

DUAL ENROLLMENT – HOW DO WE CONTINUE TO MOVE FORWARD?

Dolores Davison, ASCCC Vice President

Kim Schenk, Diablo Valley College

What Is Dual Enrollment?

- High school students taking colleges courses while enrolled in high school



Benefits to Students

- Complete high school and college credits at same time
- Introduction to/preparation for college life for a smoother transition to college
- More time for career and/or college major exploration
- Address skills gaps and improve study skills/academic knowledge
- Increased confidence and motivation to persist
- Students experience the benefits of a college education

Topics of Interest

- **Classes can be offered**
 - On college campus or satellite, including Distance Ed
 - Individual students
 - Cohorts
 - On high school campus before or after school
 - On high school campus during school day
 - Open vs closed
 - May include public charter schools, not part of school district (effective 7/1/18)

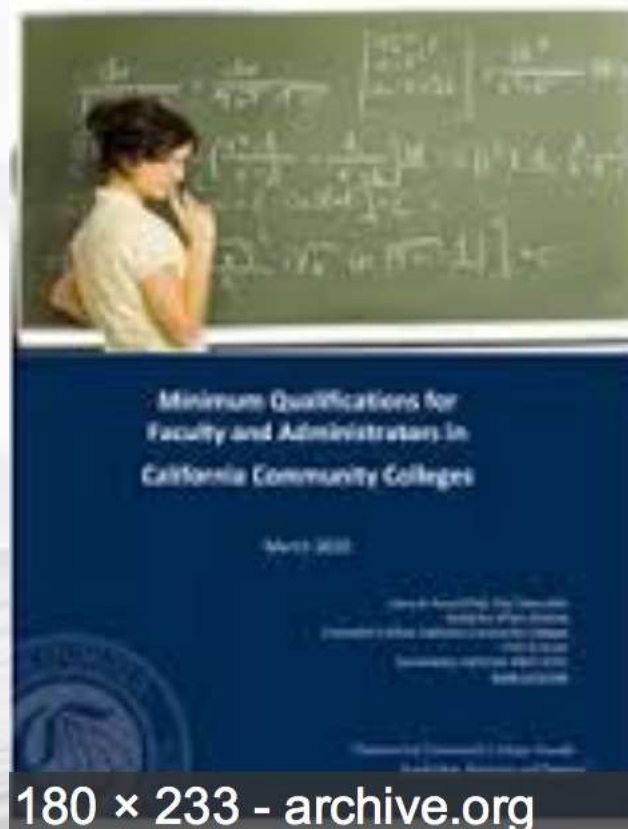
Topics of Interest

- Credits earned may be applied in both systems
- Apportionment
 - Average Daily Attendance (ADA)
 - FTES
 - Both



Topics of Interest

- Instructor must meet MQs
- Who teaches class?
 - High school teacher
 - College teacher
 - What's the difference?



So Why Isn't Everyone Doing This?

- Programs vary in purpose

intentional college/career pathway programs

vs.

“chasing FTES”

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memorandum of understanding

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If a college is doing a Partnership under AB288 – verbal is not okay. (more on this later)

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- Programs vary in degree of faculty engagement

faculty are partners

vs.

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“the administration does its own thing”

What do you think about this??

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- Programs vary in degree of faculty engagement –faculty are partners vs. “the administration does its own thing”
- **Problems with the CCCCO survey and misreporting – colleges are worried about getting in trouble**

AB 288 (Holden, 2015) was a Game Changer

- College and Career Access Partnerships (CCAP)
 - District level agreement to offer Dual Enrollment
 - Intended to reach broader range of students, not just highly gifted or advanced scholastic or vocational work
 - Emphasis on college and career readiness and CTE and transfer pathways
 - Reduce the number of students needing remedial math and English instruction at the community college level

College and Career Access Partnerships (CCAP)

- Adds a new option for Dual Enrollment
- Does not replace existing models
- Colleges can continue with existing dual enrollment programs
- Colleges can continue with existing and have CCAPs

What does CCAP allow that is different?

