



Dual Enrollment in the Central Valley

WORKING TOWARD A UNIFIED APPROACH FOR EQUITY AND PROSPERITY



VIRGINIA MADRID-SALAZAR, J.D.

Central Valley Higher Education Consortium, June 2020

Contents



Introduction.....	4
ABOUT CVHEC.....	4
EQUITY-DRIVEN STRATEGIES.....	4
AN OVERVIEW – CENTRAL VALLEY DUAL ENROLLMENT FOR EQUITY AND PROSPERITY (CVDEEP)	5
 Dual Enrollment in the Central Valley.....	6
CALIFORNIA'S LEGISLATIVE HISTORY OF DUAL ENROLLMENT AND ITS IMPACT	6
COMMITMENT, COLLABORATION, AND STUDENT SUPPORT	8
STUDENT ACCESS & EQUITY	8
SUSTAINABILITY	10
NEXT STEPS.....	11
 Appendix	12
TASK FORCE REPRESENTATIVES	12
SUBCOMMITTEE REPRESENTATION	12
DUAL ENROLLMENT CRITICAL ELEMENTS.....	13
COMMITMENT STATEMENT	14
CHALLENGES, BARRIERS, AND OTHER ISSUES	15

Introduction

.....

About CVHEC

The Central Valley Higher Education Consortium (CVHEC) is an intersegmental higher education consortium representing a nine-county region from San Joaquin to Kern counties; a region spread over 29,482 square miles and equivalent to the size of South Carolina. The consortium of 27-member institutions representing community colleges, CSUs, UC, and not-for-profit private universities, has a mission of increasing certificate and degree attainment rates under an umbrella of equity and access. Through CVHEC, the Central Valley has developed a reputation for taking on difficult and complex initiatives and scaling them up regionally. CVHEC speaks with one voice on policy issues that affect the region and is best described as a regional convener on post-secondary equitable work.

Equity-driven Strategies

CVHEC is committed to equity-driven strategies to reduce disparities in student persistence and completion rates. Legislative mandates ordered in the California Community Colleges (AB 705) and the California State University system directive (Executive Order 1110) are forecast to create equitable opportunities for students (especially among Latino and Black students). This transformative shift requires the CVHEC region to respond to these demands.

CVHEC is uniquely positioned to convene intersegmental faculty and administrators to collaborate on these daunting challenges and find capacity solutions that are scalable for equitable gains. CVHEC efforts focus on policy implementation and delivery of support to faculty and administrators working on these efforts. The work focuses on regional strategic scaling of:

- Guided Pathways
- Math Pathways
- Corequisite Support (AB 705 and EO 1110 implementation)
- California College Guidance Initiative, CollegeNext Campaign
- Dual Enrollment as a strategy for equity and degree attainment

An Overview – Central Valley Dual Enrollment for Equity and Prosperity (CVDEEP)

In Spring 2019, Central Valley community college leaders approached CVHEC to provide convening assistance surrounding dual enrollment. Considering that CVHEC strategy efforts (identified above) concentrate on the CVHEC Board objectives of improving persistence and increasing degree attainment rates, dual enrollment is seen as an opportunity strategy that aligns well with the work pursued by CVHEC. In exploring how it might provide value to the dual enrollment effort CVHEC convened a gathering in July 2019 where over 60 education leaders from the CVHEC region joined this exploration. Convenings have continued throughout the spring and will continue.

As a result of the discussions in these early gatherings, which emerged organically from regional colleges and universities, a dual enrollment task force was formed. Participating leaders appropriately named their effort the Central Valley Dual Enrollment for Equity and Prosperity (CVDEEP). By March 2020, more than 150 secondary and postsecondary education leaders had gathered for CVDEEP convenings, working to identify and establish the best elements of a sustainable strategy for dual enrollment that is intentional and aligns with Guided Pathways. Representatives from Central Valley K-12 districts, colleges, and universities have gathered as the CVDEEP Task Force. The task force has aimed to make its time purposeful and strategic in addressing the complexity of dual enrollment to bring to bear regional challenges and spotlight the best practices for colleges and high schools in the nine-county CVHEC region. The task force has worked over the course of several months to develop a collaborative regional accord on an equitable delivery of dual enrollment, culminating in the consensus framework document presented here.





