



Bay Region Dual Enrollment Administrator Guidebook

(Updated May 2019)

OVERVIEW If you already know a bit about Dual Enrollment (Dual E), and even if you have a Dual E program in place, this guidebook is for you! The purpose of this guidebook is to help administrators and educators implement and improve their Dual E programs by documenting emerging and promising practices in challenging Dual E areas, including student safety net, professional development, data and administrative procedures.

Before reading this document, be sure that you have first reviewed the [California statewide Dual Enrollment Toolkit](#), developed by Career Ladders Project, which provides important legal guidance on Dual Enrollment.

**Bay Region Dual Enrollment
Community of Practice**

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Bay Region Dual Enrollment Exchange

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OVERVIEW & GOALS OF THE DUAL ENROLLMENT ADMINISTRATOR GUIDEBOOK

Since 2015, the practice of offering community colleges courses to high school students - Dual Enrollment (“Dual E”) - has increased substantially in the San Francisco Bay Area (“Bay Region”). In recent years, legislators in California have expanded options available for high schools and community colleges to offer dual enrollment courses, through legislation such as AB288, which permits offering closed college courses only to high school students. While these changes have offered new tools and avenues to the field for offering high school students access to college, the expansion of Dual E has also introduced administrative and compliance challenges.

Around the Bay Region, community colleges and their K12 partners are piloting and scaling dual enrollment programs. Institutions are moving at very different paces with respect to expanding Dual E and have designed their Dual E programs in distinct ways. In some places, such as the Oakland Unified School District and Peralta Community Colleges, administrators and faculty supported very rapid expansion in Dual E, and in just a few years, their Dual E program has scaled to serve hundreds of students. In other places, colleges and K12 partners started with a handful of Dual E courses, to prototype processes before scaling. Still others held off on developing any formal programs until best practices for Dual E are more established.

To support sites with development of their programs, create a space to share emerging practices and to collectively troubleshoot, administrators from colleges and K12 districts around the region began coming together in 2016 through the *Bay Region Dual Enrollment Exchange* (“Dual E Exchange”).

In 2017, *Dual E Exchange* participants indicated the need to create a more robust record of how sites around the region and state designed Dual E programs, to help identify promising practices and learn from peers in the field. While there are a number of excellent toolkits and papers written to help practitioners navigate legal issues related to Dual E and understand the impact of successful Dual E programs for students, *Dual E Exchange* participants identified a gap around the detailed “How-to” of designing and scaling these programs. The Dual Enrollment Administrator Guidebook seeks to address this need by aggregating resources, highlighting promising practices and sharing more detailed descriptions of “how” sites in the field have approached designing and scaling their Dual E programs.

GOALS OF THE BAY REGION DUAL ENROLLMENT ADMINISTRATOR GUIDEBOOK

Document how colleges/districts have approached key challenges with Dual Enrollment

Analyze and detail emerging promising practices in the field in priority areas

Aggregate local tools and resources to help sites not reinvent the wheel on common tools

In particular, the *Dual E Exchange* identified several areas of ongoing challenge (as well as local innovation) for specific attention. Key questions they sought to explore more deeply include:



How do we efficiently and effectively manage administrative processes and workload associated with implementing ongoing Dual E programs? (Approaches detailed in: [Administrative Procedures](#))



How do we ensure that students benefit from early access to college coursework, and are not disadvantaged by it? (Approaches detailed in: [Student Safety Net](#))



How do we support faculty and teachers to ensure positive experiences for both educators and students? (Approaches detailed in: [Professional Development & Pedagogy for Educators](#))



How do we assess impact and effectiveness of Dual E programs for students? (Approaches detailed in: [Data Collection & Use](#))

In addition, the *Exchange* specified criteria for what constituted a “promising” practice. These criteria are referenced throughout the guidebook, and are listed as follows:

- Supports student success and effective instruction
- Promotes equity and access to college credit
- Supports teachers and faculty
- Legal
- Scalable (reaches a lot of students)
- Sustainable (costs are not prohibitive)

To compile the practices and resources highlighted in this Guidebook, the Bay Region’s K14 Technical Assistance Provider team reviewed existing literature and interviewed subject matter experts and practitioners around the state and region. Many thanks again to the leaders in the field who shared their perspectives.

This is a living document which will be updated as edits and new resources are introduced. If you have changes/suggestions, please email Sharon Turner (turnersharon@fhda.edu).

Please email Sharon to join the Dual E Exchange in the Bay Region.

GLOSSARY OF EARLY COLLEGE CREDIT TERMS

AB288¹ - Assembly Bill 288 (2015) authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The bill authorizes specified high school pupils to enroll in up to 15 units per term if those units are required for these pupils' partnership programs and specified conditions are satisfied, and would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements.

AB30² - Assembly Bill 30 (2019) extends AB 288 and changes the process (voting at one meeting, special admits don't need to reapply, moves chancellor reporting up and sets a 5 year reporting cycle, makes the Sec 2k certification "a plan")/ requires "plan" vs "certification". Date on summary reports updated; in effect until 2027.

College and Career Access Partnership (CCAP) Agreements³ - An agreement or contract between a community college and K12 school district that documents how the partners will provide college and career pathways to students for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. A participating community college district may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement. The required contents of these agreements are identified in the law and in guidelines.⁴

Concurrent Enrollment - Across California, the terms dual enrollment and concurrent enrollment are often used interchangeably. This usage is technically accurate, but from this point forward, dual enrollment will be the preferred term. Students referred to as dual enrollment or concurrent enrollment students are all considered "special admit" students. Note, the term "concurrent enrollment" is not found in California Education Code (see California Community Colleges Chancellor's Office's March 11, 2016 Legal Opinion 16-02, page 1).

Dual Enrollment (Dual E) to interested college administrators, faculty and staff - The enrollment of a K12 school district student part-time in a community college. The [Career Ladders Project DE Toolkit](#) is a resource for secondary and community college partners that describes promising practices related to providing historically underrepresented high school students with opportunities to earn college credits at California Community Colleges (CCC) while they complete the requirements for their high school diplomas. The intent is to provide specific, concrete

¹ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB288

²

³ http://extranet.cccco.edu/Portals/1/AA/MCHS/Dual%20Enrollment/AB_288_College_and_Career_Access_Pathways_Apportionment_Eligibility_Guidelines_3-11-16.pdf

⁴ http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=76004.&lawCode=EDC

guidance and evidence who are planning to build partnerships with K12 districts to support dual enrollment efforts on their campuses and/or within their districts.⁵

Types of Dual Enrollment can be found in Table 1 of Dr. Rogéair Purnell's [Dual Enrollment Guidebook](#).⁶

Early College - 11302 - The Legislature finds and declares that early college high schools are innovative partnerships between charter or non-charter public secondary schools and a local community college, the California State University, or the University of California that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. Early college high schools are small, autonomous schools that blend high school and college into a coherent educational program. In early college high schools, pupils begin taking college courses as soon as they demonstrate readiness. The college credit earned may be applied toward completing an associate or bachelor's degree, transfer to a four-year university, or obtaining a skills certificate.⁷

High School Articulation - An articulated high school course is a high school course or courses that the faculty in the discipline have determined to be comparable to a specific community college course. This is NOT a form of dual enrollment, though it is a form of early college credit often available to high school students. Additional information about articulations may be found in the [Bay Region Guide: High School to Community College Course Articulation](#). Students who have taken an articulated high school course may be able to earn college credit by choosing to participate in a credit by examination (CBE) process. Specific credit by examination processes vary by institution.⁸ To see examples of high school articulation templates from various schools and career disciplines in California visit <http://www.statewidepathways.org/showtemplates.php?careerpathid=0&go=Show+Template+List#selector>.

Memorandum of Understanding (MOU) - Contract between two entities defining terms of an agreement. In the Dual Enrollment context, many non-AB288 Dual E agreements are codified through MOUs.

Middle College - 11300 - (a) The Legislature finds and declares that middle college high schools have proven to be a highly effective collaborative effort between local school districts and community colleges. The goal of the middle college high school is to select at-risk high school students who are performing below their academic potential and place them in an alternative high school located on a community college campus in order to reduce the likelihood that they will drop out of school before graduation.⁹

⁵ <http://www.careerladdersproject.org/areas-of-focus/pathways/cccode/>

⁶ Purnell, R. (2014). A guide to launching and expanding dual enrollment programs for historically underserved students in California. Berkeley, CA: Research and Planning Group for California Community Colleges in collaboration with the California Community Colleges Chancellor's Office and the San Joaquin Delta Community College District, Stockton, CA.

⁷ <http://ccemc.org/definitions-and-terms/>

⁸ <http://www.statewidepathways.org/showtemplates.php>

⁹ <http://ccemc.org/definitions-and-terms/>

ADMINISTRATIVE PROCEDURES - IMPLEMENTING THE BASICS

This section focuses on considerations/tools for implementing the basic aspects of a Dual E program, and draws from many excellent existing resources, including the [statewide Dual Enrollment Toolkit](#), prepared by Career Ladders Project. It references experiences and tactics from practitioners in the region and state, with a focus on practices that facilitate strong partnerships between K12 and community college (as well as between administration and with faculty/teachers) and reduce administrative burden, while staying legal. While the approaches shared here are not comprehensive, they reflect the range in practice occurring, as well as illustrate some of the tradeoffs in choices. Deeper dives on student safety net considerations, professional development and data are covered in subsequent sections.

- [Developing Partnerships between Colleges & K12 - Early Conversations](#)
- [Identifying Dual E Courses](#)
- [Identifying Dual E Educators](#)
- [Determine type of Dual E Agreement to Pursue](#)
- [Paying for Dual E](#)
- [Wrangling Instructional Minutes](#)
- [Administration of Enrolling Students in College \(& Parent Permission forms\)](#)
- [Staffing Structures - Supporting Dual Enrollment & Student Success](#)
- [Substitute Teachers](#)
- [Discipline](#)
- [Financial Aid](#)

DEVELOPING PARTNERSHIPS BETWEEN COLLEGES & K12 - EARLY CONVERSATIONS

Partnership between K12 and community college leaders is critical for success in starting and scaling a Dual E program. In general, practitioners recommend looping in senior leadership early to secure support, as Dual E agreements often must be approved by governing boards (definitely AB288 College and Career Access Partnership Agreements (CCAPs), and often non-AB288 MOUs), and will likely require staffing commitments. In addition, engaging both K12 and community college educator unions, and emphasizing the value of Dual E to students is important for moving forward. Finally, individual schools will need to be identified and prepared for starting or expanding Dual E offerings¹⁰. The Community College Research Center, Teachers College of Columbia University, provides eight stages of [guiding questions](#)¹¹ for administrators before they begin dual enrollment. The use of the guiding questions resource is recommended for anyone working to implement dual enrollment programs.

Below are some key points from Dr. Lauren Wintermeyer Ramirez about kicking off a Dual E collaboration.

- **Who should be involved in an initial meeting on Dual E between Colleges and K12?**
 - From the High School:
 - District superintendent, and/or site principals, depending on the size of the district, and the local approach (some districts start Dual E in one school, and in others they start with one

¹⁰ <https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/2884/Form%20A%20Program%20Summary.pdf>

¹¹ <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-guiding-questions.pdf>

course across all schools). A district may delegate an Assistant Superintendent or other administrative leader.

