



COLLEGE of the DESERT

K-14 Education Consortium

MINUTES FOR Friday, April 7, 2017		8:30 a.m.	Public Safety Academy, PSA 19 A & B
Members Present:	<p>Pamela Ralston, Chair/Vice President of Student Learning, COD Christyann Anderson, CTE Transition Specialist, COD Zerryl Becker, Dean, Applied Sciences & Business, COD Sal Becerra, Counselor, Desert Hot Springs High School, PSUSD Kevin Bibo, Assistant Principal CTE, Palm Desert High School, DSUSD Michelle Bleza, Manager, Career & College Access Planning, COD Denise Cox, Adult Transition Specialist, DSUSD Joddi DeMarco, Assistant Principal, DHS Alternative Center, PSUSD Carl Farmer, MESA Program Director, COD Teresa Haga, Assistant Principal, Rancho Mirage High School, PSUSD Marcy Herrera, Assistant Principal-CTE Programs, Indio High School, DSUSD Bob Hicks, Principal, Palm Desert High School, DSUSD Anne Kalisek, Director of Curriculum & Instruction, PSUSD Deanna Keuilian, CTE Administrator, DSUSD Derrick Lawson, Principal, Indio High School, DSUSD John Learned, Assistant Professor, Math, COD Pam Mathis, Counselor, Mt San Jacinto High School, PSUSD Marie Perotti, CTE Coordinator, CVUSD Amanda Phillips, Interim Dean, Counseling Services, COD Steve Pinning, Director of Linked Learning, CTE, PSUSD Carmezi Russell, Work Based Learning, Cathedral City High School, PSUSD Mike Schneider, Assistant Principal, La Quinta High School, DSUSD Karen Tabor, Interim Dean, Math & Science, College of the Desert Adrian Torres, Curriculum, Xavier College Prep Michelle Valenzuela, Counselor, Rancho Mirage High School, PSUSD Erica Watson, Assistant Principal, Desert Hot Springs High School, PSUSD Leslie Wells, Vice Principal-CTE, Shadow Hills High School, DSUSD Leslie Young, Dean, Health Science & Education, COD</p>		
Recorder:	Mary Lou Marrujo		

AGENDA

1. Call to Order (8:31 a.m.)			
2. Action Items			
2.1 Approval of Agenda			
DISCUSSION	Anne Kalisek asked to add two items to the agenda: (1) Weighting of dual enrollment; (2) Credentialing.		
CONCLUSION	Approved agenda as amended.		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE	

None.		
2.2 Approval of March 3, 2017 Minutes		
DISCUSSION		
CONCLUSION	Minutes approved as submitted	
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
None.		
3. Group Discussion		
3.1 Update on Math workgroup – Karen Tabor, Interim Dean, Math & Science - COD		
DISCUSSION	There are approximately 15 people interested in participating in the math workgroup, however, Karen noted the challenges with scheduling a meeting due to everyone’s calendar. It was suggested to schedule a meeting on a Wednesday morning at 7:30 a.m. to 9:00 a.m. at Rancho Mirage High School. Allow enough time for faculty to make arrangements for subs in order to attend the meeting.	
CONCLUSION		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
Confirm a date for the math workgroup to meet and send out invites.	Karen Tabor	
3.2 Report on Educational Master Plan and Review of Survey – Dr. Pamela Ralston, Vice President of Student Learning - COD		
DISCUSSION	<p>As a component of COD’s 2017-2021 “Discovery Phase” of their Educational Master Plan (EMP), this group met with the EMP consultants at their March 3rd meeting to review data gathered to determine programming and what the needs are to service the Coachella Valley. (Copy of PowerPoint presentation attached) The members also participated in an EMP Survey. Of all the responses, three common topics arose:</p> <ol style="list-style-type: none"> 1. 45.5% mentioned increasing “dual enrollment” opportunities. 2. 31.8% mentioned “...support for students in the transition and application process.” 3. 27.3% mentioned “articulation agreements.” <p>Survey results attached.</p> <p>Pam Mathis, Counselor at Mt San Jacinto High School, applauded COD for making their students feel welcome at EDGE high school day. It was a very positive experience for their students. They sent 32 students and received great feedback; they hope to bring more students next year. She added that it would be helpful for the students if there was a component that would concentrate on the financial aid piece; many of them do not quite understand the process.</p> <p>Ms. Mathis also complimented the Admissions & Records Department at COD. They have made extra effort to respond to all of their questions and concerns.</p>	
CONCLUSION		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
3.3 Demystifying Dual Enrollment, Concurrent Enrollment and Articulation: Plans to Make procedures more user-friendly – Dr. Michelle Bleza, Manager, Career & College Access Pathways (COD)		

