Ventura County Community College District

Planning, Accreditation, Communication, and Student Success Committee (PACSS) Informational Public Policy Hearing

Pathways to College Policy Hearing
October 29, 2014

Thousand Oaks High School
Performing Arts Center
2323 North Moorpark Road
Thousand Oaks, CA 91360
6:30 pm – 8:30 pm Hearing

Wednesday, October 29, 2014
Pathways to College Policy Hearing

Order of the Agenda
Ventura County Community College District
Planning, Accreditation, Communication, and Student Success Committee at
Thousand Oaks High School Performing Arts Center
2323 North Moorpark Road
Thousand Oaks, CA 91360
6:00 p.m. - 6:30 p.m. - Reception (light refreshments)
6:30 p.m. - 8:30 p.m. - Policy Hearing

1. Call to Order

1.01 PACSS Chair McKay will call the meeting to order.

1.02 Pledge to the Flag

1.03 Changes to the Agenda

2. Public Comments

2.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor, Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.

3. Pathways to College

3.01 VC Innovates: Ventura College President Greg Gillespie and Ventura County Office of Education Director of Career Education Tiffany Morse

3.02 Thousand Oaks High School Pathways: Thousand Oaks High School Principal Lou Lichtl

3.03 Simi Valley Unified School District Pathways: SVUSD Coordinator of Curriculum and Assessment Pam Castleman

3.04 Student Perspectives

3.05 Community Questions and Answers

4. Adjournment

4.01 Adjournment

Ventura County Community College District
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Dr. Jamillah Moore
Chancellor

Regional Consortium Awarded $13.2 Million California Career Pathways Trust Grant

Sunday, June 22, 2014 - 9:45pm

A regional consortium led by Ventura County Community College District (VCCCD) has been awarded a $13.2 million grant from the California Department of Education. VCCCD will serve as the fiscal agent for the multi-year project called "Ventura County (VC) Innovates." The project is designed to better prepare future workers and leaders for the local workforce, develop project-based career technical education curriculum, provide work-based learning opportunities for all students, and address skill shortages in high-demand, high-growth industries and occupations. Goals focus on creating sustained career pathways from high school through community college, increasing articulation agreements between high schools and community colleges, increasing dual enrollment opportunities for high school students, and increasing employment and career opportunities for all students.

The regional consortium includes VCCCD, seven high school districts representing 15 high schools, three adult schools, and over 50 employers and community partners. Participating districts and school partners include Simi Valley Adult School; Ventura Adult and Continuing Education; Conejo Valley Adult School; Conejo Valley Unified School District (Newbury Park High School, Thousand Oaks High School, Westlake High School); Fillmore Unified High School District; Moorpark Unified School District (Moorpark High School, Community High School); Ojai Unified School District (Nordhoff High School); Santa Paula Unified School District (Santa Paula High School); Simi Valley Unified School District (Royal High School, Santa Susana High School, Simi Valley High School, Apollo Continuation School); Ventura Unified School District (Buena High School, Foothill Technology High School, Ventura High School); and the Ventura County Office of Education.

The VCCCD Board of Trustees will take action to accept the award at its Board meeting on June 17 at the District Administrative Center in Ventura. "The Board congratulates staff and our community partners on their collaborative efforts, which have resulted in a successful outcome," stated Board Chair, Art Hernández. VCCCD Chancellor, Dr. Jamillah Moore, commented, "We are proud to be in a position to partner with our colleagues in education to make a difference for years to come."

The California Career Pathways Trust was established in 2013 by the State Legislature under Assembly Bill 86 to provide a one-time competitive grant to K-12 schools and community colleges that will better prepare students for the 21st century workplace. Groups throughout the State of California competed for $250 million in available grant funding. State officials received 123 eligible applications requesting approximately $709 million. VC Innovates was one of 12 grant recipients in the category receiving up to $15 million.

1. PARTNERS

- Ventura Community College District (VCCD)
- Ventura College (VC)
- Oxnard College (OC)
- Moorpark College (MC)
- Ventura County Office of Education (VCOE)
- Conejo Valley Unified School District (CVUSD)
- Simi Valley Unified School District (SVUSD)
- Moorpark Unified School District (MUSD)
- Fillmore Unified School District (FUSD)
- Santa Paula Unified School District (SPUSD)
- Ventura Unified School District (VUSD)
- Ojai Unified School District (OUSD)
- Workforce Investment Board (WIB VC)
- 50 employers (and growing)