From College:

- Senior leadership from the college and/or college district (such as President, VP of Student Affairs or delegate from the college, and/or Vice Chancellor or delegate from the college district). Because many departments are involved in implementing Dual E, including Human Resources, Payroll, Admissions and Records, Outreach, Student Services, in addition to Academic Divisions, it is helpful for senior leaders to be involved at the get-go.
- If none of those administrators has worked on a Dual E program before, it may be helpful to have a facilitator.
- The point of contact for the college and the high school district if already identified and the high school program counselor(s) if they are already established and identified.
- **What is the goal of the first conversation?**
 - First conversations are intended to explore the collaboration, and create an informal agreement that Dual Enrollment is something both the K12 and community college want to do, and are willing to commit resources and personnel to implement.
 - Especially for Dual E programs at scale, staffing is required, due to the level of detail entailed.
- **What are the first questions that need to be addressed?**
 - Who is going to take the lead from each side (college and K12)?
 - What personnel can be dedicated to this?
 - What afterschool/community-based supports might exist to support students in Dual E?
 - Are we hoping to do Dual E the historical way (non-AB288), through a CCAP, or both? Both scenarios require MOU drafting and board approval. Who will take lead on drafting the agreement?¹²
 - Begin to discuss - how will we identify which Dual E courses to offer?
- **What are the next steps for College and K12 partners after this meeting?**
 - Connect with educator bargaining units/Academic Senate leadership to discuss/surface and address any concerns. Jump to [Common Union Concerns](#)
 - On the college side: establish roles and responsibilities for key tasks (in collaboration with department leads, such as Chair/Dean for Academic Discipline, Admissions and Records, Counseling), including tasks such as overseeing enrollment, outreaching at campuses, collecting paperwork, structuring meetings with academic departments/faculty, etc. Jump to [Dual E Personnel](#)
 - On the high school side: establish roles and responsibilities for key tasks, such as counseling/student support, transcribing grades, etc.
 - Decide which MOUs/CCAPs need to be created, and define a timeline to take to Board for approval.
 - Begin to define criteria required for student participation in a Dual Enrollment program or course, such as a minimum GPA requirement, etc.
 - Making sure this is very intentional - AB288 and non-AB288
 - Level of English, Transcripts
 - GPA
 - Math scores (depending on the class)
 - Making sure if more inclusive class, establishing supports in place
 - Equitable for students
 - Move towards a formal partnership, MOU, or contract¹³

¹² Sample CCAP and non-AB 288 language in Appendix A

¹³http://extranet.cccco.edu/Portals/1/AA/MCHS/Dual%20Enrollment/AB_288_College_and_Career_Access_Pathways_Apportionment_Eligibility_Guidelines_3-11-16.pdf

IDENTIFYING DUAL ENROLLMENT COURSES

It is important that Dual Enrollment courses are identified collaboratively between the K12 district/high school and Community College. Partners frequently must revisit the list of courses that they offer for Dual Enrollment based on interest and approval at both institutions, educator availability, student/parent interest and room in the master schedules. Involving Counseling in the course selection process will encourage developmentally appropriate course selections and the provision of adequate supports.

Colleges and K12 partners that have been successful in moving forward with Dual E have emphasized the common goals shared by both systems for these Dual E courses.

Is there need in the labor market for the career? Are particular communities underrepresented in the field?

Is there interest from students, parents, and schools in pursuing the career pathway?

Is there need for the course to assist students in advancing to college?

Are students first generation college students? Are students middle grade earners?

A few identification mechanisms are below:

- **Collectively identifying gaps/opportunities for early college credit within Career Pathway maps.** Leveraging career pathway mapping sessions or existing pathway maps, educators from both K12 and college can identify key courses that make sense to offer in the context of the career pathway course sequence. In some cases this might entail converting a currently articulated course to Dual Enrollment.
 - A sample Career Pathway map, with Dual Enrollment offerings identified, is here: [Contra Costa College-Public Safety Pathways](#).
 - **Los Medanos College (LMC)** is working towards this practice. "We receive different requests for course offerings, and we are trying to make sure we are building our pathways and partnering strategically, though we are often constrained by who is available to teach the class. Long-term we would like to have a proactive planning process, alongside ongoing communication with principals...and have an overarching framework." Read more about [LMC's course identification approach](#).

[Career Pathways Mapping Toolkit](#) is a resource created by the Career Ladders Project for exploring career mapping.

- **Collectively identifying key gaps around innovative general education.**
 - For example, **Fremont Union High School District (FUHSD)** has integrated a Dual Enrollment innovative remedial math course to support students that failed Algebra 2. "Students try something completely different instead of just retaking the Algebra 2 class they just failed." Performance in the Dual E math course has been better than for Algebra 2 in prior semesters, and it has encouraged a mentality of perseverance among students.
- **Interest-based requests from High Schools, with College Approval.**

- **Foothill College** created a google form to standardize the requests from college faculty, high schools, or other departments. [The form](#) asks the requester to think upfront about the student population being served by the course(s), funding, scheduling, etc.
- Santa Rosa Jr. College (SRJC) created [this form](#) for high schools to request courses.
- **Oakland Unified School District (OUSD)** developed a course request form through which high schools could request Dual Enrollment courses. "I facilitated meetings and conversations with school leaders about the different types of courses where we discuss: how the course(s) align with the school's mission and pathways they want to create; how the school can leverage DE with their students and school. Over time, the requests became more tightly aligned to pathways. By spring 2017 we developed robust relationships with faculty in departments at Peralta (Community College District) and hit a stabilization point with deans and others at Peralta that we were able to get most of the courses that were requested.... And those courses are again more tightly aligned with CTE pathways."
- **Surveying students/parents.**
 - **Fremont Union High School District** [created a survey](#) for students to better understand what careers and courses students are interested in and offer classes based on results.
- **Identifying how courses align in a pathway.**
 - **Cabrillo College** created [this checklist](#) for every course adopted in order to create a centralized understanding the requirements and supports of individual courses.
- **Identifying high school educators who meet college minimum qualifications, and starting there.** While it is generally not a good practice to offer a course for Dual Enrollment credit only because it is convenient/simple to do so (absent connection to a pathway, or a needed gap), in some cases colleges and K12 partners take this approach to start up/pilot a dual enrollment program.

Lastly, in the case of an AB288 Dual Enrollment approach, to be in compliance be sure to check that the college course is not oversubscribed or has a waiting list. [Career Ladders offers some ideas on this scenario in the FAQs](#) (pg 13)

IDENTIFYING DUAL E EDUCATORS

A key challenge for Dual E programs is identifying qualified educators to teach the courses. There are a few components of this challenge:

- **Any educator teaching a community college-level course must meet community college Minimum Qualifications**, which vary by discipline and involve a post-secondary credential (e.g. master's degree) and/or experience.¹⁴ For career education programs, minimum qualifications are often an associate's degree and 6 years of related industry experience, or a bachelor's degree and 2 years of related industry experience". High school teachers / administrators might not be aware of these requirements. These qualifications often differ from K12 credentialing requirements. *Minimum qualification requirements for courses are indicated in the [Minimum Qualifications Report](#)*¹⁵ and may change or be updated annually.
- **Any educator teaching a dual enrollment course for dual credit (both high school and college credit) must have a K12 teaching credential.** A CTE credential authorizes teaching a CTE course, even if it is also in the academic core (fulfills a graduation or college entrance requirement). A preliminary [CTE credential](#) requires three years of industry experience and a high school diploma, and can be cleared by completing a personalized program of

¹⁴ <http://www.asccc.org/sites/default/files/2014MinimumQualifications.pdf>

¹⁵ <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>

study of up to nine units and two years of teaching within three years. To teach a non-CTE course in an academic subject in middle or high school, a single subject credential is required. Secondary teachers must earn a bachelor's degree, complete a teacher preparation program, and prove competency in at least one teachable subject area. Specific subject matter competence is tested through the content tests of the California Subject Examinations for Teachers (CSET).¹⁶

- ***Educator unions on the K12 or the community colleges side sometimes express concerns*** about job security, seniority and voting rights. These negotiations can stymie securing qualified educators to teach (be they existing college faculty, existing high school teachers, or someone new).
- ***Scheduling*** (particularly college faculty) during the high school bell schedule, which culturally is quite different than the college context.

While finding an instructor to teach in Dual E can be challenging, it can be even harder to build a sustainable pathway.

There are many considerations for identifying an instructor including a desire to teach high school students, meeting minimum qualifications¹⁷, and flexibility for a new experience. Many colleges and high schools offer courses based on the instructors available, and have to consider sustainability if that instructor is no longer able to teach the course. Academic department chairs work with administrators to staff the classes. High school teachers may have master's degrees in biology, math, English, history, and other basic core subjects and can be recruited. For CTE courses, the requirements can be a master's degree or equivalent of 5 years experience. CTE equivalency is one great way to expand the pool of people who meet minimum qualifications.

The Bay Area Teacher Preparation Pipeline Regional Joint Venture and California Centers of Excellence have published an important resource to help increase the pool of qualified educators. The [Bay Region 2019 Teacher Occupations Sector Brochure](#) provides a regional model to recruit, train and support Early Childhood Education (ECE), Transitional Kindergarten (TK) – 12 classroom teachers and community college educators throughout the region.

There are a few additional approaches sites have taken to identify Dual E educators, in light of these challenges. In general, all of these approaches are taken in consultation and with the support of the faculty or teacher unions, as union support is critical for any hiring of educators required. Early and frequent consultation with bargaining units is essential for success.



Inventoried K12 teachers and college faculty to identify “unicorns” that meet minimum qualifications and also have K12 teaching credentials.



Hiring existing K12 teachers at the partner districts that meet minimum qualifications as adjunct faculty (with the guidance and support of the discipline dean and Academic Senate). In some cases, the existing high school teachers are hired by the college.



Hiring new college faculty who are willing to offer classes on the high school campus and/or during the high school day.

¹⁶ <https://www.teachercertificationdegrees.com/certification/california/>

¹⁷ http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/



Adjusting timing of courses to accommodate schedules of existing faculty, to enable successful recruitment to teach.

To build a long-term, sustainable pathway, courses need to be systematically supported rather than using the common short-term strategy of building up a program around one interested teacher or professor. Pathways should be built to survive teacher and professor turnover. Read more about [Los Medanos College’s comments on sustainability and identifying Dual E educators](#).

Unions & Common Concerns

Throughout the process of developing a Dual Enrollment program (especially identifying and recruiting instructors), keeping the unions apprised from the outset and at all times is necessary. It is important to prepare with plenty of time, expecting that additional concerns will be raised and time will be needed to resolve them. Every site is different, and local concerns will vary. Below are a few common concerns.

UNIONS: COMMON CONCERNS AND APPROACHES TO CHALLENGES

Faculty Load at College	<p>From Career Ladders Project’s Dual E Toolkit: “If a community college instructor teaches the course for college credit, then the course should count as a part of his/her overall teaching load. For part-time faculty, the teaching load is limited to 67% of the hours per week considered a full-time assignment. Local collective bargaining agreements should be consulted.”</p> <p>If the teacher is high school based/paid, it doesn't impact the load of college faculty. If college faculty are amenable and funding is available for them to teach at the high school, it would be a regular part of their load (just an off-campus location).</p>
Seniority Rights	<p>MOUs can be developed to be clear that high school/K-12 District-paid faculty do not have seniority or bargaining rights.</p>
Evaluation	<p>At SBCC, adjuncts (even those coded as "non-pay" and w/out bargaining rights) were evaluated on the regular schedule of all faculty.</p>
Scheduling	<p>Ed code stipulates how scheduling must be done and that Dual E sections must be "advertised" 30-days prior to the start of term. At SBCC, the Dual E office monitored enrollment and notified general students of the course location, plus a Banner alert to indicate that Dual E sections at high schools were "off campus". SBCC scheduled sections according to the class periods of the high school, making sure to meet the hour requirements for units set by Ed Code.</p>
Displacement	<p>Could be outlined in the MOU to be certain that college faculty would not be displaced by high school faculty. The unions would want to develop language so that all parties felt secure.</p>
Hiring HS Teachers as CC Employees	<p>add copy here</p>

DETERMINE TYPE OF DUAL ENROLLMENT TO PURSUE (NON-AB288 OR AB288)

Extensive resources exist on types of Dual Enrollment and associated legal requirements, including AB288 CCAP (which allows for classrooms to be closed to the public, though entails specific reporting, administrative and recruitment requirements), or non-AB288 dual enrollment in various forms. Community colleges and K12 partners in the Bay Region are actively implementing both kinds of agreements, based on local context. The [California Dual Enrollment Toolkit](#) developed by Career Ladders Project in 2016 details the differences in the two approaches, including a [summary table](#) or [more thorough comparison with Ed Code references](#).¹⁸

Additional specifics about agreement language and key components are below:

Career Ladders Project's AB288 College and Career Access Pathway (CCAP) Partnership Agreement Framework guidance [here](#).