DISCUSSION	<p>Dr. Bleza presented a PowerPoint (copy attached) that describes her role in connecting high schools and COD faculty members to work cooperatively in establishing career and college pathways, as well as a timeline with tentative plans which include developing a user-friendly handbook for high school partners and COD faculty to facilitate CTE dual enrollment.</p> <p>When clarifying the definition between dual and concurrent enrollment, Dr. Bleza pointed out that for dual enrollment classes, COD waives tuition fees and the high school provides the textbooks.</p> <p>Christyann Anderson, CTE Transition Specialist at COD, has taken a strong lead in working with articulation. Articulation is a great option for students because they can take the class during the traditional high school day at their high school campus and earn college credit for high school courses, if they pass a competency exam by a college faculty member with a minimum grade (typically a “B” or better).</p> <p>Ms. Anderson discussed the CATEMA (Career and Technical Education Management Application) training for COD’s high school partners. CATEMA is a web-based application that permits college and secondary teachers and staff to manage articulation credit information relating to courses, classes, school districts, high schools, teachers, and students.</p> <p>In order to have access to the CATEMA database, participants <i>must</i> attend a training session where they will set up an account and learn how to create student accounts. CATEMA training is on May 18th at COD. Information is on CATEMA flyer (attached). It is important that high schools send representatives. Take your laptops to the training so you can create your account before you leave.</p> <p>Below is a link to a “Glossary of Terms” on the COD website that will assist new students: http://www.collegeofthedesert.edu/students/tc/Pages/glossterms.aspx</p>
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CONCLUSION	
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FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> Do alternative education high school students qualify for dual enrollment? Keep a running list of course articulations that have been accomplished and share with all three districts. 	<p>Dr. Bleza</p> <p>Ms. Anderson</p>	

3.4 Weighting of dual enrollment and credentialing – Anne Kalisek, Director of Curriculum & Instruction, PSUSD

DISCUSSION	<p>Ann inquired if other districts give weighted credit for dual enrollment courses.</p> <p>Palm Desert High School does have a policy allowing weighted credit for dual enrollment and concurrent enrollment classes. They get a weighted grade point, not extra credit. Not all classes go on their transcript.</p>
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CONCLUSION		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE
Palm Desert High School staff was asked to share their policy and procedures for weighted credit for dual and concurrent enrollment.		DEADLINE
5. Adjournment: The meeting adjourned at 9:52 a.m.		

NEXT MEETING:

Friday, May 5, 2017 – 8:30 a.m.

Location College of the Desert – Room PSA 18

K-14 Consortium Meeting



April 7, 2017

Educational Master Plan Update

The “Discovery Phase” is complete and consisted of four key processes:

- Internal Scan,
- External scan (including a Labor Market analysis),
- External stakeholder input, and
- Internal stakeholder input.

