



Contact Information

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CCPLS Consortium Participants

- The Regents of the University of California, on behalf of the University of California, Davis and University of California Irvine campuses and their respective Schools of Law;
- Loyola Marymount University and Loyola Law School;
- Santa Clara University and Santa Clara University School of Law;
- University of San Francisco and University of San Francisco, School of Law;
- University of Southern California and University of Southern California Gould School of Law; and
- Twenty-four (24) selected community colleges in California:

1	Antelope Valley College	Lancaster
2	Bakersfield College	Bakersfield
3	Chabot College	Hayward
4	Chaffey College	Rancho Cucamonga
5	College of Alameda	Alameda
6	College of the Canyons	Santa Clarita
7	College of the Sequoias	Visalia
8	Contra Costa College	Richmond
9	Fresno City College	Fresno
10	Gavilan College	Gilroy
11	Hartnell College	Salinas
12	Los Angeles City College	Los Angeles
13	Los Angeles Mission College	Los Angeles
14	Merritt College	Oakland
15	Oxnard College	Oxnard
16	Rio Hondo Community College	Whittier
17	Riverside City College	Riverside
18	Sacramento City College	Sacramento
19	San Joaquin Delta College	Stockton
20	San Jose City College	San Jose
21	Santa Ana College	Santa Ana
22	Solano Community College	Fairfield
23	Southwestern College	Chula Vista
24	Ventura College	Ventura



Application Abstract

The California Community Colleges and The State Bar of California on May 1, 2014 (Law Day) launched an unprecedented initiative that will provide students at 24 community colleges a smoother pathway to six of California's top law schools. The initiative has received extensive media coverage statewide and nationally. The initiative, sponsored by the State Bar's Council on Access and Fairness, establishes agreements with 24 community colleges and six law schools and their respective undergraduate institutions. Through a competitive process, forty colleges applied and 24 community colleges were selected. The initiative needs funding to coordinate at a statewide level.

The University of California President Napolitano, in her Transfer Action report to the UC Regents in May 2014 highlighted this initiative as a model to support in the larger context of transfers for the two participating law schools: UC Davis and UC Irvine.

"This project will put talented and promising community college students on a trajectory to enter some of the finest law schools in the nation and receive the support they need to succeed and make the legal profession more diverse and the justice system more reflective of our state," said Brice W. Harris, Chancellor of the California Community Colleges.

"UC Irvine School of Law is delighted to participate in this program to create a pipeline from the community colleges to law school," said Erwin Chemerinsky, Dean of UC Irvine School of Law. "We are confident that this pilot program will enhance the diversity of law schools and the legal profession."



Assurance and Signature

"I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."

Superintendent / President, Solano Community College

01-09-15

Date



I. Context (10 Percent)

1. Please describe specific programmatic or institutional goals set by the participants in this application and how achieving these goals ultimately will increase the number of bachelor's degrees awarded, allow students to complete bachelor's degrees within four years, and/or ease transfer, particularly for student groups that are underrepresented in higher education. Please describe when and how these goals were developed and how they are used on an ongoing basis. (1 page maximum)

A strong application will demonstrate clear, well established goals that are aligned with the priorities of the Awards for Innovation in Higher Education, address achievement gaps, and used to guide changes to policies, practices, and/or systems



The core components of the CCPLS Initiative involve broad objectives aligning with the core goals of the DOF Award. The State Bar’s Council on Access and Fairness (COAF), created in 2007 to serve as the State Bar diversity “think tank”, developed the CCPLS Initiative and program goals in 2012 as a way to enhance opportunities and advancement in the legal profession for diverse populations. Presently, only 20 percent of California state attorneys are from historically underrepresented backgrounds. The CCPLS Initiative creates a clear pathway from community college to law school that 1.) Assists in diversifying the legal profession to respond to a global marketplace; 2.) Reduces a broad array of costs associated with pursuing a legal education; and 3.) Provides a systematic replicable model of approved academic course curriculum corresponding to IGETC requirements to ease and facilitate transfer.

The successful realization of each of these goals allow for significant increase in bachelor’s degree awards by offering students the opportunity to complete a substantial portion of their core undergraduate education at a community college for a fraction of the cost to attend a four-year University. The structured programmatic course sequence and dedicated faculty and administrative support network between the community college and undergraduate institution, ensure that students complete the program within two years or less with the appropriate unit requirements.

The implemented goals of the CCPLS Initiative virtually guarantee that students completing the program will earn their bachelor’s degree in four years. The Consortium partners employ a Unified Transfer Support Network (UTSN) composed of various resources that link students with a myriad of transfer related assets and integrated systems, including but not limited to: early major declaration, integrated access to categorical programs and academic resources, dedicated CCPLS transfer counselors, integration of Learning Communities, program orientations for students, faculty training and development, and technological resources for monitoring student success and advancement. Additionally, the transfer process is facilitated through the use of educational segments such as Stiles Hall, Transfer Admission Guarantee (TAG) agreements, the Associate Degree for Transfer (ADT) curriculum, Admit Areas, and the Transfer Opportunity Program (TOP).

The achievement gap, representing the rate underrepresented minorities (URMs) successfully complete and pass a course compared to non-minorities, is an issue the Consortium is keenly aware requires affirmative steps to remediate. The unique characteristics of the CCPLS Initiative seek to address identified gaps in achievement for URMs, thereby increasing the ease of transfer and transfer rates, which will have positive impacts on the number of bachelor degree awards. To combat the disparities in achievement the CCPLS Initiative in concert with the provisions of the student success act of 2012 (SB1456) “refocuses” core matriculation services so more students can receive and take advantage of these resources. Core Matriculation services, now commonly known as the Student Success and Support Program (SSSP) include admission support, assessment and placement, orientation, counseling and advising (i.e. educational planning) and follow up (i.e. evaluation of student progress and advancement). Integrated use of SSSP services within the CCPLS Initiative, has successfully addressed gaps in achievement toward remediation.



2. Please provide a statistical profile of the students you serve, disaggregated by gender and the following ethnic and racial categories as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, and more than one race. Additionally, please provide information on the proportion of students who are current or former foster youth, students with disabilities, low-income students, and veterans. Please provide an analysis of the factors that affect the ability of your students to earn bachelor's degrees, graduate within four years, and/or transfer, including the particular factors that disproportionately affect student groups that are underrepresented in higher education. Please note which factors you believe can be influenced by changes to policies, practices, or systems. (2 pages maximum.)

A strong application will demonstrate a thoughtful analysis, based on credible evidence, of the factors that impede students' progress and the applicant's role in addressing those factors.



The Consortium is a comprehensive assemblage of 24 community colleges, and 6 four-year universities and their respective law schools. The geographic area from which the majority of students are drawn stretches across the expanse of the state. Each Consortium member institutions’ disaggregated demographics differ based on the region, however as a Consortium group, the student population served closely approximated by the CCC Chancellor’s office statewide collegiate profile data¹.

STUDENT INFORMATION			
Students		2,292,252	
GENDER		ETHNICITY/RACE	
Female	53.0%	African American	7.2%
Male	45.9%	American Indian/Alaska Native	0.5%
Unknown	1.1%	Asian	11.5%
AGE		Filipino	2.9%
Less than 20 years old	24.1%	Hispanic	38.3%
20 to 24 years old	31.8%	Pacific Islander	0.5%
25 to 39 years old	26.7%	White	30.2%
40 or more years old	17.4%	Two or more Races	3.2%
Unknown	0.0%	Unknown	5.7%

At times it is difficult to fully appreciate the factors that impact students from earning bachelor’s degrees. These causes, some of which cannot fully be quantified in all instances, can be the result of access deficiencies, overcrowded classes, switching majors, work schedules, federal policies, lack of academic support, fractures in faculty training and development, lack of student motivation, and/or mentors, etc. The CCPLS Initiative addresses both the common and atypical factors that prevent degree acquisition by providing a clear pathway and a bevy of support services that empower, assist, and develop students capable of achieving bachelor degree awards within four years and then proceeding to law school.

Underrepresented students generally are disproportionately impacted by factors related to access, financial limitations, lack of academic support services, and communal buttressing. Underrepresented minorities (URMs) disproportionately rely upon public transportation to attend classes. The lack of consistent reliable transportation to attend classes and overcrowding or impacted classes are factors which typically manifest in lower persistence rates and fewer degree awards. For community colleges statewide, degree completion for African Americans is 37.5%, Hispanic Americans, 39.1%, and American Indian / Alaskan Native, 37.6% while the completion rate for White-non Hispanic student degree stands at 52.5%². Additionally, financial limitations may prevent students from attending college or slow their progress, because state policies allow

¹ <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=000#home>

The student population and course sections offered described in the tables are based on the 2012-13 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2007-08.