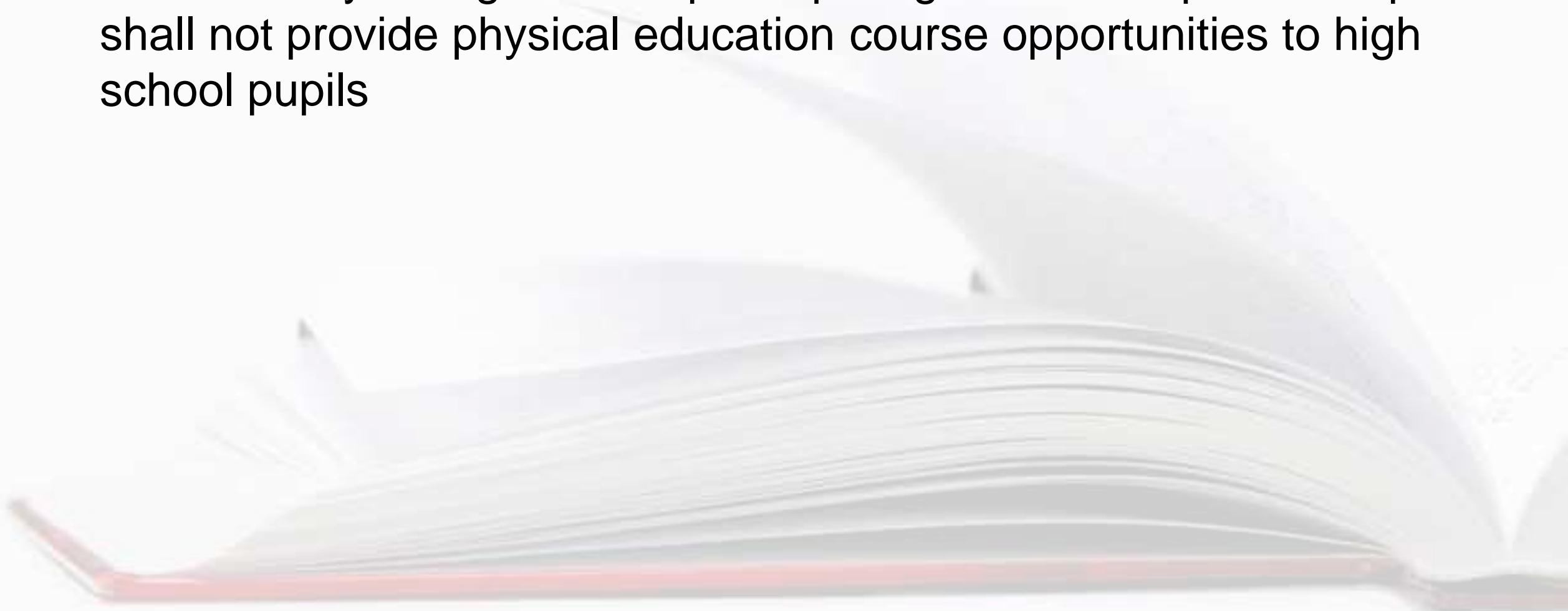
- Provides added flexibility in three areas
 - Limit enrollment in college courses taught on high school campus to high school students
 - Raise maximum units per term for special high school admits to 15 college credits (but no more than 4 courses)
 - Provide CCAP students same enrollment priority as Middle College High School students

What does a CCAP agreement require?

- In exchange for added flexibility, districts must...
 - Review and approve CCAP agreements in two open board meetings of **both** districts
 - Comply with all existing state and federal reporting requirements and local collective bargaining agreements
 - Ensure faculty are not displaced and that “traditional” community college students have access to the courses they need
 - Report on student outcomes in CCAP courses

Provisions of Note

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- A community college district shall not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established