2. PROCESS

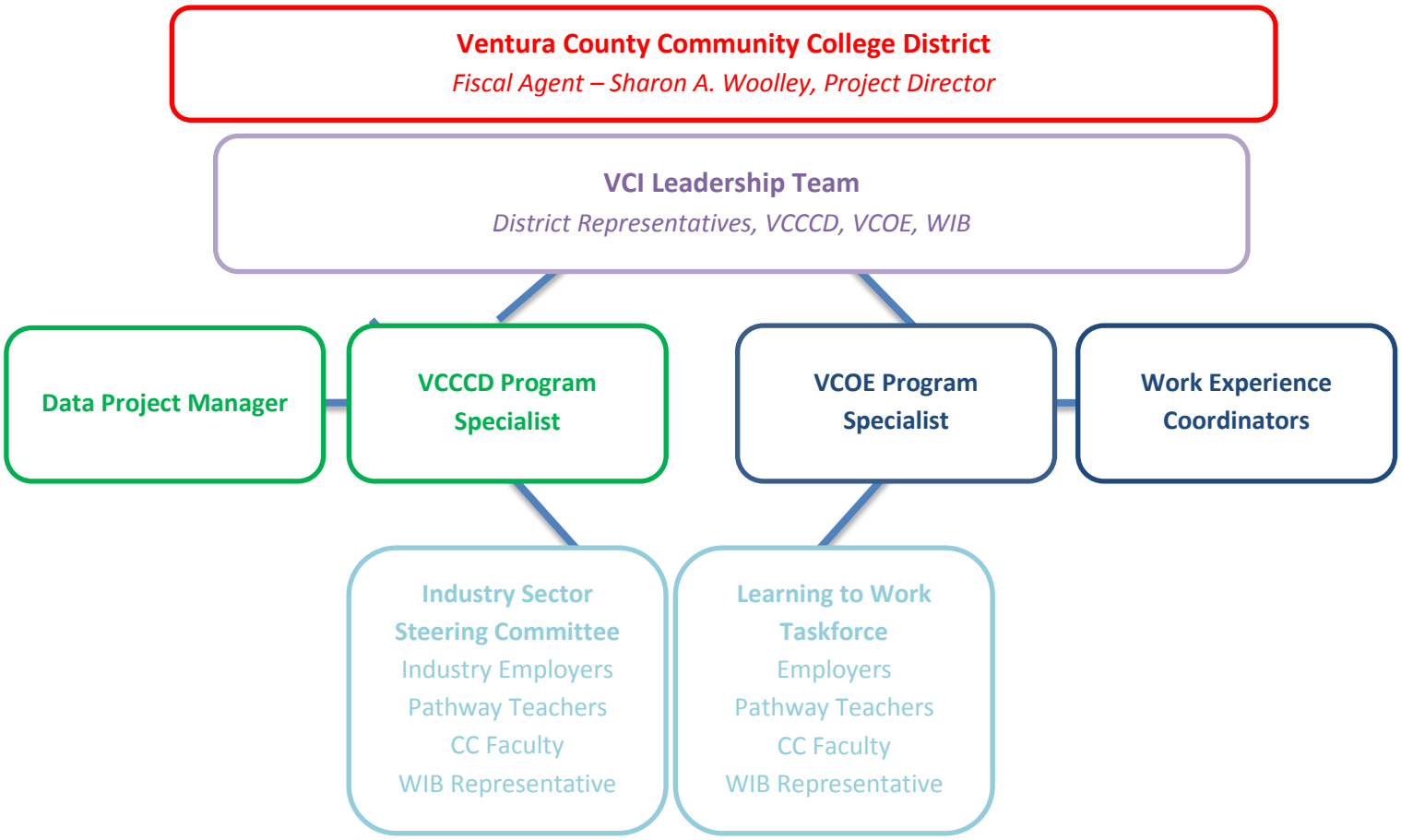
- Prior to the grant application, a county-wide inventory was conducted of all courses, programs, and pathways offered in 15 industry sectors in high school, adult education, and community colleges.
- The grant partners met and conducted an analysis of the inventory. Three patterns appeared: pathways that were in place and articulated, programs that did not connect from the secondary to post-secondary level, and industry sectors that did not have viable pathways.
- The VC Innovates team matched the analysis with labor market data, local employer advice, the WIB priority industry sectors, and the Doing What Matters priority sectors to determine pathways that led to high-skill, high wage and high-growth jobs.
- Within the selected pathways, a needs-assessment was conducted to determine skills-gaps.
- Employers consistently noted a need for new employees that possessed fundamental soft-skills for employability.
- Employers also noted a need for regional collaboration in order to avoid duplicative efforts to work with schools on projects such as advisory committees, mentorships, guest speakers, and internships.

3. APPROACH

- All pathways identified by the VC Innovates team were categorized into three phases:
  Phase 1 (13): Pathways in place and fully operational in 2014-15
  Phase 2 (31): Pathways that need "bridging" to be operation by 2015-16
  Phase 3 (18): Pathways to be developed by 2016-17
- All pathways are be articulated from the high school through the community college and will include:
  1. Learning to Work soft-skills modules to address the fundamental s of employability
  2. A comprehensive curricular plan for the entire pathway vetted by Industry Sector Steering Committees
  3. At least one real-world, industry-based project in each pathway course (called the Learn. Design. Develop. project)
  4. At least one work-based experience in each pathway course
- The industry-based projects will be facilitated by Aspire[3].
- VC Innovates will form Industry Sector Steering Committees in each of the represented industry sectors to serve as regional advisory committees for the pathways.
- VC Innovates will form a Learning to Work Taskforce that will be responsible for the development of the Learning to Work modules.
- 10 Industry Education Liaisons will be hired to serve as intermediaries between the industry sector employers and the pathway teachers to assist with the coordination and oversight of guest speakers, mentors, internships, field trips and LDD projects.

4. SUSTAINABILITY

- VC Innovates is funding pathway support and development rather than teacher salaries. The district must commit to hiring the teacher to teach the pathway in order to ensure that the project is sustainable beyond the grant funding.
- 35,366 students will be served over the course of the grant.



VCCCD	Responsible for receipt and administration of grant funds and submittal of the required reports to account for the use of grant funds. Will act as the fiscal agent and provide the Project Director to provide overall leadership, compliance monitoring, and direction to VCI.
VCI Leadership Team	Responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.
VCCCD Program Specialist	Responsible for leading all postsecondary project activities. Shared responsibility for the implementation and daily operations with VCOE Program Specialist; providing grant-related support and technical assistance to participating LEAs; supervising the data specialist and the required data collection and analysis processes and procedures; communicating with local business and community partners; co- leading curriculum and professional development activities.
VCOE Program Specialist	Responsible for leading all secondary activities. Shared responsibility for implementation and daily operations with VCCD Program Specialist; providing grant-related support and technical assistance to participating LEAs; supervising the Work Experience Coordinators; communicating with local business and community partners; co- leading curriculum and professional development activities.
Work Experience Coordinators	Individuals grouped by industry sectors that act as intermediaries between schools and businesses to arrange, coordinate and oversee all high school work-based experiences, and provide training to employers prior to all work-based experiences.
Industry Sector Steering Committee	Regional Industry sector groups that meet quarterly to review and vet curriculum, inform pacing guides, review student competencies and develop Learn, Design, Develop (LDD) projects for each course. Replaces current advisory groups currently held by each individual institution.
Learning to Work Taskforce	Taskforce comprised of representatives from each Industry Steering Committee that meet to develop, refine, and expand the Learning to Work Fundamentals of Employability curriculum.