Dual Enrollment in the Central Valley

WORKING TOWARD A UNIFIED APPROACH FOR EQUITY AND PROSPERITY

The purpose of this document is to provide a framework to assist the Central Valley nine-county region in its advancement of dual enrollment by reviewing where it has been, identifying the bright spots, identifying challenges, and working together to develop solutions. The CVHEC region is committed to stay engaged to develop solutions to overcoming persistent barriers to equity.

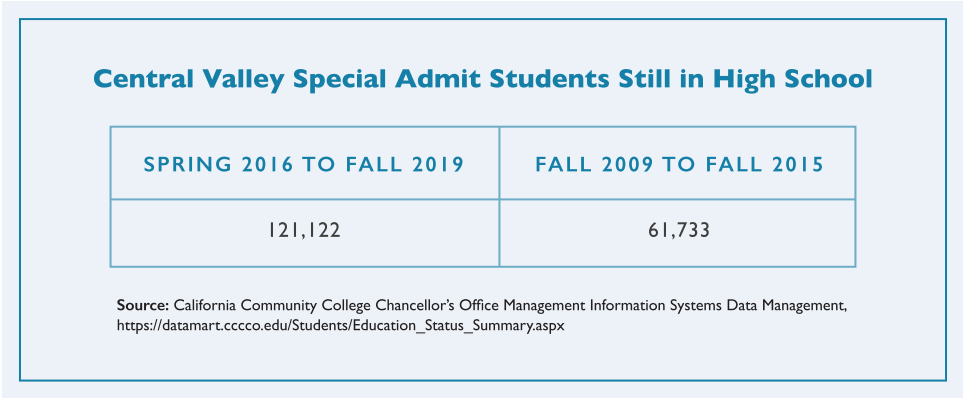
California's Legislative History of Dual Enrollment and Its Impact

Like other students around the country, California students wishing to take college-level courses while still completing their high school degree have been able to do so through concurrent or dual enrollment for many years. California high school students, mostly junior and senior level, have advanced through scholastic or vocational opportunities at either a community college, California State University or University of California campuses. Traditionally, students seeking more challenging course work or students attending a high school that did not offer Advanced Placement (AP) or honors courses were the majority of concurrent enrollees (those taking college courses on the college campus with K-12 school district/principal approval and parent consent). Concurrent enrollment has been one helpful option for these advanced students; however, concurrent enrollment is available only for a particular type of student (one who can travel to a college campus), and it has left far too many students behind. Another option for students has been dual enrollment, in which college courses are offered to students at their high school campus. However, because early legislation concerned itself with apportionment criteria, open campus requirements, and concerns about exposure of younger high school students taking courses away from adult-age college students, dual enrollment wasn't as effective as it should have been in decreasing time to degree or as a tool to encourage more participation by those unlikely to pursue scholastic or vocational opportunities¹. In short, dual enrollment in the past was not equitable, but recent legislation has opened the gates for far more students to take advantage of the opportunity.

¹ See Senate Bill 292 (1996) Apportionment Criteria; Senate Bill 338 (2003) Open Campus Requirements; Assembly Bill 967 (2005) Summer Session (5% limit); Senate Bill 1303 (2006) 5% Cap on Summer Session; Senate Bill 1437 (2008) California Virtual Campus; Senate Bill 1316 (2012) Early & Middle College Attendance Requirements; and Senate Bill 150 (2013) Non-resident High School Students.

In 2016, a new dual enrollment option was introduced through Assembly Bill (AB) 288, amending Education Code (EC) 76004, and creating the College and Career Access Pathways (CCAP). This legislation enabled more high school students to take college courses taught by college professors on their high school campuses. The legislative intent of the CCAP partnerships was to offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with a seamless pathway from high school, including continuation high school, to community college for career technical education or preparation to transfer. The legislation also supports dual enrollment for its ability to meet a key education goal – getting students to the workforce faster. A 2016 National Student Clearinghouse study demonstrated that students participating in dual enrollment are able to decrease their time to degree². California AB 30, signed by Governor Newsom in October 2019, expands and protects dual enrollment through 2027.

