

DEVELOPING DUAL ENROLLMENT

*Key Considerations & Lessons Learned
between Peralta Community College District & Oakland Unified*

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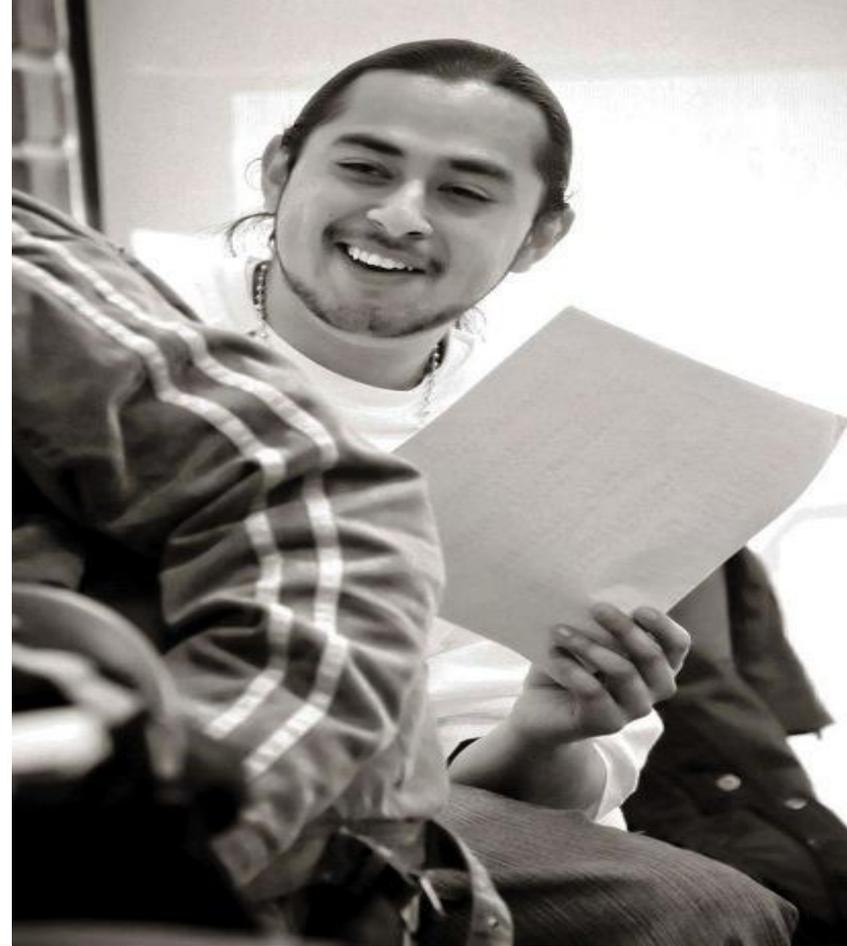


WHAT IS DUAL ENROLLMENT?

HS Students take college rather than high school courses with college level content and get credit for high school AND college simultaneously

DE programs vary widely in terms of:

- How many and what college courses they offer
- Where the courses take place (on college or HS campus)
- Who teaches (college faculty or high school teachers who qualify as college adjuncts)



DUAL ENROLLMENT BASICS

Current regulations:

Both the high school and the college can claim apportionment for students attending both, even if offered at the high school, if the student attends at least 240 minutes non-college instruction.

Apportionment possible if:

- Class advertised to the general public

- Class open to the general public

“ . . . the class shall not be held during the time the campus is closed to the general public, as defined by the governing board of the school district. . . . ”



BENEFITS

- +College credit for HS students
- +Better than AP – college transcript, meets college requirements (OUSD data 41% AP vs 93% DE)
- +Student transcripts for both high school and college are generated (no waiting eg. articulation)
- +No fees for students
- +Possible to create cohort (career) pathway programs
- +Student tracking possible, including instructor impact
- +May be offered on the college campus (Middle College High School) or at the high school site
- +College can collect FTES
- +High School can collect ADA (above 240 mins)
- +High School instructor may teach course and become an adjunct, if minimally qualified
- + Creates a "pipeline" of students and enrollment for the CC

DRAWBACKS

- For Dual Enrollment courses offered at the high school site:
- More courses available, may compete/conflict with A-G
 - College teachers need to teach at high school campus, if no qualified HS and they may not have experience teaching younger students
 - Need to market to HS students to fill sections
 - Students cannot "opt out" of grading; grades transcribed and permanent college record is produced
- For Dual Enrollment courses offered at the college site:
- HS students need to attend at college location which requires transportation and other on-site support
 - If not a cohort model, HS students in class with a larger number of older students which can be a challenge for first time, younger college goers
 - Students cannot "opt out" of grading; grades transcribed and a permanent college record it produced



DUAL ENROLLMENT IN CALIFORNIA

One study (2008-2011) involving 3,000 students enrolled in career-focused DE courses at 8 sites across CA. Found that of those students who engaged in dual enrollment:

- 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



SO WHY DO IT?

- Research shows major benefits for students (esp. first generation, students of color)
- Develops a local education “pipeline” of college-ready high school students to enter local college system
- Leverages the strengths of both K12 and College partner to create a new benefit the community
- With the right “business model” it’s a SUSTAINABLE option to developing early college credit
- When it works, it really works!