High School	Adult School	Community College
Agriculture and Natural Resources		
Agriscience (SPHS,FMHS)		Water Science (VC) COA/AS
Plant and Soil Science (SVHS)		Botany (MC) Classes
Agricultural Business (SPHS, FMHS)		To be developed (VC)
Arts, Media and Entertainment		
Design, Visual, & Media Arts: Digital Graphics and Publication (RHS, SVHS,NHS,FMHS, SPHS, SSHS)	C, S,V	Graphic Design (MC) COA/AS Design Media Studies (OC) Program in Development
Game Design and Integration (CHS)	S	Certificate and Courses (MC) AS to be developed
Production and Manegerial Arts: Video Production (NHS, NPHS)	S, V	Multimedia (MC) AS/COA, TV, Filmmaking and Media Arts (MC)
Building and Construction Trades		
Cabinetry, Millwk, and Wdwkng (NPHS, RHS,FHS, ACHS, SVHS, TOHS)		Construction Technology (VC) Courses
Residential and Commercial Construction (TOHS)		Construction Technology (VC) Courses
Business and Finance		
Business Management (MHS, RHS, SVHS)	V	Business (MC,OC,VC) COA/AS, Business Management (OC) COA/AS
Financial Services (RHS)	V	Business (MC,OC,VC) COA/AS, Business Management (OC) COA/AS
Engineering and Architecture		
Environmental Engineering (SPH, FMHS)		AS to be developed (MC), Environmental Control (OC) AS/COA
Engineering and Design (TOHS)	V	Engineering (MC) AS, Drafting (VC) AS/COA
Energy, Environment and Utilities		
Energy and Power Technology (CEC)		Photovoltaic Technology (MC) PA
Energy and Power Technology (CEC)		Environmental Control (OC) AS/COA
Health Science and Medical Technology		
Health Care Administartive Services (SVHS, CEC)	S, C, V	Various (MC, OC, VC) AS/COA/PA
Patient Care (SPHS,CEC)	S, C, V	Various (MC, OC, VC) AS/COA/PA
Biotechnology (SVHS, Foothill,WHS)	V	Biotechnology (MC) AS/COA
Hospitality and Tourism		
Food Service and Hospitality (NPHS, RHS, VHS, WHS)		Culinary Arts/Restaurant Management (OC)AS/COA
Information and Communication Technologies		
Software and Systems Development (RHS, SSHS)	V	Computer Networking Systems Engineering (MC, OC) AS/COA/PA
Information Support and Services: Web Developer (SSHS)	C	Digital Media Studies (OC) Courses only, program to be developed
Games and Simulation (MHS, CEC, WHS)		Certificate and Courses (MC) - AS to be developed
Manufacturing and Product Development		
Welding and Materials Joining: Welding Technology (BHS, NHS, CEC)	S, V	Welding (VC) COA/PA
Machining and Forming Technologies (TOHS, SVHS, VHS)	S	Welding (VC) COA/PA, Manufacturing Apps/Biotech Manuf (VC) PA
Marketing, Sales and Service		
Entrepreneurship/Self-employment (TOHS)		Business (MC)
Public Services		
Emergency Response: Fire Cadet (MHS, RHS, SVHS)		Fire Technology (OC) AS/PA, EMT (VC, OC) AS, Paramedic (VC) AS
Emergency Response: EMT (NHS, CEC)		Fire Technology (OC) AS/PA, EMT (VC, OC) AS, Paramedic (VC) AS
Legal Practices (SSHS)	S	Criminal Justice (VC, MC) AS/COA, Paralegal Studies (OC) AS/COA
Transportation		
Systems Diagnostics, Service and Repair (NHS, CEC)		Automotive Technology (OC, VC) AS/COA
Operations: Unmanned Aerial Vehicles (CEC)		To be developed (MC)
	S=Simi, V=VACE, C=Conejo	MC=Moorpark, OC=Oxnard VC=Ventura COA= Certificate of Achievement, PA=Proficiency Award

Issues for September 2014
R. Mize

CCLC Commission on the Future: An Update

Increasing College Preparation and Completion through Concurrent Enrollment -- The Next Steps

Since the publication of the initial report of the League's Commission on the Future (COTF), there have been many reports written and the California Community Colleges have taken many steps to improve student success and completion. However, there is still much to do. This paper will provide a brief assessment of where we are -- in relation to student attainment since the time of the release of our last report (2010), in relation to the goals which we are attempting to reach, and in relation to our ability to meet those goals – before we discuss successful interventions or what needs to be done to meet those goals.

Update on College Attainment – California, 2013

In June 2013, the Lumina Foundation published its annual report, *A Strong Nation through Higher Education: Visualizing data to help us achieve a big goal for college attainment*. This report indicates the following about the degree attainment of California students:

> •" 38.9 % of the state's 20 million working-age adults (25-64 years old) hold a two- or four-year college degree. (Last year's rate was 38.8% so there was essentially no growth.)
> • California's rate of higher education attainment is equal to the national average of 38.7%, with an annual rise of .2 - .4 % annually over the last several years.
> and lower than the national rate of 40.1 %.)
> • If the current rate of degree production continues, 43% of California's adult population will hold a college degree in 2025; to reach the 60% attainment goal, California will need to add nearly 3.8 million degrees to that total. (This is especially important because the Center on Education and the Workforce at Georgetown University indicates that, by 2018, 3.3 million (61%) of the 5.5 million job vacancies in California will require postsecondary credentials.)
> • Of even greater concern than the overall percentages for all ages or for the younger portion of the adult population is the data about the achievement gap between various groups with those in the fastest-growing segments of our population attaining lower percentages. Specifically, the data show the following [rates for college-degree attainment]: Asian, 59.05%; White 50.7%; Black 32.58%; Native American 35.68% and Hispanic 16.34%."

As this report further notes in discussing the degree attainment of Californians, "increasing attainment is a particular challenge in rural counties"… and "California must increase college success among the fast-

growing groups that will account for a growing proportion of the state's population, including working adults, low-income and first-generation students, and students of color."

Update on the Achievement Gap

Among the important issues cited in our first report was the necessity for eliminating the achievement gap – both for social justice as well as economic reasons. This issue is so significant that McKinsey & Company issued a report, *The Economic Impact of the Achievement Gap in America's Schools* (April 2009) to warn that, "The persistence of these educational achievement gaps imposes on the United States the economic equivalent of a permanent national recession. The recurring annual economic cost of the international achievement gap is substantially larger than the deep recession the US is currently experiencing." The McKinsey study also offered the belief that

> "…the wide variation in performance among schools and school systems serving similar students suggests that the opportunity and output gaps related to today's achievement gap can be substantially closed. Many teachers and schools across the country are proving that race and poverty are not destiny; many more are demonstrating that middle-class children can be educated to world class levels of performance. American's history of bringing disadvantaged groups into the economic mainstream over time, and the progress of other nations in education, suggest that large steps forward are possible."

Another important recent study, *Why Race?* (Center for Urban Education, Rossier School of Education at USC, 2013) provides ample evidence of the importance of eliminating the racial achievement gap. Data, for example, shows that low and middle-income Black students would be disadvantaged by a "class, not race" college admission policy. In 1992, they report, "the average SAT score for Black students with family income greater than $70,000 per year was 854, while the average SAT score for white students with family income of less than $20,000 was 879. This discrepancy in SAT scores indicates that race is a greater disadvantage than income. This is further verified by studies which show differences ranging from 40 to 80 SAT points between Blacks, Asians, and Whites who belong to the same socioeconomic class – and the results are similar for all socioeconomic classes."

What Is Occurring in California and Other States

There are a number of strategies which have been singled out as having significant positive effects on increasing the numbers of students who complete to receive either a BA or an AA degree. Among the most important are efforts to improve the preparation of high school students so they will come to their community college years fully prepared to do college-level work, are early assessment and dual/concurrent enrollment; this paper will focus on the second.