² <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=03100#home>



financial aid disbursements to students who register for fewer units than the minimum necessary to graduate in four years. URMs, many of whom are economically disadvantaged, are reliant on financial loans to fund their education which can be a severe impediment to on-time degree completion. Ultimately, the presence of academic support services and communal buttressing is vital to retention and timely degree completion. Mentors, academic programs, workshops, and core matriculation services that undergird student success must be present. In addition, the presence of students who share similar ethnic or cultural backgrounds creates communal buttressing, which generally has a psychological motivating effect on student success and degree attainment.

All of the factors that impact URMs could invariably be significantly impacted through changes in policy, practice and/or systems. The CCPLS Initiative finds success because Consortium members have updated practices to partner with various campus services and local agencies to provide reliable transportation for students. Consortium partners also work closely with categorical programs and admissions to institute priority registration systems for students in the program. Additionally, state financial aid policies could be augmented to ensure that students average 30 semester units per academic year. Such a change would likely result in higher enrollments during the summer semester, and ensure that students receiving financial aid awards earn bachelor’s degrees within four years.

The consortium of 24 community colleges was selected by a distinguished committee composed of representatives from the State Bar, University of the President, and private law schools. The colleges were selected, in part, for demonstrating a strong ability to transfer students, including underrepresented students. As a consortium, the 24 colleges have higher transfer rates for underrepresented students than the aggregate statewide rate for all community colleges.

Ethnic Group	CA Population*	All Community Colleges	Consortium
African American	5.8%	7.3%	8.7%(+)
Native American	1.0%	0.5%	0.5%
Asian	12.8%	10.8%	8.8%
Filipino	**	3.1%	3.2%(+)
Pacific Islander	0.0%	0.5%	0.5%
Hispanic	37.6%	38.9%	45.4%(+)
White	40.1%	31.0%	23.4%
Multi-Ethnicity	1.3%	3.5%	2.5%
Unknown / Nonrespondent	—	4.4%	7.1% (+)

* Data from 2014 Fast Fact Sheet – CCLC

* (+) higher than statewide community college demographics

Additionally, students of color attending the Consortium institutions range between 69.5 to 76.6 percent, compared to 59.0 percent statewide. URMs transferring to UC schools are also higher for the Consortium at 41.0 percent compared to 23.0% statewide.



II. Innovations (40 Percent)

3. Please describe key policies, practices, and/or systems in place prior to January 10, 2014, that were initiated to achieve the goals identified in Item 1. Please describe the impact of these policies, practices, or systems, to date, and provide evidence of that impact. Please explain what lessons you have learned—from both successes and failures—and how you will apply those lessons to future actions. *(2 pages maximum. You may include additional supporting materials in an appendix labeled Appendix B, limited to 10 pages maximum.)*

A strong application will demonstrate a record of actions that are innovative, aligned to the applicant's goals, and analyzed thoughtfully and used to inform future actions.



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None. The initiative was launched on May 1, 2014.



4. Please describe key changes to policies, practices, and/or systems that you have initiated since January 10, 2014, that are intended to achieve the goals identified in Item 1. Please explain why you think the changes you have initiated will achieve those goals and what you expect the impact of the changes will be. *(6 pages maximum. You may include additional supporting materials in an appendix labeled Appendix C, limited to 15 pages maximum.)*

A strong application will demonstrate a coherent set of innovative and replicable changes guided by the goals described in Item 1 and linked to the challenges described in Item 2 that can be expected to have a significant impact.



Already, colleges are providing early orientation for students expressing an interest in law and public policy. Colleges are reviewing students' education plans to ensure necessary courses are taken in the proper sequence. This process ultimately builds student advancement and guarantees timely degree completion and transfer. Consortium institutions through the work of dedicated faculty and outreach coordination are conducting orientation programs at high schools in addition to broad based community outreach and marketing initiatives. Lawyers, judges, and law school admission officers are attending events on the Consortium partner campuses to speak with students. Additionally, many colleges have started for the first time debate and/or prelaw clubs.

The CCPLS initiative is unprecedented in that community colleges do not have articulation agreements with professional schools beyond 4-year universities. Many community colleges do not have career centers with robust advising and counseling on professional schools such as law schools. Many community colleges do not provide mentors in the profession. As a consequence, each college participating in the initiative is required to engage students early in their educational goals and conduct orientations early on law school. They are required to provide priority enrollment for the students in the required courses.

This 2+2+3 initiative (CCPLS) is highlighted in University of California President Napolitano's report to the UC Regents earlier this month³. President Janet Napolitano says enrolling more California community college transfers "is one of my major priorities." At that meeting, Gov. Jerry Brown says UC faces a "representation challenge," and he says "increase diversity is crucial" and transfers is the solution⁴.

The CCPLS initiative is developed to address the "representation challenge" mentioned by Governor Brown. As this initiative is relatively new, more consideration around best practices and policy changes are being considered. Funding from the Governor's Innovation Fund would significantly and more systematically make those policy and practice changes.

³ <http://www.ucop.edu/transfer-action-team/transfer-action-team-report-2014.pdf>. (page 43)

⁴ <http://www.latimes.com/local/education/la-me-uc-transfers-20140515-story.html>



5. Please describe any changes to policies, practices, and/or systems you will implement after January 9, 2015, that are intended to achieve the goals identified in Item 1, as well as the expected timeline for implementing those changes and the expected impact of those changes. Please include evidence of your commitment to these future changes. The purpose of this question is to understand your vision for continued improvement and innovation, not to determine how you will spend award funds if selected. As such, please list only those changes that you plan to implement regardless of whether or not you win an award. *(2 pages maximum. You may include additional supporting materials in an appendix labeled Appendix D, limited to 10 pages maximum.)*

A strong application will demonstrate the applicant's intent to continue to make changes and evaluate actions pursuant to a clear long-term vision guided by the goals described in Item 1 and consistent with the changes described in Item 4.



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If provided additional funding, the initiative would institute a statewide mentorship program utilizing an innovative software system that connects students to lawyers. It would also institute for the first time, a statewide debate competition focused on public policy questions, with questions provided by the State Legislature.



6. Please discuss how the changes described in your responses to the previous items will impact the average cost to award a bachelor's degree, considering costs borne by the state, the participants in the application, and students, as well as the magnitude of that impact. *(1 page maximum. You may include additional supporting materials in an appendix labeled Appendix E, limited to 5 pages maximum.)*

A strong application will demonstrate an understanding of how programmatic and institutional decisions affect the average cost per bachelor's degree awarded and will present credible evidence that the applicant's innovations are likely to reduce that cost.



With more focus on what courses to take and the ability to take them through priority enrollment, students will be able to more quickly transfer to the four-year universities. Santa Clara University and University of Southern California, pursuant to the MOU, agree to allow the students to transfer to their universities after one year at the community colleges and complete some of the pathway course requirements at their universities. The CCPLS initiative is intentionally referred to as “2+2+3” to communicate to students and stakeholders the need to ensure that the pipeline is focused and does not unnecessarily delay students from progressing. If state funding is provide on the programmatic side (e.g., the Governor’s Innovation Fund), fundraising from law firms and other private organizations could be dedicated to student scholarships.



7. Please describe any risks or tradeoffs involved in the changes you are implementing and the way in which you will monitor and mitigate them. In particular, please address any potential adverse effects on student groups that are underrepresented in higher education. (2 pages maximum.)

A strong application will acknowledge and provide a thoughtful analysis of potential risks, tradeoffs, or unintended consequences, and will describe robust and credible strategies to mitigate them.



The CCPLS Initiative has received tremendous support and popularity. The purpose of the initiative is to support underrepresented students in law schools and the legal profession. The initiative produced videos of prominent judges and lawyers who attended community colleges. <http://sites.google.com/site/calbardream/>

The purpose of the CCPLS Initiative is not to persuade students to go to law school, but to assist those who wish to attend law schools with the necessary tools to do so and the confidence they need to know that many others in their shoes are successful lawyers and judges.

One of the risks of running a statewide program that is unprecedented is inconsistent implementation among the 24 community colleges. Funding from the Governor's Innovation Fund would allow for hiring of statewide staff and programs to ensure high quality and uniformity so that any law school, whether in the pathway initiative or not, would know the level of quality and preparation the students have.



III. Sustainability (35 Percent)

8. Please describe your key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application, sustaining the changes you are making and, ultimately, achieving the goals identified in this application. Please address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources you are leveraging. *(2 pages maximum. You may include additional supporting materials in an appendix labeled Appendix F, limited to 10 pages maximum.)*

A strong application will demonstrate a sustained record of leadership, shared vision and focus among the application participants, and long-term institutional commitment.