Completed Phase I: Discovery

- ❖ All-college survey of staff and students (552 respondents)
- ❖ Survey of Program Advisory Committee Members (66 respondents representing 20 CTE Advisory Committees)
- ❖ Outcomes and Assessment Committee Survey (57 respondents)
- ❖ [Survey of K-12 Consortium Members \(22 respondents, representing all three K-12 Districts in the COD service area\)](#)
- ❖ Focused Listening Sessions – 19 Total listening sessions; over 80 individuals from across the College (instruction, student services, administrative services, & Foundation)
- ❖ West and East Coachella Valley Community Forum - discussion and response cards
- ❖ Two all-college forums for students and staff – discussion and response cards
- ❖ Table-top exercises from K-12 Consortium Meeting

Emergent Themes Related to High Schools

- More dual and concurrent enrollment classes
- Better curricular alignment to decrease time to degree
- Connection to K-12 Health Care Academies
- Faculty-to-faculty collaboration between K-12 and COD
- More assessment testing and COD counselor on-site at HS
- Support for high school students in the COD enrollment process (application, FAFSA, Edge/Pledge, testing, registration, etc.)

Emergent Themes Related to High Schools

- Guided Pathways; better sequencing K-12 to COD CTE coursework
- Articulated courses (at least one each) in each K-12 Career pathway
- Focused effort on improving math college readiness
- Discussion/collaboration for services to Adult Ed and Special Ed students
- More “field trips” from K-12 to COD campus

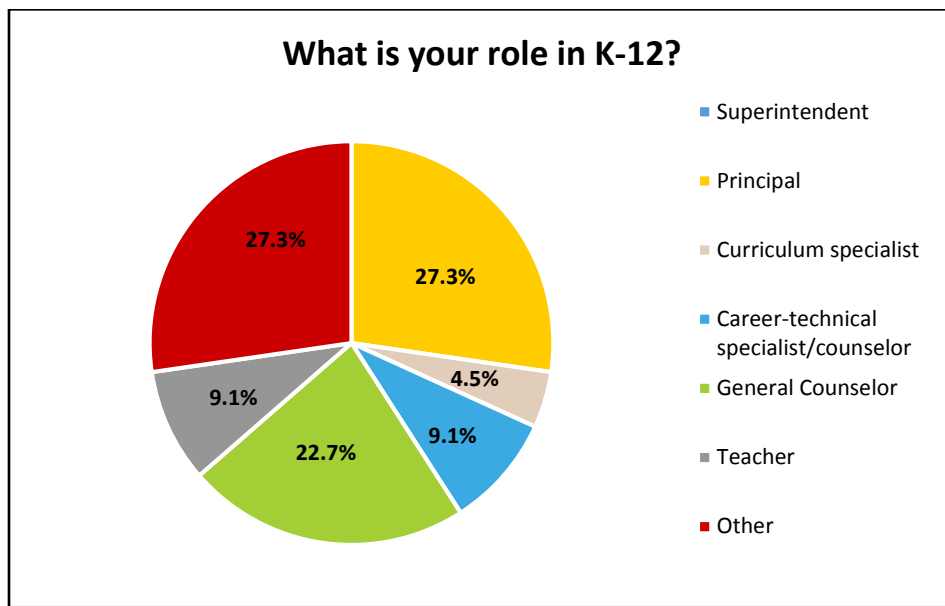
Emergent Themes Related to High Schools

- More COD outreach of COD reps on-site at high schools
- More COD sessions for HS students' parents on site at HS
- Increase # of High School instructors approved to teach COD courses
- More COD professors teaching courses on site at high schools
- Joint marketing materials (curriculum guides) for HS students and their parents showing K-12 to COD pathways to degree