Dual/Concurrent Enrollment in California-

Existing law authorizes the governing board of a school district, upon the recommendation of the student's principal and approval of a parent to allow a high school student "who would benefit from advanced scholastic or career-technical studies" to attend a community college as a special part- or full-time student. However, this authorization is limited in that a principal can recommend no more than

five percent of the total number of students in the same grade level for summer session attendance. The only exceptions to this limitation are for students recommended by their principal for enrollment in a college-level summer session course if the course is necessary to assist students in passing the California High School Exit Examination (CAHSEE) or if the high school of the student does not offer college credit in English language arts or mathematics and the pupils meet the following two requirements: a) they are in their senior year of high school, and b) have completed all other graduation requirements prior to the end of their senior year, or will complete these requirements during a community college summer session in which they are enrolled after the senior high school year. This exemption, however, is only available until January 1, 2014 and then sunsets unless urgency legislation is enacted prior to that date.

Additionally, the governing board of each community college district is required to assign a low enrollment priority to these students, referred to as "special part-time or full-time students" to ensure that they do not displace regularly-admitted community college students.

As this brief summary indicates, California's rules for dual/concurrent enrollment provide critical support for underachieving students, those from groups underrepresented in higher education, and those who are seeking advanced studies while in high school.

Dual/Concurrent Enrollment in Other States

Research on dual/concurrent enrollment on a state-by-state basis has been conducted most thoroughly by the Education Commission of the State's High School Policy Center which has developed an 88-page state-by-state summary and analysis of dual/concurrent enrollment policy. (This document is available at: http://www.ecs.org/html/educationIssues/HighSchool/highschooldb1_intro.asp?topic=de)
A brief summary of this document follows (*with California's policy in italics)*:

• **Statewide Policy**: 46 states have statewide policies governing at least one statewide dual enrollment program, while four have programs administered by local district- and institution-level policies. *CA: statewide policy in place.*

• **Mandatory vs Voluntary Opportunities**: 12 states require all high school and public postsecondary institutions to provide dual enrollment opportunities, while participation is voluntary. *CA: Voluntary opportunities as well as participation.*

• **Responsibility for Paying for Tuition**: 22 states require students and parents to pay; six require the student's school district to pay; three require the participating postsecondary institution to pay. Three require the state department of education or another state organization; four have multiple dual enrollment programs which have different groups that are primarily responsible for paying tuition; six states have no clear funding system in place. *CA: Community colleges can waive tuition; if they choose not to, the student or student's parent is responsible.*

• **College Partners, Two-year or Four-year**: Five states allow only two-year public postsecondary institutions to participate in dual enrollment programs. 39 states allow both two- and four-year institutions to participate; five states do not have state policy on the types of institutions that may accept dual enrollment students; 23 states allow non-public proprietary or tribal colleges to participate in dual enrollment programs. *CA: Two-year and four-year public postsecondary institutions.*

• **Where/How Courses Are Taught**: Two states specify that courses may be offered only on postsecondary campuses. 30 authorize dual enrollment courses to be taught either in high schools or on postsecondary campuses. At least 17 provide dual enrollment courses online, while 10 allow dual enrollment courses to be offered at physical locations other than the high school or postsecondary campus; policies in 18 states do not specify where dual enrollment courses maybe offered. *CA: at high schools and postsecondary institutions.*

• **Student Eligibility Requirements**: Two states require students to be in at least grade 10; 20 states require students to be in at least grade 11. Nine states allow students in any of grades 9 – 12 to participate. In seven states, the student's grade level varies, depending on which of two or more state-level programs the student participates in. At least three states have an additional dual enrollment program for students in grade 12. *CA: Different requirements for advanced/career tech vs. passage of CAHSEE for students in their senior year.*

• **GPA**: Seven states require a minimum GPA; three more require a specific GPA only under certain circumstances. *CA: No requirement.*

• **Written approval/recommendation**: In 22 states, written permission or a recommendation from a teacher, principal, or other school or district staffer or postsecondary official is required. In 3 states, written approval is necessary only in certain circumstances. *CA: Written approval/recommendation plus parental consent required.*

• **Cap on Number of Credits Students May Earn**: Four states cap the number of credits high school students may earn, from two courses per semester to 30 semester hours per year, depending on the state. Ten states allow high school students to enroll in college programs as part-or full-time students. Two states specify that postsecondary institutions may make the determination of units; four states place a cap on the number of credit students may earn in one program but none in another. One sets a cap on the combined high school and postsecondary credits a student may take in a semester. 29 states do not address this. *CA: Eleven-unit semester cap for community college credit; no state cap on UC/CSU units.*

• **Postsecondary and/or secondary credit earned**: Twenty-six states specify that dual enrollment students earn both high school and postsecondary credits; one state requires only high school credit to be awarded; while four states require only postsecondary credit to be awarded. In six states, the type of credit awarded varies depending on the program in which the

student is enrolled. Thirteen states do not specify the level of credit. *CA: no state policy; credit to be determined by student's school district and community college district governing boards.*

• **How states fund participating high schools**: Thirty-one states provide schools/districts with the same funds for dual enrollment as traditional high school students. Eight provide equal funding, but with qualifications. Four states provide reduced funding for dual enrollment students as compared with traditional high school students. One state provides different levels of funding depending on the program; six states do not specify funding levels. *CA: Equal, if the student is in grade 11 or 12, attends school at least 3 hours daily and is enrolled at a cc as a special part-time student.*

• **Students/parental notification of dual enrollment opportunities**: Twenty states require that students and/or parents be notified of the availability of dual enrollment programs. *CA: No requirement.*

• **Instructor and course quality**: Twenty-nine states include instructor/course quality in state policy. *CA: No state policy.*

• **Public postsecondary institutions required to accept credits**: Fifteen states require all public two-and four-year institutions to accept transfer credits earned through dual enrollment programs. Fifteen states do not require acceptance of dual courses for transfer credit. In two states, public postsecondary institutions must recognize credit earned through one state program, but not another. Eighteen states have unclear policies. *CA: Unclear.*

• **Institutional Reporting Requirements**: Eighteen states require reporting on dual enrollment participation while 31 states do not. One state has separate reporting requirements for two-year and four-year public institutions but does not require non-public institutions to report. *CA: None in state policy.*

• **Program Evaluation**: Thirteen states require evaluation; thirty-five do not. *CA: None set in state policy.*

<u>Evaluation of California Concurrent Enrollment Program/Students</u>

Among the most recent studies of the concurrent enrollment in California is *Broadening the Benefits of Dual Enrollment* (Community College Research Center [CCRC], Columbia University Teachers College, 2012) which followed the outcomes of 3,000 California student. Sixty percent of these students were students of color and forty percent came from non-English speaking homes; they studied at eight California community colleges: City College of San Francisco, Cypress College, Fullerton College, Long Beach City College, Los Angeles City College, Sacramento City College, Santa Barbara City College, College of the Sequoias, and Shasta College.

