

DRAFT

Board-Superintendent Dinner

Purpose. Bring together local superintendents and board members together with the district trustees and executive team to address current, mutual educational concerns and partnership strategies.

Focus 2015. To explore ways to mutually address the K-12 mandate of “college readiness” by implementing strategies of dual/concurrent enrollment.

Presentation Topics.

- The Common Core and the Community Colleges – ayn ppt + [can’t just show up anymore \(show timeline and flow chart\)](#)
- Current Status of Dual Enrollment in CCCs – Issues and Apects – Irene Malmgren
- Possible Models of Collaboration Between Mt. SAC and Area High Schools – AYN, IM; TR, FD
- Open Discussion

Format.

- RECEPTION: Appetizers, Beverages and Table Top Displays: programs and instructional departments
- Prior to Dinner: Common Core and CCCs presentation
- DINNER: Mix of board members, superintendents, Mt. SAC administrators/staff
- Current Status; Models presentation
- DISCUSSION

Presentation Details

Common Core and the Community Colleges

- Translation of “college readiness” for the CCCs: English 1A and University/Transfer Level Math; the expectation to use the 12th grade year to address students who are not yet college ready. Show the chart interpreting high school assessment results with the % that will be considered college ready (by levels). Refer to district reports and school reports in their folders.
- Share the concern that students MUST continue to take math throughout all 4 years of high school
- Coordinating planning with high school math department chairs, high school and district administrators with college faculty and administration regarding Common Core curricular developments like Integrated Math and EWRC

Current Status of Dual Enrollment

- Impacts of current state laws/regulations
 - Traditional focus has been on accelerated and vocational courses of study and not as much on addressing basic skills
 - Current law requires high school students to have lower registration priority
 - Economic fluctuation: when the economy is bad, when community college funding is cut, the demand for community college enrollment rises, high school “Special Admit” students have difficulty enrolling

- When to offer: Courses must be accessible for other students yet high schools have closed campuses – offer either before school (possible) or after school (more common)
- What to offer: Need to articulate college courses such as English and Math that might be acceptable for high school credit requirements; each school will be different—do not want to displace high school teaching staff
- Who will teach: Work through issue with Mt. SAC faculty; possibility of hiring high school teachers who meet CCC minimum quals to teach the Mt. SAC course at their high schools
- Approval process: Student must have principal's approval; Mt. SAC requires parental approval as well and restricts certain courses students can take on campus. Students are “emancipated” while enrolled in a college course—cannot share information with parents. Students must complete a “Special Admit” Orientation at Mt. SAC.
- Aspects of dual enrollment/concurrent enrollment
 - Alignment: Curricular integration and articulation with high school courses
 - Career Pathways/ROP course articulation for credit
 - Basic skills courses (English; Math)
 - Time to Degree Completion: enabling high school students to start college “ahead of the game” with 12 to 24 or more college credits
 - Similar to AP tests/courses
 - Enables basic skills level students to start college “college ready”
 - Cost Savings: reducing family debt by saving a semester or year of college fees by completing 12 to 24 units while still in high school
 - Mt. SAC does not charge high school students enrollment fees, but costs of books can be problematic
 - Accelerated students frequently can shave off a year of a university-level education – completing a Bachelor's degree in only 3 years
 - Access to College: providing early experiences to encourage college enrollment for under-served and under-represented students
 - Focusing on basic skills, first generation college students
 - Preparing students academically and developmentally for college
- On the horizon
 - Conversations about dual enrollment/concurrent enrollment, development of middle college and early college high schools models
 - Changes to Ed Code and Title 5 Regulations difficult due to opposition by Department of Finance concerns over “double-dipping”
 - Holden Bill AB 288 (pending legislation) – The College and Career Access Pathway Act

Goals of AB 288 are to:

1. **Expand Access** to concurrent enrollment programs for students by specifically authorizing college courses to be offered on a high school campus exclusively to high school students.
2. **Increase exposure** to college coursework and environments for underserved students by specifically authorizing community college districts that have formed a Career Access Pathways partnership to grant limited priority enrollment to those students. Numerous studies have shown that concurrent enrollment effectively assists marginal achieving student's transition into college coursework.
3. **Accelerate learning** for students by creating a framework that allows students who demonstrate competency to up to 15 units of community college coursework instead of 11 units. This will allow students who may need to take

a lab and lecture course the ability to do so while continuing with the courses they need to complete their pathway program.

4. **Build Pathways** that fill projected labor market needs and uniquely customized to the student populations to be served. In many cases, career pathways need to be developed in coordination with regional needs instead of a one-size fits all approach. AB 288 creates a framework that provides districts flexibility to design Career Access Pathway partnerships that work for students, parents, and teachers.

5. **Promote Accountability** for student learning by granting school districts more authority to monitor a student's progress and obtain student academic records from the participating community college.

6. **Increase Transparency** by requiring Career Access Pathway partnerships to be adopted at a public, regularly scheduled meeting of each respective governing board to ensure that members of the public have an opportunity to weigh in.

7. **Gather Data** that is more consistent and reliable from school and community college districts to allow for better analyses of concurrent enrollment programs and to ensure that school districts are not displacing high school teachers by inviting community college courses.

Possible Models of Collaboration

- Access to College
 - Goal is to introduce college to basic skills level students and to have them experience success. Additional goal is to take and complete basic skills courses in order to enroll as a freshman at college level (English 1A and/or Math 71-Intermediate Algebra)
 - Assessment: Students complete placement testing in fall semester of 11th. College staff review outcomes with high school teachers and administration to plan for possible course offerings.
 - Enrollment:
 - Interested students are assisted in applying to the college as Special Admit students and enroll in a Counseling 1 class for the spring semester. This also satisfies their New Student Orientation requirement.
 - Summer between 11th and 12th grades: students have options to enroll in English writing, math, reading, counseling-career exploration. Field trips to the college provided.
 - Fall and Spring of 12th grade: depending on area of needed improvement, enroll in English writing, math, or course of interest (e.g., sociology) or course required for high school graduation (e.g., political science/US government) or counseling course.
 - Courses can be held at the high school or scheduled at the college
 - Summer between 12th grade and freshman year: special "bridge" type program held at the college
- Acceleration
 - Goal is to provide accelerated students with access to higher level courses that high schools may not always be able to offer, especially in math and science
 - Students can earn college credits to be transported to their university enrollment
 - Most students will enroll at the college as Special Admit students, selecting courses based on their interests and future career plans

- Students more than likely do not need college courses for high school graduation but enables students to complete prerequisites or better prepare for university enrollment
- Early College High School Model
 - Goal is to provide high school students opportunities to complete college courses that will shorten their time to graduation (Associate Degree and/or Bachelor's Degree)
 - Courses can be offered at the high school depending on students' eligibility and interest
 - Students will also be assisted in taking courses at the college through the Special Admit program
- Career Pathways Model
 - Goal is to enable students with specific career interests access to enrolling in CTE courses or CTE preparatory courses while still in high school
 - Course enrollment can supplement ROP offerings
 - Example: Electronics Certificate in Cabling held at the Village at Indian Hill (PUSD) – students were able to complete entire certificate while enrolled in high school and be career ready upon graduation and fully employable
 - Example: Students can take prerequisite courses to prepare them for entry into more competitive CTE programs such as allied health.

Other Issues and Concerns

- Coordinating high school and college calendars
- Cost for books and materials
- Transportation to Mt. SAC for students wishing to enroll in specific courses
- Need to have sufficient enrollment in order to offer the course at the high school