EMP Survey: K-12 Consortium DRAFT
 Spring 2017

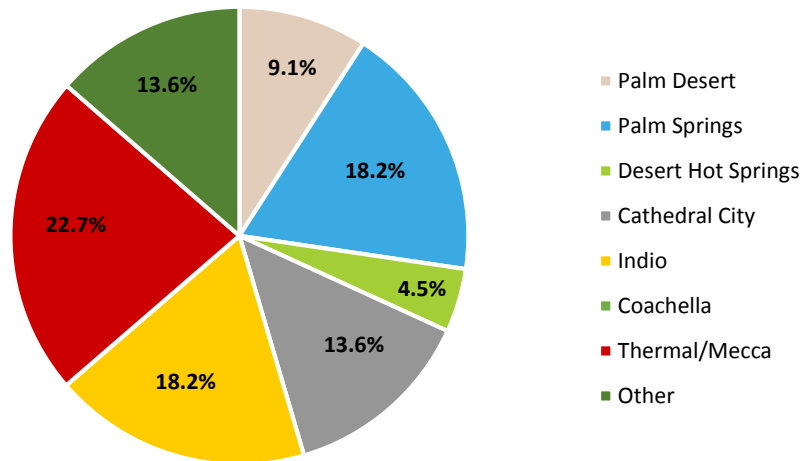
Recently, the “EMP Survey: K-12 Consortium” was sent out to College of the Desert (COD) K-12 Consortium members. In assistance with the 2017-2022 Educational Master Plan Initiative, the Collaborative Brain Trust surveyed key educational partners and community members to identify priorities and areas of opportunity across the Coachella Valley.

There were 22 respondents to the survey. The roles of respondents varied; from Principal (27.3%) to General Counselor (22.7%) and “Other”, such as Assistant Principal and District CTE Director.

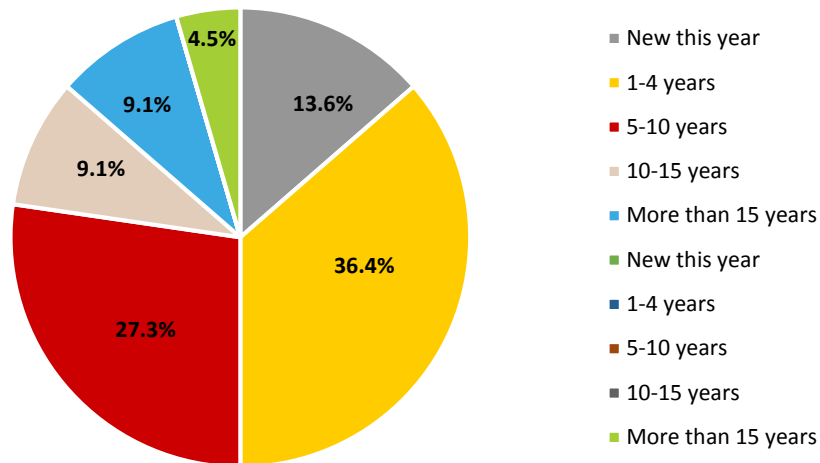


The primary employment site also varied among the 22 respondents, but Thermal/Mecca (22.7%), Palm Springs (18.2%) and Indio (18.2%) were the top three locations. About two-thirds of respondents have worked in their current position for 1-10 years (63.7%), with 36.4% working in their position for 1-4 years and 27.3% for 5-10 years.

Where is your primary site of employment?