When compared to their peers who had not participated in concurrent enrollment, this study found that these students were:

- "More likely to graduate from high school;
- More likely to transition to a four-year rather than a two-year college;
- Less likely to need basic skills remediation in college;
- More likely to persist in postsecondary education and to accumulate more college credits."

This report further argued that dual/concurrent enrollment programs are most successful when there is "a strong connection between high schools and colleges, when dual/concurrent enrollment is embedded within career-focused small learning communities, and when students see themselves as capable of college work."

Finally the report offers the following policy insights:

- "Students who attend college courses on the college campus with college students are more likely to have an 'authentic' college experience and more access to college support services, although students enrolled in concurrent classes based at a high school can be successful;
- College instructors teaching high school students for the first time often need help in understanding and connecting with them. High school instructors teaching college courses might need to change their teaching methods to create an authentic collegiate environment.
- Student success courses – focusing on study skills, career goals, and exploration of colleges and majors – help students do well in postsecondary education. Hands-on career technical courses help students make decisions about future employment.
- Students who take dual enrollment courses alongside regular college students are more likely to display greater maturity and have an authentic college experience.
- The opportunity to receive credit for both high school and college, while saving time and money, is a significant incentive for students to participate in dual enrollment programs.
- Dual enrollment courses during the school day encourage more students to participate because there are fewer transportation challenges and fewer conflicts with after-school obligations."

<u>Additional Evaluations of Dual/Concurrent Enrollment</u>

In 2011, Jennifer Dounay Zinth of the Education Commission of the State's High School Policy Center wrote a brief entitled, *Model State Dual/Concurrent Enrollment Policies* in which she cited research that showed that dual enrollment was more likely than other acceleration options, including Advanced Placement and International Baccalaureate, to increase a student's college success. Her findings and conclusions were very consistent with those cited in the CCRC study cited above, including:

> "a correlation between dual enrollment participation and enrollment in college both for traditional and CTE students, increased likelihood of enrolling in a four-year institution [on a …] full-time enrollment [basis], greater persistence to a second semester in college and [greater] likelihood of [remaining enrolled in]

college …two years after high school graduation and [earning] higher college GPAs."

Model Components for Concurrent Enrollment Programs

Both Dounay Zinth's study cited above and a 2012 study by the Community College Research Center at Teachers College, Columbia University, entitled, *What We Know about Dual Enrollment* used research data to develop lists of program elements that they recommend as "models" or "What States and Schools Can Do." A combined list includes the following:[1]

- Eliminate restrictive eligibility requirements for dual enrollment, since program participation can benefit a range of students.
- Do not require creation of a partnership between a district and one or more postsecondary institutions for eligibility.
- Annually provide all students and parents with program information.
- Determine student eligibility requirements based on quantifiable demonstration of ability to access college-level content (i.e., completion of prerequisite courses for courses in disciplines such as foreign language, science and math that build on prior knowledge; college placement exam scores in reading, writing or math where appropriate to the dual enrollment course content and/or other proxies of college readiness such as ACT or SAT scores.)
- Require the same eligibility requirements for all students, regardless of whether they are accessing the course at the postsecondary campus or at their high school.
- Reconsider caps on the number of units a student may complete, especially if the caps are low.
- Clearly state that students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses.
- Make counseling/advisement available to students and parents before and during program participation.
- Expand outreach to underserved populations and provide dual enrollment course tuition free for low-income students (if not for all students) in order to ensure that they are able to take advantage of dual enrolment opportunities.
- Integrate dual enrollment into high school career-technical education (CTE) pathways and program, since participation may positively impact college outcomes for CTE students.
- Include dual enrollment as part of a high school senior year redesign effort. (Florida's senior year "College Success Academies," for example, are comprised of remedial and dual enrollment courses to help prepare students for college.)
- Create measures within high school accountability systems to reward high schools for providing dual/concurrent enrollment opportunities.
- Whenever possible, offer dual enrollment courses on college campuses, since research suggests that students benefit more from attending distance education courses held at colleges.

[1] There are numerous other studies of the effects of dual/concurrent enrollment from other academic research groups and institutions. These are not specifically cited in this paper; however, they generally draw conclusions and make recommendations similar to those of the ECS and CCRC studies cited in this paper.

• Take measures to ensure that distance education courses are high quality and rigorous so that students derive maximum benefits from participating.
• Include both two-year and four-year public postsecondary institutions in concurrent enrollment program.

For Consideration -- Amendments to Concurrent Enrollment in California

Following is a list of elements of the "model" legislation and/or research findings which are not included in California's concurrent enrollment program. Any or all of these could be drafted into legislative form if California policymakers and educators wish to follow these recommendations and increase the effective use of this important policy to increase student success and ultimately, college completion:

• Prohibit charging tuition/fees to any concurrent enrollment student, or require (or encourage) that fees be waived for students with financial need, or authorize local boards of trustees to waiver fees at their discretion.

• Clearly specify that distance education is allowed as an option within the concurrent enrollment program.

• Delete the five percent limitation on students from a single grade and school attending concurrent enrollment classes in summer sessions, except for physical education.

• Encourage/require high schools to provide information annually about concurrent enrollment and its benefits to all high school students and their parents.

• Encourage/require concurrent enrollment to be integrated into high school CTE pathways and programs.

• Specifically encourage districts to hold as many concurrent enrollment classes as possible on the local college campus rather than at the high school.

• Encourage/require students to earn both secondary and postsecondary credit for successful completion of approved postsecondary courses, rather than current law which allows the local school district and community college governing board to determine if dual credit will be awarded.

• Encourage/require all public postsecondary institutions to accept concurrent enrollment credit.

• Include data on concurrent enrollment in high school accountability reporting.

• Eliminate the requirement in Education Code Section 76002 that classes for special part-time or full-time students be open to the general public.


