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"All Things Dual Enrollment" *with CLP*

Educating for Careers Conference

March 5, 2024

Presenter

Kylie Campbell

Director

Career Ladders Project

About CLP

Career Ladders Project promotes equity-minded community college redesign.

www.careerladdersproject.org

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Potential Session Topics

Types of Dual Enrollment	Legislation	Funding
Scheduling	Instructors	Equity
Student Supports	Pathways	Data Sharing
Outreach & Enrollment	Course Modalities	Other

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Types of Dual Enrollment

Types of Dual Enrollment

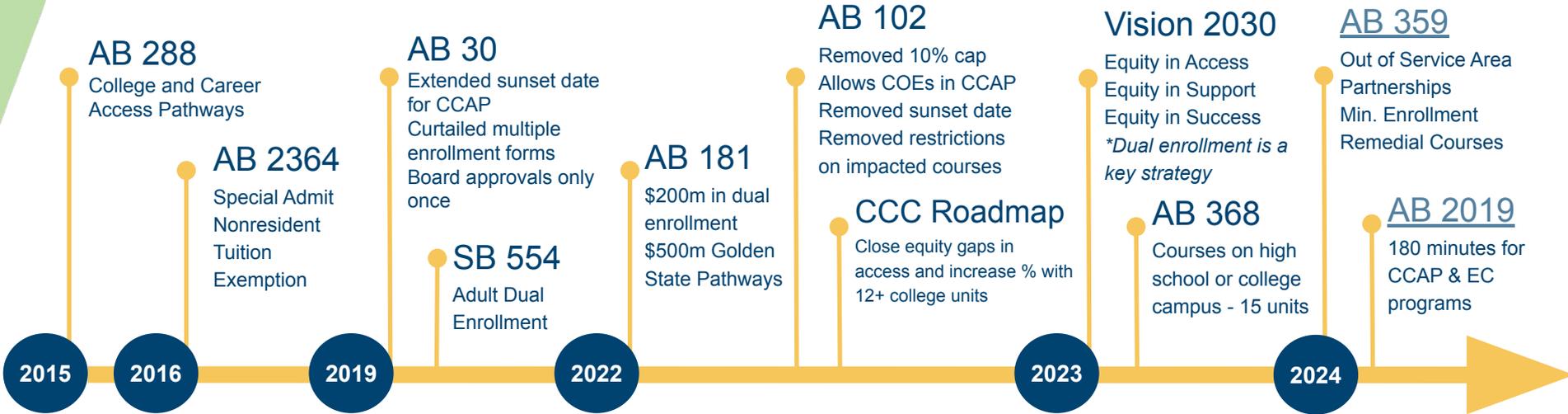| Highly Structured				Less Structured
At the College	**At the High School**			**At the College**
Middle College High School	**Early College High School***	**CCAP at HS** Governed by Agreement	**Non-CCAP at HS** Governed by Agreement	**Individual***
- Integrated structure - AA/AS - Focus - mitigate drop out rate for at promise students - An autonomous school with a CDE designation - On a college campus	- Integrated structure - AA/AS - Focus - mitigate drop out rate for at promise students - An autonomous school with a CDE designation *Not to be confused with an Early College Program at a comprehensive high school*	- Pathway - Closed classes - Embedded supports - Focus - students not college-bound - or - underrepresented -Data sharing	- *In law*: advanced scholastics or CTE - *In reality*: all courses/ students except remedial English/math - Open to community	- HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership - Students who are navigating the college system likely have "college knowledge." *also "concurrent" or "enrichment"*

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Types of Early College Credit

Articulation	Dual Enrollment	Advanced Placement
course is HS or ROP	college course	HS course
exam/ portfolio/ demonstration	grade earned in the course	single test score
**notated as "credit by exam"	transcripted as regular class	receiving college may or may not give credit or satisfy prereq
no penalty for poor performance	poor performance transcripted	no penalty for poor performance
taught by HS faculty	taught by college faculty – min. quals	taught by HS faculty
flexibility in hours	Carnegie units	flexibility in hours
can satisfy prereq	Prereqs must be satisfied	may satisfy prereq

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Dual Enrollment Legislation

Dual Enrollment Legislation

2015 — AB 288
College and Career Access Pathways

2016 — AB 2364
Special Admit Nonresident Tuition Exemption

2019 — AB 30
Extended sunset date for CCAP
Curtailed multiple enrollment forms
Board approvals only once

2019 — SB 554
Adult Dual Enrollment

2022 — AB 181
$200m in dual enrollment
$500m Golden State Pathways

AB 102
Removed 10% cap
Allows COEs in CCAP
Removed sunset date
Removed restrictions on impacted courses

CCC Roadmap
Close equity gaps in access and increase % with 12+ college units

2023 — Vision 2030
Equity in Access
Equity in Support
Equity in Success
Dual enrollment is a key strategy

AB 368
Courses on high school or college campus - 15 units

2024 — AB 359
Out of Service Area Partnerships
Min. Enrollment Remedial Courses

AB 2019
180 minutes for CCAP & EC programs

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AB 359 (Holden)

- The bill would authorize a community college district to enter into a supplemental CCAP partnership with the governing board of a school district, a county office of education, or the governing body of a charter school **within the service area of another community college district** if the governing board of the school district, the county office of education, or the governing body of the charter school has a primary CCAP partnership with the primary community college district and the primary community college district **has either refused to offer or does not have a course or pathway requested** by the governing board of the school district, the county office of education, or the governing body of the charter school.
- The bill would require that a CCAP partnership agreement contain a requirement for courses to be offered if an agreed upon **minimum number of high school students are enrolled** in a given academic year.