Key strengths and assets for encouraging a culture of innovation and adaptability include:

1) A Strong Record of Sustained Leadership: The participating education institutions and the legal profession have shown their commitment and passion for introducing a pipeline of diverse students to careers in the law. At the community college level, the 24 partner community colleges were selected through a highly competitive process to become a part of this innovative project. All the presidents and other top level administrators signed letters of commitment and support to make this project successful and designated key staff to sustain the success and viability of the program. The partnership extends to 6 law schools and their respective undergraduate institutions. All have signed a ten-year Memorandum of Understanding (see appendices) that commemorates in writing the strong commitment of staff and resources for the success and sustainability of this pathway. Leadership from the legal profession includes law firm partners, general counsels, bar leaders, public lawyers at all government agencies, judges, and lawyer leaders of all kinds in business, politics, and education. The focus on diversifying the profession has been ongoing at a national and state level for decades and this initiative provides a hands-on approach to working directly with diverse students that the profession and judicial system need to ensure public trust and confidence in the legal system.

2) Institutional Commitment: As a profession, the legal community is a mutual partner in this effort. The project was created by the State Bar of California's Council on Access & Fairness, which was created in 2006 to serve as the State Bar's think tank to focus on increasing diversity in and access to the legal profession. This council was conceived after completing a successful project that researched and created a pool of "best practices" in national educational pipeline diversity programs focusing on students of color with a goal of diversifying the legal profession to reflect the population that it serves in the state of California. In 2011, the State Bar partnered with the California Department of Education to build its first 6 law academies in public high schools under the California Partnership Academy model. With the success of the original Law Academies, the State Bar proudly now has 11 working law academies and awaits CDE funding to build more. There was an overwhelming response by the legal profession to support and sustain these law academies. The next logical step was to extend the educational pipeline through higher education all the way to law school. The answer is through this project. The excitement and commitment on both sides (education and the legal profession) is inspiring and motivating. The students have an opportunity to be introduced to careers in the law, to meet and interact with lawyers and judges who act as mentors, role-models, employers and to build life-long, positive relationships.

3) Existing relationship and external partnerships: The driving force for this project at the State Bar level was the then General Counsel of the Peralta Community College District and former member of the State Bar Council on Access & Fairness and Chair of the Council's College/Law School Committee. She is now the newly-appointed Interim President and CEO of the Community College League of California. She has existing relationships with both the community colleges and the legal profession. These relationships were supported and leveraged by the earlier partnership between the State Bar of California and the California Department of Education with the creation of the Law Academies under the California Partnership Model.



9. Please describe your strategies for engaging stakeholders (such as students, faculty, other education agencies or institutions, community members, and business leaders) and achieving commitment to the goals described in Item 1 and the changes to policies, practices, and/or systems described in the items in the Innovations section. *(1 page maximum. You may include additional supporting materials in an appendix labeled Appendix G, limited to 10 pages maximum.)*

A strong application will demonstrate a robust strategy for gaining and maintaining the support of key stakeholders that is sufficiently broad and deep to sustain the changes described in the plan in the event of changes in institutional leadership.



As delineated in the MOU, each community college is required to designate a faculty champion and administrator for the initiative. In their Letters of Interest for selection, the community colleges received their respective academic senate and board of trustees' approval. Institutional commitment was one of the factors considered in their selection. Furthermore, each law school is also required to designate a liaison.

Under the California Partnership Academy model, each school is required to have an Advisory Council, mentors, internships, and a strong partnership with the career pathway industry. Building, maintaining and sustaining the strength of these law academies provides a strong model for engaging stakeholders who work together to meet the goals of this project. The Advisory Councils and Law Academy administrators and faculty are members of the California Law Academy Support Council, which convenes each year to share information, practices and model programs to enhance and grow the academies. The plan is to replicate this Advisory Council structure by forming Advisory Councils for each region where each of the undergraduate/law schools will partner with the community colleges in geographic proximity. Each of the six regional Advisory Councils will include: judges, lawyers, business and political leaders, bar leaders (especially ethnic minority bars), law school educators/deans, undergraduate/community college professors/ administrators/deans, and representatives from the California Law Academy Support Council. Listserves will be used for easy communication. Social networking will be utilized for communication between all students, faculty, and the profession. Annual summits will bring together all regional advisory councils for professional development, team building, education and relationship building. Members of the profession will be engaged as mentors and law firms, government agencies and corporations will provide internships.

Additionally, a non-profit organization "California LAW (Leadership-Access-Workforce)" is in development. This 501(c)(3) is envisioned as the organizational structure that will, through its board of directors, direct the strategic planning for the extended pipeline, including the connection between the law academies and the CCPLS Initiative. Sustaining this pathway through private donors, foundations and grants and support from participating community colleges will be a primary focus.

The State Bar of California's Council on Access & Fairness (COAF) will continue its efforts to engage the strong support and participation from the legal profession. The CCPLS is a unique vehicle for increasing the diversity pipeline to law-related careers and the legal profession. State Bar research shows that the legal profession is comprised of just 20.7% minorities compared to 2010 Census figures showing the State of California at 59.9% minorities. At 20.7% diverse, the legal profession trails behind other major professions in the state with higher levels of diversity, and is only more diverse than dentists and veterinarians. Judicial Council surveys of court users shows that diversity in the courts and legal system is a priority creating public trust and confidence and the appearance of fairness in the judicial system. Therefore, the bar will help to promote the project in the community and among the profession, as well as to act as the convener, communicator, coordinator, supporter, distributor of information and any other appropriate roles to enhance and grow the program.



10. Please describe how the changes described in this application will be sustained within your existing financial resources. *(1 page maximum.)*

A strong application will demonstrate that the applicant will implement and sustain the changes described in the application without new funds from the state or students.



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Each of the participating colleges, undergraduates, and law schools are committed to implementing the initiative, pursuant to the Memorandum of Understanding, regardless of additional funding. Additional funding ensures the quality, uniformity, and ability for statewide programs.



IV. Evaluation (15 Percent)

11. Please describe how you will evaluate—both quantitatively and qualitatively—whether the changes described in your responses to the items in the Innovations section will achieve the goals identified in your response to Item 1 and how you will use this feedback to inform future changes. Please include at least three specific quantitative measures you will monitor regularly, including at least one measure that can be observed and used to gauge progress in the near term (fewer than four years) and at least one measure that will reflect progress over the long term (four years or more). *(1 page maximum.)*

A strong application will demonstrate a thoughtful, systematic approach to evaluating progress toward each identified goal, based on quantitative measures and qualitative judgments that reasonably evaluate progress toward those goals, and to making changes that are informed by this feedback.



The six law schools are in conversation with the Law School Admissions Council on data collection. The Law School Admissions Council conducted a student survey on community colleges and made the following conclusions:

- Students starting at two-year institutions tend to succeed in law school as well as students who start at four-year institutions. The challenge is getting them to *apply successfully*.
- Increasing recruitment efforts at two-year institutions may positively impact the diversity of future applicant pools.
- More law school applicants, especially Hispanic/Latino applicants, are beginning their undergraduate education at more racially diverse two-year institutions.
- To improve the likelihood of law school admission for applicants starting at two-year institutions, more attention might be given at two-year institutions to developing logical reasoning, reading comprehension, and analytical reasoning skills.

The goal is to work with LSAC to generate data on the success of the initiative. Has the overall number of community college students attending any law school increased? Has the number of community college students attending the participating six law schools increased? Has the number of students from the participating community colleges attending any law school increased? And, has the number of students from the participating community colleges attending the participating law schools increased? The data generated will allow quantitative measurements for: 1.) Comparative retention rates for the CCPLS cohort compared to average retention rates; 2.) 2-year degree completion rates for CCPLS cohort compared to average completion; 3.) 4-year degree completion rates for CCPLS cohort compared to average completion rates. Data in each of the above categories would be disaggregated by ethnicity and gender, taking into account Foster Youth, DSP, and Veterans.

We believe that the data will show increases. In its first semester of implementation (Fall 2014), approximately 50 to 100 students are participating at each of the colleges. Many graduates of the participating community colleges have expressed interest in the program, even though they would not qualify. Nevertheless, the State Bar is providing those alumni with resources.



12. Please list your target outcomes for each academic year through 2018-19 for the measures identified in your response to Item 11, including targets for the student groups that are underrepresented in higher education. Please provide the most recent baseline measures for each target outcome for each participant in the application and identify which academic year that data reflects. You may use a table to reflect this data. Please also provide a narrative that explains how you chose your targets, including assumptions used and evidence you have to support those assumptions. Please identify your data source or provide enough information about how the data is generated to allow other entities to replicate the measures. *(2 pages maximum, including any table produced. You may include additional supporting materials in an appendix labeled Appendix H, limited to 10 pages maximum.)*

A strong application will demonstrate a thoughtful approach to setting ambitious targets for all students, informed by a realistic assessment of data.