Example CCAP agreements provided by practitioners in the state are available [here](#).*

- Cabrillo College created a [CCAP planning matrix](#) with the intention that the CCAP is a regularly updated, living document where questions, resources and decisions will be documented.
- LMC created a [CCAP Dual Enrollment Decision Making Matrix](#) to help determine next steps to move CCAP forward.

Example Non-CCAP agreements, including sample non-AB288 MOUs and Instructional Services Agreements provided by practitioners in the state are available [here](#).*

**Please note that while these example documents can serve as a reference, it is critical that your and your partners' local legal teams are involved in the development of local CCAPs and MOUs.*

PAYING FOR DUAL ENROLLMENT

The main goal of Dual Enrollment is to promote students' success. As the Career Ladders Project Toolkit states, "Dual enrollment is best seen as a student success strategy, not an enrollment management strategy."¹⁹ While it is possible for colleges to benefit financially from Dual E as an enrollment management strategy, a lot of intention is required to simultaneously institute safeguards for students and maintain a financially sustainable Dual E Program. Dual E requires administrative coordination/support, student enrollment, student supports and course materials. Many financial factors must be considered when establishing a Dual E program. Below are a few key sources/considerations around paying for Dual Enrollment.

Apportionment Collection Guidelines

Two resources from Career Ladders Project's toolkit are important to review to be sure your Dual E program is in compliance with apportionment collection requirements. Dual E courses cannot claim Average Daily Attendance and FTES for the same instructional minutes.

- [AB 288 \(Dual Enrollment\) College and Career Access Pathways \(CCAP\) Partnership Agreement Guidelines for Apportionment Eligibility](#)

¹⁸ <http://www.careerladdersproject.org/wp-content/uploads/2015/12/AgreementsComparisonTable-DETOOLS.pdf>

¹⁹ Career Ladders Project FAQs page 26.

<http://www.careerladdersproject.org/wp-content/uploads/2015/12/FAQ-DETOOLS-1.23.2017.pdf>

- [Interview with Wendi McCaskill at the California Department of Education](#)

Break-Even Enrollment Levels & Recruitment

For colleges to establish sustainable Dual E programs, it is financially (and in some case contractually) important that student enrollment meets class size minimums. Dual E programs cite the following tactics to support this goal:

- *Offering courses where there is need and interest* (see [Identifying Dual E Courses](#)), especially by embedding the course into a career pathway or academy (read about [Foothill's Health courses](#)), or for graduation requirement classes (such as College/Career Exploration class - read more about [Bakersfield Community College District's Experience](#)).
- *Setting clear expectations on minimum thresholds for enrollment.* If the school does not meet the minimum threshold the college will not offer the class. Los Medanos College has defined enrollment minimum thresholds with partner high schools, though the minimum threshold is generally below their breakeven enrollment levels for the courses. Strategically they believe that the value of Dual E for longer term enrollment can outweigh short term loss - especially since the loss will be contained by the minimum threshold. [Read more about LMC's approach.](#)
- *Partnering on creative recruiting solutions* (between the college and the high school) to fill classes once they surpass the minimum threshold.
- *Ongoing tracking of finances* to ensure Dual E can continue to be offered, and scaled.

Funding Sources

Colleges and districts have relied upon various sources of short term funds to reinforce Dual E programs, including funding of staff managing Dual E programs, counseling supports and/or course materials. Funding examples include:

Grant Funds



Strong Workforce Program²⁰ is an annual recurring investment of \$200 million for California's career technical education (CTE). Investments are intended to target student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding for CTE.²¹



K12 Strong Workforce Program²² is a partnership between the The California Community Colleges Chancellor's Office and the California Department of Education (CDE) to establish the kindergarten through 12th grade component of the Strong Workforce Program appropriating \$150,000,000 in annual ongoing career education funding to strengthen the pathways for students from secondary to post-secondary education.



California Career Technical Education Incentive Grant (CTEIG)²³ encourages the development of new career education offerings.



Perkins CTE Grant²⁴ awards are allocated through a federal act established to improve career technical education programs, integrate academic and career technical instruction, serve special populations, and meet gender equity needs. These awards fund new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school local control funding formula (LCFF) pursuant to California Education Code Section 42238.02.

²⁰ <https://www.nationalskillscoalition.org/news/blog/california-appropriates-200-million-for-a-strong-workforce>

²¹ <http://doingwhatmatters.cccco.edu/StrongWorkforce/Overview.aspx>

²² <https://doingwhatmatters.cccco.edu/StrongWorkforce/K12SWPOverview.aspx>

²³ <https://www.cde.ca.gov/fg/fo/r17/cteig15ins.asp>

²⁴ <https://www.cde.ca.gov/ci/ct/pk/>



California Career Pathways Trust²⁵ (CCPT), legislative budget allocated for one-time competitive state grants made available to school districts, county superintendents of schools, direct-funded charter schools, and community colleges for the purpose of establishing or expanding career pathway programs in grades nine through fourteen (community college). *These funds sunset in 2017-2019.*

Institutional funds



K12 Side: Local Control Funding Formula allocated through LCAPs



Community College Side: FTES, collected in compliance with regulation

WRANGLING SCHEDULING & INSTRUCTIONAL MINUTES

Instructional minutes are an essential component of any Dual E program. Great resources exist in the statewide Dual Enrollment toolkit on rules for calculating instructional minutes in compliance with Carnegie rules²⁶, and ensuring that no overlap occurs between the K12s' Average Daily Attendance (ADA) and Colleges' Full Time Equivalent Students (FTES) measures. Because there exist numerous legal guides on this issue, this subsection focuses on tools and tips from the field to support calculation of instructional minutes and scheduling.

TOOLS

OUSD [quick facts sheet](#)²⁷ includes the school year timeline and key dates for both the district and college schedule and gives reminders about what schools can and cannot do regarding dual enrollment. The form refers to a step-by-step guide to Dual E, the district's [Form C](#)²⁸. Finally, OUSD has a college [instructor handbook](#)²⁹ that includes a table for comparing the OUSD and Peralta colleges calendar.

Santa Barbara CC's instructor [handbook](#)³⁰ covers:

- Adjunct faculty responsibilities such as hiring, working on a high school campus, discipline, compensation, MOU for stipends, and handling of absences and substitutes;
- Course requirements such as instructional responsibilities, purchasing textbooks, assessments and application processes;
- How to manage rosters and grade reporting and navigate the online platform;

²⁵ <https://www.cde.ca.gov/ci/ct/pt/>

²⁶ http://www.careerladdersproject.org/wp-content/uploads/2015/12/FC1_Wendi-McCaskill_Interview_DETTOOLS.pdf

²⁷ <http://web.peralta.edu/dualenrollment/files/2016/03/Quick-Facts-Final-2015-v2.pdf>

²⁸

<https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/2884/Form%20C%20Step%20by%20Step%20Guide%20Final.pdf>

²⁹ https://drive.google.com/file/d/0B5elh0_T4CyXMDRGcHsWnRRLUk/view

³⁰ https://www.sbccc.edu/dualenrollment/files/Instructor%20Handbook_Dec%202012.pdf

- The Dual E process chart, new course requests, and frequently asked questions cover evaluations, class size, and more.

[Example Bell Schedule/minutes estimation tool](#), from **Contra Costa College**.

TIPS

Begin wrangling more than a year in advance.

- According to CLP’s Naomi Castro, “High schools often do not create a master schedule until much later than colleges. Colleges make schedules sometimes a year and a half ahead of time. If the partnership is scheduling a class, and wants to claim apportionment for that class, they have to shift their mindset a little bit. The college has to figure out how to schedule that course in a way that adheres to their parameters and meets the needs of the HS. If the HS has 50 minute classes, that often does not work. Colleges are beholden to Carnegie units. Instructional time parameters for colleges courses may not align with high schools.”
- Sample planning resources: [Bay Area Exchange Draft Dual E Planning Calendar](#)

Document bell schedule at high schools. Document known events / days off.

- High schools have a different scheduling context than colleges, with events like rallies, speaker series, staff development days, state mandated testing (e.g. PSAT, SBAC, AP), holidays, and other special days planned into the calendar. It is important to review and document these, and include them in calculations in advance, to ensure sufficient instructional time.

Explore lower unit course options. Legally, colleges are required to comply with Carnegie rules for instruction time, which can be challenging to fit within the bell schedule.

- 1.5 Unit Courses - Naomi Castro: “I was at a college that had a 3 unit courses taught on a college campus. Because we wanted to adhere to Carnegie rules we rewrote the courses to be two 1.5 unit courses to fit into the HS schedule. We had Engineering Tech 10 (3 units) then created 10a and 10b (1.5 units each) and one was offered in the fall and one was in the spring. Suddenly, we could fit things into the amount of time the HS had. They also had late start classes and had some flexibility about the start date.”
- .5 Unit Courses - For example, **CCSF** approached this challenge by pursuing a half-unit course, nested within another high school course. “It can be difficult to find the perfect course pairing within the confines of the bell schedule, the correct number of hours for credit, etc. One of the things we are exploring right now is a half credit per semester course. One of the faculty in the department is exploring doing a half unit course that can fit in and meet some of the Next Generation Science Standards (NGSS) standards within the HS. That half unit course within the larger biology course would be one college credit or module within the year-long HS program. SF Unified and this faculty member came up with the plan so now they are meeting with the chair of the department and going through the planning process to set up the course.”

Leverage mismatches in instructional time with supplemental instruction or other low-unit courses.

- **Foothill College** - “We stay close to the college schedule but that doesn’t always work out. We are on a quarter schedule and high schools are on semester schedule. It can be tricky stretching a quarter course across a semester or cutting the semester short at the HS, so we implement 3-course sequence classes. School starts August 14th at the high school, but September 25th for college. So, we pick a 1 unit course for the 14th-25th, then they take the quarter course from September through December, then they start a new course

in January. Sometimes the sequence ends early in March or an additional course is considered to meet the high school's end date. It is always a back and forth discussion and flexibility is key."

- Naomi Castro: "Hopefully The college can be flexible with start dates. Quite often college terms start after the HS semester. There are really helpful things that could be done with that extra time; maybe it is a financial aid workshop or "getting ready for college" workshop taught by the HS instructor or something to get ready for the course."

Textbooks and Materials

Textbooks for the course are the financial responsibility of K12 schools, however free and reduced-lunch student textbook fees are required to be paid by the college. Enrollment data has to be shared for the purpose of coordinating costs and payments. To reduce the ongoing costs of textbook and materials for each course, districts either loan the books to students or buy back the textbooks from students. Additionally, some courses rely entirely on online materials for the course. This can reduce the cost of textbook purchasing, but may have other material costs associated with any necessary printing or computer access use. Additional information on [Open Education Resources \(OERs\)](#) can be found here. Materials such as calculators, which can be expensive, are often purchased and loaned to the students until the course is over.

- Rent a book - Chabot College
- **DVC San Ramon** shared, "Currently, the school district pays for textbooks, which can be very expensive. To minimize costs we are drafting text in an MOU which will state that the instructors in the program will use the online text materials and/or same books used in the program during the previous years for courses, whenever possible, to reduce or eliminate the costs to the school district. We are also working with our foundation for support."
- **OUSD's** Student Handbook states, "TEXTBOOKS: The school will provide you with your textbook(s) for the course. Please note this textbook is the school's property so you must return it at the end of the semester. For this reason, try to refrain from writing (or damaging) the book. Use post-it notes and highlighters so you can 'talk-to-the-text' in your book."

ADMINISTRATION OF ENROLLING STUDENTS IN COLLEGE (& PARENT PERMISSION FORMS)

Enrollment paperwork and processes are an administrative burden for both systems. In most places, students are required to apply to college and submit parent/guardian permission forms each semester, though this creates a barrier for students with less access to parents/guardians. This also creates a mass of forms and processes that must be established.