Ventura
County
Innovates

Grant Deliverables

4-6 year curriculum in each pathway that is:

- rigorous
- relevant to employer's needs
- articulated between HS, AE, and CC

In each pathway course at least one:

- Learning to Work Module
- Work-Based Learning experience
- Industry-based project

One point of contact for businesses

Regional, collaborative Advisory Committees

Deliverable	Method
Regional Advisory Committees	Quarterly Industry Sector Steering Committees (ISSC)
Relevant curriculum	Teacher participation in ISSC, program development hours
Articulated curriculum	Program development hours
Learning to Work Module	LTW Taskforce, VC Applied Science Center
Work-Based Learning/Single Point of Contact	Coordination with Industry Education Liaisons
Industry-based project	Aspire^3, or program development hours

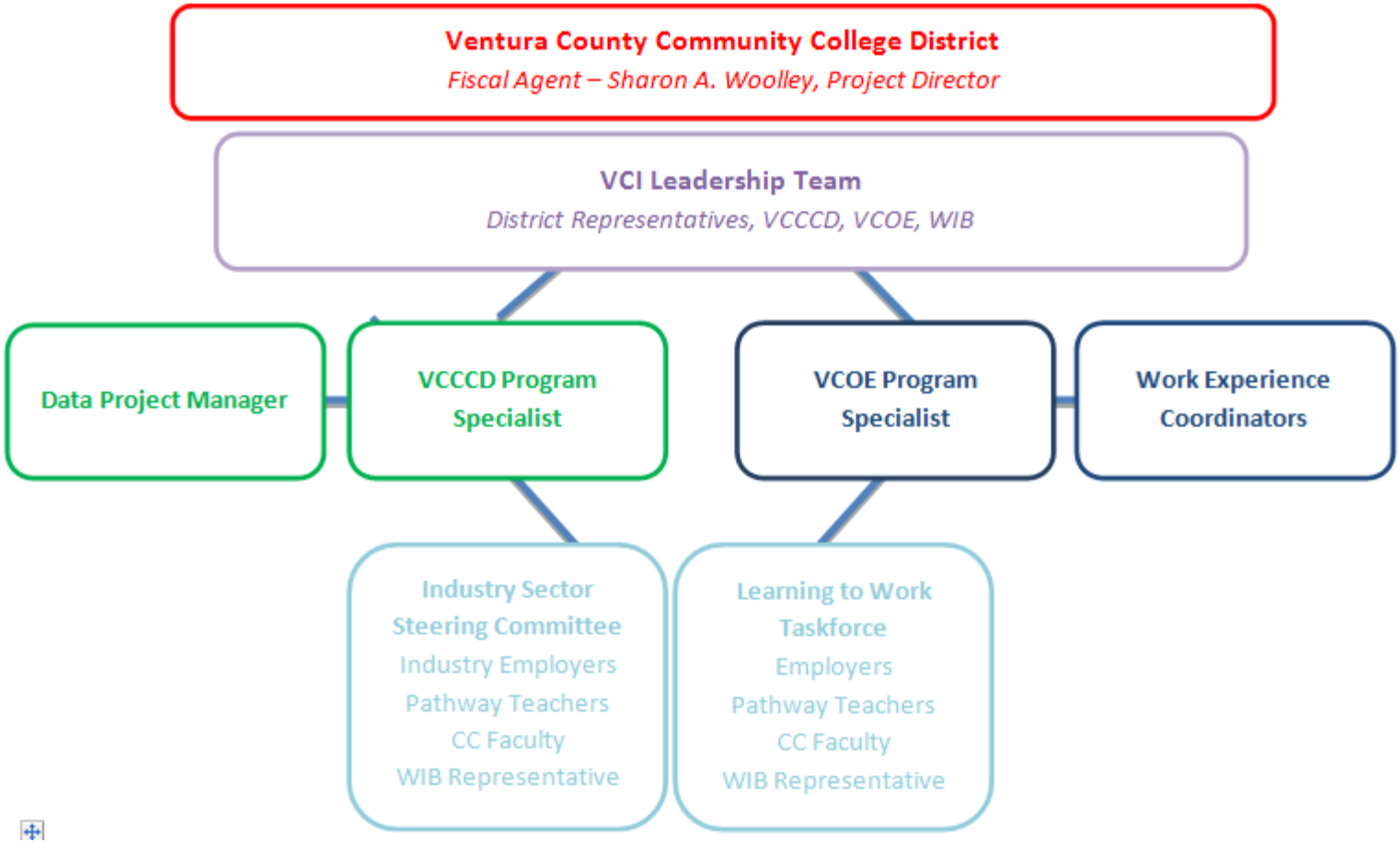
Applied Science Center – Employment Fundamentals and Learning to Work

Community College Proficiencies, Certificates, and Degrees

Employment Fundamentals: Safety, Employability, Business Essentials, Career Exploration, Basic Skills, Technology Principles

K-12 students including pathway participants, adult education students, adult students, and incumbent workers

Leadership Team Structure



Moorpark College
Phase 1
Pathway Established

- Biotechnology - Simi Valley HS
- Business (accounting) – Royal High School

Ongoing dialogue with the district and with VCOE/ CEC in preparation for collaboration with High School partners

Phase 2
Pathway In Place
Establish Courses – Better Linkage Between High School & Community College

- Biotechnology - Westlake High School
- Kinesiology -Moorpark High School
- Nursing Science – Career Education Center, Simi Valley, Santa Paula High Schools
- Game Design & Integration - Community High School
- Games and Simulation - Career Education Center, Moorpark, Westlake High Schools
- Film, TV and Media Arts (Video Production) - Nordhoff, Newbury Park High Schools
- Multimedia - Royal, Simi Valley, Nordhoff, Fillmore, Santa Paula, Santa Susana High Schools

Phase 3

Pathways to be Developed

- Business (Entrepreneurship) - Moorpark, Simi Valley, Thousand Oaks High Schools
- Environmental Engineering - Santa Paula, Fillmore High Schools
- Operations: UAV - TBD
- Photovoltaic Technology - Career Education Center
- Robotics Engineering - Thousand Oaks High School
- Botany - Simi Valley High School
- Engineering/Design - Thousand Oaks High School

Oxnard College

- Phase 1 pathways:
  - Auto Body Repair & Collision (High School: Newbury Park, CEC)
  - Automotive Technology * (High School: Newbury Park, CEC)
- Phase 2 pathways:
  - Computer Networking/IT (High School: Royal, Santa Susana)
  - Digital Media Studies ** (High School: Newbury Park, Simi Valley, Fillmore, Santa Susana)
  - Emergency Medical Technician (High School: Royal, Simi Valley, Newbury Park, CEC)
  - Environmental Control Technology (High School: Fillmore, Santa Paula)
  - Fire Technology (High School: Royal, Simi Valley, Newbury Park, CEC)
  - Hospitality Management * (High School: Newbury Park, Royal, Ventura, Westlake,)
  - Paralegal Studies (High School: Santa Susana)

*Articulation Agreements currently exist for introductory courses in these programs

**New program at OC, will be submitted for approval Fall 2014

Oxnard College

- Career Counselor – full-time tenure track
  - Position request currently in HR review
  - Hiring Process will begin upon board approval

- On going dialogue within the district and with VCOE in preparation for collaboration with high school partners

- Thank you!