The six law schools are in conversation with the Law School Admissions Council on data collection. The goal is to work with LSAC to generate data on the success of the initiative. Has the overall number of community college students attending any law school increased? Has the number of community college students attending the participating six law schools increased? Has the number of students from the participating community colleges attending any law school increased? And, has the number of students from the participating community colleges attending the participating law schools increased?

We believe that the data will show increases. In its first semester of implementation (Fall 2014), approximately 50 to 100 students are participating at each of the colleges. Many graduates of the participating community colleges have expressed interest in the program, even though they would not qualify. Nevertheless, the State Bar is providing those alumni with resources.

We anticipate at least 5 students each year from the community colleges. As noted in Exhibit C of the MOU, Academic Year 2017-2018 would be the first year for community colleges students matriculating at the law schools. The goal is to have 120 students from the participating community colleges matriculating in law school.

EXHIBIT C

TIMELINE – IMPLEMENTATION AGREEMENT PERIOD

Year	Academic Year (Aug – June)	Community College	Law School
	Spring and Summer 2014	Outreach to community college students and feeder high schools; Attend “Faculty Champion” Summit and Law Day Student conference in May 1-2 2014.	Assist with Outreach/Recruitment Attend “Faculty Champion” Summit on May 1-2,2014
1	2014-2015	First full class of community college students: starts taking courses and participates in pre-law activities.	
2	2015-16	First full class: matriculates second year at community college. Possibly, some community colleges students transfer to 4-year undergraduates.	
3	2016-17	First full class: earliest	



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		matriculation at 4-year institution. Possibly, some community college students who transferred will take LSAT.	
4	2017-18	First full class: earliest taking of LSAT.	Fall 2017: Possibly, some community college students matriculating under Initiative.
5	2018-19	First class: earliest matriculating in law school.	First full class of community college students matriculating under Initiative.
6	2019-20		
7	2020-21		
8	2021-22	Spring graduation: last community college class to participate under Initiative. Last year for community colleges in Initiative.	
9	2022-23	Last class: matriculates at 4-year undergraduate institution unless there is an extension	
10	2023-24	Last class of students to take LSAT for law school matriculation in 2023-24.	
	2024-25		Fall 2024: Last entering class to be admitted under Initiative, unless there is an extension. Last law graduating Class of 2027.



Appendix A

MEMORANDUM OF UNDERSTANDING

Special Partnership Agreement

Community Colleges Pathway to Law School Initiative

EFFECTIVE DATE and PARTIES. This Memorandum of Understanding (“MOU”), dated as of May 1, 2014 Law Day (“Effective Date”), remains effective until June, 30, 2024 (“Agreement Period”), among the undersigned parties (collectively, “Parties”); establishes a “special partnership agreement” among the Parties; and creates the “COAF Scholars” program:

- The Regents of the University of California, on behalf of the University of California, Davis and University of California Irvine campuses and their respective Schools of Law;
 - Loyola Marymount University and Loyola Law School;
 - Santa Clara University and Santa Clara University School of Law;
 - University of San Francisco and University of San Francisco, School of Law;
 - University of Southern California and University of Southern California Gould School of Law; and
- Twenty-four (24) selected community colleges in California

1	Antelope Valley College	Lancaster
2	Bakersfield College	Bakersfield
3	Chabot College	Hayward
4	Chaffey College	Rancho Cucamonga
5	College of Alameda	Alameda
6	College of the Canyons	Santa Clarita
7	College of the Sequoias	Visalia
8	Contra Costa College	Richmond
9	Fresno City College	Fresno
10	Gavilan College	Gilroy
11	Hartnell College	Salinas
12	Los Angeles City College	Los Angeles
13	Los Angeles Mission College	Los Angeles
14	Merritt College	Oakland
15	Oxnard College	Oxnard
16	Rio Hondo Community College	Whittier
17	Riverside City College	Riverside



18	Sacramento City College	Sacramento
19	San Joaquin Delta College	Stockton
20	San Jose City College	San Jose
21	Santa Ana College	Santa Ana
22	Solano Community College	Fairfield
23	Southwestern College	Chula Vista
24	Ventura College	Ventura

The parties enter into this MOU to reflect their understanding and agreement regarding their participation in the *Community Colleges Pathway to Law School Initiative* (“Initiative”) established under the auspices of the State Bar of California’s Council on Access and Fairness. The purpose of this Initiative is to provide a pathway to a law school education for students whose post-secondary education begins at the community college level by establishing a special relationship, partnership between the 6 participating law schools and the 24 participating community colleges.

Specifically, this innovative Initiative will provide a clear pathway from community college to law school. The model involves affirming existing articulation agreements or Transfer Guides between community colleges and the four-year undergraduate institutions to facilitate admissions, and developing a special partnership between the community colleges and law schools. Students from the selected community colleges would be provided additional support, access, and information to the law school admission process and targeted outreach and recruitment would occur at the 24 participating community colleges if the Students achieve specific criteria such as successfully completing certain community college courses that are based on the Shultz-Zedeck Lawyering Competencies (Effectiveness Factors). Support for the Students, including mentoring, pre-law activities, counseling, internships, and possibly scholarships, will be developed as part of the Initiative in order to provide Students with the best possible chance for success on the LSAT, in the law school admission process, in law school, and in the legal profession.

DOCUMENTS INCORPORATED. The MOU constitutes the provisions set out in these sections as well as all attached exhibits:

- Section I: Students / COAF Scholars
- Section II: Community Colleges
- Section III: Undergraduate 4-year Institutions
- Section IV: Law Schools
- Section V: Statewide Coordinator/Chief Navigator
- Section VI: Other Terms and Conditions

- Exhibit A: Course Requirements at Community Colleges
- Exhibit B: Service/Civic Learning Component Criteria
- Exhibit C: Timeline – Implementation Agreement Period
- Exhibit D: Statement of Commitment & Special Partnership by Law Schools
- Exhibit E: Brochure for Video



RECITALS

WHEREAS, the State of California is a majority-minority state with approximately 60 percent of its population from racial or ethnic minority groups;

WHEREAS, the membership of the State Bar of California is made up of approximately 20 percent racial or ethnic minority lawyers, and this number has not been increasing at a pace that is sufficient to reflect the general population, and the legal profession continues to lag behind almost every other profession in the country;

WHEREAS, studies among court users show that diversity in the legal profession and judiciary is a priority for public trust and confidence in the legal system and the appearance of fairness in the courts;

WHEREAS, attorneys make up the majority of elected officials and other key local, state, and national leaders, and it is important that those leaders represent the rich diversity of California so that diverse interests are considered and represented in making public policy and other critical decisions affecting all communities in the state;

WHEREAS, attorneys directly representing clients should reflect the rich diversity of the state population to maximize cultural sensitivity to the needs of a diverse client base and to foster public faith in the legal profession;

WHEREAS, in an increasingly global economy, attorneys representing key entities should embody and be sensitive to clients from diverse backgrounds in order to respond to global business demands;

WHEREAS, the Council on Access & Fairness (“COAF”) was created by the State Bar of California (“State Bar”) in 2006 to serve as the State Bar’s “think tank” on diversity and to advise the State Bar’s Board of Trustees on appropriate strategies for increasing diversity in the legal profession, consistent with State Bar policies and procedures. COAF’s mission is to provide leadership and guidance for the State Bar of California to ensure the legal profession and the judicial system reflect the rich diversity of the people of California and fosters cultural sensitivity and public trust;

WHEREAS, the community college system has the most diverse student population of the three public post-secondary education systems in California, providing opportunity for everyone who aspires to obtain a college education, including students from the least affluent communities in California, first generation students, students of color, students with disabilities, veterans, and those who have work and family responsibilities. California’s community colleges educate nearly two and a half million students a year, more than 60 percent of whom are students of color;

WHEREAS, the State Bar through COAF, pursuant to this MOU, seeks to create a pathway for community college students from diverse backgrounds to attend law schools in collaboration with community colleges, 4-year baccalaureate institutions, and their respective law schools;

WHEREAS, the law school Deans at the aforementioned participating law schools are notable leaders in legal academia and have wholeheartedly embraced the State Bar’s mission of a diverse legal profession, and the participating law schools and their respective undergraduate institutions are deeply committed to implementing an innovative and promising initiative that seeks to achieve this mission; and

WHEREAS, the 24 community colleges were selected through a competitive process based in large part on their commitment to serve diverse communities and their record of success for all students, including but not limited to success in transferring students of



color and students from low socio-economic backgrounds to four-year undergraduate institutions.

NOW, THEREFORE, the Parties agree as follows:

The Parties to this MOU are 24 community colleges and 6 law schools and their respective undergraduate institutions. This Initiative is a pilot project that may be modified and adjusted upon consensus of the Parties and COAF which would be reflected in a written amendment to this MOU duly executed by the Parties to this MOU.