The following are a few suggestions to manage the large amount of logistics related to Dual E implementation:

- **Peralta CCD and OUSD** created [a form](#) which allows for the parent to sign one-time for all the years the student is enrolled in high school. The high school district and college then communicate back and forth with the college using google-based tools.

SPOTLIGHT: Oakland Unified Administrative Innovation: "Dual Enrollment Universal Form"

To cut down on administrative requirements, Oakland Unified and Peralta Community College District have modified their special admit enrollment process. Rather than asking for parental consent and permission every semester, they've shifted to a one-time permission. The form they use for this - the [OUSD/Peralta "High School Dual Enrollment Universal Form"](#) is available here. [Read more](#)

- LMC created [a form](#) for students and parents to sign which outlines enrollment procedures and expectations.
- [Dualenroll.com](#) is a cloud-based software which helps streamline the paperwork process between high schools and community colleges.

[from Leslie Hsu from OUSD about the process to develop the Universal Form.](#)

STAFFING STRUCTURE - SUPPORTING DUAL ENROLLMENT STUDENTS

Having staff in place on both the K12 and College side is essential to making Dual E manageable and sustainable. The Dual E staff are responsible for coordinating MOUs, enrolling students, coordinating instructors, and being the point of contact to troubleshoot any obstacles during course implementation.

There are few common kinds of staffing structures related to Dual E programs.

- **Designated Main Points of Contact.** Where programs are relatively small and/or starting up (serve only a class or two of students per year), the college and high school often designate a main point of contact. On the K12 side, that might be a Vice Principal, a district-level Pathways or Career Education administrator, or a Teacher on Special Assignment (TSA). On the college side, under this model, the contact is usually a Dean or Workforce/Student Services program director, with support from a staff person.
- **Dedicated Staff.** Where there are multiple courses/sections offered, very quickly it can become helpful to designate specific, dedicated staff to Dual Enrollment, as there are high levels of logistical requirements for offering these courses. These roles may take several forms.

On the college side, in the Bay Region there has been an increase in the frequency of a “Dual Enrollment Coordinator” or “High School Liaison” role, which focuses on the logistics and transactional implementation of Dual E, and often includes an outreach component. These coordinators tend to report to Workforce, Career Education or Student Services deans/directors.

Some examples of the job description of community college dual enrollment coordinator roles can be found [here](#).

At some colleges, additional supports to Dual E students are also provided by college counselors, outreach and/or Admissions and Records staff members, through a designated share of their responsibilities.

On the high school side, in the Bay Region there is a lot more variation.

Large, multi-high school districts tend to employ a district-level Dual E coordinator (who may or may not be fully dedicated to Dual Enrollment, based on the scale of Dual E). In these districts, there is typically also a main point of contact at local high schools, which could be a Principal, Vice Principal or Pathway Coach (where present).

Smaller districts or high schools may have a TSA or Vice Principal that formally designates a portion of their time to Dual E.

SUBSTITUTES

When identifying and recruiting instructors, procedures for identifying substitute instructors must also be treated thoroughly. A contingency plan is needed if a college instructor is not available or instructional minutes will be lost. The plan should cover calendar coordination between high school and college, high school events, rallies, emergency school closures, and instructor absences. Clear communication is needed regarding how many days an instructor can miss and the process for reporting and coordinating substitutes in the event of an absence with the principal and instructor supervisor.

Inevitably, instructors may miss a day due to illness, bereavement, emergencies, or important life events in a calendar year. It is important to design instructional minutes with this in mind, adding in flexibility. It is also necessary to have a substitute who meets the qualifications, to ensure instructional minutes are met. Substitutes must be approved for payment by the dean of the college. Cancelling class is not typically an appropriate option for high school students and coverage will be necessary. Colleges and K12 districts handle this in different ways so discussion prior to the start of the course is important.

CCSF'S COMMUNITY OF PRACTICE stays in contact through email. "The San Francisco Unified teachers are supporting faculty. For example, we had an instructor this week who was hospitalized. Because we had an email group we let SFU know and another instructor in the same discipline stepped up and was paid for the substitute teacher at the other school. There was no break for the HS students. Having open communication so there are no surprises is important. In college, you can post a notice on the door that says "No Class Today". That is not ideal for HS students. Instructors need open communication."

- OUSD's [college instructor](#) and [high school instructor](#) handbooks have resources for planning ahead for substitutes with the Teacher of Record and for notifying emergency contacts.
- SBCC's [instructor handbook](#) includes a form for notice of absence, cancellation of class or coverage by a qualified substitute and a form for pay for that substitute. The report form includes the number of total days and total hours of absence so that it will be clear if instructional minutes are in jeopardy.

DISCIPLINE

College and high school discipline and procedures differ, since students are developmentally different. The average age of a community college student is 29 years old, while the average age of a high school student enrolled in Dual E is 16 years old. Instructors working on a high school campus will need to establish clear expectations and become acquainted with the campus procedures for classroom level and school level emergencies, procedures for student illness in class, and appropriate discipline responses. **Most high schools have established school culture policies, classroom agreements, and chain of consequences that are clearly posted in rooms, halls, or common areas.** Instructors should be informed of these policies and should have contact information for emergencies and discipline supports.

For example, OUSD's college instructor handbook has a table to fill out the contact for discipline supports and general school contacts such as the nurse, dean, principle, and teacher of record.

FINANCIAL AID

The cost of post-secondary education can be a barrier for many students. Fees and other costs can further prohibit students from pursuing their education. Students and families need to know what financial aid is, the various types of

aid from grants, loans, work study, fee waivers and scholarships, how and when to apply, and the responsibilities associated with accepting financial aid. Peralta’s [Financial Aid Handbook](#)³¹ details this information for students and families.

Taking a dual enrollment course is free for high school students, but does impact their financial aid eligibility when they attend college. A student must avoid academic probation and understand the pace of progression. OUSD provides information on these subjects in their [Student Handbook](#)³².

STUDENT SAFETY NET

A key goal of dual enrollment is to encourage students to see themselves as college bound by helping them gain exposure to and be successful in early college credit courses. However, the desire for student success cannot be achieved by relaxing course rigor. It is essential to retain the college level of study in grading/course content, and to adhere to the Course Outline of Record (COR), to be in legal compliance.

As Dual Enrollment program designers, we have a responsibility to thoughtfully integrate access to supports to ensure that students of all backgrounds and abilities have the opportunity to be successful. At the same time, due to resource and capacity constraints, we are also challenged to optimize those supports.

There are a number of excellent resources that highlight ways to support all students in Dual Enrollment programs, including the following:

- [The Career Ladders Project Dual Enrollment Toolkit FAQ](#) pages 16-22, which includes a table of various types of student supports at the high school and college, including examples from around California.³³
- Dr. Rogéair Purnell’s [Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California](#)³⁴ page 10-11, which summarizes key supports.
- For more information on the rights of students with disabilities and transition to college, see this [resource](#) from the Office for Civil Rights.³⁵

In an ideal world, sites would integrate many dimensions of supports for dual enrollment students. The list below shares key supports identified by CLP and Purnell in the categories of Orientation, Instructional Support, Early Warning Systems, Counseling/Advising, Readiness Assessments and Transportation. While it is important to integrate supports within each of those categories, given the reality of resource and capacity constraints, we add recommendations for both “minimum” and “promising” approaches.

Dual E Student Support Strategies, Bay Area Recommendations, and Examples

	Description/Key Components	Recommended Practices	Bay Area Examples
ORIENTATIONS			

³¹ <http://web.peralta.edu/financial-aid/files/2014/10/2014-2015-Financial-Aid-Handbook-10.5.141.pdf>

³² https://drive.google.com/file/d/0B5elh0_T4CyXVXdzT3hScmVMTkU/view pages 6-8

³³ <http://www.careerladdersproject.org/wp-content/uploads/2015/12/FAQ-DETOOLS-1.23.2017.pdf>

³⁴ <https://www.asundergrad.pitt.edu/sites/default/files/DualEnrollmentGuideJune2014.pdf>

³⁵ <https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

Student Orientation	Session/course for students to set expectations and build community. Elements should include (among others): <ul style="list-style-type: none"> · What does it mean to be a college student? · What college resources does the student have access to? · What are the implications of failing a college course? · What does “college credit” mean? 	Minimum: Offer a student orientation for Dual Enrollment students at the high school or online to inform about college credit, set expectations, inform about resources available. Promising: Offer it on the college campus if resources permit, also offer sessions for parents if resources permit.	<ul style="list-style-type: none"> · <i>Foothill</i> offers an orientation workshop at the high school, including online resources and forms to help students walk through the online application process. · <i>Mission College</i> offers an orientation class for their Dual E program, hosted over 2.5 days at the Mission College campus Learn more Detail of these Approaches
Parent Orientation	Session for parents to set expectations. Elements should include: <ul style="list-style-type: none"> · Differences between high school and college (and associated role for parents/guardians, including FERPA) · Understanding paperwork/processes/financial aid/etc. 	CLP offers great specifics on on page 18 of the FAQs .	

ADDITIONAL INSTRUCTIONAL SUPPORT

Student Success/ Career Exploration Course	"Courses specifically designed to help students learn how to navigate college, hone study skills, manage their time, access available academic and financial resources, and explore career and educational options." ³⁶	Minimum: Refer to instructional support service on campus. Promising: Integrate at least some additional instructional support to students; Community College Research Center analysis suggests that integrated supports are more effective (and equitable) than individualized/limited interventions (e.g. tutoring). ³⁷	<ul style="list-style-type: none"> · <i>Canada College</i> offers a study skills course for Dual E students. Learn more Detail
Bridge Courses or "Boot Camps"	"Short-term courses usually offered before the start of the semester geared towards helping students improve their academic skills while acclimating students to the social aspects of being a college student, helping them navigate available resources, and introducing them to the pace of the work and the habits and behaviors necessary to be successful." ³⁸	Approaches vary based on capacity and local circumstances, and many different approaches are beneficial for students. Student learning assistants	

³⁶ Purnell, Rogaire. [Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California](#). RP Group. June 2014.

³⁷ Edwards Linsey, Katherine L. Hughes and Alan Weisberg “Different Approaches to Dual Enrollment: Understanding Program Features and Their Implications.” Community College Research Center. October 2011.

³⁸ Purnell (2014)

College & HS Instructor Collaboration	<p>While a resource intensive approach, some sites integrate both a college faculty member and a high school teacher into the Dual E classroom. The high school teacher serves as the high school teacher of record, takes roll call, supports pedagogically and can integrate more seamlessly into a supplemental instruction/support role. The college faculty member focuses on course content, instruction, and student evaluation.</p>	<p>can be particularly cost effective.</p> <p>Sites frequently leverage scheduling mis-matches between the college and high school schedule (e.g. different semester start dates, additional instructional time on the high school side) or advisory periods to reinforce skills and lessons.</p>	<ul style="list-style-type: none"> · <i>OUSD/Peralta</i> uses a faculty-teacher collaboration model in all Dual E classrooms. <p>Learn more Detail</p>
Supplemental Instruction or Labs	<p>Many Dual E programs are designed with embedded complementary instruction time to ensure students have sufficient exposure to course concepts and are learning how to study independently.</p>		<ul style="list-style-type: none"> · <i>DVC San Ramon</i> offers weekly session (45-90 minutes) with a Support Teacher. · <i>Mare Island Tech</i>, in their Summer Dual E, college professor teaches 3-4 hours in the morning; high school teacher supports in afternoon. · <i>Chabot</i> integrates student learning assistants into some courses. <p>Learn more Detail</p>

EARLY ALERT SYSTEMS

Early Warning/ Alert System	<p>Systematic mechanisms to inform students/other supports about progress and refer them to additional support is very important. According to CLP, these should include:</p> <ul style="list-style-type: none"> · Monitoring students' attendance · Monitoring academic progress · Providing additional personal and/or academic support and remediation throughout the term at points when students are struggling and not on track to complete courses successfully.³⁹ 	<p>Minimum: Clearly document and communicate college Drop/ Withdrawal deadlines, and supports available.</p> <p>Promising: Use technology to flag students that may be struggling academically or with attendance, and communicate between counseling /instruction for support.</p>	<ul style="list-style-type: none"> · <i>Foothill</i> sends reminders of drop dates to all students, and asks if students need support from counseling, tutoring, etc. · <i>Mare Island Tech</i> Dual E educators provide interim narrative progress reports, so students are apprised. · Per CLP - Some campuses use Starfish or other counseling tools to communicate across instruction and support. <p>Learn more Detail</p>
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COUNSELING/ADVISING

Academic Advisement/ Education Planning	<p>"Help students identify courses and educational pathways that are aligned with their interests and long term career and/or education goals, and provide information on</p>	<p>Minimum: Ensure high school counselors are aware of the course, to be</p>	<ul style="list-style-type: none"> · <i>Los Medanos College</i> has designated a high school/career pathway specific counselor to support Dual E (and other pathway) students.
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³⁹ Career Ladders Project. Dual Enrollment FAQs. 2016.

	the unique requirements and demands of college coursework." ⁴⁰	integrated into high school counseling.	· <i>Contra Costa College</i> assigns a designated college counselor to all Dual E students.
Personal Counseling	"Advisement and guidance that helps students address non-academic challenges that could interfere with their ability to focus on their academic pursuits." ⁴¹	Promising: Deep involvement in Dual E program of counseling on the college and high school sides, for education planning, ongoing student supports.	