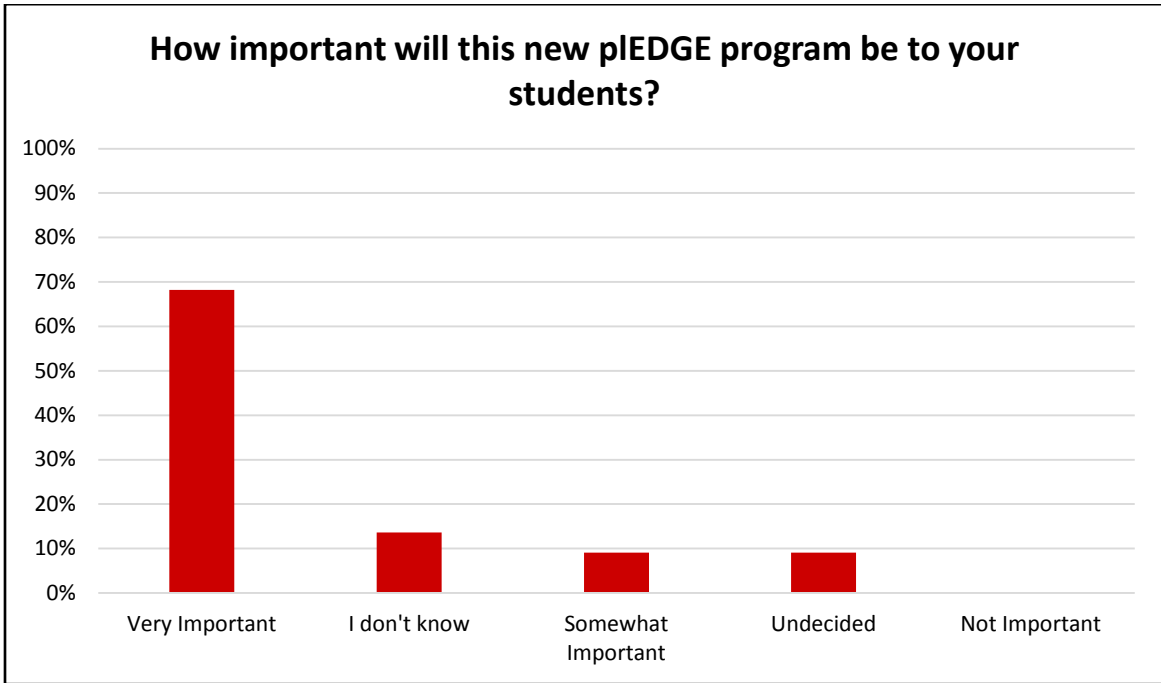
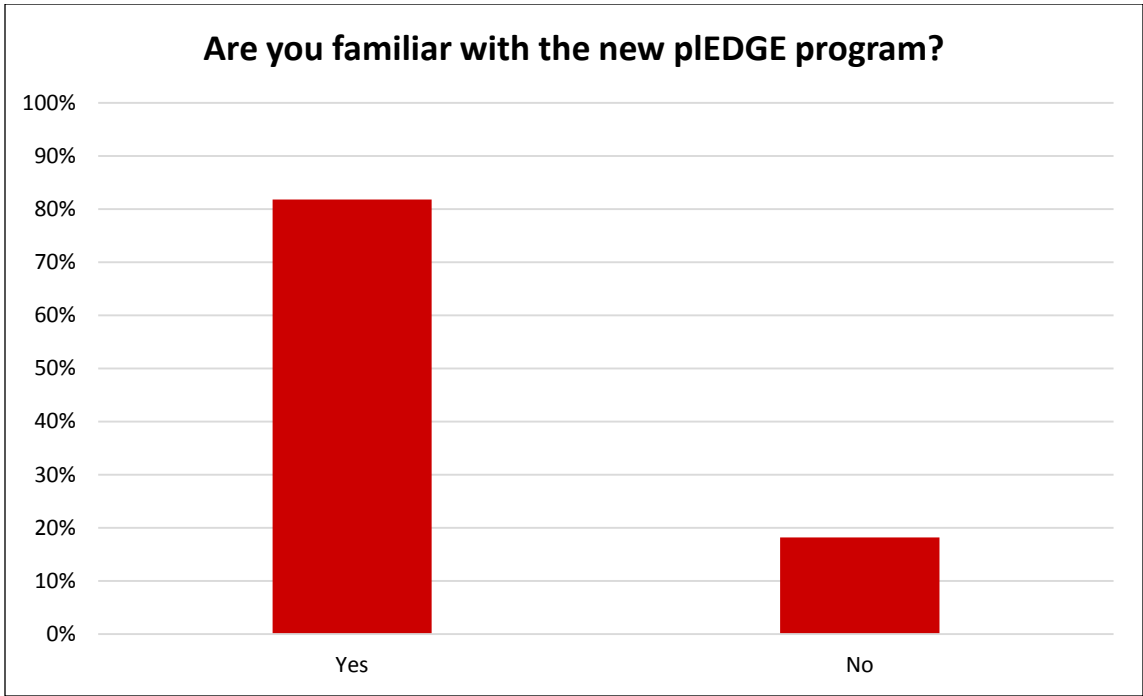


Years in Position



Respondents were then asked what important needs they have in working with COD on behalf of their students and graduates. Of all the open-ended responses three common topics arose. 45.5% mentioned increasing “dual enrollment opportunities”, 31.8% mentioned “....support for students in the transition and application process” and 27.3% mentioned “articulation agreements”.

