



# Stanislaus Cradle to Career Partnership Dual Enrollment Blueprint

By Career Ladders Project in collaboration with Stanislaus Cradle to Career Partnership

## ACKNOWLEDGMENTS

The learnings from this project are due to the work of colleagues from the Dual Enrollment Working Group of the StanFUTURES Action Team and the community and network provided by the Stanislaus Cradle to Career Partnership. Leaders and practitioners on the working group represented Aspire Public Schools, Ceres Unified School District, Modesto City Schools, Modesto Junior College, Stanislaus Community Foundation, Stanislaus County Office of Education, and Turlock Unified School District. Thank you for sharing this journey with the team at the Career Ladders Project.

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## Introduction

The Stanislaus Cradle to Career Partnership (C2C) is a vibrant, cross-sector, mission-driven community partnership. The core belief that all children can reach their full educational potential is what fuels their work. C2C launched an investigation into the potential of dual enrollment as a way to reach their goal of every student having the opportunity to earn a postsecondary certificate, credential, or college degree and entering a meaningful, self-sustaining job in early adulthood.

The Stanislaus C2C includes five Action Teams focused on school readiness, reading and math proficiency, postsecondary readiness and completion, and career readiness and job placement. Each Action Team includes community experts and practitioners from various sectors. Action Teams set goals for outcomes in their focus area, review data, identify best practices and implement scaling strategies. Barriers, opportunities and progress are all communicated back to the C2C Leadership Network.

One of the five Action Teams of C2C, StanFUTURES, identified a need to focus on disparities in high school completion and college enrollment through an extensive review of data and collection of insights from interviews with the community. StanFUTURES has refined this goal to focus on the success of male students who are Latino and low-income.

To investigate the potential for scaling dual enrollment in Stanislaus County, a cross-institutional group of educators formed the Dual Enrollment Working Group operating under the StanFUTURES Action Team. Their charge was to create a blueprint for dual enrollment in Stanislaus County and they enlisted the support of Career Ladders Project (CLP). The working group held four convenings in 2020, co-designed and facilitated by CLP. Structured one-on-one interviews were also conducted with five participants representing four educational institutions. Participants in the convenings included leaders and practitioners from Aspire Public Schools, Ceres Unified School District, Modesto City Schools, Modesto Junior College (MJC), Stanislaus Community Foundation, Stanislaus County Office of Education (SCOE), and Turlock Unified School District.

The convenings were designed to help norm the partners, develop a shared understanding of dual enrollment terminology and models, take stock of the assets of the partnership, create design principles, define core components of successful implementation, identify short- and long-term goals, and create a “blueprint” or guiding document for implementation. The Dual Enrollment Working Group developed a Vision and Commitment Statement to guide the work. This statement asserts the collective will of the partners to provide opportunity and a clear path for every high school student to earn college credits and earn a certificate and/or degree that leads to a career based in the local economy of Stanislaus County.

The Vision and Commitment Statement developed by the working group serves as a preamble to this brief which is then divided into two parts. Part One summarizes the findings of the Dual Enrollment Working Group including the rationale for dual enrollment, current assets of the partnership, preferred models, design principles, and core elements of successful implementation. Part Two outlines the action plan developed by the group along with short- and long-term goals. The convening agendas and resource materials (accessible through hyperlinks) can be found in the appendix.

# Vision and Commitment - Stanislaus Early College Credit

As partners, we believe in the Stanislaus Cradle to Career Partnership Promise, and that all children can reach their full educational potential regardless of race, ethnicity, or family income. Every student deserves an opportunity to earn a postsecondary certificate, credential or college degree—with the opportunity to enter a meaningful, self-sustaining job in early adulthood.

We are committed in our belief that we are better together as a collaborative partnership than individual organizations and pledge to share best practices, services and resources across the continuum of the Cradle to Career Partnership.

To reach our goal of Stanislaus County students graduating high school postsecondary ready and postsecondary students successfully completing their certificate or degree, the StanFUTURES team has identified a need to focus on disparities in high school completion and college enrollment. Early college credit designed to lead to certificates and/or degrees, with embedded supports, to serve students who might not otherwise go to college or are underrepresented in college, will move us towards our goal.