Ventura College

Phase One/Two Pathways	
Automotive Technology	Emergency Medical Technician
Biotech Manufacturing	Manufacturing Applications
Business Management	Medical Assistant – Administration
Construction Management	Medical Assistant – Multi-Skilled
Construction Technology	Paramedic
Criminal Justice	Water Science
Drafting/Industrial Design	Welding

Phase Three Pathways	
Agriculture Business	Agriculture Science

Ventura College

Spring Implementation of Student Internships	
Automotive Technology	Emergency Medical Technician
Paramedic	Welding

Curriculum Revision/Expansion	
Automotive Technology	Water Science
Emergency Medical Technician	Welding

Institute High School Class Articulations	
Business Management	Manufacturing Applications
Construction Technology	

Budget – Community Colleges

- $1.8 million District wide over four years

- Total allocations by college:
  - MC - $807,737
  - OC - $351,616
  - VC - $619,030

Budget – Community Colleges

- Resources allocated for:
  - CTE curriculum development
  - Equipment
  - Faculty travel/professional development

CONCURRENT ENROLLMENT FUNDING AND OPTIONS

Summary
California has programs that allow students to take and earn credit for college-level classes as part of their high school education. The administration, funding and outreach efforts for these programs can be improved to increase educational opportunities for students and use state education funds more efficiently.
Background

Most states have programs that allow high school students to take advanced classes and earn high school and college credits for successfully passing the classes.[1] Concurrent enrollment programs serve students who are capable of postsecondary work. High school students enroll in courses provided by a postsecondary institution, usually at a community college or technical school campus. A similar program, often called "college in the high school," is provided by a postsecondary institution on the high school campus. These classes typically receive state funding at lower rates than courses taught on a college campus. Individual high schools and colleges may also enter into an articulation agreement in which the college gives credit to students who complete a specific, rigorous high school course. Students take courses on their high school campus and are taught by high school staff. Specific postsecondary institutions have agreements with the high school to accept these courses for credit. Concurrent enrollment, "college in the high school" and articulation agreements are often referred to as dual credit programs because a student simultaneously earns high school and college credit by passing the course.

These programs and their funding formulas vary by state. Some have very restrictive participation requirements that focus on high achievers. Others have inclusive policies that encourage all capable students to participate. Some states fully fund both the high school and the college for the same student, while in other states the high school receives funding and pays a portion of the college costs.[2] Two of the most successful programs are in Minnesota and Washington where well-established, inclusive programs demonstrate the success of concurrent enrollment.
Minnesota's Postsecondary Enrollment Options Program

Minnesota started its Postsecondary Enrollment Options Program (PSEO) in the 1985-86 school year.[3] PSEO encourages 11th and 12th grade students to enroll in public or private postsecondary institutions for concurrent credit. Each year, school districts must notify all 10th and 11th grade students about the program. Participation in the program does not require permission from the high school or school district. In the 2002-03 school year, 7,520-or about 5 percent-of Minnesota's high school junior and senior students participated in PSEO.[4] This is in addition to students who participated in other options like charter schools, "college in the high school" courses and Advanced Placement classes.

Under Minnesota's formula funding, highs schools receive about 30 percent additional funding for their PSEO students but average daily membership, similar to California's Average Daily Attendance (ADA), for each student is calculated by the ratio of hours the student spent in high school to the total instruction hours for the year.[5] Public postsecondary institutions receive half of the normal funding to cover costs directly related to adding that student to the course. A postsecondary institution that receives funding from the PSEO program may not charge that student for fees, textbooks, materials or other necessary costs of the course. If a student's family is under the poverty level, the district will also reimburse travel expenses. The district is reimbursed by the state.[6]

PSEO also allows public high schools to provide college-level courses on their campuses. These "college in the high school" courses are provided under contractual agreements with a postsecondary institution. Courses are funded by the high school district, which receives regular allocations as if the student were not enrolled in PSEO, and pays the postsecondary institution the contracted amount for the course.[7] In the 2002-03 school year, 12,000 high school students participated in this option.[8]

Washington's Running Start Program

Washington began its Running Start Program in 1990 under that state's "Learning by Choice" law. It allows 11th- and 12th-grade students to take college-level courses at public community and technical colleges. A student must meet the college's entrance requirements and participation does not require permission from the high school or school district.[9]

Under Washington's funding formula, funding for Running Start is the statewide average basic education allocation (similar to California's ADA) for full-time high school students. School districts keep 7 percent of the funds for administration and counseling, and reimburse the postsecondary institutions for their high school students at a statewide rate. The rates for reimbursement are jointly decided by the Superintendent of Public Instruction, the Higher Education Coordinating Board and the State Board for Community and Technical Colleges.[10] Running Start students do not pay tuition but must provide their own transportation, books and supplies. Funding for Running Start students attending colleges is in addition to the state's funding for adult students and "in many cases, the funding that Running Start brings to a college is used to open any additional class sections that are needed, and results in more seats being available for the entire community."[11]

Running Start serves about 10 percent of Washington's high school juniors and seniors.[12] Washington also offers "college in the high school," and Advanced Placement programs. In the 2002-03 school year, 13,237 students earned 86,399 college credits through these programs.[13]

California's dual credit programs

California offers many of the same kinds of concurrent enrollment programs for advanced scholastic and vocational work. Through these programs, students have the opportunity to take advanced courses and a greater variety of classes than what is available at most high schools. Students whose academic interests are not being met at a traditional high school can often flourish in a different educational setting. Many students find out about these programs through their high schools, but there is no statewide requirement to notify all high school students about the programs and the educational benefits they may provide. California requires the school or school district to approve a student's participation in the program.

School districts receive full funding based on ADA if a student is concurrently enrolled in high school, as long the student is enrolled on at least a part-time basis. The community college also receives regular funding for the student based on Full-Time Equivalent Students (FTES). California law does not specify where the concurrent enrollment courses are taught, but the community college only receives FTES funding if the course is open to the public.[14] Students do not pay college enrollment fees, but purchase textbooks and provide their own transportation. In the 2002-03 school year, 226,000 students were concurrently enrolled and community colleges received funding for 48,000 FTES.[15] Under the current concurrent enrollment funding formula, the state is paying high schools the full-time rate for its students, even if students are only attending high school part time. At the same time, the state is also paying the community college or technical school for that same student, as part of the calculation of FTES.