A large majority (81.8%) of respondents are familiar with the College’s new pLEDGE program commencing in the Fall of 2017. Respondents were also asked how important this new program will be to their students, where a majority of respondents (68.2%) stated it is “very important”. Only 13.6% responded “I don’t know” and 9.1% were “undecided”.



The question, *how many additional student graduates do you anticipate will take advantage of the pLEDGE program*, was posed and responses varied from “between 20 and 40” to “100+”.

When asked about important considerations for their high school(s) regarding dual enrollment for the future, respondents gave an array of responses but “transportation” and “courses offered” appeared to be considerations of most concern.

Programs such as, CTE courses and career pathways (engineering, IT, business administration, etc.) were all mentioned by respondents when asked what programs should COD add to the list they articulate.

Next respondents were asked, *“What are important considerations for your high school(s) regarding Academics and Career Pathways in working with College of the Desert”*. *“Providing connections to COD programs prior to graduation”*, *“open lines of communication between and among instructors”* and *“career pathways that provide an incentive to further student education via articulation agreements”* were just few of the many in depth responses to the question posed.

Following this, respondents were then asked if there were any key programs or services College of the Desert should add to its offerings. 3 out of 13 responses (23.1%) mentioned having the COD placement test offered more locally and/or on their high school campus. An additional 3 out of 13 responses (23.1%) mentioned having increased support and outreach to students in regards to the application and transition process to COD.

Finally, respondents were asked if there were any additional considerations needed as the 2017-2022 Educational Master Plan was being developed. *“Increased outreach once the initial college application has been submitted”*, *“...offer more CTE courses out in Indio”* and *“...develop a Middle College Program with the new West Valley Campus for PSHS”* were just 3 out of the additional 8 considerations for the Educational Master Plan.



YOU ARE INVITED TO ATTEND TRAINING ABOUT CATEMA!

WHEN: THURSDAY, MAY 18, 2017 AT COLLEGE OF THE DESERT – APPROX. 8:30 AM TO 12 NOON (LUNCH PROVIDED)

WHERE: PUBLIC SAFETY ACADEMY (PSA) 19A

WHAT: *CATEMA – Career and Technical Education Management Application: An online registration and system management for CTE. CATEMA is designed to provide a simple method to enter, update, display and report high school course articulation outcomes.*

Continental Breakfast and lunch will be served.

SESSION – *CATEMA Training for College of the Desert’s high school partners who articulate classes, Administration and college career counselors*

The following topics will be covered:

- CATEMA Overview – the basics
- Benefits of using CATEMA
- Data collection, sharing and reporting
- Attendees will create and set-up their CATEMA accounts and learn how to create students accounts,
- Q & A

Please RSVP to Christyann Anderson (CTE Transitions) at 760-674-7627,
or chanderson@collegeofthedesert.edu

This workshop is being provided by the CTE Pathways Project of the Desert/Inland Empire Region as part of the Doing What Matters for Jobs and the Economy Initiative.



