?

A Please see the website <http://www.statewidepathways.org> for more information about the project or email julia@statewidepathways.org.

Q How does this project relate to the work of current tech prep or other SB70 articulation projects?

A The project builds upon and supports the current local and regional tech prep agreements and other articulation efforts. Discussions by discipline faculty begin with existing agreements and seek to renew or improve these agreements. The articulation templates developed by community college faculty and ROCP and high school instructors will consider curriculum and core competencies in specific subject areas. It is anticipated that the regional forums coordinated by the project will provide an opportunity for the field to review, provide input, and suggest changes that ultimately lead to articulation agreements, which allow students to move throughout California regardless of their district and receive credit when they attend a community college that offers those programs. This project augments the existing system that tech prep has built over many years and supports current efforts in other SB70 grants responsible for developing career pathways.