STUDENT SUPPORT ASSET MAPPING & REFERRALS

Student Support Referrals	Student Support Referrals (to campus resources, such as tutoring or writing centers, counseling services, or to community-based organizations) are important ways to leverage support and meet the needs of a wide range of students.	<p>Minimum: Document supports and provide list of college and community resources to students.</p> <p>Promising: Actively refer students to these supports.</p>	<ul style="list-style-type: none"> ● OUSD's Student Handbook's final pages answer the questions "How do I get an A?" and "What do I do if I'm struggling?"⁴² Page 14 of their Teacher Liaison Handbook gives Student Support Suggestions. ● DVC San Ramon refers students to campus writing tutors trained in college-level writing. ● CCSF is working closely with SFUSD counselors to more effectively support students with IEPs. Learn more Detail
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READINESS ASSESSMENTS

Early Assessment (Multiple Measures)	<p>Non-AB288 dual enrollment requires pre-assessment, and for AB288 some form of readiness assessment may be helpful to identify non-college bound though college-ready students, and/or needed supports.</p> <p>"● Non-AB 288 agreements require that the K12 district determine whether students are prepared to undertake college-level coursework as a precondition of recommending them for special admit status (see California Community Colleges Chancellor's</p>	<p>Minimum: Comply with Ed Code requirements.</p> <p>Promising: Implement a multiple measures approach.</p> <p>CLP FAQs also offer good suggestions for preparation/Accuplacer (p 19-20).</p>	Learn more Detail
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⁴⁰ Career Ladders Project. Dual Enrollment FAQs. 2016.

⁴¹ Purnell (2014)

⁴² https://drive.google.com/file/d/0B5elH0_T4CyVXdzT3hScmVMTkU/view

	Office’s March 11, 2016 Legal Opinion 1602 , Section III. A., pages 14-17). ● AB 288 agreements “have a specific purpose of serving students who may not already be college bound or who are underrepresented in higher education” and which students meet these criteria can be defined by the college district’s governing board (see Legal Opinion 1602, Section II. A., pages 56)”. ⁴³		
TRANSPORTATION			
Transportation	“Public transportation fare or travel to and from the campus.” ⁴⁴	This is an important equity consideration, though is an area for additional development in the Bay Area.	

Dual E in Continuation Schools

California continuation schools are empowered to build deeper relationships with their neighboring community colleges and to offer Dual Enrollment; however, some features inherent to continuation schools create challenges in designing such programs. For example, it can be difficult to square the differences in calendars for the two systems. Continuation schools have revolving enrollment throughout their six-week marking period cycle, while community colleges run on a typical academic calendar. In addition, continuation high schools offer only 15 hours per week or three hours per day of direct instruction to students.

Because of these features, it takes effort and creativity to create early college credit programs for continuation high schools, but it is a worthwhile and desperately needed intervention to support the students who need it most. Some partnerships involving continuation schools have employed articulation agreements. It remains for leaders in the field to work through some of the challenges in implementing dual enrollment.

A March 2019 publication, [A Guide to Integrated Student Supports for College and Career Pathways: Lessons from Linked Learning High Schools](#), especially [chapter 7](#), highlights the development of career pathways in four continuation high schools in Oakland, CA. It provides insights that can be useful to educators seeking to provide early college credit opportunities for students who struggle in comprehensive high schools. Students in continuation schools should not be denied opportunities to hone their skills in navigating college and careers.

⁴³ Career Ladders Project. Dual Enrollment FAQ. 2016.

⁴⁴ Purnell (2014)

PROFESSIONAL DEVELOPMENT & PEDAGOGY FOR EDUCATORS

Whether the Dual Enrollment instructor is a credentialed high school teacher teaching the college course, or a college faculty member teaching in the high school context, there are cultural, content and pedagogical supports that should be provided to instructors.

ONBOARDING

At the beginning of each school year or semester it is important to cover some Dual E basics, expectations, and responsibilities, that, for some partnerships, are housed in an instructor handbook or Instructional Service Agreement (ISA). New instructors may need a more in-depth session to cover more of the need-to-knows. Attending onboarding is typically mandatory for new instructors and optional for returning instructors. Administrators shared the following as critical aspects of onboarding Dual E instructors:

Goals of Dual Enrollment	Main Points of Contact for Dual E ⁴⁵	FERPA ⁴⁶ and information sharing
<p>Admissions Procedures</p> <p>While in many cases there will be additional staff support available to support on admissions/enrollment, reference to this will help instructors answer questions</p>	<p>Expectations & Pedagogy in the High School Context (especially for college faculty entering high schools)</p> <p>Review of high school code of conduct, behavioral incentive programs, discipline guidelines, and other rules</p> <p>Instructional supports and developmental guidance on educating students 15-19 years of age</p> <p>Career Ladders Project Guide to Creating a Dual Enrollment Partnership is an important resource.</p>	<p>Basic Instructional Logistics:</p> <p>Instructor handbook ISA/MOU signing Stipend requirements Rosters and attendance Grade reporting Accessing online portals and systems A school and classroom walkthrough Introductions to the Principal, onsite liaison or point of contact, and other important staff Review of where to get classroom keys, the school schedule, and other school campus logistics Review of protocol in case of absence (substitute teachers) Campus emergency contacts and information Expectations around instructor evaluation</p>
<p>Student Supports Available</p>	<p>Suggestions of what to cover in the first week</p>	

⁴⁵ Dual E administrators at the college and high school act as a main point of contact or liaison for the instructors. They connect the instructor with the right person or faculty depending on the needs of the instructor. Department chairs can seek support from administrators by phone or email on an as-needed basis. Regular communication can ensure needs are addressed in advance or a lesson or issues are resolved in a timely manner and do not become larger problems. Regular contact between the department chairs and administrators keeps the pathway running and reduces potential errors or miscommunication.

⁴⁶ <http://prod.dualenroll.com/ferpa>

Outline supports available to students (e.g. counseling, on campus resources, supplemental instruction available, etc), and appropriate contacts

SBCC's Instructor Handbook⁴⁷ lays out many of these items. Section I includes what to do in case of absence and substitute and includes the MOU for instructor stipends. Section III includes instructions for portals with visual instructions for faculty and advisors, shows how to enter grades in the system, etc.

OUSD's Instructor Handbook⁴⁸ and online video⁴⁹ describing tips for instructors are other good resources provided to instructors during onboarding. More detailed onboarding information can be found in the Coordinator and Liaison Handbook.⁵⁰

LMC's [Instructor Handbook](#) provides information for new instructors, including the items listed above. LMC also created a [faculty agreement form](#) which outlines the unique expectations of teaching in dual enrollment courses.

DUAL E TRAINING RESOURCES

There are a number of free or low cost, online or local instructional resources available for Dual E educators.

- Pedagogy Supports for CTE: One resource, [CTE teach](#), is a free online resource for CTE teachers. Naomi Castro described the resource as “good professional development for anyone who is worried about their abilities to teach certain populations or styles.” CTE teach has a full course of 30 hours or lessons can be taken as independent modules. There are modules on special education, English Language Learners, project-based learning, and more.
- The [Bay Area Dual Enrollment Professional Development](#) sessions held in the Bay Region in April 2019
- Integrating Technology: A second resource is the [Krauss Center of Innovation](#) (KCI).⁵¹ Foothill is exploring working with KCI to develop curriculum related to technology use and integration in the classroom.
- Educator training basics: such as [mandatory reporting \(free online course\)](#), handling emergencies, disaster preparedness, discipline, and more.
- High School to College Transitions: Career Ladders Project (CLP)⁵² has created a set of [online tools and guides](#) to help assist K12 and community college leadership, faculty and staff when it comes to addressing their high school to college transition needs. The interactive tools aid in diagnosing strengths and challenges for achieving successful transitions for students. CLP recommends the first step in using the tools is to take the [self-assessment interactive quiz](#)⁵³ to determine what areas need to be addressed immediately. From there, participants can use tools and resources from each indicator of success to address their specific needs. Use of the tools will promote a collaborative approach on how to move forward in ensuring positive high school to college transition programming.

⁴⁷ http://www.sbccc.edu/dualenrollment/files/Instructor%20Handbook_Dec%2012.pdf

⁴⁸ https://drive.google.com/file/d/0B5elH0_T4CyXMDRGcHsWnRRLUk/view

⁴⁹ <https://drive.google.com/file/d/0B36IOSAxpS-dGwxTV9YVnc4bG8/view>

⁵⁰ https://drive.google.com/file/d/0B5elH0_T4CyXNklISzjMTNUMIE/view

⁵¹ <http://krauseinnovationcenter.org/>

⁵² <http://www.careerladdersproject.org/areas-of-focus/high-school-to-college-transition-tools/>

⁵³ <http://www.careerladdersproject.org/wp-content/uploads/2014/01/SELF-ASSESSMENT-2015-09-28.pdf>

Dual E administrators have also developed their own professional development trainings and tools in response to the needs of their educators. For example, CCSF put together an online tool for how to teach a mixed classroom of high school and college students. “Instructors can consider different scenarios such as partnering students, awareness of any inappropriate activity between an adult and a high school student, etc. We also gave in-person mid-semester professional development using this information.”

COMMUNITY OF PRACTICE MEETINGS

Some Dual Enrollment programs integrate periodic sessions for Dual E educators to come together. Throughout the academic year and in the summer, educators, administrators, deans and school staff involved in the career pathway may meet to talk through items of importance and ways to support each other. This time is used to build and improve classroom practice, curriculum, and address any needs. The high school teacher and community college faculty can collaborate to discuss lessons and any support materials for the class time when the instructor is not there. Instructors working without another teacher have the opportunity to brainstorm and connect with their peers. Instructors can share their needs with administrators who are then able to tailor support and connect them with any resources or mentoring that is needed. Some meetings are planned at the end of the course or in the summer to reflect on the year, capture best practices, and build upon what was learned for the following year.

The Bay Area Dual E Exchange, a community of practice established by the Bay Area K 14 Pathways Regional Joint Venture, convenes quarterly. Current and past meeting agendas and notes can be found [here](#).