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AB 359 (Holden)

- Existing law requires, for each CCAP partnership agreement, the affected community college district and school district, county office of education, or charter school to annually report specified information to the office of the Chancellor of the California Community Colleges, including the total number of community college courses, by course category and type and by school site, enrolled in by CCAP partnership participants. This bill would **instead require** the affected community college district and school district, county office of education, or charter school to annually **report the total number of high school pupils who successfully completed 12 or more units of college coursework by graduation, completed a certificate, or completed the courses required for an associate degree or an associate degree for transfer**.

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AB 359 (Holden)

- This bill would additionally revise and delete several requirements related to CCAP partnership agreements, including, among other things, (1) deleting the requirement to consult with, and consider the input of, the appropriate **local workforce development board** for career technical education pathways provided under a partnership, (2) deleting the prohibition on a community college district providing **physical education course opportunities** to high school pupils pursuant to a CCAP partnership, (3) deleting the requirement that a CCAP partnership agreement certify that any **pretransfer-level course taught by a community college faculty at a partnering high school campus is offered only to high school pupils who do not meet their grade level standard in mathematics, English, or both.**

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AB 359 (Holden)

- This bill would require, to the extent these provisions conflict with any provision of a CCAP partnership agreement entered into by a community college district and the governing board of a school district, charter school, or county office of education on or before January 1, 2025, those agreements to be amended to comply with the bill's requirements by the **start of the 2030–31 academic year**.

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AB 2019 (Fong)

- Existing law provides for the establishment of early and middle college high schools. Existing law requires each middle college high school to be structured as a broad-based, comprehensive instructional program focusing on college preparatory and school-to-work curricula, among other things. Under existing law, pupils in early college high schools begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transfer to a 4-year university, or obtaining a skills certificate.
- This bill would expand the definition of early and middle college high schools to include early and middle college programs established within a high school.

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AB 2019 (Fong)

- Existing law 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 or a county office of education, or the governing body of a charter school, as provided. Existing law provides that the minimum schoolday in any high school is 240 minutes, except as provided, including that a day of attendance for a pupil enrolled in grades 11 and 12 at an early college high school or middle college high school is 180 minutes of attendance if the pupil is also enrolled in a community college, classes of the California State University, or classes of the University of California, as specified.
- This bill would additionally exempt a pupil enrolled in an early college program or a middle college program from the 240-minute minimum schoolday if the pupil is also enrolled in a community college, classes of the California State University, or classes of the University of California, as specified. The bill also would additionally exempt a pupil enrolled under a CCAP partnership from the 240-minute minimum schoolday if the pupil is also enrolled in a community college, as specified.

https://legiscan.com/CA/text/AB2019/id/2910888

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Funding

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How Do Colleges Fund Dual Enrollment?

- Apportionment from the state for enrollment (base allocation)
- Supplemental funding based on certain metrics (examples):
  - Complete 9 units in CTE pathway
  - Pell eligible (not available to HS students)
  - Education Plan (not available to HS students)
  - Pass transfer level math & English in 1st year (not available to HS students)
- Grants
  - State: Strong Workforce
  - Federal: for example Hispanic Serving Institution (HSI)

Current Dual Enrollment Funding

College and Career Access Pathways (CCAP) Grant- **$100 Million**- *Round 2 Open Now!*

- $100K per high school for creating new or expanding existing CCAP partnerships

Middle College and Early College Grant- **$100 Million**- *Round 2 Open Now!*

- $250K per high school district for creating new or expanding existing Early College or Middle College High Schools

California Golden State Pathways Program Grant- **$500 Million**- *Open Now!*

- Planning Grants ($200K) & Implementation Grants ($500K)

Strong Workforce Program (SWP)- *Annual Applications*

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Golden State Pathways (Due March 19th)

- The Golden State Pathways Program (GSPP) was established to promote pathways in technology, health care, education, climate-related fields, and other high-wage, high-skill, and high-growth industries.
- GSPP will support pupils in transitioning from high school to college and career and provide the workforce necessary for economic growth in California.
- The program encourages collaboration between local educational agencies (LEAs), institutions of higher education, employers, and community partners to develop, and/or expand innovative college and career pathways in alignment with state and regional labor market needs.

