Existing Program Information on Early College Credit
Programs, Practices, and Partnerships
DRAFT FOR REVIEW
6.5.20

Purpose of articulation and dual enrollment programs: To increase student access to — and enrollments in — college courses, thereby bolstering credits, supporting successful transitions to college, supporting career development and progress along pathways, building student confidence, and saving students money, short and long-term.

Purpose of the survey: To gain a better understanding of the perceived benefits and challenges in developing and implementing articulation and dual enrollment programs, in order to support development of such programs in the region.

Please indicate:

Name _____ Title_____
College _____ Primary high schools you work with_____
K12 District _____ High School _____
   Primary colleges you work with _____

Definitions[1]

While definitions vary from school to school and college to college, please use these definitions when responding to the survey.

Articulation. Articulation is the process of evaluating courses to determine whether course-work completed at a high school will meet the requirements at a community college for the purpose of advance placement or credit by exam units.
An articulated course is a course that has a written agreement in the form of an Articulation Agreement or Memorandum of Understanding (MOU) between the high school teacher and a post-secondary school. These courses are a progression of the coursework taken at the high school and taught by a high school teacher. Articulated courses may sometimes earn a student college credit and/or may satisfy a prerequisite requirement at the post-secondary if the course is successfully completed. Conditions of the college credit and prerequisite requirement are outlined in the written agreement. If there are conditions, such as if the student will only earn college credit if enrolled at the post-secondary school with whom the agreement was drafted with, the course is not considered college credit. It is simply an articulated course.

Credit by Exam. Through the credit by examination process, high school students may receive college credit for some articulated courses. Credit by examination means that a high school student has demonstrated proficiency in college-level studies by satisfactorily passing an exam approved or conducted by a discipline faculty member of the "receiving" community college, and that the student will receive college credit for the comparable community college course named in the articulation agreement. This process varies by college.

Third Party Certification (Industry-Recognized Certifications). Certifications are time-limited, revocable, renewable credentials awarded by authoritative bodies for demonstrating the knowledge, skills, and abilities to perform specific tasks or an occupation. High quality certifications are industry-recognized, stackable, portable, aligned, quality accredited, and have labor market value. Certificates are credentials that designate requisite knowledge and skills of an occupation, profession, or academic program. Whether such certifications confer college credit to high school students varies by district and college.

Concurrent Enrollment. Concurrent Enrollment allows high school students to enroll in college courses and receive credit. The College and Career Access Pathways (CCAP) program and Dual Enrollment are two different types of concurrent enrollment programs available to students in San Diego High School District.

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[1] Advanced Placement (AP) and International Baccalaureate (IB) programs also allow high school students to potentially earn college credit, but are not addressed in this survey.

Dual Enrollment – CCAP. Dual enrollment courses offered under AB 288 partnerships are required to have an AB 288 College and Career Access Pathway (CCAP) Partnership Agreement. AB 288 CCAP Partnership Agreements as outlined in California Education Code 76004 offer eligibility and enrollment to students who may have struggled academically, with a focus on students who are underrepresented in higher education (see California Community Colleges Chancellor's Office's March 11, 2016 Legal Opinion 16-02, Section II. A., page 5).

Common characteristics include:
- Taught at the high school
- Part of regular school day
- High school and college credit
- Free tuition and textbooks

Dual Enrollment – Non-CCAP. Non-AB 288 dual enrollment also requires a legal agreement between educational partners. This agreement may be a special admit student agreement, an MOU, an Instructional Service Agreement (ISA), or other type of official agreement between participating partners. To avoid confusion between the types of agreements, AB 288 agreements must be referred to as "AB 288 CCAP Partnership Agreements" while non-AB 288 agreements may be referred to as "Agreements," "MOUs," or "ISAs." The requirements of CCAP Partnership Agreements are more specific than other agreements.

Existing non-AB 288 agreements require special admit students be determined or affirmed as being ready to undertake degree-applicable credit coursework as a precondition for the admission to a community college. This "readiness" is determined by the submission of a form that must be signed by the student, their parent or guardian, and the school principal or their designee. Each college's form may be slightly different. Some colleges also include expectations and/or responsibilities of the student on this form.

Common characteristics include:
- Taught at the college campus
- High school and college credit
- Abundant selection of classes
- Free tuition (other fees apply)

Link to the College and Career Readiness Indicator

Students who pass a college-level course with a grade of C minus or better and earn college credits upon completion of the course are considered for the K12 College and Career Readiness Indicator (CCI). See California School Dashboard Technical Guide, pages 81-85. https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf

Question
1) What Early College Credit strategies has your school/college considered? (Circle all that apply.) a) Articulation (content) b) Credit by Exam c) Third Party Certification d) Concurrent enrollment e) Dual enrollment – CCAP f) Dual enrollment – Non-CCAP g) Other _____ h) None of the above
2) As you explore expansion of these strategies, what would be the key priorities? What would be your primary purposes? (Circle your top three priorities.) a) Provide more opportunities for eligible K12 students to benefit from advanced scholastic or technical course work b) Provide more courses that support seamless pathways to community college c) Promote community college enrollment d) Promote community college CE in particular e) Improve high school graduation rates

f) Promote high school students' college and career readiness, irrespective of their plans
g) Boost number of students determined to be "prepared" in K12 state accountability system
h) Provide populations underrepresented in higher education with the opportunity to become familiar with college experience and practices (e.g. courses and services offered, etc.)
i) Provide populations underrepresented in higher education with the opportunity to earn credits, saving them money once they are in college
j) Enable students to advance more quickly in their pathway of interest
k) Boost students' confidence as they consider college options
l) Help ensure that students are better prepared when they start community college, thereby reducing the need for remediation, and boosting persistence and success
m) Other _____

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3) How many of students participated in each of these programs during the 2019-20 school year?

