Dual Enrollment Toolkit:
Advisory Group Meeting

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October 22, 2015
Agenda

- Welcome and Introductions
  - Overview & Objectives
  - Your Role
- Project Description & Overview
  - Key Definitions and Drivers
  - Goal and Purpose
  - Scope of Work
- Dual Enrollment Toolkit
- Research Component
- Timeline and Next Steps
  - Convening
Today’s Key Objectives

• Understand the nature and scope of the project
• Clarify role of advisory committee and timeline for involvement
• Outline components of and information to be included in the toolkit
• Gather information about what will be most useful for the field
• Discuss next steps and timeline
Your Role

• To provide feedback and recommendations
• To offer advice
• To serve as a reviewer
• To help us identify and recruit strong programs and key experts
• To get the word out about the toolkit and research report
Introductions

Please tell us something about yourself and describe one of the following:

• A story of how dual enrollment can make a difference
• A promising dual enrollment practice or strategy
• A common dual enrollment challenge or mistake and a solution
DEFINITIONS AND DRIVERS

Why are we so interested in dual enrollment and what is it?
What is driving this work?

K-12

1000+ school districts, 58 County Offices of Ed
- Local Control Funding Formula (LCFF)
- Local Control and Accountability Plan (LCAP)
- Next Generation Science Standards
- Common Core State Standards
- Smarter Balanced Assessment
- Linked Learning District Initiative
- National Academy Foundation
- California Partnership Academies

California Community Colleges
72 Districts (112 colleges, 76 Centers);
15 Regions
- Basic Skills Initiative
- Career Advancement Academies
- Federal Initiatives: TAACCCT
- Doing What Matters
- Student Equity Plans
- Student Success Act of 2012
- CTE Enhancement Funds
- CCC Bachelor’s Degrees

Local Joint K12/CC Initiatives
- AB 86: Adult Ed/CCC Regional Consortia
- SB 1070
- AB 86: CA Career Pathways Trust (CCPT)
- Gateway to College
- Early & Middle College

Taken together these represent an unprecedented, historic opportunity to align our efforts and forge deep partnerships to move all our young people to both college AND career. 

- Career Ladders Project
Dual Enrollment

Defining characteristics…

• High school or high school aged students…
  • Completing college-level coursework
    • For college credit
      • While pursuing high school graduation requirements
Underrepresented minority students (URM)

Defined as…

- Those who have struggled academically
- Are low-income
- Are first generation college goers
- Are male, and/or
- Are members of a racial or ethnic group that traditionally has not pursued or successfully completed a postsecondary credential in great numbers
California Dual Enrollment Numbers

The statewide unduplicated headcount for special admit students for...

- Fall 2014,
- Winter 2015 (quarter only, no intersession), and
- Spring 2015

= 61,912
Common Dual Enrollment Goals & Objectives

• Intro to and prep for college life
• Smoother transition from high school to college
• Ability to explore interests, careers, majors
• Opportunity to address skill gaps
• Motivation to persist and pursue a postsecondary credential or degree
• Confidence in one’s academic ability
• Understanding the benefits of postsecondary ed
• Accelerated pathway through college that can save time and money
Dual Enrollment can increase HS graduation and college readiness

- Dual enrollment participants learn study skills and other habits related to college success; they learn “how to play the part.” (Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006)
- Dual enrollment is related to increased high school graduation. (Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013)
- Taking college courses on a college campus gives first generation college students college know-how and confidence. (Karp 2010)
- Dual enrollment participants are more likely to enroll in college than their non-participating peers. (Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Struhl & Vargas, 2012)

Partially adapted from Karp, 2013, *Dual Enrollment for College Completion*
California Outcomes

Study (2008-2011) involving 3,000 students enrolled in career-focused Dual Enrollment courses at 8 sites across California.