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Golden State Pathways (Due March 19th)

- Planning Grants are for LEAs that want to develop and establish a career focus program or pathway. These LEAs should consider applying for a planning grant. Eligibility for a GSPP Planning Grant requires submitting a separate Planning and Implementation Grant application.
    - Grant Period: April 2, 2024, through June 30, 2025
    - Funding Amount: Up to $200,000
- Implementation Grants are for LEAs that have existing career focus programs, courses, or pathways that have been integrated that want to expand, enhance, or continue these programs. These LEAs should consider applying for an implementation grant. Eligibility for a GSPP Implementation Grant requires submitting a separate Planning and Implementation Grant application.
    - Grant Period: April 2, 2024, through June 30, 2028
    - Funding Amount: Up to $500,000

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Who gets funding and who pays for what?
Varies by partnership.

	High School	Community College
State Funding	💰ADA for Minimum Instructional Minutes	💰 Apportionment for Census Enrollment
Instructor Salaries	💸 High School Teachers w/ Min. Quals	💸 College Faculty
Student Supports	💸 Counselors, Tutors, Intervention, Etc.	💸Counselors, Advisors, Tutors, Etc.
Enrollment Services		💸 Outreach & Admissions Staffing/Products
Course Materials	💸 Textbooks, Course Supplies	💸 Lab Equipment, Course Supplies
Transportation	💸 Usually Provided by HS	

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Scheduling Dual Enrollment Classes

School District Daily Instructional Minutes

School Districts

A dually enrolled school district student is required to be scheduled for the minimum instructional day in order to generate ADA.

- *EC* Section 46146 specifies minimum day requirements for dually enrolled students at a school district high school that is not an ECHS or MCHS.

- *EC* Section 46146.5 specifies minimum day requirements for dually enrolled students at an ECHS or MCHS.

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High School Requirements

Minimum Day Requirement (2)

Grade/Setting	Minimum Schoolday	*EC* Section
TK/Kindergarten	180 minutes	46117
Grades 1-3	230 minutes	46112
Grades 4-8	240 minutes	46113
Grades 9-12	240 minutes	46141
ECHS & MCHS	180 minutes (Dual Enrollment)	46146.5
ECHS & MCHS	240 minutes (Non-Dual Enrollment)	46146.5

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Dual Enrollment & Independent Study

LEAs can offer dual enrollment offerings through IS.

The instructional time and ADA computation conditions described in *EC* sections 46146, 46146.5, and 76004 apply to IS.

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Apportionment

EC Section 76004(r): A district or COE shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

In other words:

- Both entities (school district and community college) cannot be funded for the same course, nor can courses at the community college that generate FTEs for community college be used towards meeting TK/K-12 instructional time requirements or be used to generate ADA.

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Funding

TK/K-12 LCFF

- LEAs are funded through the LCFF.

- LCFF funding is allocated through the Principal Apportionment and based on ADA reported at different points throughout the FY.

- Students generate ADA through either in-person instruction or independent study.

Community College

- CCC funding is separate and distinct from TK/K-12 education.

- CCCs claim FTE students for funding.

- For more information on how CCCs generate funding, contact the Intersegmental Support Unit at the CCC Chancellor's Office at 916-322-1440.

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What does 240 minutes look like?

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	85 Minutes	
1	8:30 am	9:28 am	58 Minutes	
2	9:33 am	10:31 am	58 Minutes	5 Minutes
3	10:36 am	11:34 am	58 Minutes	5 Minutes
4	11:39 am	12:37 pm	58 Minutes	5 Minutes
Lunch	12:37 pm	1:23 pm	46 Minutes	
5	1:28 pm	2:26 pm	58 Minutes	5 Minutes
6	2:31 pm	3:29 pm	58 Minutes	5 Minutes
7 (After School)	3:35 pm	5:00 pm	85 Minutes	

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What does 240 minutes look like?

373 Minutes

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	*85 Minutes*	
1	8:30 am	9:28 am	*58 Minutes*	*5 Minutes*
2	9:33 am	10:31 am	*58 Minutes*	*5 Minutes*
3	10:36 am	11:34 am	*58 Minutes*	*5 Minutes*
4	11:39 am	12:37 pm	*58 Minutes*	*5 Minutes*
Lunch	12:37 pm	1:23 pm	*46 Minutes*	
5	1:28 pm	2:26 pm	*58 Minutes*	*5 Minutes*
6	2:31 pm	3:29 pm	*58 Minutes*	
7 (After School)	3:35 pm	5:00 pm	*85 Minutes*	

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College Requirements- Contact Hours

Contact Hours Computation Table

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
50 Minutes	00:50	8:00 - 8:50	1.0	NA	1 CH
65 Minutes	01:05	8:00 - 9:05	1.3	NA	1 CH + 15-minute PCH
70 Minutes	01:10	8:00 - 9:10	1.4	NA	1 CH + 20-minute PCH
75 Minutes	01:15	8:00 - 9:15	1.5	NA	1 CH + 25-minute PCH
80 Minutes	01:20	8:00 - 9:20	1.6	NA	1 CH + 30-minute PCH
85 Minutes	01:25	8:00 - 9:25	1.7	NA	1 CH + 35-minute PCH
90 Minutes	01:30	8:00 - 9:30	1.8	NA	1 CH + 40-minute PCH
95 Minutes	01:35	8:00 - 9:35*	1.9	NA	1 CH + 45-minute PCH
110 Minutes	01:50	8:00 - 9:50	2.0	1	2 full CH
125 Minutes	02:05	8:00 - 10:05	2.3	1	2 CH + 15-minute PCH
130 Minutes	02:10	8:00 - 10:10	2.4	1	2 CH + 20-minute PCH
135 Minutes	02:15	8:00 - 10:15	2.5	1	2 CH + 25-minute PCH
140 Minutes	02:20	8:00 - 10:20	2.6	1	2 CH + 30-minute PCH
145 Minutes	02:25	8:00 - 10:25	2.7	1	2 CH + 35-minute PCH
150 Minutes	02:30	8:00 - 10:30	2.8	1	2 CH + 40-minute PCH
155 Minutes	02:35	8:00 - 10:35*	2.9	1	2 CH + 45-minute PCH

