Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: August 14, 2025

Name of Institution: Crafton Hills College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Reinventing Senior Year for Dual Enrollment Students	1. Identify and promote policies that incentivize dual enrollment over AP, including GPA weighting and automatic fulfillment of high school graduation requirements. 2. Develop and pilot a scheduling framework that includes two-day-per-week CCAP course offerings that align with both high school bell schedules and community college standards. 3. Establish a decision-making rubric for selecting CalGETC and CTE courses that are feasible to offer at high school sites based on faculty availability, classroom facilities, and student interest.	Vice President of Instruction	Fall 2026	a. A1-A3: Develop job duties and select an Instructional Faculty Dual Enrollment Lead with reassigned time of .20. b. A1: Convene a working group to review current policies on GPA weighting and graduation requirements. c. A1: Collect policy samples from other California districts that recognize DE for honors GPA weighting and graduation credit. d. A1: Collaborate with A-G approval teams to ensure DE courses meet UC/CSU eligibility. e. A1: Develop outreach materials for parents, counselors, and students, highlighting the advantages of DE vs. AP. f. Develop an MOU with service area high school districts to address b – e above: weighted grading, CalGETC schedule, acceptance of high school grades, and MQs as desired qualifications for high school teachers. g. A2: Audit current high school bell schedules to identify optimal blocks for 2-day per week scheduling. h. A2: Design a standard 2-day per week template (e.g., Tue/Thu or Mon/Wed) and pilot it. i. A2: Evaluate outcomes, make adjustments, and scale. j. A3: Develop courses to offer as dual enrollment by Career and Academic Pathways, and CalGETC requirements. k. A3: Implement DE Schedule of Courses. l. A3: Collaborate with high schools in service area to ensure that all dual enrollment courses are applied towards high school graduation requirements.	a. A1: Dual Enrollment Faculty Lead Job Duties Completed and Faculty selected. b. A1: Working group convened. c. A1: Policy samples collected. d. A1: A-G alignment reviewed. e. A1: Outreach materials developed. f. A2: Bell schedule audit completed. g. A2: Template tested. h. A2: Evaluation and scaling. i. A3: Course list developed. j. A3: Schedule implemented. k. A3: All dual enrollment courses are counted towards high school graduation.	a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
B. Improving Dual Enrollment Counseling Support	1. Create a professional development framework that equips both high school and college counselors with the knowledge and tools to support dual enrollment pathways effectively. 2. Design and implement a wrap-around support staffing model for dual enrollment that includes management, matriculation, education planning, embedded tutoring, and supplemental instruction. 3. Adopt and train staff in technology tools (e.g., degree audit systems, online ed planning platforms) that streamline student tracking and improve counseling efficiency.	Dean, Student Services & Student Development Outreach & Educational Partnerships	Fall 2026	a. B1: Identify priority content areas for training: articulation, CalGETC, career pathways, equity-minded advising, and dual enrollment onboarding. b. B1: Develop and implement an annual training calendar. c. B2: Create and propose a phased staffing plan. d. B2: Pilot and monitor student success metrics (retention, GPA, progression). e. B2: Refine and scale initiatives based on results and stakeholder feedback. f. B3: Develop training modules for both counselors and students. g. B3: Pilot tool use with incoming dual enrollment cohorts. h. B3: Collect feedback, address challenges, then expand access.	a. B1: Content areas identified. b. B1: Training calendar implemented. c. B1: Reduce / Remove disproportionate impact. d. B2: Staffing plan proposed. e. B2: Success metrics monitored. f. B2: Refinements implemented. g. B3: Training modules developed. h. B3: Pilot launched. i. B3: Feedback collected.	a. b.
C. ISA Model Exploration for CCAP	1. Conduct a comprehensive analysis of legal, accreditation, and contractual frameworks governing Instructional Service Agreements under CCAP. 2. Identify and prioritize high-demand transfer or CTE pathways best suited for ISA implementation, with input from faculty and industry advisors. 3. Create an implementation roadmap for piloting the ISA model.	Vice President of Instruction	Spring 2027	a. C1: Create a reference guide outlining permissible and prohibited practices. b. C1: Host informational sessions with stakeholders to review findings. c. C1: Identify risks, liabilities, and compliance procedures for implementation. d. C2: Engage with advisory committees and faculty to identify high-demand pathways. e. C2: Finalize a list of pathways and courses for ISA pilot implementation. f. C3: Establish timelines for pilot site rollout. g. C3: Draft sample MOUs and agreements with participating districts. h. C3: Launch ISAs, evaluate, and scale successful models.	a. C1: Reference guide created. b. C1: Info sessions hosted. c. C1: Risks and procedures identified. d. C2: Advisory input gathered. e. C2: Pathways finalized. f. C3: Timelines created. g. C3: Sample MOUs drafted. h. C3: ISA Pilots launched.	a. b.