- 60% students of color
- 40% living in non-English speaking households

Participating students—compared to similar students not enrolled in Dual Enrollment—overall, had better academic outcomes:

- More likely to graduate from HS
- More likely to transition to a 4-year college
- More likely to persist in postsecondary education
- Less likely to take basic skills courses in college
- Accumulate more college credits

Hughes, Rodriguez, Edwards and Belfield (2012) *Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs*
PROJECT DESCRIPTION AND OVERVIEW

What do we hope to accomplish?
Goal & Purpose

• To develop a toolkit that...
  ▪ Offers additional resources to build the capacity of CCCs to support dual enrollment for URM
  ▪ Highlights and describes promising practices
  ▪ Provides specific and concrete guidance and evidence

• To conduct research that...
  ▪ Captures and promotes promising and effective practices, policies and approaches
The toolkit will provide concrete resources and materials to assist secondary and postsecondary partners in their efforts to launch and expand dual enrollment efforts as outlined in this report.
Scope of Work

To inform dual enrollment for URM students across the CCC system by:

• Identifying and collaborating with an advisory group to inform and guide
• Co-facilitating a convening
• Developing an online resource toolkit
• Researching and reporting on promising efforts
Defining Your Role

- To provide feedback and recommendations
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# Timeframe

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PRACTICES, APPROACHES & STRATEGIES

What is your dual enrollment experience?
Small Group Activity

Please form groups of three and discuss the following questions related to dual enrollment:

• What are you currently doing / seeing / hearing about
• What opportunities exist to expand
• What challenges exist
• What questions do you have?
OPPORTUNITIES AND SPEED BUMPS

What makes dual enrollment possible...a challenge?
Opportunities & Possibilities

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Common Challenges & Pitfalls

- Time for HS and college faculty to work together
- Early engagement and buy-in of college faculty
- Understanding K-12 instructional time requirements
- Academically underprepared students
- Unorganized pathways for dual enrollment
- Belief that dual enrollment is not for every student
- Not enough focus on the secondary-postsecondary partnership
- Others?
Think – Pair – Share

What is one thing you know now that you wished someone had told you before you launched your dual enrollment work?

* Be prepared to report out
What are some indicators of progress and success?
Student Level

- Belief that they can succeed in college
- Knowledge of college processes and pathways
- Mastery of college level work
- Reduced time to college completion
- Improvement in academic preparedness
- Continuation of postsecondary coursework
- Completion of 30 college credits at HS graduation
- Others?
Student Level

- 85% on-time attendance
- 90% completion of assignments
- Completion of 12 to 24 college credits
  - With C or better – counts for HS and college credit
  - With D – only high school credit
- Met Satisfactory Academic Progress indicators
  - Cumulative 2.0 average
  - Completion of 2/3 of college courses attempted
- Completion of a sequence of courses linked to movement from developmental to college-level courses or a particular course of study
- Proficient scores on standardized tests (e.g., CAHSEE)
- Readiness for college level courses upon FT college enrollment
Program Level

- HS GPA
- Dual enrollment persistence and graduation rates
- Course completion
- Term-to-term persistence
- Transfer rates
- Credit attainment
- Cohort graduation rates
- Class counts towards both high school diploma and college degree
- Number of underrepresented students enrolled and maintained
- Certificate completion
- Others?
Program Level

- MOU
  - Funding
  - Coordination
  - Management
  - Reporting
  - Credentialing
  - Articulation
- Curriculum Review
- Staff and Instructors’ Evaluations
- Student Feedback
Institutional (Partnership) Level

• HS GPA
• Course completion, persistence
• College credit attainment
• Working through regulatory barriers
• Outlining system to ease enrollment of HS students
• Creating a seamless path for students
• Sustainable funding
• Transfer rates
• Others?
Institutional (Partnership) Level

Kinnick (2012)

- Quality
  - Recruitment
  - Enhancement
  - Image
- Productivity
  - Student success
- Viability
  - Funding diversity
  - Institutionalization
Think – Pair – Share

Consider how best to monitor dual enrollment-related student, program or institutional change.

Pick one level and discuss…

• How would you define success?
• What indicators should be tracked? How and how often?
• Who / what program is doing this well?
• How might we collect this information?
NEW LEGISLATION – VINCENT STEWART

What do we need to know about AB 288?
AB 288 (Holden)

- Require district level partnerships
- 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
Policies (e.g., AB 288)

- Increases enrollment cap from 11 to 15 units / semester
- Expands who is eligible to participate
- Prohibits double dipping
- Ensures priority enrollment – same as middle/early college high schools
- Permits courses to be taught at HS campus to only HS students
- Includes provisions so as not to displace HS teachers or CC faculty and/or traditional college students
- Supports dual enrollment as part of a pathway of courses
STRUCTURE, FORMAT, & CONTENT