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Adding in Dual Enrollment

252 Minutes

Dual Enrollment (Closed)

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	*85 Minutes*	
1	8:30 am	9:28 am	*58 Minutes*	*5 Minutes*
2	9:33 am	10:31 am	*58 Minutes*	*5 Minutes*
3	10:36 am	11:34 am	*58 Minutes*	*5 Minutes*
4	11:39 am	12:37 pm	*58 Minutes*	*5 Minutes*
Lunch	12:37 pm	1:23 pm	*46 Minutes*	
5	1:28 pm	2:26 pm	*58 Minutes*	*5 Minutes*
6	2:31 pm	3:29 pm	*58 Minutes*	
7 (After School)	3:35 pm	5:00 pm	*85 Minutes*	

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Adding in Dual Enrollment

242 Minutes

Dual Enrollment (Closed)

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	*85 Minutes*	
1	8:30 am	9:28 am	*58 Minutes*	*5 Minutes*
2	9:33 am	10:31 am	*58 Minutes*	*5 Minutes*
3	10:36 am	11:34 am	*58 Minutes*	*5 Minutes*
4	11:39 am	12:37 pm	*58 Minutes*	*5 Minutes*
Lunch	12:37 pm	1:23 pm	*46 Minutes*	
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242 Minutes

Adding in Dual Enrollment

Period	Start Time	End Time	Period Minutes	Passing Period
Dual Enrollment (Open*)			**Dual Enrollment (Closed)**	
0 (Before School)	7:00 am	8:25 am	85 Minutes	
1	8:30 am	9:28 am	58 Minutes	5 Minutes
2	9:33 am	10:31 am	58 Minutes	5 Minutes
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Dual Enrollment Instructors

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Who can teach the dual enrollment courses?

High school or college instructors who meet minimum qualifications.

"(m) The CCAP partnership agreement shall specify both of the following:

(1) *Which partner will be the employer of record for purposes of assignment monitoring and reporting* to the county office of education.

(2) *Which partner will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.*"

Ed Code 76004.m.1-2.

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CCCCO Minimum Qualifications Handbook

Three Sections:

- Disciplines Requiring a Master's Degree
- Disciplines Requiring a Specific Bachelor's or Associate Degree and Professional Experience
- Disciplines Requiring any Degree and Professional Experience

2023 Minimum Qualifications Handbook

Who can teach the dual enrollment courses?

"(h) The CCAP partnership agreement shall certify that any community college instructor teaching a course on a high school campus has **not been convicted of any sex offense as defined in Section 87010, or convicted of any controlled substance offense as defined in Section 87011.**

(i) The CCAP partnership agreement shall certify that any community college instructor teaching a course at the partnering high school campus **has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.**

(j) The CCAP partnership agreement shall certify that a **qualified high school teacher** teaching a course offered for college credit at a high school campus **has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus**."

Ed Code 76004.h-j.

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Dual Enrollment Instructor Considerations

- Do not exclude instructors or department chairs from the discussion of hiring high school dual enrollment instructors
- Build a support system (mentors, liaisons, orientation, evaluation, trainings, etc.) for high school teachers teaching college courses AND college faculty teaching high school students
- Work with your human resources team and instructional leadership to determine the best hiring and onboarding practices for dual enrollment
  - How are opportunities posted?
  - Who reviews/recommends applications?
  - Who pays the instructors? Does that impact load/seniority?

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Dual Enrollment Course Modalities

Dual Enrollment Course Modalities

	In Person	Hybrid (In Person + Online)	Online Asynchronous (No Zoom)	Online Synchronous (Zoom)
HS Instructor	+	+	-	-
College Instructor	+	+	+	+
HS Support Teacher/"TA"	-	+	+	+

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Student Supports in Dual Enrollment

Student Supports

- Dual enrollment students are enrolled in a community college course, and therefore should have access to all student support services provided by the community college.
- It can be challenging to bring the supports to the student (at the high school), but this is being done across the state:
  - Outreach Specialists (Application, enrollment & matriculation)
  - Student Ambassadors/Mentors
  - Tutors
  - Writing Center/Success Skills Staff
  - Counseling Interventions (for students at risk of failing and/or at risk of poor academic standing)
  - Affinity Groups (Umoja, Puente, etc.)