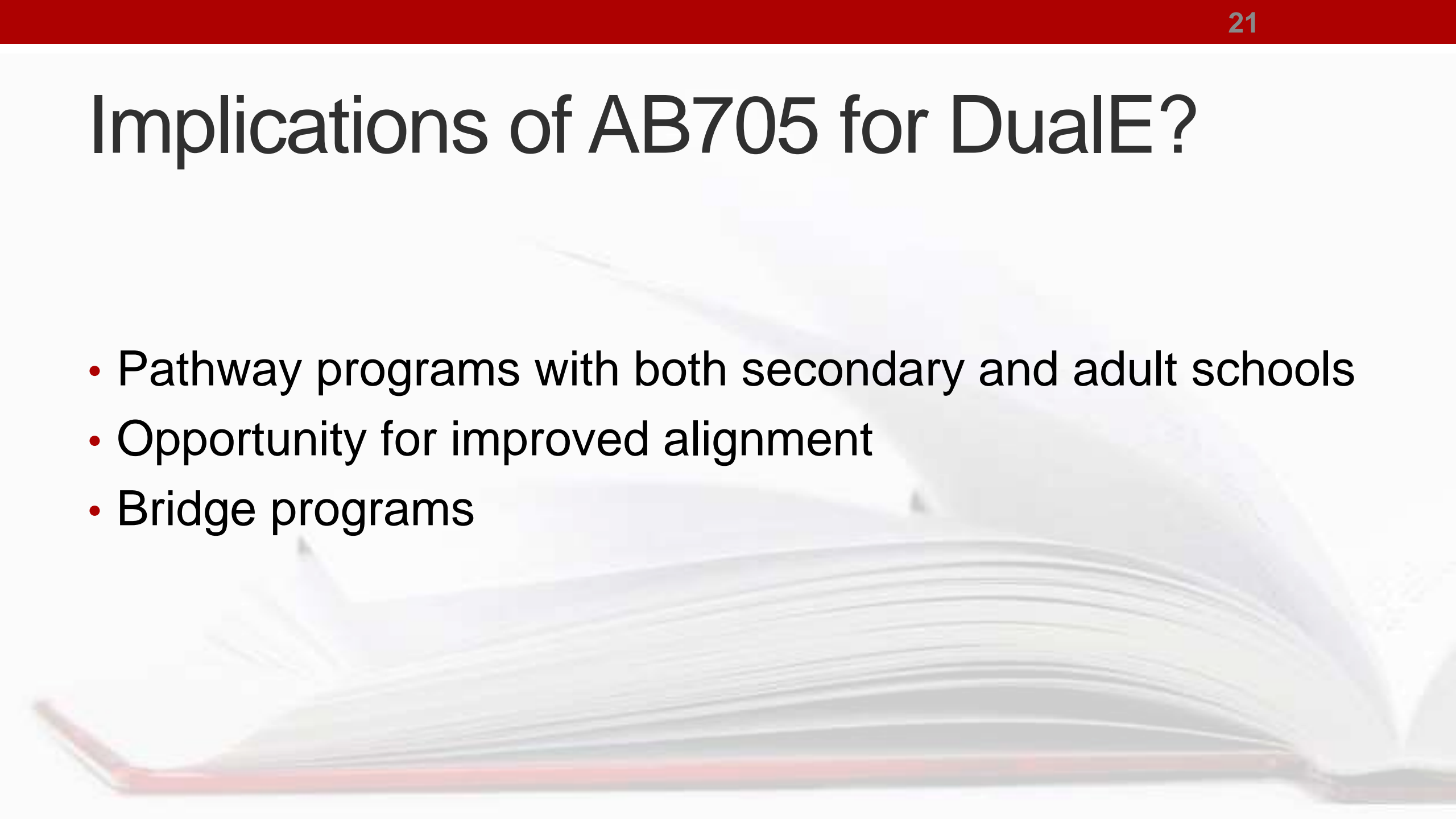
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- A community college district shall not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established
- A community college district participating in a CCAP partnership is not required to provide the same services at the high school campus that are on the college campus (but may choose to do so).

A Major Change in “Remedial” Course Offerings

- The CCAP partnership agreement shall certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student’s junior or senior year to ensure the student is prepared for college-level work upon graduation

Implications of AB705 for DualE?

- Pathway programs with both secondary and adult schools
 - Opportunity for improved alignment
 - Bridge programs
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Best Practice, Solano CC

- Administrative intent to offer dual enrollment
 - High school partnerships
 - Increase to FTES
- Concerns of local senate
 - Curriculum, incl. articulation and impact on programs
 - Min. quals. and hiring
 - Student preparation, assessment and success
- Faculty Association concerns
 - Which contract?
 - Impact on adjunct faculty, incl. load, seniority and rehire rights
- How best to engage the whole college, and why is it in the best interests of the College?

Best Practice: Senate Engagement

- It is appropriate to initiate these conversations with the local senate and its leadership, and to involve the union, management and support staff from the out-set
- Solano's method was to appoint representative to a joint taskforce, to include senate representation; association representative; management
- Charge: to consult the campus community as well as other CA CCs to develop recommendations for how to implement Dual Enrollment at the College
- Cited Key Concerns of the Taskforce
 - Minimum Qualifications & Faculty Hiring Procedures
 - Faculty roles, including Outcome Assessment

Plan, Approve, Enact, Assess

- Recommendations of Solano's Taskforce—Plan, Enact, Assess Pilot Courses: “As a taskforce, we are in unanimous agreement that removing barriers for Solano County high school students is a priority. Each scenario will allow us to test our ability as a College to develop procedures and to establish systems.”
 - **Rec. One:** to pilot a select course(s) during high school hours and taught by a high school instructor who meets min. quals to inform our capacity to scale up dual credit offerings.
 - **Rec. Two:** to pilot select course(s) outside of regular high school hours and taught by College faculty.
 - **Rec. Three:** to work collaboratively with one high school to offer for-credit opportunities.
- Senate & Faculty Association approval
- College-wide buy-in and Dual Enrollment Pilot, 2016-2017


Assessment and Moving Forward

- Results of SCC's Pilot: SCC continues limited dual enrollment with possible expansions with limited CCAP agreements
- New Factors and New Directions while Still Removing Barriers:
 - new Superintendent-President = new priorities
 - MMAP and CA Acceleration Project (English and Math), increased access and subsequent change in focus
 - Pathways
 - Prioritization on HS articulation agreements
- Summary—Continued focus on removing barriers for HS students with Dual Enrollment as one tool w/ unique applications

Why Does This Matter?