What do we need to consider to make sure that the toolkit is useful?
Toolkit Content

- Sample MOUs
- Info on pre-conditions of success
- Delineation of functions and roles across partners
- Finance guidelines
- Instructional materials and texts
- Credentialing requirements for instructors
- Best practices
- Common pitfalls
- Marketing materials for students and parents
- Others?
# Toolkit Decision Tree

<table>
<thead>
<tr>
<th>Funding</th>
<th>Does the college claim FTES?</th>
<th>Considerations: faculty contracts, open campus, advertisement in the college schedule, books and materials?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
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<td>No</td>
<td><strong>Considerations</strong>: Considerations: faculty contracts, closed campus, books and materials?</td>
</tr>
<tr>
<td>Faculty</td>
<td>Who will be teaching the course?</td>
<td><strong>Considerations</strong>: faculty contracts, faculty “fit” with younger students</td>
</tr>
<tr>
<td></td>
<td>Regular college faculty</td>
<td><strong>Considerations</strong>: faculty contracts, faculty “fit” with younger students</td>
</tr>
<tr>
<td></td>
<td>High school teachers</td>
<td><strong>Considerations</strong>: teacher contracts, minimum qualifications of college, pay, any additional compensation, hiring procedure</td>
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## Toolkit Decision Tree

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<th>Is the course being offered a part of a pathway?</th>
<th>Considerations</th>
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<td>Yes</td>
<td>selection of high school, series of courses, momentum points, employer engagement, coherded students</td>
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<tr>
<td></td>
<td>No</td>
<td>high school graduation requirements, logical bridge, A-G</td>
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### Location & Scheduling

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<th>Where and when is the course offered?</th>
<th>Considerations</th>
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<td>On the college campus</td>
<td></td>
<td>transportation, schedule for high school students</td>
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<tr>
<td>On the high school campus</td>
<td></td>
<td>open campus, appropriate facilities, specialized equipment, has min daily attendance been met (240 mins), after school or weekend courses</td>
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Immediate Needs: Board

- Info / data about successful / best practices and benefits of dual enrollment
- FTES
- Access to current data
- Prof dev for new members at college and school district(s)
- Policies and practices in place to maximize dual enrollment ops (e.g., A&R)
- Data collection and analysis strategies
- Realistic budget
Immediate Needs: Deans/VPs

- Info about concurrent enrollment accreditation standards
- Info about best practices
- Understanding of population
- Clarity re: new legislation
- Access to standards aligned curriculum
- Opportunities for prof dev
- Understanding how many courses are optimal and how to market
- Access to a team (student services & academic affairs) to coordinate
- Others?
Immediate Needs: Implementers

- Marketing materials
- Toolkit
- Best practices
- Carefully delineated and defined roles and functions
- Proper coding and identification of students
- Info about college / HS schedules
- Realistic budgets
- Commitment to underprepared, but motivated students
- Others?
Immediate Needs: Faculty

- Best practices and implementation guidelines
- Understanding HS pedagogy
- Legal ramifications of working with minors
- Differences when working with adolescents vs. adults
- Measurements of success
- Strategies to motivate and teach HS students
- Info on teacher credentialing
- Info on articulation agreements
- Knowledge of standards-aligned curriculum
- Others?
Think – Pair – Share

What is one important tool or resource we should be sure to include in the toolkit that relates to each of the following areas. Why?

a. Student Recruitment
b. Student Selection
c. Support Services
d. Course Design
e. Staffing
f. Evaluation & Research

* Be prepared to report out...
Q & A
NEXT STEPS

What happens now?
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Your Role - Revisited

• Connect & Collect
  ▪ Identify and engage key stakeholders and experts to be interviewed to inform the toolkit design
  ▪ Encourage colleagues to participate in the research study
  ▪ Help us to gather resources to include in the toolkit

• Review and Advise
  ▪ Provide feedback and input on toolkit drafts and related materials

• Promote & Disseminate
  ▪ Get the word out about this resource
Next Steps

• Conference or 1-1 calls
• Surveys
• Interviews
• Draft reviews
• Beta testing
Q & A
Contact Information

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Debbie Velasquez: dvelasquez@cccco.edu
Thank you!