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Examples of Scheduling with Support In Mind

Monday	Tuesday	Wednesday	Thursday	Friday
Class 1 (1 hr 25 min)	Class 2 (1 hr 25 min)	Class 1 (1 hr 25 min)	Class 2 (1 hr 25 min)	Student Support Period (Tutoring, advising, mentors, etc.)

Monday	Tuesday	Wednesday	Thursday	Friday
Class 1- In Person (50 minutes)	Support Period and/or Supplemental Instruction	Class 1- In Person (50 minutes)	Support Period and/or Supplemental Instruction	Class 1- In Person (50 minutes)

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Dual Enrollment Pathways

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What are dual enrollment pathways?

"Existing law 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 or a county office of education, or the governing body of a charter school for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, 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*."

Ed Code 76004.a.1.

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Which courses can we offer in dual enrollment?

"A community college district may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term in courses offered at the community college campus or the participating high school campus, if all of the following circumstances are satisfied:

(1) The units constitute **no more than four community college courses** per term.

(2) The units are **part of an academic program that is part of a CCAP partnership** agreement established pursuant to this article.

(3) The **units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential**."

Ed Code 76004.p.1-3

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Which courses can we offer in dual enrollment?

"(d) A community college district participating in a CCAP partnership **shall not provide physical education course opportunities** to high school pupils….

Ed Code 76004.d.

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Which courses can we offer in dual enrollment?

"(n) The CCAP partnership agreement shall certify that any *pretransfer-level course* taught by community college faculty at a partnering high school campus shall be offered *only to high school pupils who do not meet their grade level standard in mathematics, English, or both on an interim assessment in grade 10 or 11*, as determined by the partnering school district or county office of education, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer course as an intervention in the pupil's junior or senior year to ensure that the pupil is prepared for college-level work upon graduation."

Ed Code 76004.n.

McFarland HS Spanish Transfer Degree Pathway
Bakersfield College

	Dual Enrollment – HS Instructor @ HS		Dual Enrollment – College Instructor @ HS	Online Dual Enrollment – College Instructor & HS Support (Collaborative)	
	9th Grade		**10th Grade**	**11th Grade**	**12th Grade**
English	English 9		English 10	English 11	**ENGL B1A + ENGL B1B**
Math	Algebra 1		Geometry	Algebra 2	**MATH B22**
Science	Earth Science		Biology	**SOILS B1**	**GEOL B10 + GEOL B10L**
History			**HIST B2 + HIST B17A**		Economics / **POLS B1**
Language	Spanish 1		Spanish 2	**SPAN B1 + SPAN B2**	**SPAN B3 + SPAN B4**
Electives	**STDV B3 (GFSF)**	**MUSC B27**	**PSYC B1A + ART B1 + STDV B1**	**PSYC B1B + HIST B30A**	Elective
	Health/PE		PE	**COMM B1**	Elective
Summer	*Makeup*		*Makeup*	*Makeup*	

% 2023- 10% earned ADT Spanish ADT, 20% earned 30+ units

McFarland HS 12+ Unit CTE Pathways
Bakersfield College

	Dual Enrollment– HS Instructor @ HS	Dual Enrollment– College Instructor @ HS	Online Dual Enrollment – College Instructor & HS Support (Collaborative)	
	9th Grade	10th Grade	11th Grade	12th Grade
Ag Business	STDV B3 (GFSF)	AGSB B3	AGBS B6	AGRI B1
Business*	STDV B3 (GFSF)	COMP B5 + BSAD B66A-C	BSAD B64 + B68	BSAD B20 + B5
Education*	STDV B3 (GFSF)		EDUC B3 + B9	EDUC B5 + B6
Logistics*	STDV B3 (GFSF)	BSAD B49A	BSAD B49B + B49C	BSAD B49D + B49E
Media Arts	STDV B3 (GFSF)	ART B26	ART B43	ART B44
Public Health**	STDV B3 (GFSF)	PBHS B20 + B21	PBHS B22 + B23	PBHS 24 + B25 COMM B9 + MEDS b35
Welding*	STDV B3 (GFSF)	WELD B1A + B1B	WELD B53A + B53B	WELD B54A + B54B

*Job Skills Certificate, **Certificate of Achievement

Wheatland HS Pathway Overview
Yuba College

	Dual Enrollment Course	Articulated Course	Online Dual Enrollment Course	
	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	English II Honors	ENGL 1A	ENGL 1C
Math	Integrated Math I	Integrated Math II	Integrated Math III	STATS 1 / College Bound
Science	Biology/Ag Biology	CHEM 2A	BIOL 1 or 10L	
History	COUNS-25 (GFSF)	World HIST 4B	US HIST 17B	POL 1 + Economics
Language	Spanish I	Spanish II	Child Development	Personal Finance/Life Skills
Electives	Visual or Performing Arts	CTE Course	CTE Course	CTE Course
	PE	PE	College Bound w/ Online Courses	College Bound w/ Online Courses
Online	2 Online Courses	2 Online Courses		
Summer	Up to 2 Online Courses	Up to 2 Online Courses	Up to 2 Online Courses	Up to 2 Online Courses