- Research has demonstrated that dual enrollment participants, even those who are from traditionally underrepresented groups, do as well or better than their non-dual enrolled peers in a range of areas, including:
 - High school graduation rates;
 - High school grade point average;
 - High school on-time graduation rates;
 - Assessment into college courses;
 - College GPA and credit accrual; and
 - Community College enrollment, retention, and persistence rates.
- Summary of these results can be found at: <http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html> as well as the Dual Enrollment Toolkit <http://www.careerladdersproject.org/cccode/>
- Links to New High School Graduation Standards
- Pathways Development/Planning

Academic and Professional Considerations

- Curriculum
 - Graduation requirements
 - Minimum qualifications and equivalency
 - Professional development
 - Student preparation and success
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Recent ASCCC Positions

Resolution 6.03 (S15):

Resolved, That the Academic Senate for California Community Colleges support the legislative intent of AB 288 (Holden, as of March 23, 2015) to increase or improve dual enrollment opportunities for all high school students, especially for struggling and at-risk high school students.

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to draft guidelines for the field on the implementation of dual enrollment that promote collegial consultation with local senates in the development of dual enrollment agreements, assert community college faculty primacy in all curricular matters involving dual enrollment course offerings, provide a clear system-wide interpretation of the requirements and conditions for the college and school districts to receive apportionment that includes a clear definition of the meaning "instructional activities" in the proposed new Education Code §76004(I), and promote the fulfillment of accountability requirements and incentives for both college and school districts.

Articulation vs Dual Enrollment

- Long-standing practice of 2+2
- **Impact of CATEMA** (Career and Technology Education Management Application)
- **Not just CTE?**

Proposed/Pending Changes for Clarification to Alternative Methods For Awarding Credit (55051)

Title 5, 55051, Chapter 6. Curriculum And Instruction. Subchapter 1. Programs, Courses And Classes.
Article 5.

(a) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. For purposes of this section, the term "articulated high school course" means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the local curriculum committee established pursuant to section 55002, have determined to be comparable to a specific community college course.

(b) The governing board may grant credit to any student enrolled in an articulated high school course who satisfactorily completes a credit by examination process according to policies of the college. Notations of community college course credit shall be made only if the credit is earned via credit by examination with the following requirements:

(1) The nature and content of the articulated course and examination process shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the local curriculum committee established pursuant to section 55002. The faculty shall determine that:

- (a) Content of the articulated course substantially corresponds to the content and rigor of the course outline of record and;
- (b) The examination adequately measures mastery of the course content as set forth in the course outline of record.

Proposed/Pending Changes to 55051 (continued-2)

(2) The student's academic record shall be clearly annotated to reflect that credit was earned by examination. Students receiving credit for articulated high school courses shall receive such credit at the time the credit is earned with no requirement for the student to be enrolled at courses at the college. Districts may require standard or abbreviated college application processes for the purpose of establishing academic records.

(3) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, as recorded on the course outline of record, including the “pass-no pass” option if that option is available for the course and published in the college catalog.

(4) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester or 18 quarter units of credit in residence required for an associate degree as described in Section 55063.

Proposed/Pending Changes to 55051 (continued-3)

(c) Only through credit by examination, as defined in section 55050 and this section, shall articulated high school courses be used to satisfy:

- (1) The requirement of section 55063 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,
- (2) Any general education requirement for the associate degree established by the district.

(d) The governing board may accept articulated high school courses may be accepted in lieu of comparable community college courses to partially satisfy:

- (1) requirements for a certificate program, including the total number of units required for the certificate; or,
- (2) The major or area of emphasis requirements in a degree program.
- (3) If an articulated high school course is accepted in lieu of a comparable community college course to partially satisfy certificate or major/area of emphasis requirements, it shall be clearly noted as such on the student's academic record.
- (4) Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.

Resources

- Dual Enrollment Toolkit Resources: <http://www.careerladdersproject.org/ccccode/>
- CCRC: What We Know About Dual Enrollment: <http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html>
- Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in CA (R. Purnell; RP Group 2014)
<http://www.rpgroup.org/projects/dual-enrollment-guide-2014>
http://www.rpgroup.org/system/files/High-School-Transition-Brief_0.pdf
- Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)
<http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative>
- Career Ladders Project: HS to College Transition Web Resources
<http://www.careerladdersproject.org/high-school-to-college-transition-tools/early-college-experiences-and-transition-support/>
- Santa Barbara City College: Dual Enrollment Program Resources
<http://www.sbccc.edu/dualenrollment/programresources.php>
- Dual/Concurrent Enrollment Conference (Sacramento, January 30th)
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/MiddleCollegeHighSchool/DualEnrollmentSummit.aspx>

Questions? Thank You!

Dolores Davison – davisondolores@foothill.edu

Kim Schenk - kschenk@dvc.edu