The MOU places specific requirements and obligations on the following individuals and entities to implement the goals of the Initiative: the participating Students enrolling at the 24 participating community colleges; the 24 participating community colleges, the 6 four-year undergraduate institutions, and the 6 law schools. A statewide coordinator (“Statewide Coordinator”/“Chief Navigator”) will monitor and assist the Parties in implementing the requirements of the Initiative as expressed in this MOU, coordinate statewide activities and record-keeping, and serve as the Parties’ liaison to the State Bar and COAF.

SECTION I: STUDENTS / “COAF SCHOLARS”

- A. “COAF Scholar” Status / Qualification: To qualify as a “COAF Scholar” and to be able to identify as a “COAF Scholar” when applying to law school, a student participant (“Student”) must matriculate at one of the 24 participating community colleges during or after Academic Year 2014-2015 and successfully complete the courses required under Section I(D).
- B. Counseling. Student must attend an orientation on the Community Colleges Pathway to Law School Initiative, if the participating college campus provides such orientation. Student must work with a designated Pathway Initiative Counselor. Student must establish a Student Educational Plan based on a selected major including the courses set forth in Section I(D).
- C. Information-Sharing. Student must self-identify as a “COAF Scholar” participant in the Initiative to the State Coordinator, and agree to consent to the Coordinator’s release of information to Parties to the extent necessary for Student to progress through the Initiative and consent to maintenance of general data necessary to assess the program.
- D. Courses. Student must complete the required coursework delineated in this MOU, which is based on a defined set of “success factors” of effective lawyers. The intention of this Initiative is to align criteria from the “success factors” with California Community College courses currently approved in corresponding Intersegmental General Education Transfer Curriculum (IGETC) areas in order to prepare Students for law school and the legal profession prior to transfer. Advanced Placement (AP) credit for Statistics and English may be granted pursuant to the local community college’s policy.



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i. Seven (7) Required Courses.

- a. Street Law, Street Law-based, OR Law and Democracy
- b. English Composition
- c. Critical Thinking
- d. Argumentation and Debate OR Persuasion
- e. Statistics
- f. U.S. History
- g. Introduction to American Government

Two (2) Recommended Elective Courses.

- h. Service/Civic Learning
- i. College Success

ii. Reciprocity Between Community Colleges. Any required course taken at any of the participating community colleges will have reciprocity – that is, it will receive “pass along” credit among the participating community colleges under this MOU.

iii. Deferral of Courses to 4-Year University. Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents. Advanced Placement (AP) test credit may be applied to four-year undergraduate requirements pursuant to Santa Clara University’s or University of Southern California’s respective policies.

a. Santa Clara University:

- Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
- History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
- English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion
- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning

b. University of Southern California:

- Communication 141, Applied Debate, in lieu of Argumentation and Debate
- Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government
- History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
- Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics



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See Exhibit A (Course Requirements at Community Colleges).

- E. Service/Civic Learning / College Success. It is recommended that Students take the service/civic learning and college success course. In addition or alternatively, Students may work with the instructional faculty champion for placement into law-related civic/service learning internships.

See Exhibit B (Service/Civic Learning Component Criteria)

- F. Extracurricular Activities. Student is encouraged to participate in various law-related activities and events sponsored at the community college level, such as debate competitions, statewide Law Day conference, pre-law club, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, screening of video "When You Dream ... Community College Pathway to Law School", and California Supreme Court oral argument hearings. See Exhibit E (Brochure for Video).

All students at participating community colleges are encouraged to participate in these activities, whether or not students are qualified as "COAF Scholars" under this MOU.

- G. Transfer and Admission to Undergraduate Institution. While knowledge of which courses will transfer to an institution is valuable, policies at each university (or even schools and majors within a university) may impose additional admission requirements. In addition to completing the specified courses under the Initiative for admission to the participating law schools, Student must complete all pre-requisites for his/her major as required by a participating undergraduate institution and must transfer successfully. Students are encouraged to meet with transfer counselors and visit admissions and transfer websites for the participating undergraduate institutions.
- H. Good Standing. Student must at all times be in good academic standing as defined by each educational institution that the Student attends; must never be on academic probation or suspension or in violation of student conduct codes; and must at no time fall below the standards of ethics or behavior that would bar admission to the State Bar of California. Student should contact the State Bar of California, and/or the equivalent licensing organizations in the jurisdiction(s) in which the Student intends to practice, to determine the applicable character, fitness, and other qualifications necessary for licensure.

In addition to the above, Student may at any point be removed from consideration under this Initiative by any or all of the participating law schools for any of the following behaviors as determined by those participating law schools;

1. Academic misconduct
2. Unlawful misconduct
3. Employment misconduct
4. Financial misconduct



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5. Any other reasons determined by a law school that would indicate that Student does not appear capable of satisfactorily completing its educational program and being admitted to the bar.
 - I. Application and Matriculation at Law School. Student must complete the course work at the community college level during this Agreement Period and enroll in participating law school no later than Fall 2024. Student is required to complete the law school application. Student must register with the Law School Admission Council and submit official transcripts through the Candidate Assembly Service (CAS).
 - J. No Obligation. Any Student who does not meet the requirements for consideration as a “COAF Scholar” under this MOU or who is removed from the Initiative is not otherwise barred from seeking directly admission to any law school, including all participating law schools. Likewise, Student who meets all the requirements under this MOU is not obligated to attend any of the participating law schools and may seek admission to other law schools or may decide not to pursue a legal career.

SECTION II: COMMUNITY COLLEGES

- A. Course Offerings. Community colleges shall offer each of the required 9 courses at least once every academic year and schedule the courses to maximize access for participating Students and enable Students to complete all courses within two academic years.

To the extent possible, community colleges shall provide priority enrollment in these courses for participating student. Community colleges shall also provide priority enrollment for all Students in EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academy students under concurrent enrollment/dual enrollment, and other learning communities.

Community colleges shall maintain an updated list of courses (and their respective course numbers and dates offered) and must annually communicate its updated list to the Statewide Coordinator. See Exhibit A (Course Requirements at Community Colleges).

- B. Civic/Service Learning and College Success Course. Community colleges shall offer civic/service learning courses for as many units as possible. Community colleges with civic/service learning courses shall offer such courses in accordance with the criteria set forth in Exhibit B (Service/Civic Learning Component Criteria) and collaborate with the judiciary, bar, and public interest law organizations to develop such courses. Community colleges shall also offer a college success course as frequently as possible.



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- C. Extracurricular Activities. Community colleges shall participate in the statewide debate competition. Community colleges shall organize law-related events and activities necessary for continued Student participation in this Initiative. Community colleges shall collaborate with local county bars, affinity bars, and the local judiciary to organize and sponsor law-related events and activities such as debate competitions, statewide Law Day conferences, college's Constitution Day, pre-law clubs, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, and California Supreme Court and appellate court oral argument hearings.
- D. Financial Contribution. Unless funding is secured through public or private sources, each community college shall contribute \$5,000 per academic year for the employment of the Statewide Coordinator during this Agreement Period. Except for the employment contribution described in the preceding sentence, the community colleges that is a Parties to his MOU: (i) shall not have any other financial responsibilities relating to employment or retention of the Statewide Coordinator; (ii) shall not be liable or responsible for the acts, omissions or other conduct of the Statewide Coordinator; and (iii) shall not be deemed to be the employer of the Statewide Coordinator. All costs for activities at each respective community college and for its personnel (such as costs of travel to annual summit and release time) shall be borne by each respective community college.
- E. Notice. The Statewide Coordinator and participating community colleges, to the extent possible, shall identify participating Students applying to transfer to the respective undergraduate institutions. Students should identify on their applications if they are applying through the Initiative.
- F. Instructional Faculty Champion. Each community college will designate one "Faculty Champion" to lead the Initiative at its college and within its district. While some of the tasks of the Faculty Champion may be delegated to other faculty members or administrative staff at the college, it is important that there be a single member of the Faculty to act as a liaison to the Initiative and the Statewide Coordinator. That individual may change as the needs of each community college dictate, but it is expected that Faculty Champions will serve in that role for a minimum of three years.