Articulated courses:	_____	Concurrent enrollment courses:	_____
Credit by Exam:	_____	Dual Enrollment – CCAP:	_____
Third Party Certification:	_____	Dual Enrollment – Non-CCAP:	_____

Articulation Programs (Credit by Exam, Content, Third Party Certification)

4) In your most recent school years' data, students who participate in articulated (Credit by Exam, Content, and Third Party Certification) courses had the following demographic features? (Please fill in the percentages)
a) Female _____
b) Male _____
c) Hispanic/Latino_____
d) African American_____
e) Asian _____
f) Caucasian _____
g) American Indian_____
h) Pacific Islander_____
i) Other_____

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5) Were disproportionately impacted populations (populations underrepresented in higher education) considered in the development and implementation of articulation programs?
___ Yes ____ No

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6) If disproportionately impacted populations were considered, how were they considered?

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7) What supports do you offer students who are taking articulated (Credit by Exam, Content, Third Party Certification) courses? (Circle all that apply)
a) Admissions application workshop
b) CATEMA registration
c) College ID validation
d) Classroom presentation
e) College tours for the programs/departments' course that is articulated with high school course
f) Faculty presentation
g) Fee waivers
h) Tutoring to ensure academic success
i) Other _____

8) What challenges have you faced in implementing articulation processes? (Circle all that apply.)
   a) Lack of awareness or knowledge within the college community
   b) Lack of awareness or knowledge within high school community
   c) Students not completing admissions application
   d) Students admissions applications are incomplete or inaccurate
   e) Students not completing CATEMA accounts
   f) CATEMA accounts are not accurate
   g) A better student management system is needed
   h) Collecting supplemental documents from students (i.e. transcripts, petition forms)
   i) College faculty are unwilling to articulate
   j) High schools not submitting requests even when courses align
   k) Other _____

9) Did any of these challenges with articulation programs cause you to consider a different approach? ____Yes ___No
   Please explain:

Dual and Concurrent Enrollment

10) If you offer CCAP or Non-CCAP, where are the courses primarily offered (high school or college campus)?
    ____ High school campus
    ____ College campus

11) In your most recent school years' data, students who participate in concurrent and dual enrollment courses had the following demographic features? (Please fill in the percentages)
    a) Female _____
    b) Male _____
    c) Hispanic/Latino_____
    d) African American_____
    e) Asian _____
    f) Caucasian _____
    g) American Indian_____
    h) Pacific Islander_____
    i) Other_____

12) Were disproportionately impacted populations (populations underrepresented in higher education) considered in the development and implementation of concurrent and dual enrollment?
    ____ Yes ____ No

13) If disproportionately impacted populations considered in dual enrollment, how were they considered?

14) What supports do you offer students who are dually enrolled? (Circle all that apply.)
    a) CATEMA registration
    b) College ID validation
    c) Classroom presentations
    d) Orientation to the college, including the availability and location of support services and college practices, such as faculty office hours, study groups, use of libraries and computer labs, access to dining halls, etc.
    e) College tours for the programs/department that are aligned with the dual enrollment course
    f) Faculty presentation
    g) Fee waivers
    h) Tutoring
    i) Access to "buddies" and mentors
    j) Access to counseling services
    k) Additional staff
    l) Other _____

15) What challenges have you faced in implementing dual enrollment processes? (Circle all that apply.)
   a) Lack of awareness or knowledge within the college community
   b) Lack of awareness or knowledge within high school community
   c) Students not completing admissions application
   d) Students admissions applications are incomplete or inaccurate
   e) Students not completing CATEMA accounts
   f) CATEMA accounts are not accurate
   g) A better student management system is needed
   h) Collecting supplemental documents from students (i.e. transcripts, petition forms)
   i) College faculty are unwilling to articulate
   j) High schools not submitting requests even when courses align
   k) Credentialing/Minimum Qualifications
   l) Issues related to teaching load
   m) Issues related to faculty and teacher salaries
   n) Lack of a point of contact at the community college, K12 district, or high school
   o) High school students not sufficiently prepared
   p) Lack of awareness and demand among high school students
   q) Lack of awareness and demand among high school parents
   r) Classes not aligned with pathways
   s) Time of day classes are offered
   t) Interference with other high school activities
   u) Transportation
   v) Issues related to scheduling, e.g. lack of alignment between community colleges and high schools
   w) Need for class to be open to the public
   x) Other_____

16) Did any of these challenges in dual enrollment processes cause you to consider a different approach? ____Yes ___No
   Please explain:

17) Describe your promising practices when implementing dual enrollment processes:

18) What kind of additional information or other kinds of support would be helpful in expanding Early College Credit opportunities?
   a) Professional development on the difference among strategies
   b) Professional development on how to implement each strategy
   c) Time to develop agreements with counterparts at the college or high school
   d) Human resources
        i. Staffing to develop the agreements and courses
        ii. Staffing to support high school students at the college campus
        iii. Staffing to maintain communication between the high school district and the college
   e) Data systems to track enrollments
   f) Help addressing policy issues
   g) Opportunity to talk to other districts to learn how they are doing it
   h) Other_____

Other Early College Credit Programs (Optional)

19) If you have thoughts or recommendations you would like to share about other Early College Credit programs not mentioned in the questions above, please leave additional comments below.