

**East Bay Career Pathways Trust
Executive Study Session
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**EARLY COLLEGE CREDIT:
Research and Policy Context**



The Career Ladders Project

Early College Experience and Credit

- Early opportunities for high school students to explore college and career options and earn college credit while still in high school
- Provides a supportive and aligned bridge into college and career pathways for students
- Accelerates student progress toward post-secondary credentials
- Engages community college faculty and high school teachers in ongoing conversations around aligning curricula, expectations and pathways



DE 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)



DE can encourage college 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)



All types of students benefit from DE

- ◆ 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)



In California?

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

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

Participating students—compared to similar students not enrolled in DE—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



Historic Policy Challenges in CA

- DE enabled by state legislation and regulation, but, legal restrictions slowed expansion of DE (low enrollment priority, enrollment caps)
- AB1451 (Holden) aimed to remove these; but was held in Senate Appropriations last year
- Opposition from policy makers and stakeholders:
 - DE adds to the already broad CCC Mission:
 - CCC Assuming Role of High Schools?
 - Displaces K-12 Teachers?
 - Intended to generate funding
 - Perception that expansion = abuse



Challenges in Scaling DE, but growing momentum

- **Long Beach City College and Long Beach USD** (SB650 - 2011)
 - Aligned sequence of rigorous secondary and post-secondary coursework.
- **Santa Barbara City College**
 - College Success, Ed Planning and DE in pathways 9th thru 12th grade.
- **Philanthropic Investment:** James Irvine Foundation
 - **Concurrent Courses Initiative** (CCRC and CLP)
 - **CCC Linked Learning Initiative (CCLI)** prioritized dual enrollment as a key transition strategy
- **California Pathways Trust** prioritized DE as a key career pathway strategy, and required expansion of DE offerings for awarded partners
- **Other states:** Washington, Texas and Florida
 - System commitment to resources/policies to offer at large scale
 - Increasing focus on first gen, low-income students



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



“This bill is an example of how K12 and higher education . . . can work together on a local level to solve persistent problems – in this case, how to create better pathways to college and career for students who are struggling or are underrepresented in higher education.

I believe these flexible, locally based arrangements will be useful, and I encourage local governing boards to consider these dual enrollment partnerships as they work to improve student success and time to degree.”

Governor Brown, AB288 Signing Message, October 8, 2015



AB288 (Holden): College and Career Access Pathways partnerships

- Requires district level partnerships (CCAP) with MOU
- Intended to reach broader range of students, not just highly gifted, advanced scholastic or vocational work
- Emphasis on college and career readiness and seamless CTE and transfer pathways
- Reduce number of students needing remedial math and English instruction at the community college level



AB288: IF operating under CCAP

- Increases enrollment cap from 11 to 15 units per semester
- Expands who is eligible to participate: intent to offer DE for “students who may not already be college bound or who are underrepresented in higher ed.”
- Permits courses to be taught at HS campus to only HS students
- Supports dual enrollment as part of a pathway, a sequence of courses
- Ensures priority enrollment – same as middle/early college high schools



AB288: Priority Enrollment

Tier 1: CalWorks, EOPS, Foster Youth (25 and younger), and Veterans

- New students must complete assessment, orientation, and ed. plans

Tier II: Any other new or continuing student who has completed an assessment, orientation, and educational plan.

Tier III: Special Enrollment Consideration available for students with statutory exemption from the lowest enrollment priority consideration.

- Middle College High School students; AB 288 CCAP; AB 889 STEM students, and AB 542 Concurrently Enrolled students.

Tier IV: Open Enrollment, or the lowest priority enrollment consideration, is required by law for concurrently enrolled high school students (not in CCAP)



AB288: IF operating under CCAP

- Prohibits “double dipping”
- Requires certification by college district that courses:
 - Do not reduce access to the same course at the college
 - Do not include courses oversubscribed or with waiting lists
 - Will not displace eligible adult students.
 - Does not displace HS or CC teachers
- Requires certification that districts are complying
 - With local collective bargaining agreements
 - With all state and federal reporting requirements regarding the qualifications of teachers or faculty members
- Requires ongoing reporting to CCCCCO
- Statewide number of FTES claimed cannot exceed 10% of FTES statewide.



Useful Resources

AB288 Chaptered Language, History and Analysis

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB288

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 CCCs (Career Ladders Project, CCCCCO, RP Group) **COMING SOON!**



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