The Faculty Champion must:

- i. Be a full-time, tenured or tenure-track faculty member at the community college. If an adjunct faculty is better suited for the role, an exception shall be requested from the Statewide Coordinator;
- ii. Agree to attend an annual conference/summit of the Parties;
- iii. Ensure that a current course list is maintained and transmitted as required to the Statewide Coordinator;
- iv. Ensure the curriculum required is maintained and reviewed annually for currency and effectiveness;



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- v. Partner/liaison with community agencies/organizations, including local judiciary and bar organizations to provide Students with extracurricular opportunities in and service learning/civic engagement exposure to the legal profession; and
 - vi. Work with counseling faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.
- G. Counseling Faculty Champion. Community college shall designate at least one counseling faculty to:
- i. Help Students establish their Student Educational Plans, guide them toward completion of the required courses, and identify undergraduate transfer pre-requisites; these duties can be performed in collaboration with the Articulation Officer whose expertise in curriculum requirements, transfer requirements, etc., may be required;
 - ii. Assist Students with their transfer applications to the participating undergraduate institutions/law schools;
 - iii. Attend the annual conference/summit to receive updated information from law schools and the legal profession on career counseling; and
 - iv. Work with instructional faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.
- H. Administrator and Student Liaison. Each community college shall designate an administrator and a student who will work with the Instructional and Counseling Faculty Champions in promoting the Initiative at the college. Their collective responsibilities are to:
- i. Ensure that the Initiative becomes a part of the college's institutional culture by seeking support from college's executive leaders, academic senate, classified senate, and associated students organization;
 - ii. Provide an annual report to the Statewide Coordinator within state and federal privacy laws on the participating Students in the Initiative, and the number and percentage of participating Students who are also participants in other programs and learning communities such as but not limited to EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academies under concurrent/dual enrollment.
 - iii. Support the "Faculty Champions";
 - iv. Identify and support student candidates for participation in the Initiative; and
 - v. Seek out and develop extracurricular activities that are law related in which Students can participate, preferably in partnership with the legal community.

SECTION III: UNDERGRADUATE 4-YEAR INSTITUTIONS



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- A. Articulation Agreements. The undergraduate institutions shall coordinate with all the participating community colleges to develop or reaffirm their respective articulation agreements or Transfer Guides and facilitate to the extent possible the participating student's ability to transfer.
- B. Transferability. The undergraduate institutions shall work with the participating community colleges to ensure, to the greatest extent possible, the ability for Students to transfer the required 9 courses. See Exhibit A (Course Requirements at Community Colleges).
- C. Recommended Courses and Extracurricular Activities. The undergraduate institutions shall provide a list of recommended courses such as logic, ethics, and rhetoric at their institutions that Students could take to better prepare them for the LSAT and law school. The undergraduate institutions shall also provide a list of pre-law activities and organizations. The recommended course listing and extracurricular activities shall be developed with the assistance of the Statewide Coordinator and COAF.
- D. Notice. The undergraduate institutions shall notify the Statewide Coordinator and the participating law schools of the participating Students transferring to their respective undergraduate institutions. Undergraduate institutions shall maintain data on participating Student enrollment and communicate that to the participating law schools and Statewide Coordinator within state and federal privacy laws.
- E. Liaison. The undergraduate institutions, to the extent possible, shall designate a person at their respective institutions to serve as a liaison for this Initiative and provide support for Students in this Initiative through various resources such as pre-law career advising and law-related activities.

SECTION IV: LAW SCHOOLS

- A. Statement of Commitment and Special Partnership. Each participating Law School commits to promoting diversity, and supporting the "COAF Scholars" and participating community colleges.
 - i. The participating Law Schools commit to supporting this Initiative by providing students, pre-law advisors, and other educational and career counselors with accurate and appropriate information about law school opportunities. This includes conducting and supporting collaborative outreach activities at the participating community colleges and the participating law schools' respective undergraduate institutions. These activities will be designed to encourage students to consider a legal education and a career in the field of law, and to help effectively communicate the requirements and expectations of those students who choose to pursue a law degree and legal and legally-related careers.



- ii. The participating Law Schools shall waive the application fee for participating students. The participating Law Schools commit to a holistic review of the applications of the participating students. This includes but is not limited to consideration of the following in furtherance of achieving the goals of this Initiative and the individual law schools' institutional missions or objectives:

- Successful completion of the requirements to be “COAF Scholars” under this Initiative.
- Law School Admission Test (LSAT) scores
- Undergraduate course of study and grade point average
- Personal statements
- Professional and other work experiences
- Relevant demonstrated skills
- Letters of recommendation
- Evaluations
- Personal interviews (if granted at the discretion of the participating Law Schools)

Participating Law Schools shall not admit applicants who do not appear capable of satisfactorily completing their educational programs and being admitted to the bar.

- B. Liaison for Initiative. Law School shall appoint at least one individual to serve as a Liaison to COAF for the Initiative. The Liaison will:

- i. Champion the Initiative at the law school;
- ii. Attend the annual community college summit/conference for Parties to offer insights on law school teaching and courses, career advising, and financial aid;
- iii. Communicate with the community colleges and participating 4-year undergraduate institutions to involve Students in activities and programs sponsored at the law school such as lectures, pre-law training programs, law firm receptions, judges' nights, moot court, volunteer opportunities to serve as mock jurors or organize law firm interview programs, and bar-related activities; and
- iv. Maintain data on participating Student enrollment in the law school and communicate that to the Statewide Coordinator within state and federal privacy laws.

SECTION V: STATEWIDE COORDINATOR / CHIEF NAVIGATOR

COAF will select an individual to serve as the Statewide Coordinator and liaison to COAF for this Initiative during the Agreement Period. The Statewide Coordinator will



be housed with the California Community College Foundation or an entity allowed by any secured funding sources. The Statewide Coordinator will:

- v. Provide certificates to participating students who successfully complete the requirements set forth in this MOU as part of the Initiative, and upon their graduation from the participating community colleges, designate them as “COAF Scholars”;
- vi. Ensure that the administrative aspects required of the Initiative are implemented and followed by the Parties;
- vii. Provide data to the Parties on success metrics and facilitate discussions on best practices and improvements;
- viii. Maintain a list of participating Students for all participating parties in accordance with state and federal privacy laws;
- ix. Oversee the statewide repository of the course listings at each of the community colleges for the law schools to evaluate whether or not the participating Students have met all the course requirements;
- x. Coordinate activities and communication among the Parties;
- xi. Organize and develop the programming for the annual conference/summit and Law Day for Students, in collaboration with the Parties;
- xii. Develop outreach and counseling materials;
- xiii. Represent the Initiative in conjunction with the State Bar and COAF;
- xiv. Report to COAF annually on success data;
- xv. Develop partnerships with various individuals and entities such as foundations, educational organizations, local bars, law firms, public interest/legal aid organizations, and affinity bars for student internships, scholarships, civic/service learning opportunities, extracurricular activities, and teaching professional development;
- xvi. Seek funding or assist Parties seeking funding for student scholarships, operational costs for Statewide Coordinator, and operational costs for community colleges;
- xvii. Mediate and arbitrate any disputes between Parties; and
- xviii. Be evaluated by the Parties and COAF on an annual basis.

SECTION VI: OTHER TERMS AND CONDITIONS

- A. Annual Conference/Summit. All Parties will send its representatives to the annual conference/summit. The summit is both a conference for faculty and administrators, and a Law Day event for Students.
 - i. The purposes of the “Faculty Champion” annual meeting include, but are not limited to, discussing any needed improvement relative to the Initiative, providing pre-law and career advising information for community colleges to counsel Students, promoting better communication and partnership between the community colleges, 4-



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year undergraduate institutions, and law schools, and sharing best practice tools for teaching and advising.

- ii. The purposes of the “Law Day” conference include, but are not limited to, providing Students with pre-law and career advising, introducing Students to prominent judges and lawyers, and serving as the statewide forum for mock trials or debate competitions.
- B. Mediation and Adjudication. If there are any ambiguities or unforeseen issues that arise during this Agreement Period, Parties will meet and reach an agreement, with the Statewide Coordinator serving as facilitator and mediator. Should the parties not come to an agreement, the Statewide Coordinator shall serve as the adjudicator and his/her decision may only be appealed to COAF for final decision.
- C. Amendment. Upon mutual agreement among Parties and COAF, Parties may amend this MOU in writing. Written amendments shall be effective only if duly executed by authorized employees of the Parties.
- D. Timeline. This MOU shall be effective for a period of ten (10) academic years and the Initiative may have its first student matriculating at the law schools as early as Fall 2017 and as late Fall 2024. The Parties agree to continue to promote the Initiative, offer the courses, and remain current with all requirements of the Initiative for the ten (10) academic year period. See Exhibit C (Timeline – Implementation Agreement Period)
- E. Termination. Parties may terminate the MOU upon consensus or withdraw from the MOU with at least six (6) months’ written notice prior to a new academic year, as long as Parties adhere to the terms of the MOU for any current Students who have relied on the terms of the MOU and allow such Students to complete their law school career under the terms of the MOU.