Wheatland HS CTE Pathways
Yuba College

	Dual Enrollment Course	Articulated Course		
	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Animal Science	COUNS-25 (GFSF)	Chem AgriScience	Animal Science AG-45	Vet Assist VETT-91
			Child Dvlp ECE-3	Busn Comp GNBUS-30
Horticulture	COUNS-25 (GFSF)	Chem AgriScience	Child Dvlp ECE-3	Busn Comp GNBUS-30
	AG Floral I	AG Floral II		
Ag Mechanics	COUNS-25 (GFSF)	Chem AgriScience	Child Dvlp ECE-3	Busn Comp GNBUS-30
	AG Mech: Const I	AG Mech: Const II	Ag Mech: Farm Fab I	AG Mech: Farm Fab II
Plant & Soil Science	COUNS-25 (GFSF)	Chem AgriScience	Plant & Soil Sci PLSCI-20	Adv Hort ENVRH-20
			Child Dvlp ECE-3	Busn Comp GNBUS-30
Education	COUNS-25 (GFSF)	Child Dvlp ECE-3	Principles of Teaching ECE-1A	Observ. & Assess. ECE-11
				Busn Comp GNBUS-30
Business	COUNS-25 (GFSF)	Busn Comp GNBUS-30	Busn Mgmt GNBUS-10	Entrep. GNBUS-7
			Child Dvlp ECE-3	Pers Fin / Life Skills
Patient Care	COUNS-25 (GFSF)	Med Term NURS-51	Patient Care I	Patient Care II
			Child Dvlp ECE-3	

Fort Bragg HS IGETC & AA Degree Pathway
Mendocino College

	Dual Enrollment – HS Instructor @ HS	Dual Enrollment – College Instructor @ HS	Dual Enrollment – College Instructor @ College	
	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English	English 9	English 10	**ENGL-200 Composition**	**ENGL-201 Literature**
Math	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or **MATH 220 Stats**	**MATH 220 Stats,** or AP Calc (MATH-210)
Science	Biology	Chemistry	**BIO-200** or AP Biology	Environmental Science
History	**CDV-200 Psychology**	**HIST-201 Western Civ**	US History	**POL-200** + Economics
Language (Non-Native)	Spanish 1	Spanish 2	**SPAN 201 Elem. Spanish**	
Language (Native)	Native Spanish 1	**SPAN 210 Span for Nat. Speakers**		
Electives	**CCS-100 Career Planning**	**COM-203 Public Speaking**	**COM-200 Mass Media**	**ART-208 Western Art**
		CED-196 Work Exp.	**HST-208 Women in Hist.**	**PHL-220 Philosophy**
Summer	**ART-240A Ceramics**	**AST-200 + 200L Astronomy + SOC-200 Intro to Soc**	**ANT-201 Anthropology + SOC-201 Soc Problems**	

Data Sharing Between High School & College

How does FERPA apply to dual enrollment?

FERPA restrictions apply to dual enrollment students, even if they are minors.

Instructors **cannot provide information to parents** or anyone else besides the staff at the high school or high school districts who are specified in the CCAP and/or data sharing agreement.

Any information shared between the college and high school needs to be covered by a **CCAP and/or data sharing agreement**.
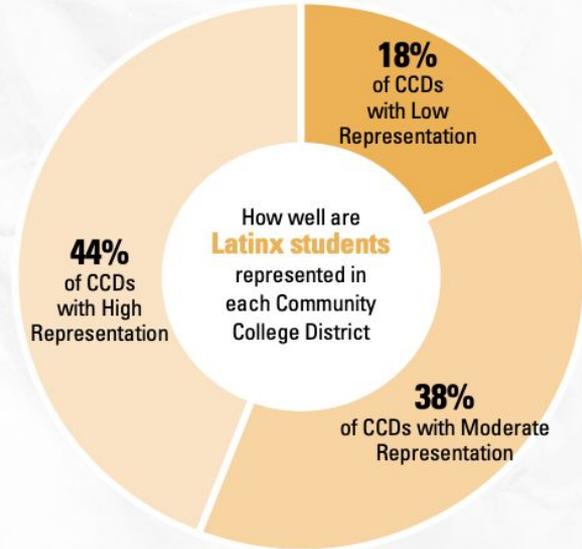
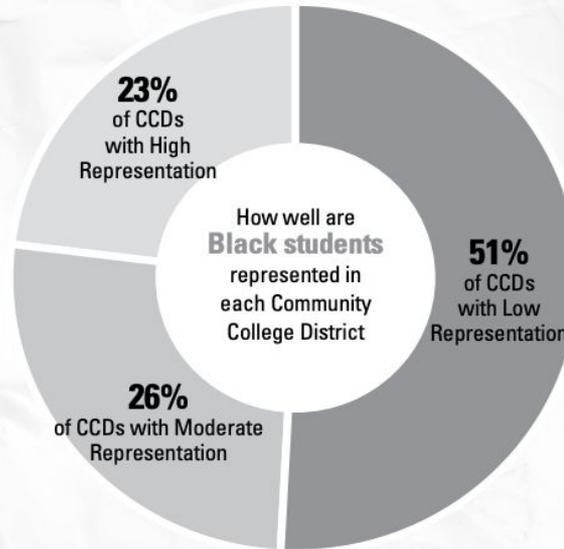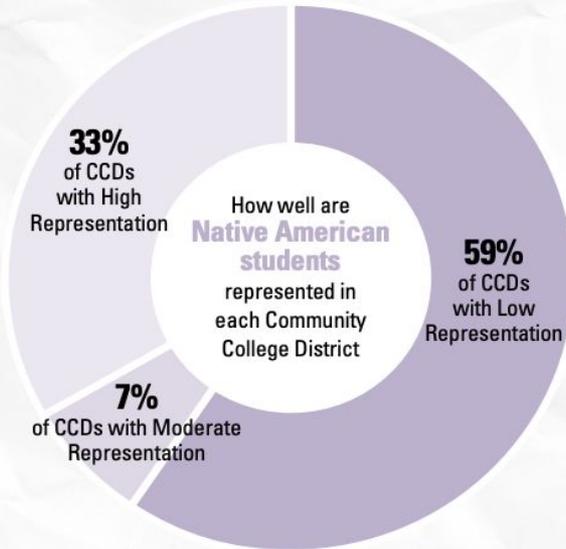Partnerships can use **FERPA waivers** for various purposes.