KEY CONSIDERATIONS	DUAL ENROLLMENT	CONCURRENT ENROLLMENT
Funding	FTES: Program costs and revenue is shared between K12 and College	FTES: No revenue is shared
Students	Pathway students are in a cohort and access courses as part of a sequence	Students access courses individually and are not embedded within a pathway
Scheduling	Courses are offered within the school day after min attendance is met (typically 240 mins)	Students typically attend courses in the evening or weekends
Location	On High School site and College (in later grades)	On College campus or wherever courses are offered by College



LESSONS LEARNED FROM OAKLAND/PERALTA DUAL ENROLLMENT PARTNERSHIP PILOT



OUSD/PERALTA DUAL ENROLLMENT PILOT: KEY FEATURES

- FREE to students*
- 9-12th graders**
- Enhances course offerings (no remedial courses)
- Dual credit (3 Peralta Units = 10 OUSD Units)
- Aligned to career pathways and/or college readiness courses
- Conveniently offered on campus
- During school day (mostly)

*As long as student is not enrolled in more than 11 units per semester

** Should be on track to graduate as determined by administrator

- Accelerated path to and through college, saving time and money
- Introduction to and prep for college and careers
- Taught by Peralta faculty
- School pays books/materials, OUSD pays fees***
- OUSD & Peralta faculty working together on pedagogy and student supports

***If course minimum cannot be met the high school may have to pay the difference by the average cost per student (see Form C), otherwise the course will be cancelled



Timeline	Enrollments	Milestones
Fall-Summer 2013-14	344	Haphazard approach. Faculty-to-faculty arrangements.
Fall-Summer 2014-15	625	California Community College Linked Learning Initiative (CCLLI) funds BCC and Merritt to pilot dual enrollment and other transitions strategies. Early “experiments” yielded important lessons! Life Academy launches first ever Medical Assistant certification program in OUSD
Summer-Fall 2014		East Bay awarded Career Pathways Trust grant. High level buy-in by both Districts. Consortium hosts Santa Barbara and others to learn about dual enrollment. District Administrators meet to create a strategy. VPI’s begin wordsmithing MOUs. We adopt MOU-Course Agreement structure.
Spring 2015		<ul style="list-style-type: none"> ● Peralta point person vets draft MOU with faculty union, A&R, HR, legal, Ed. Services, VPs and Deans. Frank discussions in terms what it will take to SCALE. ● Peralta Deans work directly with Oakland high schools to negotiate 15+ “course agreements”
July 2015		MOU (as an 18-month pilot) passes both Boards. OUSD Dual Enrollment Manager hired; Peralta does NOT hire one...
Fall 2015	428 estimated	15+ Fall Dual Enrollment courses begin. Enrollment SNAFUs. OUSD Dual Enrollment Toolkit. OUSD sends Spring 2016 Spring Course Requests to Peralta: 72 courses requested by 12 schools. 690 projected Spring 2016; Fall-Summer 2016-17: 1,125+ projected enrollment



5 KEY INGREDIENTS TO MAKE DUAL ENROLLMENT WORK

Engagement of High-Level Leadership & Shared Vision

Dual enrollment must be a priority by both districts' leadership undergirded by unwavering commitment to students and the impact dual enrollment has on their success

A Dream Team

Dual enrollment is happening in Oakland because of “the perfect storm” of champions in both systems who, despite political hurdles, will make dual enrollment happen for the students

Infrastructure to Implement

Infrastructure in the college district, colleges, school district and high schools are necessary for implementation

Program Funding and Sustainability

There must be a significant financial investment from both institutions to building the DE program and there must be an examination of and steps taken to ensure program growth and sustainability.

A Commitment to the Partnership

Implementing dual enrollment is difficult work and so a shared investment in building a partnership is critical-- this requires transparency, accepting mistakes, constant troubleshooting and creating a learning environment



A FEW USEFUL RESOURCES

Oakland Unified Dual Enrollment Toolkit: <http://www.ousd.oeg/Page/11340>

Peralta Community College District MOU: <http://eastbaycareerpathways.org/resources-2/>

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: DE Program Resources:

<http://www.sbccc.edu/dualenrollment/programresources.php>

Guide to Launching and Expanding DE Programs for Historically Underserved Students in CA

(R. Purnell; RP Group 2014) <http://www.rpgroup.org/projects/dual-enrollment-guide-2014>

Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)

<http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative>

Dual Enrollment Toolkit for California (RP Group, Career Ladders Project, CCCCO)

COMING SOON!



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THANK YOU

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WHAT IS THE RESEARCH?

Dual enrollment is a critical intervention to support high school completion & 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 nonparticipating peers. (Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Struhl & Vargas, 2012)



WHAT IS THE RESEARCH?

Dual enrollment is a promising intervention to support college persistence & completion:

- Participation is related to improved college grade point averages.
(Allen & Dadgar, 2012; Eimers, & Mullen, 2003; Kotamraju, 2005)
- Participation is related to persistence to a second year of college.
(Eimers & Mullen, 2003; Swanson, 2008 Struhl & Vargas, 2012)
- Participation is positively related to credit accrual.
(Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013)
- Participation is positively related to improved likelihood of degree completion. (An, 2013; Struhl & Vargas, 2012)
- Program model, course rigor, and implementation quality matter.
(Allen, 2010; Kim, 2008; Speroni, 2011)



WHAT IS THE RESEARCH?

Many sub-groups and target students benefit from Dual Enrollment:

- Students in CTE programs benefit from dual enrollment participation.
(Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012)
- Male students may benefit more from participation than other sub-groups. (Karp et al., 2007)
- Low-income, first-generation and academically “at risk” students benefit from participation.
- Some studies find that they do so to a larger extent than other student groups.
(Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012)