CLP also provides various Community of Practice online forums that “offer a place to engage in dialogue with colleagues about a specific practice area, discuss practical issues and share expertise, promising practices and resources.”⁵⁴

⁵⁴ http://www.careerladdersproject.org/communities-of-practice/comp_arch/

DATA COLLECTION & USE

Data can be used in the short and long term for quality improvement initiatives and to ensure student success, Dual E pathway success, and College and Career successes. Data collection is required under AB 288⁵⁵. Data are used to ensure that efforts to engage historically underserved populations in college and careers are working. This work requires an understanding of information sharing laws and responsible data sharing under FERPA⁵⁶ and is built upon known data that [supports Dual E](#).⁵⁷

Mandatory data collection and reporting of CCAP partnership participants include:

- Total number and demographics (gender/ethnicity) of enrolled high school students.
- Total number of community college and CTE courses provided by the CCAP.
- Total number and percentage of successful course completions, by course category and type and by school site.
- Total number of Full Time Equivalent Student (FTES)⁵⁸ generated.

Data collection efforts for program improvement include a look over time at the following:

- Attendance and response to recruitment and community engagement efforts.
- Special coding of DE students vs. general population students on campus.
- Review annual enrollment data/annual FTES over time to see if there is an increase or decrease in enrollment (for particular populations).
- Count of pass and no pass students and demographics.
- GPA in course and then throughout college experience.
- Count of certificates achieved.
- Count of credits earned (transferable).
- Count of students enrolled who are prior DE students.
- And more.

CLP defines and describes [System Wide Data Sharing](#)⁵⁹ between the college and district as critical. “Without good information, organizations cannot understand their transition challenges or have the basis to know where to improve their policy and practice. Data is the foundation on which a partnership can be built, strengthened and sustained.” CLP says a strong partnership includes the following:

- A broad data sharing agreement between the K-12 and community college systems is established and sustained (student level data as well as aggregated).

⁵⁵ <http://www.careerladdersproject.org/wp-content/uploads/2015/12/AB288PartnershipFramework-DETOOLS.docx.pdf>

The following reporting requirements must be referred to in the CCAP Partnership Agreement: 11. a. For each AB 288 CCAP Partnership Agreement entered into, the community college district, in conjunction with the partnering school district, shall report annually to the State Chancellor’s Office all of the following information: i. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. ii. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. iii. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. iv. The total number of Full Time Equivalent Student (FTES) generated by CCAP partnership participants (AG sec. 11a iv, p. 6)

⁵⁶ <https://www2.ed.gov/policy/gen/guid/fpco/faq.html#new-site>

⁵⁷ <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>

⁵⁸ <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/Submissions/OnlineCCFS320ReportingSystem.aspx>

⁵⁹ <http://www.careerladdersproject.org/areas-of-focus/high-school-to-college-transition-tools/system-wide-data-sharing/>

- A commitment exists from both research offices (K12 and CC) to continually work in collaboration to analyze data regularly – OR – both systems provide data to a third party researcher for regular analysis.
- Data is reviewed and presented to highest level leadership at both K-12 and community college systems at least once per year.
- Shared academic metrics at various loss points (where students are leaving the system) in the pipeline are established.
- A commitment exists to analyze and review equity/achievement gap data between both systems.

Santa Ana Unified School District's data sharing [MOU](#)⁶⁰ and scorecard are examples of a strong data collection and analysis practice. Once an MOU is in place, more can be done to track progress. Section V [Table 3: Indicators and Measures of Student Success and Program Effectiveness](#)⁶¹ from *A Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California* is a good resource for examples of student, program, and institutional level Dual E outcomes. [The RP Group](#) has a number of resources available for using data with CTE and Dual E courses available on their [Projects](#) page.⁶²

Privacy and Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) was created to establish who owns the rights to educational records – parents, students, schools or a mix of all three. Essentially the law states that parents have the right to access their student's high school records as long as the student is a minor. However, when a high school student is dually enrolled in a college course, an 18-year-old high school student gains sole access to his/her school records, as do 16-year-old full-time college students.⁶³

When it comes to dual enrollment, both the high school and the college or university may need to access records held by the other institution for credit purposes. This also means that, if the student is under 18, his or her parent or parents retain their original FERPA rights. Parents can also access any information the college or university shares with the high school (but not records that the college keeps private).

Monterey Peninsula College (MPC) developed a [Dual Enrollment Consent for Release of Confidential Information](#) which informs the dual enrollment student that their college records will be shared between MPC departments (if relevant) and with the high school district.

Demographics

Tracking gender, ethnicity, first generation college student, and other demographics can help ensure the program is reaching the intended students. For many career pathways a look at gender balance may be needed. For others, there is a need for a communication plan to reach historically underserved communities. For example, LMC collects information around outreach, testing, and enrollment data efforts which are coded in the MIS system. Information can be pulled directly by outreach staff.

- According to **LMC** "We are going through a project to map out several different HS engagement points and students who engage in DE, articulation, and events we do. We are tracking engagement, demographics, and setting up what it is that we want to be able to research and report on for these students, building out a recruitment and communication strategy. We are going to use Get Focused... Stay Focused!⁶⁴ for 1500 students eligible for articulation in 9th grade next year and are figuring out what to communicate in 10th, 11th, and 12th."

⁶⁰ https://drive.google.com/file/d/0B3H_pY9T2ulbX3ZNeFVxUTQwTlk/view

⁶¹ Purnell, R. (2014). *A guide to launching and expanding dual enrollment programs for historically underserved students in California*. Berkeley, CA: Research and Planning Group for California Community Colleges in collaboration with the California Community Colleges Chancellor's Office and the San Joaquin Delta Community College District, Stockton, CA.

⁶² <http://rpgroup.org/All-Projects/dual-enrollment-guide-2014>

⁶³ <https://www.parchment.com/blog/the-right-to-student-records-understanding-ferpa-dual-enrollment-programs>

⁶⁴ <http://getfocusedstayfocused.org/index.php>

- **CCSF** “We are data driven with a research office that is about four research analysts strong. We look at data, demographics, and how we are meeting the needs of the students; we have a contractor looking at our equity. We show strides toward equality, but not yet equity. We are not quite there yet. We look at demographics of students and success where passing the class is the success measure. We would like to look at students earning a certificate as a measure of success as well.”

Enrollment

College Admissions and Records offices must create a process to code Dual E students and courses. While many sites have a “CON-HS” or Special Admit student tag, in some places, colleges have found it helpful to distinguish singleton students from course-based Dual Enrollment. With a specific tag, colleges are then able to work with their records data to review enrollment numbers annually and over time. **LMC** was able to pull some data from the prior spring and saw a 10% increase in overall student enrollment from the Dual E program partner high school. Ongoing, the Dual E administrators of LMC are working with admissions and records to see how enrollment looks as a result of Dual E participation in high school.

Outcomes

Dual E programs are designed to give high school students a leg up in college. Data collection on grades, course completion, passing, and certificate completion allows a program to improve. If students do fail, it is important to analyze what happened. Were there weak points in the course? Were supports provided? Was there a special need that went unaddressed? What can be done to support students so they do not put their academic standing and financial aid at risk?

Data collection and sharing during a course can help ensure students are supported or can drop a class in time. **DVC San Ramon** shares grade data with the district office, when permission is granted by the student. “In our pilot year, two out of 62 students in the pilot program did not continue after the first semester. One was an independent study student and the course didn’t work with the student’s work schedule. The next year we had full retention, as well as all passing grades, with ninety-seven percentage of the grades the students earned being A’s and B’s. We had one student earn a D in the first semester and after further investigation it was determined that the student needed a support service which we provided the second semester. We now provide information about student support services early in the semester, as well as reminders throughout the term.”

CONCLUSIONS

The Dual Enrollment Administrator Guidebook is intended to support practitioners as they design and scale Dual Enrollment programs. Innovations are happening every day, however, and we intend for this to be a living document which will be updated as edits and new resources are introduced.

If you have changes/suggestions or new themes for exploration, please email Sharon Turner (turnersharon@fhda.edu).

Please email Sharon to join the [Bay Region Dual Enrollment Exchange](#) to become a part of these conversations in real time!

APPENDIX

IMPORTANT GUIDES AND RESOURCES FOR DUAL ENROLLMENT ADMINISTRATORS

MUST READS

[Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners Announcement and Advisory Committee](#)

- [Legal Opinion 16-02](#)
- [AB 288 Apportionment](#)
- [Frequently Asked Questions](#)
- [CCAP vs Non-CCAP](#)
- [Agreement Framework CCAP](#)
- [Legal Table](#)
- [Instructional Minutes](#)
- [Resources](#)

[A Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California](#)

Dual E models and key components (Table 1)

- Partnership development (Table 2A)
- Student recruitment and selection (Table 2B)
- Costs and Expenditures (Section IV)
- Data (Section V)

HELPFUL

[NACEP: National Concurrent Enrollment Partnership Standards 2017, Research, Legislation, Policy](#)

- National Resources on dual/concurrent enrollment

[Community College Research Center: Dual Enrollment and College Credit Programs](#)

- Contains national publications/research related to Dual Enrollment and College Credit Programs, and is frequently updated with new reports. This is a great resource for administrators looking for example research, policies, and practices from colleagues in the field.

[Bay Region Guide: High School to Community College Course Articulation](#)

- A guidebook on Bay Region best practices for implementing and awarding articulated credits for high school students.

CONSIDERATIONS FOR DESIGNING YOUR DUAL E PROGRAM

Preparing a student for a career through technical education or college pathways has proven difficult historically. The goal of Dual E is to improve college and career readiness for K12 students. The state uses existing [measures](#)⁶⁵ to gauge readiness and dual enrollment program participation and success is one of them.

The design of a Dual E program can⁶⁶

- improve college attendance and persistence among students who might have been underserved by colleges historically, lack sufficient access to, or preparation for college;
- give students a head start on college-level work; and
- reduce the cost of college by providing low- or no-cost college credit and shortening the time it takes to complete a degree or certificate program.

In order to have the intended impact on student readiness, dual enrollment practices should be considered in relation to the following criteria:

IS IT LEGAL?

- Legal [advisory notes](#)⁶⁷ and [legal references](#)⁶⁸ have been issued about Dual E. There are a number of helpful [legal guides](#)⁶⁹ and tools available in previously developed Dual E toolkits (see more in links in the next section of the appendix). [The SBCC Dual Enrollment Policy Manual](#)⁷⁰ is a good example of the law at work in implementation. Page 151 of the manual lists the administrative procedure for Dual Enrollment at SBCCD. Prior pages show the law with highlight boxes for certain aspects of the law pertaining to administering a DE program. Page 154 includes a description of nonresident tuition exemption. Page 160-onward contains a sample MOU with SBUSD, a sample course request form, a sample application for admission, a HS approval form, and student and parent agreement forms. CCRC documents [eight partnerships](#) in California and describes their agreements⁷¹.

DOES IT SUPPORT STUDENT SUCCESS?

- One major component of student success comes with effective instruction. Beyond classroom teaching and course design, the legal [partnership agreement framework](#)⁷² states, “It is agreed that both the school district and community college district will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring) (AG sec. 19, p. 8).” Much of this work is named in the student supports and services section of this guide.

⁶⁵ <https://www.cde.ca.gov/ta/ac/cm/cci.asp>

⁶⁶ <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>

⁶⁷ <http://extranet.cccco.edu/Portals/1/Legal/Regs/RegArchive/05-01%20Legal%20Advisory%20Dual%20Enrollment.pdf>

⁶⁸ <http://www.careerladdersproject.org/wp-content/uploads/2015/12/LegalTable-DETOOLS.docx.pdf>

⁶⁹ <http://www.careerladdersproject.org/wp-content/uploads/2015/12/Legal-Opinion-16-02-Dual-Enrollment-and-AB-288-CCAP.pdf>

⁷⁰ <http://www.sbccc.edu/dualenrollment/files/SBCC%20Dual%20Enrollment%20Policy%20Manual%202014.pdf>

⁷¹ <http://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-program-features-implications.pdf>

⁷² <http://www.careerladdersproject.org/wp-content/uploads/2015/12/AB288PartnershipFramework-DETOOLS.docx.pdf>

- Responsibilities for supporting students with disabilities are different in high school (IDEA) and college (ADA) and should be reviewed in the partnership agreement and program design.⁷³ The U.S. Department of Education, provides information about [rights and responsibilities](#)⁷⁴ for students with disabilities. Dual E coordinators and educators can review the [College Readiness Assessment Tool for students with learning disabilities](#) to see what areas of programing can be built to support students in become college ready. The tool is designed for parents to use and is also a good communication resource for parents of students with disabilities. Finally, pages 26-28 of [CLP's FAQ DETOOLS](#)⁷⁵ poses common questions and answers related to student support services.

DOES IT INCREASE EQUITY AND ACCESS TO COLLEGE CREDITS?

- Dual E programs must track data as described earlier in this guide to determine if the program is reaching the intended students and students are passing the courses. *The Latest Research on Dual and Concurrent Enrollment: Exploring Student Access and Equity of Outcomes in Illinois and Utah* (NACEP [webinar](#)) Haskell, R. (2016) shows that in Utah, there were household and state-level savings from credit accumulation and time-to-completion advantages.

DOES IT SUPPORT TEACHERS/FACULTY?

- Ensure that teachers and faculty are not displaced.
- Provide [professional development](#) opportunities for college faculty to better understand the high school population.

IS IT SCALABLE (REACHES A LOT OF STUDENTS)?

- Course or program design requires institutional commitment and consideration to ensure it can be offered more widely or on an ongoing basis with continued frequency.

IS IT SUSTAINABLE (COST, STAFF TRANSITIONS, HIRING EXPECTATIONS?)

- A Dual E program's sustainability can be determined by start up and ongoing costs and expenditures, revenue, staff retention or transitions, minimum qualifications, hiring expectations, and more.

RESOURCES FROM THE FIELD

Sample Local Dual Enrollment Handbooks

- [OUSD Dual Enrollment Handbook](#)

⁷³ <http://www.sbccc.edu/dualenrollment/files/SBCCC%20Dual%20Enrollment%20Policy%20Manual%202014.pdf> page 169-170 describes differences in governance between IDEA (HS) and ADA (college)

⁷⁴ <https://www2.ed.gov/about/offices/list/ocr/transition.html>

⁷⁵ <http://www.careerladdersproject.org/wp-content/uploads/2015/12/FAQ-DETOOLS-1.23.2017.pdf>

Communications Tools for Parents & Students

- https://drive.google.com/file/d/0B3H_pY9T2ulbUlowajRHSUE5ZTA/view
- <http://www.ccrscenter.org/sites/default/files/Mechur%20Karp%20Presentation.pdf>

Parents

- <http://www.studydrive.com/ed/dual-enrollment/>
- Review an outline of key talking points Shasta College uses with parents, and view a poster the college uses to interest and engage students in dual enrollment opportunities. (requested permission to view google doc that is linked here - <http://www.careerladdersproject.org/wp-content/uploads/2015/12/FAQ-DETOOLS-1.23.2017.pdf> page 34)
- <http://www.oaklandcollege.org/learn-more.html>
- https://drive.google.com/file/d/0B5elh0_T4CyXNkIIISzjMTNUMIE/view all the forms page 5
- https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/2884/Letter%20to%20parents%20FINAL%205_2_16.pdf welcome letter
- https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/2884/Letter%20on%20F%20grade%20FINAL%205_2_16.pdf academic probation warning consent form (ousd link in form is outdated)
- https://drive.google.com/file/d/0B5elh0_T4CyXcnRFT3RUeDQzZmM/view Parent Handbook OUSD
- <http://www.sbccc.edu/dualenrollment/files/SBCC%20Dual%20Enrollment%20Policy%20Manual%202014.pdf>
Pages 156 – onward

Students

- https://drive.google.com/file/d/0B5elh0_T4CyXX3NiVTZZd2JnVU0/view
- <http://web.peralta.edu/admissions/enrollment-steps/> (enrollment website Peralta)
- https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/2884/PeraltaappstepbystepguideFINAL10_20_16.pdf (Step by Step guide for applying to Peralta)
- https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/2884/Universal%20Dual%20Enrollment%20Form%20FINAL%204_29_16.pdf (Universal DE form)
- https://drive.google.com/file/d/0B5elh0_T4CyXVXdzT3hScmVMTkU/view
- Outdated 2016 summer programs
<http://eastbaycareerpathways.org/students-parents/summer-bridge-programs/>
- <http://www.sbccc.edu/dualenrollment/files/SBCC%20Dual%20Enrollment%20Policy%20Manual%202014.pdf>
Pages 156 – onward
- <http://www.sbccc.edu/dualenrollment/files/College%20Readiness%20Poster.pdf>
- http://www.sbccc.edu/dualenrollment/files/College%20Readiness%20Poster_page%202%20Final.pdf

EXPERIENCES FROM THE FIELD

Detailed Notes on Administrative Procedures

Identifying Dual E Courses

Oakland Unified School District & Peralta

- **OUSD** “What we currently do and what we have always done is start by asking the high schools what course(s) they want. We use a simple Survey Monkey form to collect information about course(s) and department(s), etc. I then facilitated meetings and conversations with school leaders about the different types of courses where we discuss: how the course(s) align with the school’s mission and pathways they want to create; how the school can leverage Dual E with their students and school. Over time, the requests became more tightly aligned to pathways. By spring 2017 we developed robust relationships with faculty at departments at Peralta and hit a stabilization point with deans and others at Peralta that we were able to get most of the courses that were requested.... And those courses are again more tightly aligned with CTE pathways.

Los Medanos College

- **LMC** “We receive different requests for course offerings, we examine various requests to make sure we are building our pathways and partnering strategically, though we haven’t been able to do that as much to date. At present, it depends on who is available to teach the class. Long-term we would like to have a proactive planning approach within areas where we know Dual Enrollment is needed, including ongoing communication with principals to see where we should go. The work to date has involved a coalition of the willing, interested teacher, faculty, and principal who want to make something happen. We want to be more intentional - when we offer Dual E and how it aligns with pathways at the college - and have an overarching framework. This might be easier for another college that might be working in an area with one school district, than for us with 7-9 plus HS sites, and a broad geography. Each of those districts is uniquely different and we are spanning a large area. A faculty member would need to traverse a very large area, to have them go to Brentwood/Oakley to teach a class is different than at main campus. Our K-12s are all over the map with the development of their programs. Some of this work came out of the CPT Grant and specific industry sectors identified through that, healthcare careers, advanced manufacturing which led to some intro/field career survey courses. Industrial tech in the trades, intro to health careers and to offer those as Capstone classes for seniors in some of the academies that would create a natural pipeline into those specific majors and pathways at the college. One of the things I have tried to push is courses with the most benefit with the students, and where there is a course that can link with a pathway degree program, and will also transfer and satisfy a graduation requirement - so a HS sophomore or junior will have multiple ways that the course will help them and count for them. There is so much unit creep and requirements around financial aid, there are reasons why you might not want to get those credits.”

Foothill College

- **Foothill** “What we do first is we get a request from a HS and their students saying what they are interested in. Then we do a survey – say health – we reach out to health department and give the information such as, this is the school, students you would work with, etc. Once we get that process going we meet with the HS to outline responsibilities, develop the course, pathway, sequence to build it out. Once we build it, we market it with flyers around the HS campus, announcements, teachers will make announcements, counselors will go in during advisory and say, “hey Foothill is coming in two weeks, attend this workshop if you are interested.” We tell them

about DE. It is up to the HS to determine which students are ready to take on whatever course or pathway or sequence that was created. Students need to submit the form signed by parents, administrators and counselors. Make sure they are making the right decision, can handle the workload, etc. Some classes have prerequisites so students must test in or meet pre-reqs.”

- **Fremont Union High School District** ““The Statway course happened at a moment of serendipity. We were talking with Mission about ways to support students and had 2-3 conversations. We brainstormed. We were really frustrated with Algebra 2 retakes. And so, we chose Statway because of that need. For our district’s other pathways, we looked at other data. For example, we have students travel from other schools to take Sports Medicine at Fremont which is hard, and kids want to be doctors and nurses so we knew health would be a winner. We had met several times with Foothill’s awesome Health Dean who wanted to work with us and we thought a Health pathway might be a good fit. Cupertino’s Principal wanted to do something in health. Foothill has awesome faculty for health careers. The other faculty members are win-win-win that has been awesome. Psychology is the top class that is taken concurrently, so we thought it would be a pathway students would be interested in. Moving forward we are talking with principals about a survey for our student body to see what classes they would be most interested in.”

Fremont Union: Identifying Dual E Courses

- **Fremont** has had success with their remedial math course offering. “What has worked well has been that students take Statway with Mission College instead of retaking Algebra 2. Guidance Counselors choose students who are on the cusp of UC eligibility but earned D’s or F’s in Algebra 2. We had more than enough interested students to fill the class, and what went well is that students tried something completely different instead of retaking Algebra 2. Through **Mission College’s** Statway classes, students are guaranteed college credits if they complete the course. The class focuses on growth mindset for perseverance - one student noted in an interview that she ‘finally learned there are not math people, there are people who work at learning math.’”

[Jump back to Identifying Dual E Courses](#)

Identifying Dual E Instructors/Educators

Los Medanos College

- Sustainability beyond a single teacher is important for their identification of instructors. “If a Dual E course is built on the backs of people solely interested in the work, how is that strategic for the pathways we want to build? We are talking with the dean of math and science about owning the math course and what to do when the person does not want to teach anymore. With our counseling and career exploration courses those are different, sometimes it is a person we think would be a good fit, sometimes the HS identifies a teacher they would recommend, sometimes we go to the counseling department and say we have three sections of courses and student demand and need you to hire for these courses.”

Santa Barbara City College

- Lauren Wintermeyer “Department chair and dean would approve the minimum qualifications for high school-based dual enrollment faculty. Faculty not on college payroll would receive a stipend (note: this was a local board decision) and were evaluated on the same schedule as all faculty - during the 1st, 2nd and 4th, semesters and triennially going forward.”

[Jump back to Identifying Dual E Educators](#)

Breakeven and Finances

Los Medanos College

- **LMC** “We are not focused on the break-even point in terms of a specific course class size. Every class has a different class maximum 25, 30, 32, 36 all driven by the nature of the course. This last summer I met with all the principals with a clear directive that we would cancel courses with under 20 students. Even if we may have a class where we lose a few dollars on the section, we view it as a long-term boost in overall FTES. If five students enroll and come through to graduation that is far more than the losses. That is the long-term pay off.”
- **LMC** “Our drama course is a double section and contractually it has to have 67 students in it. The high school knows you have to have 67 students signed up for the class.”

Bakersfield Community College District

- **Bob Hawkes:** “**Bakersfield** had been suffering a decline in FTES every year. Last year they gave Dual E a try for the freshman class of Career Choices which was adopted by every high school in the area. Last year they were up 3% FTES with 5% of the total students FTES from Dual E. They made money on it and we are seeing progress with the development of new course offerings.”

Foothill College: Breakeven & Finances

- **Foothill** “Our MOU notes a minimum of 25 students is needed to run the course, but every offering is different. A joint marketing and recruitment effort between the college and high school helps secure healthy class sizes. In addition, school data is utilized to discover student needs and demand.

Fremont Union: Breakeven & Finances

- **Statway** is a specific curriculum; Carnegie requires community colleges to “buy-in” to be part of that network. Thanks to a grant, **Mission** helped us send four high school teachers to training alongside Mission College teachers. We wanted to have multiple champions: more than one person who can explain what Statway is. Mission faculty agreed to teach during Fremont’s 6th block and for the first year we had a team-teaching model with our HS teacher teaching with Mission College faculty. This is prohibitively expensive to continue, but it gave us time to work out the CCAP agreement. A team from Mission and FUHSD met monthly which was crucial to building relationships and keeping eye on the ball for the next steps.

[Jump back to Paying for Dual Enrollment](#)

Peralta/OUSD Single Parent Permissions form: More Detail on Development Process

- **Leslie Hsu:** “I worked closely with the **Vice Chancellor of Admissions and Records**. After learning in the pilot year how cumbersome it was to get parental permission every semester, I approached the Vice Chancellor and the Advisory Committee with a proposal to do away with the parental consent form every semester. Parental permission was not an efficient process as it would have been completed eight times by a senior if they started the program in their freshman year. We discussed the process and I edited their form, changing some of the legal language. I created the universal form with one-time sign-off; the Vice Chancellor ran it by the Peralta legal department and I ran it by OUSD legal team as well as the Deputy Chief and Network Superintendent. The Vice

Chancellor provided it to the auditor and the auditor approved. The change in process happened over 8 months. Then we began to roll it out over Fall of 2016. This wouldn't have been possible without a capable committed team that was willing to get creative and consider a new system that was student centered.

- In addition to the **Universal Form**, the student roster lists all the student names by course in a Google doc and is accessible to all schools and Peralta. The roster contains the student name, Peralta ID, date of birth, and a comment section that classifies whether a student is a new add, repeat student or other and the date. This makes it easy to communicate with Peralta and to ensure all things are tracked on a single document and serves as a great archival piece in the case any questions should arise about a student's enrollment history. The new process has reduced administrative paperwork, particularly when a student enrolls in multiple courses over the course of their high school career. Every school has a Dual Enrollment coordinator trained to understand and manage the process at the school site. There are several steps that need to be in place for the Universal Form process to function successfully and as some schools experience turnover each year it requires us to build capacity with new staff to learn the process but overall it is going very successfully."

[Return to "Enrollment Paperwork" Section](#)

Santa Barbara City College: Professional Development & Staffing

- Lauren Wintermeyer "Our office supported the administrative side of DE. We would have the dept. chair and dean of department for the discipline review the course of record outline, curriculum, syllabus, assessments, and ensure that the teacher met minimum qualifications according to the State handbook. We held follow up meetings once a year or once each semester with all DE English instructors, dept. chair, dean, and high school administration to review course offerings, troubleshoot any issues, conduct grading norming sessions (if needed) and to support ongoing professional development support."

Detailed Notes on Student Support/Student Safety Net

Orientation - Expectation Setting. Outreach/Communication

Outreach and communication are essential pieces to running Dual E programs. There are many things students and parents need to understand before enrolling in a Dual E course:

- What does it mean to be a College student?
- What College resources does the student have access to?
- What are the implications of failing a College course?
- What is the role of the parent when a child takes a College course?
- What does "college credit" mean?

Orientations in Practice:

- **DVC San Ramon** "We have an orientation at the end of the spring semester for the new cohort. Faculty from the college, high school counselors, administrator, support teachers, and students attend. During the faculty led session of the orientation students ask questions about the classes they will be teaching and what to expect. Students meet as a cohort on campus and register on site. Orientation is to help students understand college procedures, functions of college services such as admissions and records, and students get a tour of the campus so they know where their classes are. The DVC- San Ramon CollegeConnect counselor also developed a handout of student support services that the students should be aware of. This information is also included in a PowerPoint and a packet."
- **Foothill** "We host an orientation workshop to guide students through the online portal, Foothill website, and highlight support services. If any students need accommodations we get that from the high school staff

beforehand. It is in our future plan to bring students to the main campus to see different departments, services, and the campus.” [Foothill created](#) a helpful infographic that walks students through the application process and a [guide to CCC Apply](#).

- o Foothill “We developed online resources for students and incorporated in person workshops to orient the students to the process. Ideally, we like to have all HS students apply and complete paperwork before they leave for the summer or December break.”
- **Mission College:** the Statway pathway has a College orientation class as a key component. Students (who take the College class at the HS during the year) go to Mission College over the students’ winter break in February to take the Orientation class over 2 half days. There is an Outreach component as well. Students learned a lot--not just about what it means to attend college but also about the Mission College experience.

[Jump back to Orientation](#)

Bridge/ Bootcamp or Prep Course

- **DVC San Ramon** provides an option to take the College Success Course taught by a part-time counselor the summer before the college program starts. It is an optional college credit course. It is a 6-week course scheduled from 10:00 am-12:35 pm, Monday through Thursday, for a total of 54 hours over 6 weeks. The main point is to prep students for college courses, study support, note taking, discover what type of learner they are, career exploration, and how to be successful in college.

Faculty and HS Teacher Collaboration

- **OUSD** has a model whereby a Peralta instructor teaches their curriculum typically with an OUSD teacher of record present during the time of instruction as well as on off days when students report to the period but the Peralta instructor does not. While it can be difficult to find and pay a teacher of record, OUSD is looking for ways to continue to do so sustainably, particularly as we expand the program, yet schools struggle with limited budgets. Having a strong teacher of record has proven to be a major strength at schools that do it well; it can be an early warning for students who are struggling with the course and can also be a way to insert college readiness curriculum for students since this is the first college course taken by many students. The OUSD teacher will provide additional scaffolds and pedagogical strategies to support students who in our context are majority first generation college students and often need additional support to gain basic college readiness skills. The OUSD teacher often knows more about how to teach this at that level that will be helpful and retained by HS students. Most of the time there is an additional day of the week where the instructor isn’t coming to teach. So, during that time the teacher of record takes the students through assignments issued by the instructor and embed student supports to make sure students are successful in the class. Without this the responsibility falls solely on the students to learn how to succeed, which just isn’t always going to be intuitive for our students. This model can prevent students falling through the cracks, failing a course, and putting future financial aid at risk.

Supplemental Instruction with a High School Teacher/Counselor

Many Dual E courses are designed with additional instruction time to ensure students have sufficient exposure to course concepts and are learning how to study independently. This is done through a separate scheduled time from the course instructor for skill building, group work, additional coverage of the same learning outcomes, and one-on-one support.

- **DVC San Ramon** “The support teacher at the high school meets with students weekly (anywhere from 45-90 minutes depending on bell schedule) and this time counts for instructional minutes. The high school support class provides what the students need whether that be one-on-one support, group study, or a counselor can come in and give tips and reminders to maximize study time and access campus services.”
- **Canada** offers study skills supplemental instruction.

- **Mare Island Tech** “For math we offer a statistics class over the summer. The college professor teaches 3-4 hours in the morning and then in the afternoon there is an open block of time and our teacher there supports the students to complete the assignments on campus in the afternoon. If they are done with the assignment they can just leave. If they need help, they can stay. It is a bit different from the HS. Our students never go home and do homework alone. They always have a teacher there if they need the help.”
- At **Chabot College**- “Leveraging funds, we have been able to secure teaching assistants in certain Dual E classrooms. For example, for some of our early child development offerings, we were able to First 5 support to hire teaching assistants.

[Jump back to Additional Instruction](#)

Early Alert Systems for Withdrawal

If a student fails a course it can put them at risk for academic probation when they apply for college later on. This can put their financial aid at risk. For this reason it is important for instructors and counselors to design their course with a way to notify students how they are doing in the class before it is too late to drop or withdraw from the course. After a course deadline there are only a few extenuating circumstances that allow a student to withdraw from a course.⁷⁶ Colleges can provide clear calendar for drop and withdrawal deadlines and support staff can assist students of these deadlines and considerations.⁷⁷ Student handbooks can help in educating students about the importance of this deadline and process.⁷⁸ Forms must be submitted on time to Admissions and Records offices.

- Teacher/Faculty-led Alert Systems for Withdrawal, or Additional Support.
 - **Mare Island Tech** “We don’t typically use withdrawal yet. What happens is that we have other interventions in our school. Those students who are not doing well on progress reports could get assigned to tutoring or academic recovery, which is about having time to finish their work. We will bring parents into it even though it is a college class and you normally wouldn’t, we use parents as a form of support to let them know they need quiet time, fewer distractions, etc.”
- Parent/Student Responsibility, with Clear Withdrawal Date Guidance. **Foothill** “I send out a [blanket email](#) to all students informing them that the drop date is this week so if any students are struggling to connect with resources, counseling, or other needs I can then intervene in that way.”
- Interim Progress Reports. **Mare Island Tech** “For HS support we have progress reports. Students will get periodic grades they can see on their gradebook as assignments are made the teacher determines what she will grade. She provides verbal feedback. It is tougher to share a grade.”

[Jump back to Early Warning Systems](#)

Early Assessment

Prior to enrolling in a course students are assessed for readiness and to see if they have met the prerequisites for the course. Courses can be designed or scaffolded to meet the needs of the students where they are, as far as ESL or IEP needs and to create a pipeline for college credit.

- Mare Island Tech “We are working with Solano College and made arrangements for all seniors to take college English one. We offer English 1 and English 360 on campus with college professors. They have another course called English 12 which is a support class, a HS teacher will work with those students and will get the college

⁷⁶ <http://www.solano.edu/ar/1213/Petition-Drop%20WITH%20W%20after%20Deadline%20%2011.19.12%20NB.pdf>

⁷⁷ <http://web.peralta.edu/admissions/fall-2017-important-dates-deadlines/>

⁷⁸ https://drive.google.com/file/d/0B5elh0_T4CyXVXdzT3hScmVMTkU/view

professor assigned and our teacher provides additional supports for the students and will ask for specific feedback. We will also do support for English 1. 3/4s of students take English 12 with one of the two college courses. The idea is that if they pass 360 in the spring they take E1 and get college credit. If they pass E1 in the fall they do E2 in the spring. So both groups have college credit and can do either a half year or full year of college credit.”

[Jump back to Readiness Assessments](#)

Referrals to Student Supports

A benefit of taking a Dual E course is that high school students have access to college resources, such as tutoring and writing support. Students should understand what they have access to, and instructors should help facilitate connecting with college resources. Sharing support information with high school support teachers, faculty, students, and families early on is best rather than when an issue comes up. During orientation and in the classroom faculty can mention available services. The high school support teacher can let the college know who has an IEP, who might be homeless, or who are considered opportunity youth, to connect those students with the appropriate college level supports. The Office for Civil Rights also contains information useful for counselors in preparing youth with IEPs for the transition from high school to college⁷⁹. Sacramento City College’s Student Support Services [website](#) contains information, videos, and other resources describing what is available, free of charge, to students⁸⁰.

- OUSD’s [Student Handbook’s](#) final pages answer the questions “How do I get an A?” and “What do I do if I’m struggling?”⁸¹ Page 14 of their [Teacher Liaison Handbook](#) gives Student Support Suggestions.
- Counseling/Ed Planning Services - Contra Costa College assigned a counselor to support Dual E students (a grant funded role).
- DVC San Ramon “Our English faculty were concerned about the quality of writing style and format they were seeing from the students in our pilot program. The support teacher from the high school reached out and we discovered the students were not utilizing our campus tutors that are trained in college-level writing. This was recommended and students started utilizing that service. Their writing improved. We now include this campus resource information early on to students.”
- CCSF⁸² “What we have been doing is working heavily with SFUSD counselors and provided several professional development sessions so they can interact with our counselors and know what to do with students with IEPs. IEPs do not directly transfer from the HS to college. For CCSF, the student has to self-identify at Disabled Student Services. The student has to go and advocate for themselves. The HS counselors are now aware of this and they set up appointments with Disability Services. Counselors walk students through this so they can learn how to self-advocate when they matriculate to a 4-year college.”

[Jump back to Student Support Referrals](#)

⁷⁹ <https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

⁸⁰ <https://www.scc.losrios.edu/weeklyupdate/student-support-services/>

⁸¹ https://drive.google.com/file/d/0B5elh0_T4CyXVXdzT3hScmVMTkU/view

⁸² <http://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-case-study.pdf>

Teacher Credentialing Issues

[Career Technical Education Credentialing: Growing Our Own!](#)

- CCSF “A bit of advice is to always start small, if you start too large there are so many logistic problems. We ran into not having enough instructors because our credit recovery grew too fast. We hired 44 instructors through our hiring process and were 2-3 short. The thing to really look into is that we did this with SFUSD and tried to hire as many instructors from within the district that met minimum qualifications as we could. Qualifications vary among disciplines. When you are looking at this and thinking if the HS teacher could do this you must remember that HS qualifications are lower than at the Community College level.”
-