AB 30 will allow California to benefit from dual enrollment's best qualities: it creates broader equitable opportunities for students and streamlines the process for developing CCAP agreements between K-12 and community college, all while decreasing time to degree. In most cases, students can earn both high school and college credit depending on approval from local school and community college governing boards. Overall, Central Valley students have benefited from dual enrollment. Policy borne out of AB 288 and AB 30 has resulted in over 120,000 special admit students participating in CCAP partnership dual enrollment or concurrent enrollment from 2016 to 2019, according to California Community College Chancellor's Office data on special admit students still in high school³. This represents an increase of 50.9% of students counted as special admit students while still in high school from Fall 2009 to Fall 2015, before CCAP (AB 288 legislation) was implemented. Proceeding forward, as the policy seeks alignment between high schools and community college on the Chancellor's Vision for Success, a need has developed for community colleges and districts to work together to improve delivery of dual enrollment and align it with community college Guided Pathways work. As a neutral convener, CVHEC is primed to support this desire and work.



²Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2016, September). Time to Degree: A National View of the Time Enrolled and Elapsed for Associate and Bachelor's Degree Earners (Signature Report No. 11). Herndon, VA: National Student Clearinghouse Research Center.

³California Community College Chancellor's Office Management Information Systems Data Management, https://datamart.cccco.edu/Students/Education_Status_Summary.aspx

Commitment, Collaboration, and Student Support

As a group, the CVDEEP Task Force has agreed that the Central Valley is committed to dual enrollment that will avoid “random acts of dual enrollment” by aligning with the college pathways for coherent career technical education or preparation to transfer. This approach of alignment looks at many factors, including intersegmental collaboration, labor market needs, collaboration with industry partners, and pathways allowing refinement as needed. However, the greatest challenge to this agreement and the collaboration required is that not all high schools have the capacity to offer college courses on their campuses. Even as some colleges are able to establish agreements and partnerships with up to as many as 24 high schools in their region, offering nearly 400 dual enrollment sections each year, the fact remains that a majority of Central Valley district-college partnerships do not have the same opportunities as some of the partnerships with larger high school districts and colleges. The Central Valley Region, by its nature, is primarily made up of rural communities, and many of the high school districts and colleges may be considered small and rural, with limited resources. Traditionally, rural districts have had a challenge in recruiting faculty to teach dual enrollment courses in remote settings. This challenge adds a layer of complexity to dual enrollment and is one the Central Valley must face as an equity issue. Regardless, the CVDEEP Task Force believes dual enrollment is a partnership worth championing and is committed to addressing the challenges unique to the Central Valley.

To undertake this commitment as a region, the CVDEEP Task Force is committed to ongoing collaboration with regional partners. This partnership begins with liaisons being identified who hold administrative positions with their respective district or high school and will be responsible for maintaining clear lines of communication with the college partner. Each college commits to reciprocate with a counterpart on its campus. The college and high schools will work together on such items as establishing clear grade sharing protocols in alignment with FERPA and Ed Code regulations, specifically Title 5. This cooperation will also allow a commitment of appropriate resources, particularly faculty time and effort when resources can be limited.

Collaboration also requires providing students with support services. Although dual enrollment is a great opportunity for many high school students, if a student fails one of the classes, it will negatively impact his or her high school and college transcripts. Struggling students will not realize the long-term goal of seeing themselves as college ready. For these reasons, districts and colleges will partner to inform students of the resources that are available to them such as counseling/advising support, tutoring and course support, and technology support. In line with the collaborative efforts itemized above, the CVDEEP Task Force seeks to ensure alignment efforts include access to appropriate learning resources, advising that is in line with pathways clearly laid out and explained to students, and the colleges' integration of student supports (such as early alert) into all dual enrollment courses at every high school. The task force also seeks to ensure information about support resources is readily available and communicated to parents. An important element of the support services includes teacher support that is on par with the support faculty receive while on the college campus, which includes technology support, professional development, and relevant communications. This benefit would enhance the teaching experience for the teacher and learning experience for the student.