The Parties each represent and warrant that they have the full power and actual authority to enter into this MOU and to carry out all actions required of them by this MOU. Parties may deputize designee to sign at ceremony on May 1, 2014; and provide final signature subsequently. Neither Party may assign or otherwise transfer this MOU without the other Party's prior written consent.

The Parties to this Memorandum of Understanding hereby confirm their agreement to its terms by their signatures:

Victor Gold, Dean, Loyola Law School

Date



Michael O’Sullivan, Dean, Loyola Marymount University Date

Lisa Kloppenberg, Dean, Santa Clara University School of Law Date

Dennis Jacobs, Provost, Santa Clara University Date

Kevin Johnson, Dean, University of California, Davis School of Law (King Hall) Date

Linda P.B. Katehi, Chancellor, University of California, Davis Date

Erwin Chemerinsky, Dean, University of California, Irvine School of Law Date

Michael V. Drake, Chancellor, University of California, Irvine Date

John Trasviña, Dean, University of San Francisco, School of Law Date

Jennifer E. Turpin, Provost, University of San Francisco Date



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Robert K. Rasmussen, Dean, University of Southern California Gould School of Law
Date

Michael Quick, Executive Vice Provost, University of Southern California Date

President, Antelope Valley College Date

President, Bakersfield College Date

President, Chabot College Date

President, Chaffey College Date

President, College of Alameda Date

President, College of the Canyons Date

President, College of the Sequoias Date

President, Contra Costa College Date



President, Fresno City College

Date

President, Gavilan College

Date

President, Hartnell College

Date

President, Los Angeles City College

Date

President, Los Angeles Mission College

Date

President, Merritt College

Date

President, Rio Hondo Community College

Date

President, Oxnard College

Date

President, Riverside City College

Date



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And on behalf of the University of California and The Regents, the President (or her designee) witnesses the signing of this MOU and attests to the commitment of each of the community colleges in this innovative partnership.

Janet Napolitano, President, University of California

Date



**EXHIBIT A
COURSE REQUIREMENTS AT COMMUNITY COLLEGES**

COURSEWORK AND IGETC GUIDELINES

Summary of Required 7 Course Pattern and 2 Elective Course Patter:

1. Street Law, Street Law-based, OR Law and Democracy
2. English Composition
3. Critical Thinking
4. Argumentation and Debate or Persuasion
5. Statistics
6. U.S. History
7. Introduction to American Government
8. Service/Civic Learning (elective)
9. College Success (elective)

Deferral of Courses to 4-Year University:

Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents:

Santa Clara University:

- English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion
- History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
- Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning

University of Southern California:

- Communication 141, Applied Debate, in lieu of Argumentation and Debate
- Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics
- History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
- Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government



REQUIRED 7 COURSE PATTERN

(1) Street Law course, Street Law-based course, OR Law and Democracy

- A Street Law or Street Law-based course is a required course for the initiative. See Street Law in Community Colleges Brochure and Guidelines for What Constitutes a Street Law-Based/Equivalent.
- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

NOTE: Examples of UC-transferable Street Law, Street Law-based OR Law and Democracy courses include:

1. POSC/ADMJ 45 - Law and Democracy (Chabot College)

(2) English Composition or Equivalent

- Criteria: A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.
- UC Transferrable? Yes
- IGETC Area: 1A – English Composition

(3) Critical Thinking or Equivalent

- Criteria: The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required. Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of



language and thought.

- UC Transferrable
- IGETC Area: 1B – Critical Thinking/English Composition

(4) Argumentation and Debate or Persuasion or Equivalent

- Criteria: Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.
- UC Transferrable
- IGETC Area: 1C – Oral Communication

May defer and instead take English 177, Argumentation, at Santa Clara University (satisfies Core Advanced Writing requirement).

(5) Statistics or Equivalent

- Criteria: Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges. Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments.
- UC Transferrable
- IGETC Area: 2A - Mathematical Concepts & Quantitative Reasoning

(6) U.S. History – any time period

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take History 96A or 96B, Intro History of the U.S. I or II at Santa Clara University (satisfies Core Civic Engagement requirement).



(7) Introduction to American Government or Equivalent

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take Political Science 1, Introduction to U.S. Politics at Santa Clara University (satisfies Core Civic Engagement requirement).

REQUIRED 2 COURSE PATTERN

(1) Service/Civic Learning: This component should include a non-profit or public interest organization partners as well as work related to law, policy, or government. This component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. See Exhibit B.

Incorporate the service/civic learning component in Street Law or equivalent-based course. (i.e., The Street law or its equivalent will become 4 or more units after incorporating this component.)

Or, offer the service/civic learning component as a separate stand-alone course. Examples of 2 UC-transferrable service learning courses:

- Santa Monica - SOCIOL 1S Intro to Sociology-Service Learning 3 unit
- Santa Monica - SOCIOL 2S Social Problems- Service Learning 3 unit

May defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.

(2) College Success: a course which entails the foundational knowledge and skills toward students succeeding in the academic environment. Course should include but not be limited to elements of: information organization and management, critical-thinking and problem-solving skills, effective time management, learning styles and strategies and memory theory, goal setting and educational planning, and campus/community resources.

At the community college level, at minimum, one class for each of the IGETC factors shall be offered at least annually. Each community college will offer the official *Street Law* course, or an approved *Street Law* based course, annually. Additionally, each community college will offer the service / civic learning and college course annually.

Each community college will maintain an updated list of courses (and their respective course numbers and dates offered) for which that course satisfied specified factors/learning outcomes and must annually communicate its updated list to the person who is designated to serve as the “Statewide Coordinator” by a time and date to be agreed upon with the Statewide Coordinator. In addition to these academic requirements,



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participating community colleges will also participate or sponsor key outreach events and community activities including debates, mock trials and or activities, such as law day.



EXHIBIT B SERVICE/CIVIC LEARNING COMPONENT CRITERIA

Law schools and the legal community recognize the importance of fostering civic-minded professionals willing to help others and improve their communities. In fact, some state bars even require attorneys to complete a minimum number of pro bono hours to maintain good standing.

Civic engagement tends to benefit all parties—attorneys have the opportunity to gain experience in areas of law that they might not be accustomed, community organizations are provided with the much needed intellectual capital, the public has greater access to community services, and the government’s burden in supporting such programs itself is lessened.

Students often agree that some of their most worthwhile experiences resulted from community based service/civic learning opportunities, not only because of the practical “hands on” experience, but also because they were connected to education opportunities allowing them to develop a greater understanding of the interworking of their communities. Civic engagement can result in students’ exposure to the legal field, strengthened ties with their community, expanded network of professional contacts, and a deeper understanding of why they want to go to law school.

The 2+2+3 Program hopes to advance these objectives by recommending a public service/civic learning component to the program. While community colleges are free to exercise their creative judgment when crafting their courses, non-credit programs or incorporating civic engagement into existing courses, the component should include a nonprofit or public interest organization partners as well as work related to law, policy, or government. The component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. Some examples include:

- Assisting with client-intakes at a legal aid organization
- Working in the courts as interns or in the court’s self-help center
- Working on development of legislation and advocacy for policies
- Participating in a joint study program with local law school clinics
- Working at a public interest law firm on impact litigation
- Providing interpretation and translation services for law firms and elected officials
- Helping conflict resolution organizations with community mediations
- Developing educational materials and youth outreach

LEARNING OBJECTIVES

Through this course, students may gain the following:

Knowledge



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1. Understand the theory and history of civic and community engagement in the U.S., and develop critical perspectives on the importance of public service and the role lawyers play
2. Understand how individuals and groups create and sustain change, including the contributions lawyers can make in the community
3. Deepen an understanding of social and environmental problems and of the role of multiple stakeholders in addressing these problems

Skills

4. Develop skills for success working in community settings
5. Learn to work effectively as members of a diverse team
6. Develop student's own interests and commitment to community engagement and public service
7. Learn substantive areas of the law
8. Learn client interview and counseling
9. Learn how to persuasively tell a client's story
10. Provide legal assistance to underserved individuals and rural communities
11. Improve research and writing skills
12. Gain an understanding of court process and procedure
13. Learn time management and organizational skills
14. Become more confident public speaker
15. Learn advocacy and negotiation skills

Students transferring to Santa Clara University may defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.