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Considerations for Data Sharing

High School Data	College Data
● Class Rosters ● DOB ● Student ID ● IEP/504 Designation ● ELL Designation ● Transcripts ● Placement Information ● Information for Application	● Application Status ● ID Number ● Course Enrollment Status ● "Early Alerts" / Progress Reports ● Final Grades ● Academic Standing ● High school support teachers or staff as "TA" role in college courses ● Outstanding Fees

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Equity in Dual Enrollment

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The Education Trust-West Jumpstart Report:
Setting Goals to Drive Equitable Dual Enrollment In California

33% of CCDs with High Representation

How well are **Native American students** represented in each Community College District

59% of CCDs with Low Representation

7% of CCDs with Moderate Representation

23% of CCDs with High Representation

How well are **Black students** represented in each Community College District

51% of CCDs with Low Representation

26% of CCDs with Moderate Representation

18% of CCDs with Low Representation

44% of CCDs with High Representation

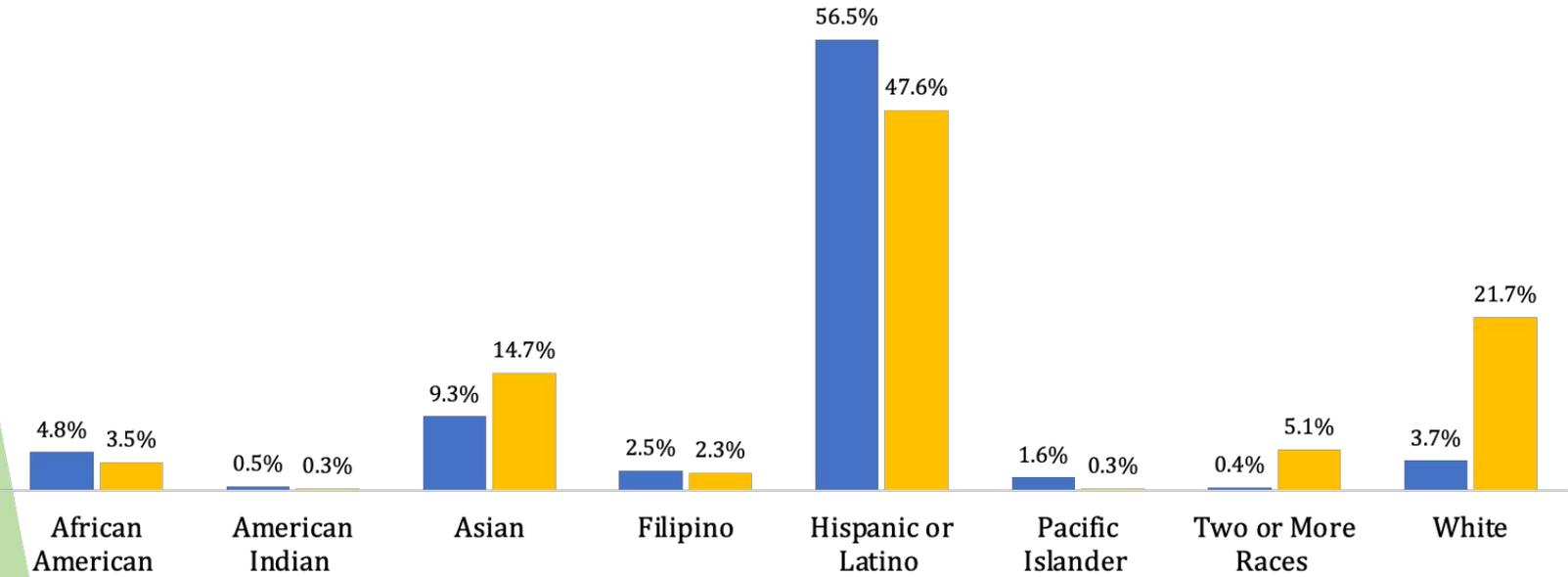How well are **Latinx students** represented in each Community College District