Student Access & Equity

At the core of both AB 288 and AB 30 is equity. These bills are making it possible for more students to take part in the advantages offered through dual enrollment as evidenced in the increase of 50% by participating students from 2016 to 2019 over the preceding years of 2009 and 2015, pre-AB 288. The CVDEEP Task Force is pursuing dual enrollment pathways where every student in the Central Valley will have access to taking college classes while

in high school. The task force's name rings true to its mission of offering dual enrollment in the Central Valley as a vehicle for upward mobility, equity, and prosperity. Through dual enrollment, high school students will be prepared for, have access to, and have a pathway for career technical education or preparation for transfer.

Central Valley students stand to benefit from a full array of pathways and alignments as community colleges transform their campuses under the Guided Pathways efforts through the California Community Colleges Chancellor's Office Vision for Success. This approach to dual enrollment demonstrates an investment for California's economy and underserved communities. Further, when dual enrollment is offered through district-college partnerships, it leads to a skilled and diverse workforce and accelerates a student's path to transfer to baccalaureate granting institutions.

Removing barriers to access is another driver for the CVDEEP work. In recent communications, the task force has identified a number of challenges and has already begun identifying solutions for improvement. One such area is a recommended revision to the CCCApply tool. As it stands, the community college application is not user-friendly for high school students enrolling in dual enrollment or concurrent enrollment courses. A CVDEEP subcommittee has identified recommended modifications and will partner with other California regions to advocate with the Chancellor's Office to improve this particular access-point for not only Central Valley students, but all California dual enrollment students.

During the COVID-19 Pandemic, Central Valley colleges were quick to provide additional access points to students who lacked WIFI or appropriate technology. The pandemic also spotlighted the broadband drought that exists in the Central Valley. Remote learning may continue for an extended period of time and access will be vital for equitable access and success. However, after whatever new normal emerges, broadband access and technology needs will continue to persist in the region. CVDEEP will work with other voices to petition the State of California, the California Public Utilities Commission, and those bodies working to improve broadband access in the Central Valley. Without this access dual enrollment will fail to find its true potential for success.



Sustainability

Because dual enrollment creates equitable opportunities, increases the creation of a skilled workforce, and accelerates time to degree, a plan for its sustainability is essential. A key to its sustainability in the Central Valley is to address the needs of rural districts and to expand those pathway programs that have opportunity to grow offerings in spite of the lack of teachers that meet minimum qualifications to teach college courses. The CVDEEP Task Force is committed to exploring how to best support existing high school faculty to ensure more teachers are on track to gain minimum qualifications. By beginning with high school faculty interested in the opportunity, these teachers fill the gap faster taking advantage of the teacher's knowledge of the high school culture. Supporting existing teachers takes advantage of their acclimation to high school culture and their possessing an understanding of the many nuances of working on a high school campus, including record-keeping, issues of student safety, various holiday/staff development days, and varied bell schedules for various activities such as minimum days and school rallies and assemblies. To provide this support, more resources and incentives must be realized. Further, the CVDEEP Task Force has identified itself as a body that will hold itself accountable to maintain dual enrollment for the Central Valley through regular communication, discourse, periodic workshops/gatherings to create agreements, and adherence to principles that benefit the dual enrollment effort.

Another key to ensuring dual enrollment's sustainability is to ensure it is accomplishing the ultimate goals of building a skilled workforce and accelerating time to degree. Aside from growing the qualified teaching workforce to create additional pathways, the CVDEEP Task Force has identified data collection as critical to ensuring the effort is equitable. Particular metrics to follow would include:

- Dual enrollment students' success during their first attempt at dual enrollment
- Number of students that continued taking college courses after their first attempt
- Number of students that utilized tutoring and other support services
- Number of students that earn an associate of arts degree or career technical education certificate while participating in dual enrollment
- Number of students that enroll in college after high school
 - Which students enroll in community college
 - Which students enroll or transfer to a baccalaureate granting institution
- Number of students completing CTE certificates by high school graduation
- Highest outcomes by among students who participated in dual enrollment
 - Transferred
 - Transferred as an ADT
 - Earned CTE certificate
 - Earned an Associate degree
 - Earned Bachelor's Degree
- Time to degree from first dual enrollment course
 - Associate degree
 - Bachelor's Degree

Next Steps

The request from the field in the Spring of 2019 has evolved into the establishment of the CVDEEP Task Force and its pursuing a well-organized effort to strengthen and improve dual enrollment in the Central Valley region. The outcomes from the ongoing dialogue between community colleges and their K-12 partners in the Valley will continue, as will advocacy efforts to institutionalize dual enrollment as a strategy to blur the lines between high school and community college for those students who can benefit from taking college courses to get a leg up on their quest for a college degree or certificate.