EXHIBIT C

TIMELINE – IMPLEMENTATION AGREEMENT PERIOD

Year	Academic Year (Aug – June)	Community College	Law School
	Spring and Summer 2014	Outreach to community college students and feeder high schools; Attend “Faculty Champion” Summit and Law Day Student conference in May 1-2 2014.	Assist with Outreach/Recruitment Attend “Faculty Champion” Summit on May 1-2,2014
1	2014-2015	First full class of community college students: starts taking courses and participates in pre-law activities.	
2	2015-16	First full class: matriculates second year at community college. Possibly, some community colleges students transfer to 4-year undergraduates.	
3	2016-17	First full class: earliest matriculation at 4-year institution. Possibly, some community college students who transferred will take LSAT.	
4	2017-18	First full class: earliest taking of LSAT.	Fall 2017: Possibly, some community college students matriculating under Initiative.
5	2018-19	First class: earliest matriculating in law school.	First full class of community college students matriculating under Initiative.
6	2019-20		
7	2020-21		
8	2021-22	Spring graduation: last community college class to participate under Initiative. Last year for community	



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		colleges in Initiative.	
9	2022-23	Last class: matriculates at 4-year undergraduate institution unless there is an extension	
10	2023-24	Last class of students to take LSAT for law school matriculation in 2023-24.	
	2024-25		Fall 2024: Last entering class to be admitted under Initiative, unless there is an extension. Last law graduating Class of 2027.



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EXHIBIT D

**STATEMENT OF COMMITMENT AND SPECIAL PARTNERSHIP BY LAW
SCHOOLS**



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EXHIBIT E

BROCHURE FOR VIDEO

<https://sites.google.com/site/calbardream/>

Appendix C

UC seeks to increase transfer students from community colleges - LA Times

Santa Monica College and Los Angeles Southwest College are only 13 miles apart but have an immense gap when it comes to transferring students to a University of California campus, a new report says. Santa Monica sent 783 students last year, by far the most of 112 community colleges in the state, while Southwest sent just four, among the lowest. Those significant disparities are at the heart of a new proposed initiative by the UC regents to make it easier for students to transfer to one of the system's nine undergraduate campuses from all community colleges, not just from the small group of two-year schools that dominate transfer statistics.

The numbers are so lopsided that just 19 colleges sent half of all the 13,999 community college transfers to UC campuses last year and 93 other schools made up the other half, [the UC study](#) said.

UC transfers

A total of 13,999 students transferred to UC from California community colleges during the 2012-13 school year, according to a UC report. It also showed very large transfer disparities among the colleges.

Top 10 transferring colleges

Santa Monica College	783
De Anza College	511
Pasadena City College	498
Diablo Valley College	483
Santa Barbara City College	464
Orange Coast College	457
City College San Francisco	354
Mt. San Antonio College	353
Saddleback College	328
Irvine Valley College	310

Bottom 10 transferring colleges

Taft College	7
West Hills College	7
College of the Redwoods	6
College of the Siskiyous	5
Los Angeles Southwest College	4
West Hills College Coalinga	4
Barstow College	3
Palo Verde College	2
Lassen College	2
Feather River College	1

Source: UC Corporate Student System

Lorena Elebee / @latimesgraphics

In a plan released Wednesday, a UC task force proposed improving counseling programs at community colleges across the state, making the transfer application process easier and removing roadblocks students face in determining which courses are required for UC admission.

Officials said they want to give special attention to 30 community colleges that traditionally send few students to UC campuses, focusing mainly on those in the far northern parts of California, the Central Valley and the Inland Empire.

The report, which was discussed at the UC regents meeting in Sacramento, said that "the transfer process can be challenging, sometimes preventing otherwise promising students



from meeting their goal of earning a four-year degree."

UC President Janet Napolitano, who asked for the review, said it is a priority to improve the transfer pipeline, especially from areas now underserved by the university. Transfer students, she said, "are an important part of UC's strength as an engine of social mobility for our state. Put simply, if we are serving transfers well, then we are serving the state well."

Increasing the transfers could be a way to attract more low-income students and minorities and save the state money, Gov. Jerry Brown, a UC regent, said at the meeting. The issue "deals with affordability, it deals with diversity, it deals with the university's cost structure," said Brown, who recalled transferring from a Jesuit seminary to UC Berkeley in 1960. He said he wanted UC to examine whether increasing upper-division transfer students and decreasing freshman admissions would lower UC costs.

The university recently has seen a decline in transfer applications from community college students, from 28,937 in 2012 to 26,376 for this year, data show. Enrollment at UC campuses from community colleges also dropped this year by about 680 from the previous year. Those declines mainly were attributed to budget cuts that reduced course offerings at two-year schools and that discouraged students from attending them.

The 23-campus California State University system also has seen decreases in transfer enrollments.

Following Santa Monica College, the other top UC feeder schools last year were De Anza College in Cupertino, 511 students; Pasadena City College, 498; Diablo Valley College in Pleasant Hill, 483; and Santa Barbara City College, 464.

In sharp contrast, seven community colleges transferred five or fewer students last year: College of the Siskiyous in Weed, 5; Los Angeles Southwest College, 4; West Hills College Coalinga, 4; Barstow College, 3; Palo Verde College in Blythe, 2; Lassen College, Susanville, 2; and Feather River College, Quincy, 1.

Some of those schools are small and too far from a UC campus for a student to commute. And some may not offer enough courses needed for some UC majors or may not have the transfer agreements that help smooth the path for students by specifying required classes and providing counseling, experts said.

At Los Angeles Southwest College, interim President Yasmin Delahoussaye said it was unfair to focus just on UC transfer statistics since her school transferred 113 students to Cal State schools last year. Seventy-eight of those Cal State transfers were African Americans, giving Southwest the second-best record in the state for transferring blacks to Cal State, she added.

Both UCLA, the closest UC campus, and her college need to do a better job in encouraging transfers to UC, Delahoussaye said. But Cal State campuses, besides charging a lower tuition than UC, are often closer to home and more appealing to students who have family and work responsibilities and can't "uproot themselves to a different part of the state," she said.



Don't assume every community college has the same needs and strengths. - Nancy Shulock, executive director of the Institute for Higher Education Leadership and Policy at Sacramento State University

At the College of the Siskiyous, close to the Oregon border, Superintendent/President Robert Frost said that his community "is very remote from the UCs" and that the 140 students who transferred to a four-year school last year mainly chose campuses in Oregon and Nevada, Chico State or private California colleges. He also said that rural colleges like his, with relatively small enrollments, don't receive enough state money for sufficient counseling.

Community colleges vary widely in their share of students academically eligible for UC, said Nancy Shulock, executive director of the Institute for Higher Education Leadership and Policy at Sacramento State University. Shulock said she was very encouraged by the UC proposals but hoped that UC would not take a one-size-fits-all approach.

"Don't assume every community college has the same needs and strengths," she said. The regents, on the whole, were pleased with the proposals but some said they wanted to undertake changes faster than the two to 3 1/2 years the report forecasts for some parts. "That's a long time," regent Russell Gould said.

In other business Wednesday, UC President Napolitano presented an award that signaled the importance she is placing on the recent federal and UC policy changes aimed at discouraging sexual assault on campuses and bolstering investigations of such incidents. She gave the award for outstanding student leadership to Savannah Badalich, a UCLA student who was the victim of a sexual assault and helped establish the "7000 in Solidarity Campaign," which seeks to deter such assaults at UCLA.

The regents also decided to form a special group to focus on aiding victims of sexual assault and improving policies on the issue. Earlier, during a public comment period, a UC Berkeley student described the traumatic effect of being raped.

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Appendix F

Listed below are news articles that have covered the creation and early success of this program

SF Chronicle

<http://www.sfgate.com/education/article/Path-to-law-school-opens-from-community-colleges-5443604.php>

Bay Area News Group

http://www.insidebayarea.com/news/ci_25678047/law-school-path-opens-californias-community-college-students

Los Angeles Times

<http://www.latimes.com/local/lanow/la-me-college-law-20140501,0,563317.story>

ABA Journal

http://www.abajournal.com/news/article/students_at_24_california_community_colleges_are_offered_a_smoother_pathway/

The Press-Enterprise

<http://www.pe.com/local-news/topics/topics-education-headlines/20140501-college-rcc-to-offer-pathway-to-law-school.ece>

The Santa Clarita Valley Signal

<http://www.signalscv.com/section/36/article/119056/>

Vallejo Times-Herald

http://www.timesheraldonline.com/news/ci_25682668/solano-college-enters-legal-career-program

Central Valley Business Times

<http://www.centralvalleybusinesstimes.com/stories/001/?ID=25762>

Capitol Public Radio

<http://www.caprado.org/articles/2014/05/01/help-for-community-college-students-interested-in-law-school/>

San Jose Mercury News

http://www.mercurynews.com/education/ci_25678046/law-school-path-opens-californias-community-college-students

Inside Higher Ed

<http://www.insidehighered.com/quicktakes/2014/05/01/community-college-law-school-california#sthash.CnwOxFDY.ux7BkUJM.dpbs>



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Community College Daily by American Association of Community Colleges
<http://www.ccdaily.com/Pages/Campus-Issues/Community-college-to-law-school-pathway-formed.aspx>

TV and Radio also...

Twitter: #Pathway2Law

YouTube video: over 1,300 hits