38% of CCDs with Moderate Representation

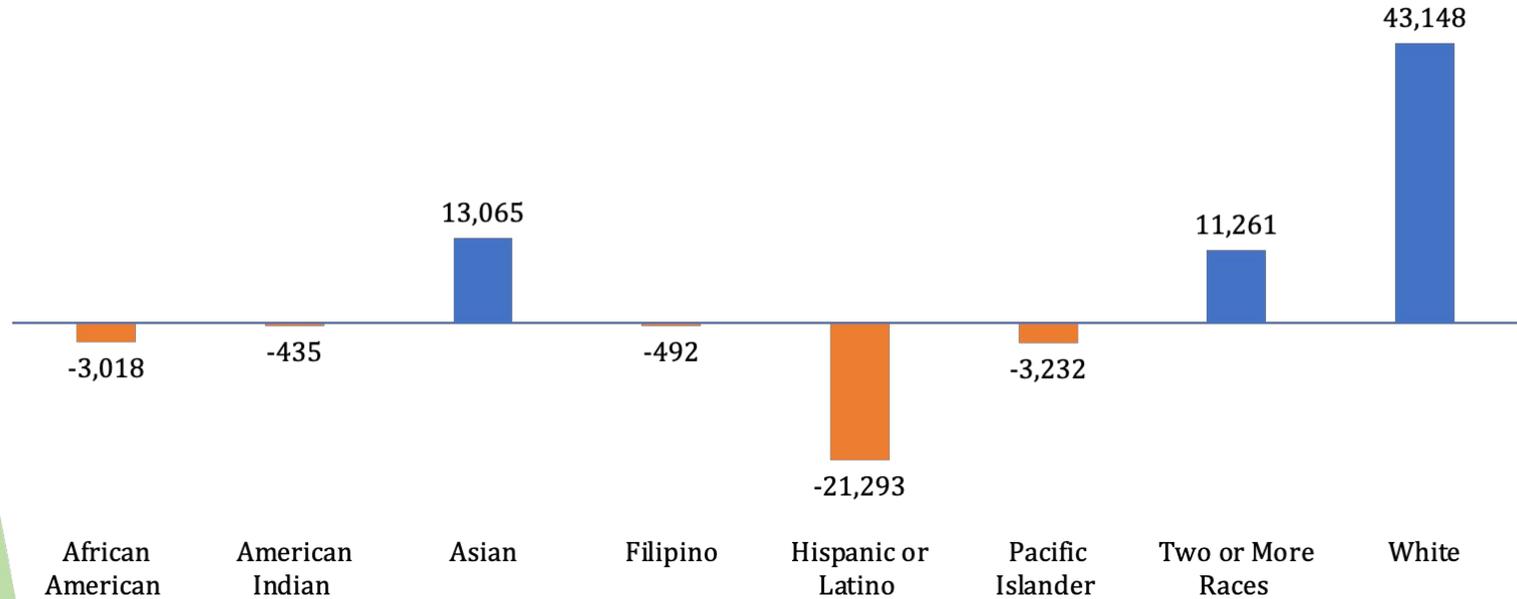Source: The Education Trust—West analysis of fall 2019 data. Note: Figures may not sum to 100 due to rounding.

ETW-Jumpstart Report

The Education Trust—West

Dual Enrollment Participation vs. High School Representation
California, 2022-2023

Dual Enrollment Representation Gaps (Student Count)
California, 2022-2023

Equity Gaps

- ## UCD Wheelhouse "A Rising Tide"
  - DuE participation is increasing, racial/ethnic gaps still persist, HS-only DuE gaps are narrowing

- ## PPIC Policy Brief "Dual Enrollment In California"
  - Align DuE w/completion, leverage equity-centered legislation (i.e., CCAP, AB705, and ethnic studies grad requirement)

- ## Education Trust-West Jumpstart
  - To expand equitable DuE: define a vision, establish goals, strengthen partnerships, and engage in focused recruitment

Outreach & Enrollment

Dual Enrollment Outreach

Start Early!	Keep It Going!	Transition to College
- Junior High - Application Workshops During State Testing in 8th Grade - High School Orientations & Registration Dates - Summer Academies, Events and/or Workshops Before 9th Grade	- Summer Academies & Trips During High School - Invite DuE Students & Staff to Events on Campus - Counselor Appointments at 12+ Units	12th Grade Matriculation Should Look Different – Continue your path! Update your ed plan! - Support students going to other colleges with getting their transcripts & understanding their status

Considerations for Enrollment

- Simplify the Parent & High School Consent Process: Only required 1 time for all of high school for CCAP. This can apply to non-CCAP as well with local policy.
- Batch/Automatic Enrollment
- Manually Drops–Completed by college staff who have verified drop request from student & instructor. The college staff can ensure the correct date on the drop and drop type.
- Have a gracious process for roster review–students missing should get their grades and students who shouldn't be on there should be removed without penalty to the student.

Thank you!

CLP | Career Ladders Project

kcampbell@careerladdersproject.org