D. Financial Sustainability and Incentives for High Schools	1. Develop financial incentives that encourage high school participation in dual enrollment programs, such as funds for faculty release time, technology upgrades, and student support. 2. Seek and secure additional funding sources (grants, foundations, etc.) to support innovation, scale-up, and future expansion of dual enrollment initiatives.	Dean of Academic Support	Spring 2027	a. D1: Analyze FTES revenue generated through CCAP b. D1: Identify eligible uses of funds and ensure alignment with LCAP priorities. c. D1: Create an MOU addendum to reflect the incentive model. d. D2: Identify federal, state, and private funding opportunities e. D2: Assemble a grant writing team and designate lead staff. f. D2: Apply for multiple sources with timelines staggered across fiscal years. g. D2: Create a sustainability plan to continue grant-funded initiatives post-award.	a. D1: FTES analysis conducted. b. D1: Eligible uses aligned with LCAP. c. D1: MOU addendum created. d. D2: Funding opportunities identified. e. D2: Grant writing team assembled. f. D2: Applications submitted. g. D2: Sustainability plan drafted.	a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
E. Supporting secondary Instructors for Dual Enrollment	1. Create a scholarship or tuition reimbursement program for secondary instructors pursuing master's degrees in disciplines aligned with local instructional needs. 2. Build partnerships with local universities and online graduate programs to establish streamlined pathways for secondary teachers to meet MQs. 3. Develop a professional development framework for secondary instructors focused on pedagogy for college-level teaching, leveraging tools like ACUE certification.	President	Fall 2026	a. E1: Identify priority subject areas. b. E1: Develop an application process. c. E1: Launch the program and provide participants with academic advising and mentorship. d. E2: Contact local and online institutions offering relevant MA programs. e. E2: Market the opportunity to secondary teachers: f. E2: Formalize partnerships with MOUs and host information sessions each semester. g. E3: Assess current gaps in pedagogical preparation among secondary instructors teaching DE. h. E3: Partner with ACUE, @One, or internal faculty PD units to design a tailored program. i. E3: Offer workshops on syllabus design, assessment, classroom management, and DE compliance. j. E3: Require completion of training as part of the onboarding process for new dual enrollment instructors.	a. E1: Priority areas identified. b. E1: Application process developed. c. E1: Program launched, and support offered. d. E2: Contacts made. e. E2: Marketing campaign launched. f. E2: Partnerships formalized. g. E3: Gap analysis completed. h. E3: Program designed. i. E3: Workshops delivered. j. E3: Training required completed.	a. b.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus *(Copy from table above.)*	Applicable Objective(s) *(Copy from table above.)*	Description of Resource Needed *(Refer to Action Steps above as appropriate.)*	Cost of Resource
A. Reinventing Senior Year for Dual Enrollment Students	A2: Develop and pilot a scheduling framework A3: Establish a decision-making rubric for selecting CalGETC and CTE courses	Faculty Reassigned Time to support development and implementation	$40,000
B. Improving dual Enrollment Counseling Support	B1: Create a professional development framework B3: Adopt and train staff in technology tools E3: Pedagogy Training Program	**Professional Development and Training**: Develop and deliver annual counselor and instructor training (articulation, equity advising, ACUE pedagogy, tech tools). Includes stipends for participants, external trainers, and training modules.	$40,000
C. ISA Model Exploration For CCAP	C3: Create an implementation roadmap for piloting the ISA model	Implementation Planning Support for Adjunct Counselors	$15,000
D. Financial Sustainability and Incentives for High Schools	D1: Develop financial incentives that encourage high school participation in dual enrollment programs	FTES Analysis and MOU Design Revenue modeling, incentive structure design, policy writing support	$10,000
	D2: Seek and secure additional funding sources	Lead Grant Writer stipend, application software, coordination meetings	$15,000
E. Supporting secondary Instructors for Dual Enrollment	E1: Create a scholarship or tuition reimbursement program for secondary instructors	Scholarship or tuition reimbursement for up to 5 faculty at approx. $11,000 ea	$55,000
	E3 Pedagogy Training Program	Gap Analysis, ACUE@One partnership, workshop delivery (excluding IEPI-Gap Overlap)	$25,000
Total IEPI Resource Request (not to exceed $200,000)			

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President *(As applicable; duplicate if needed for district-level I&EP)*	
Name:	
Signature or E-signature:	Date: