

12 Fixes to Make Dual Enrollment Work Better

- 1) **Challenge:** Need clarification of recommendations regarding 9th grade high school students taking dual enrollment courses. Ed Code Section 48800 (a) states, *“The governing board of a school district may determine which pupils would benefit from advanced scholastic or vocational work.”* Colleges may determine that 9th graders would not benefit from access to college coursework arbitrarily without consideration of data or student characteristics that may make them more prepared to benefit from college coursework. 9th graders have access to AP courses or even articulated courses which enable them to earn college credit. Taking a semester-long college course taught by faculty who meet minimum qualifications within a discipline is advantageous as compared to taking high stakes AP courses. Ed Code Section 48800 places limits on what percentage of a high school’s students can take college courses. AB 288 alleviates this issue for CCAP students, but there are many high schools that prefer non-AB 288 dual enrollment options and there are also students who choose to take college courses through a special admit process who would also be governed by this percentage limit.

Fix: Amend Ed Code to clarify how ability to benefit should be defined. Reconsider limits on high school students’ access to college courses.

- 2) **Challenge:** The application process for dual enrollment students is more arduous than that for other students. Dual enrollment students have to complete a CCCApply application for each term and a special admit application. In terms of equity, this potentially limits access to dual enrollment for students whose need is greatest.

Fix: Allow high school students to complete one application for the duration of their attendance at a community college as a dual or concurrent enrollment student.

- 3) **Challenge:** Minimum qualifications and hiring. Ensuring we have enough faculty that can meet the growing demand for DE courses offered at high schools while meeting the demand on campus.

Fix: Incentivize faculty at the high school level to pursue a Master’s degree in order to meet minimum qualifications at the community college. Increase the number of full time faculty by raising the FON and maintain diverse and robust adjunct/part time faculty pools.

- 4) **Challenge:** According to Ed Code Section 76004, dual enrollment courses cannot be offered unless: *“(1) A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus. (2) A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership. (3) Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.”* The resulting challenge for colleges is determining whether access is reduced, whether any course with a waitlist of any size is not able to be offered at a high school through dual enrollment, and whether any dual enrollment offering might displace otherwise eligible adults.

Fix: Modify Ed Code 76004 or provide clarification for colleges in interpreting these requirements.

- 5) **Challenge:** A need for further guidance in regards to and understanding of the mission and benefits of Dual Enrollment as it pertains to K-12 system and CCCCCO.

Fix: Provide Chancellor’s Office guidance in regards to dual enrollment and how it fits into the Vision for Success and Guided Pathways framework. Strengthening the relationship between the K-12 system and the CCCCCO. K-12 District Boards as well as high schools need to understand the mission and benefits of dual enrollment. Professional development is needed for teachers and faculty at the high school and college levels. Regional coordination needs to take place. Trainings and updates should be offered for high school counselors. Leveraging K-14 Strong Workforce funding to support dual enrollment.

- 6) **Challenge:** Currently, there are 2 Board readings on AB288 MOU Agreements.

Fix: Reduce the requirement to one reading, but develop a process that includes a summary checklist of how the requirements for AB 288 dual enrollment are met so that Board members can easily identify the key aspects of the MOU. One meeting that demonstrates how the MOU satisfies all AB 288 requirements is more efficient than asking Board members to sift through pages of information over two meetings and ensures that the Board has the information it needs to approve or amend the MOU.

- 7) **Challenge:** Need to promote academic support services for our dual enrollment students and ensure they have the support they need to be successful.

Fix: Establish College Support Centers at the high school. Recommending that dual enrollment sites have access to and support from a dedicated counselor from the college or high school that meets community college MQs.

8) **Challenge:** High school students fail college level courses. This has negative impacts on the students when they enter the community college.

Fix: Establish an Early Alert system for high school students. Dedicated counselors providing intervention for dual enrollment students who did not successfully pass a DE course. Encouraging students to retake the college level course in high school if time permits. Robust orientation for preparing students so they understand the impacts of failing or being on academic probation when they matriculate to our college. Leveraging K-14 Strong Workforce funding to support dual enrollment.

9) **Challenge:** Dual enrollment students who fail college courses in high school may start on Financial Aid probation. How we can support them when they matriculate to our college?

Fix: Implement an Early Alert system, providing access to academic support, counseling follow-up, and offering a tailored orientation with a stronger message to parents and students.

10) **Challenge:** High school students are not prepared for college level courses.

Fix: Develop an academic transition experience. Recommending a college/career readiness course for the first dual enrollment semester.

11) **Challenge:** Unclear pathway from High School to College.

Fix: Make Guided Pathways a framework for dual enrollment. Encouraging partnerships between the high school and the college. Creating a CTE and GE pathways from high school courses to college courses.

12) **Challenge:** Dual enrollment students with completed college credit are considered 1st time students when they enter the community colleges post-matriculation. The units of credit do not give them enrollment priority.

Fix: Allow dual enrollment students to count units completed in high school towards determining their registration priority.

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