While concurrent enrollment students are generally regarded as successful, the practice has faced some serious allegations of abuse.[16] An investigation of the California Community College Chancellor's Office (CCCCO) reviewed 8,809 course sections in which more than half of the class enrollment was high school students (referred to as "special admit" students). Of these, 51 percent were physical education classes.[17] Special admit physical education offerings constituted 34 percent of all concurrent enrollment FTES in the 2001-2002 fiscal year."[18] A new state law limits special admit student enrollment in physical education classes and caps funding to community college districts for special admit physical education students.[19]

In addition to concurrent enrollment programs, most California high schools also offer dual credit through advanced placement courses and articulation agreements. Articulation agreements can be especially beneficial in areas where distance creates a barrier to concurrent enrollment.[20] Under an articulation agreement, the course is taught on the high school campus, by high school teachers, and the school receives its regular funding based on ADA. The community college does not receive any funding.
Conclusion

In addition to academic challenges, concurrent enrollment provides a smoother transition to college. One benefit of the high school student's participation is socialization into the college atmosphere. Time on campus and exposure to the non-academic side of college helps students learn about college and increases their confidence.[21] This social enrichment distinguishes concurrent enrollment from other programs.

Other states, including Minnesota and Washington, have well-established, inclusive programs that demonstrate the success of concurrent enrollment. California can improve its concurrent enrollment programs by using some of the strategies that are working in other states. Strengthening these programs will provide more opportunities to encourage students to stay in school and continue with postsecondary training or education. Changing the funding formulas for these programs will more accurately reflect the part-time status of many high school students who participate in the program and use state funds more efficiently.
Recommendation

The Governor should work with the Legislature to improve California's concurrent enrollment programs. New legislation should include the following changes:

Modify the intent of Concurrent Enrollment to state that it is an educational choice for any student that can perform college level work and specify that the benefits include socialization into college;

Allow participation by any student who passes the accepted college placement criteria and obtains parental permission. Do not require school district or school permission to participate;

Require high schools to notify 10th and 11th grade students of these options by March 1 of each year;

Require community colleges to assess whether high school students are ready to take college level courses as criteria for admission, and encourage them to use pre-existing student assessments, such as SAT, ACT, or CSU Early Assessment tests;

Limit Concurrent Enrollment to classes taught at the postsecondary institution (including satellite locations);

Allow high schools to contract with community colleges to provide college courses on the high school campus, but require school districts to pay contracted fees out of their regular ADA allocation, and do not allow community colleges to claim FTES for these courses;

Limit high school students to 10 percent of the enrollment in any college class;

Provide a higher weight of Average Daily Attendance (ADA) funding for concurrently enrolled high school students, but require distribution of the ADA allocation based on a formula that provides a percentage to the high school for administration and counseling, and prorates the remainder to the high school and postsecondary institution as payment for instruction costs;

Eliminate funding for noncredit and basic skills courses for concurrently enrolled high school students; and

Specify that special admit students are given the lowest enrollment priority to ensure they do not displace regularly admitted students

Fiscal Impact

It is anticipated that savings will result due to the recommended changes to the funding formulas. However, actual savings are unknown and will depend on the number of students who enroll concurrently in high school and in college classes.

Endnotes

[1] Education Commission of the States, "Postsecondary Options: Dual/Concurrent Enrollment," "ECS StateNotes: Enrollment" (July 2001), http://www.ecs.org/clearinghouse/28/11/2811.pdf (last visited June 10, 2004).
[2] Internet survey of states performed in April 2004.
[3] Minnesota Statutes Section 124D.09.
[4] Minnesota Higher Education Services Office, http://www.mheso.state.mn.us/wPg.cfm?pageID=801 (last visited June 10, 2004).
[5] Minnesota Statutes Section 126C.05.
[6] Minnesota Statutes Section 124D.09.
[7] Minnesota Statutes Section 124D.09.
[8] Minnesota Higher Education Services Office, http://www.mheso.state.mn.us/mPg.cfm?pageID=797 (last visited June 10, 2004).
[9] State Board for Community and Technical Colleges, "Running Start 2002-03 Annual Progress Report" (Olympia, Washington, November 2003), p. 2, http://www.perkins.ctc.edu/data/rsrchrpts/runstart_a03.pdf (last visited June 11, 2004).
[10] Revised Code of Washington Section28A.600.310.
[11] State Board for Community and Technical Colleges, "Running Start 2002-03 Annual Progress Report" (Olympia, Washington, November 2003), p. 4, http://www.perkins.ctc.edu/data/rsrchrpts/runstart_a03.pdf (last visited June 10, 2004).
[12] State Board for Community and Technical Colleges, "Running Start 2002-03 Annual Progress Report" (Olympia, Washington, November 2003), p. 2, http://www.perkins.ctc.edu/data/rsrchrpts/runstart_a03.pdf (last visited June 10, 2004).
[13] State Board for Community and Technical Colleges, "Running Start 2002-03 Annual Progress Report" (Olympia, Washington, November 2003), p. 7, http://www.perkins.ctc.edu/data/rsrchrpts/runstart_a03.pdf (last visited June 10, 2004).
[14] Educ. C. Section 48802 and Section 76002.
[15] Chancellor's Office California Community Colleges, "concenr.xls," Sacramento, California, April 14, 2004 (ad hoc query against the Chancellor's Office Data Mart provided by vice chancellor Patrick Perry).
[16] California Community Colleges Chancellor's Office, "First Report to the Legislature On Status of System-wide Investigation of College/High School Concurrent Enrollment" (June 6, 2003), p. 2., http://www.cccco.edu/reports/concurrent.doc (last visited June 10, 2004).

[17] California Community Colleges Chancellor's Office, "First Report to the Legislature On Status of System-wide Investigation of College/High School Concurrent Enrollment" (June 6, 2003), p. 5. http://www.cccco.edu/reports/concurrent.doc (last visited June 10, 2004).
[18] California Community Colleges Chancellor's Office, "First Report to the Legislature On Status of System-wide Investigation of College/High School Concurrent Enrollment" (June 6, 2003), p. 2. http://www.cccco.edu/reports/concurrent.doc (last visited June 10, 2004).
[19] Educ. C. Section 76002.
[20] Interview with Jim Aschwanden, executive director, California Agricultural Teachers' Association, Inc., Sacramento, California (April 20, 2004).
[21] Community College Research Center Institute on Education and the Economy, Teachers College, Columbia University, "What Role Can Dual Enrollment Programs Play In Easing The Transition Between High School And Postsecondary Education?" By Thomas R. Bailey, Katherine L. Hughes and Melinda Mechur Karp (New York, New York, March 2002), p. 13.