Next Steps for the Task Force:

- 1 Finalize recommendations to present to the California Community Colleges Chancellor's Office to modify the CCCApply
- 2 Prepare a fall 2020 convening of partners and advocates to continue the dialogue and share best elements for delivering dual enrollment in local high schools and colleges in the Central Valley
- 3 Explore what dual enrollment implementation is like in other regions of California and identify opportunities for collaboration to strengthen policy issues and state-wide implementation to improve equitable delivery
- 4 Pursue membership in the National Alliance of Concurrent Enrollment Partnerships (NACEP) and partner with Complete College America and NACEP to deliver a Dual Enrollment Conference in the Central Valley in the spring or fall of 2021
- 5 Pursue partnerships with accredited higher education institutions, high school districts, and county offices to support high school teachers in earning the advanced degrees required for minimum qualifications to teach college courses
- 6 Pursue applicability and alignment with Associate Degrees for Transfer (ADT) and UC Transfer Admission Guarantee (TAG) efforts to create efficient transfer pathways

Appendix

.....

Task Force Representatives

Avenal High School	Golden Plains Unified School District	Porterville College
Bakersfield College	Hanford West High School	Reedley College
California Academic Partnership Program (CAPP)	Hilmar High School	Reedley Middle College High School
Central High School, West Campus	Hilmar Unified School District	Reef-Sunset Unified School District
Chawanakee Unified School District	Kern Community College District	Riverbank High School
Coalinga-Huron Unified School District	Kern High School District	Roosevelt High School
Coalinga High School	Kings Canyon Joint Unified	Sanger High School
Corcoran High School	Kings County Unified School District	Sanger Unified
Clovis Community College	Le Grand Unified School District	Selma High School
College of the Sequoias	Lemoore Middle College High School	Sierra Jr/Sr High School
Columbia College	Liberty High School	Sierra Unified
Cutler-Orosi Joint Unified School District	Madera Community College Center	State Center Community College District
Delhi Unified School District	Madera High School	Taft College
Design Science Middle College High School	Madera South High School	Taft Union High School
Dinuba Unified School District	Madera Unified School District	Tranquility high
Exeter Union High School	McFarland High School	Tulare County Office of Education
Farmersville Unified School District	Mendota High School	Visalia Unified
Firebaugh High School San Joaquin Delta College	Mendota Unified School District	Waterford High School
Firebaugh-Las Deltas Unified School District	Merced College	Waterford Unified School District
Fresno City College	Merced Union High School District	West Hills College Coalinga
Fresno Pacific University	Minarets High School	West Hills College Lemoore
Fresno Unified School District	Modesto Junior College	Yosemite High School
	Mountain House High School	Valley ROP
	Orosi High School	
	Parlier Unified	

Subcommittee Representation

California Academic Partnership Program (CAPP)	Kern Community College District	Porterville College
College of the Sequoias	Kern High School District	Reedley College
Bakersfield College	Kings County Unified School District	Reef-Sunset Unified School District
Fresno City College	Mendota High School	West Hills College Coalinga
Golden Plains Unified School District	Mendota Unified School District	Valley ROP

Dual Enrollment Critical Elements

A Listing of Critical Elements for Effective Dual and Concurrent Enrollment programs in the Central Valley of California.