College and Career Access Pathways



Demystifying Dual Enrollment, Concurrent Enrollment,
and Articulation

Connecting High Schools and COD

- Coordinate opportunities for high school and COD faculty members to work cooperatively and collegially to create credit-bearing opportunities
- Assist high school and college administrators in establishing coherent career and college pathways via collaboration as well as formal agreements and MOUs
- Provide the linkages between the segments so that policies and procedures are explicit and activities are supported and maintained

Clarifying Definitions

Processes for Earning College Credit

- Dual Enrollment
- Concurrent Enrollment
- Articulation

Based on: SB1070 CTE Pathways Project. (2015). College Credit 101: An overview of college credit options available to high school students in the Desert/Inland Empire Region. Available: <http://www.desertcolleges.org/docs/grants/college-credit-101-iedrc-spring-2015.pdf>

Dual Enrollment

- College courses taken by high school students
- Courses offered on the high school campus during **traditional school day**
- Courses taught by high school faculty members who meet community college minimum qualifications
- Courses are **closed to the public**



College curriculum offered on high school campus during traditional school day

Transfer and CTE course options available

Serves predominantly high school students **but some spots are reserved for the public** (school board resolution needed for public access to course on HS campus)

College curriculum taught by high school faculty

High school faculty meet community college minimum qualifications

If course is an academic core course required for high school graduation, teacher must meet NCLB "highly qualified teacher guidelines"

DUAL ENROLLMENT

Student must meet eligibility requirements which vary by community college

Student applies to college using CCC Apply

Student completes orientation and assessment

Student receives letter credit earned on both high school and college transcript

Books are typically provided by high school district

Highest potential cost to K12 District

Moderate academic risk for students

College *may* collect FTES*

Concurrent Enrollment

- College courses taken by high school students **outside of the traditional school day**
- Courses offered on high school or community college campus
- Courses taught by community college faculty members
- Courses are **open to the public**



College curriculum typically offered on a community college campus

Transfer and CTE course options

Courses open to the public

College curriculum

Courses are taught by community college faculty

CONCURRENT ENROLLMENT

Students must meet eligibility requirements which vary by community college

Student applies to college using CCC Apply

Student completes orientation and assessment

Student receives credit on both high school and college transcript

Student may be required to pay some college fees such as text books or a health fee

Highest potential academic risk for students

Highest potential cost for students

College does collect FTES

Articulation

- High school courses taken by high school students during the traditional school day on the high school campus
- Courses are taught by high school faculty members
- Courses are **closed to the public**
- Curriculum is aligned with a community college course in the same discipline and approved by the college
- Exam administered by a college faculty member from the same discipline
- College staff member assists with required paperwork for students to obtain credit

Articulation



High school curriculum
Offered on high school campus
Serves high school students only
Primarily CTE course options

Community college and high school faculty agree on course alignment
Articulation agreement is developed
High school curriculum articulated with college curriculum
Taught by high school faculty
College faculty typically approve credit completion through credit-by-exam (CBE) process

HIGH SCHOOL ARTICULATION

Student applies to college using CCC Apply
Student obtains college ID number and creates CATEMA account
Student maintains B or better course grade
Student must pass competency exam with a minimum grade (typically a B or better)

Credit is transcribed only if student passes
Credit is awarded as a letter grade or pass/no pass
Low academic risk
Little to no cost for student or district

CATEMA

CATEMA (Career and Technical Education Management Application)

Definition:

CATEMA is an online registration and CTE management system designed to provide a simple method to enter, update, display, and report high school articulation outcomes

CATEMA Training

- When: THURSDAY, MAY 18, 2017
- Where: College of the Desert PUBLIC SAFETY ACADEMY (PSA) 19A
- Time: 8:30 am - noon
- Topics covered:
 - Overview (the basics)
 - Data collection
 - Attendees will create and set-up individual accounts
- **Continental Breakfast and lunch will be served**

Please RSVP to Christyann Anderson (CTE Transitions) at 760-674-7627, or chanderson@collegeofthedesert.edu

Plans for the Future

- COD policy update to include grades 9-12
- Faculty Handbook for Earning College Credit via Dual Enrollment, Concurrent Enrollment, or Articulation
- Orientation for High School and College Faculty members
- Student Orientation
- Updated website with information in one location
- Glossary of college administrative terms – See: <http://www.collegeofthedesert.edu/students/tc/Pages/glossterms.aspx>

Questions?

Comments?

Contact me

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