- Dual Enrollment should be seen as a vehicle for upward mobility, prosperity and equity
- Every student in the Central Valley has access to taking college classes while they are in high school (Dual Enrollment)
- All high school students will be prepared for, have access to, and succeed in quality college courses/CTE training
- Dual Enrollment is created and sustained by close, formal partnerships between the K-12s and community colleges who are jointly accountable for student success
- Dual Enrollment courses should align with the colleges pathways so students can complete, transfer, and/or receive career certification and/or training
- General Education DE courses should be transferable and portable among all CVHEC colleges
- DE students need access to appropriate learning resources, student support services, and advising
- Colleges and high schools must commit the appropriate resources, particularly faculty time and effort, to create a collaborative environment for student success
- Colleges must ensure courses are being delivered through high quality instruction by instructors who meet college qualifications and are supported by the institution
- Local industry partners must be considered in the development of K-16 career/technical course and program development
- We hold ourselves, the Central Valley Higher Education Consortia (K-16), accountable for meeting periodically to ensure that we adhere to such agreements/principles

The following are the National Quality Standards Guiding Principles listed on the web page of the National Alliance of Concurrent Enrollment Partnerships:

- College courses offered in high schools are as rigorous as courses offered on the sponsoring college campus
- Concurrent Enrollment Partnership students are held to the same expectations and standards of achievement as on campus students
- Concurrent Enrollment Partnership instructors meet the same requirements for on campus adjunct instructors and are provided support by faculty in their discipline
- Concurrent Enrollment Partnership program oversight is sufficient to ensure the academic integrity of its courses, regardless of where they are taught and by whom
- Strong support and mentoring systems for instructors/faculty/counselors/student services etc.
 - College and high school staff (instructional and support) are understanding one another and are in sync to support students

Commitment Statement

The Central Valley Higher Education Consortium (CVHEC), which includes 14 community colleges from San Joaquin to Kern county, and seven partner baccalaureate granting institutions, is committed to increasing opportunities for high school students to take college courses and earn college credit while in high school.

A task force of CVHEC, made up of community college and K-12 educational leaders, called the Central Valley Dual Enrollment for Equity and Prosperity (CVDEEP), has recently been formed to help develop a strategy for Central Valley colleges and K-12 partner districts to purposefully and strategically engage in a regional effort to develop, implement, and continuously improve dual enrollment programs. This group believes that the work expands opportunities for dual enrollment as a commitment to equity and opportunity in education for all students in the Central Valley. Early convenings and dialogue by the CV DEEP task force have led to a regional consensus around a document entitled “A List of Critical Elements for Effective Dual and Concurrent Enrollment in the Central Valley of California”.

The goal of CVDEEP is to provide encouragement for secondary and post-secondary educators to work collaboratively and creatively, as a matter of equity, to “blur” the lines between community colleges and their K-12 partners to provide opportunities for all students who are able and willing to complete college courses while still enrolled in high school. CVHEC believes this opportunity will significantly increase high school students' chances of earning credentials, associate degrees, and bachelor's degrees as expeditiously as possible, providing a timely gateway to meaningful careers with sufficient earnings to support a quality of life for themselves and their families.

CVHEC and CVDEEP colleagues are committed to work to reduce the barriers and solve the challenges community colleges and K-12 districts face in providing dual education opportunities in order to increase equity and prosperity for students and their communities.



Challenges, Barriers, and Other Issues

The following are challenges, barriers and other issues involved in implementing dual enrollment efforts that have emerged from CV DEEP:

- Engaging K-12 Partners in the effort in achieving equity in an all-inclusive dual enrollment program
- Member institutions creating MOUs and approaches that fit their individual needs
- High school partners developing equitable processes for their students to enroll in DE courses (AB 705/ multiple measures)
- A shortage of instructors who can teach dual enrollment courses
- “Random acts of dual enrollment” that are not intentionally selected to align with academic or CTE pathways
- Challenges with sharing and analyzing intersegmental data to understand dual enrollment participation and outcomes by subgroups
- Approaching and engaging K-12 partners in the effort to expand dual enrollment to all (AB288)
- Support services must be accessible for DE students
- Robust online course offerings and related support for high school students
- Staff Development for teaching online
- AP vs Dual Enrollment opportunities for high school students
- Closely connecting dual enrollment with Guided Pathways
- Ensuring the Voices of Parents and Students are heard
- Recognizing the value of concurrent as well as dual enrollment
- Do we align Dual Enrollment with ADTs?

**APPENDIX AND RESOURCES CAN BE
FOUND AT [CVHEC.ORG/CVDEEP](https://cvhec.org/cvdeep)**



DUAL ENROLLMENT IN THE CENTRAL VALLEY
WORKING TOWARD A UNIFIED APPROACH FOR EQUITY AND PROSPERITY