Stanislaus Early College Credit Vision:

- Every educational pathway is clear and defined from K-12 to community college and into four-year institutions and meets a regional workforce need
- Every high school student has an opportunity to earn at least 15 college credits by the end of high school graduation
- Every high school student understands what it takes to earn a certificate, associate degree, or complete their chosen postsecondary and career pathway

Commitments:

To reach the goal of Stanislaus County students graduating high school postsecondary ready and postsecondary students successfully completing their certificate or degree, we commit to:

- Streamline the process for early college credit program implementation
- Streamline the process for early college credit student enrollment
- Establish clear, consistent and candid communication among and across the institutions including shared terminology and defined roles
- Establish clear, consistent and candid communication with students, families and the community
- Use an asset-based approach to working with students including setting high and clear expectations for being a college student
- Share anonymized student enrollment and outcome data, disaggregated, starting with a baseline data from StanFUTURES
- Increase the number of underrepresented high school students simultaneously enrolled in college courses\*
- Increase the number of courses (sections) taught at the high school by 30%
- Increase the number of high schools participating by 20%
- Increase the number of students by 20%
- Share best practices across school site entities as convened by Stanislaus C2C

We, the undersigned leaders of our respective educational institutions, are dedicated to the above Vision and Commitment for the success of our students.

\*Disaggregated baseline data available in the academic year 2021-22

# Part One

## Why Dual Enrollment?

Multiple studies have shown that students who participate in high-quality dual enrollment programs during high school are more likely to graduate high school, enter college, and persist in college to completion. Dual enrollment refers to



the students' enrollment status, meaning students who are enrolled in both high school and college at the same time. It can take place on a college campus, on a

high school campus, online, in a structured program such as an early or middle college, or as

an individual experience. All of these ways of doing dual enrollment can be explored. Students who are most underrepresented in community colleges— young men of color, students from low-income families, and students who are the first in their families to attend college—often benefit the most (Cowan & Goldhaber, 2013; Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Speroni, 2011; Struhl & Vargas, 2012). Dual enrollment also provides an introduction to higher education for first-generation college students and their families. It offers a low- or no-cost way to earn credit and may help students obtain degrees faster. And it meets the goals of guided pathways, a national movement that provides a framework for achieving timely student completion and reducing equity gaps by redesigning the college experience from the student's perspective. Dual enrollment is the key strategy to meet the goals of the Vision and Commitment Statement.

*From the Vision and Commitment Statement:*

## Early College Credit Vision

To reach our goal of Stanislaus County students graduating high school postsecondary ready and postsecondary students successfully completing their certificate or degree, the StanFUTURES team has identified a need to focus on disparities in high school completion and college enrollment. Early college credit designed to lead to certificates and/or degrees, with embedded supports, to serve students who might not otherwise go to college or are underrepresented in college, will move us towards our goal.

- Every educational pathway is clear and defined from K-12 to community college and into four-year institutions and meets a regional workforce need
- Every high school student has an opportunity to earn at least 15 college credits by the end of high school graduation
- Every high school student understands what it takes to earn a certificate, associate degree, or complete their chosen postsecondary and career pathway

## Current Assets

Initial work focused on developing norms around dual enrollment terminology and models and mapping current assets. The working group identified three particularly notable assets of the partnership.

**Strong foundation in dual enrollment.** Dual enrollment currently exists and is growing in Stanislaus County. Dual enrollment at MJC grew from 734 high school students taking college courses at 56 high schools in the 2017–18 academic year to almost three times that number in the 2019–20 academic

year with 2,006 high school students in college courses from 89 high schools. (Data includes students from private and out-of-county high schools. Source: internal report, Modesto Junior College.) Yet of those 2,006 students in 2019–20, only 618 were taking these college courses at

one of 19 high school sites in a dual enrollment partnership. The remaining 1,388 were going to the college independently. This is a strong foundation on which to build, but there is tremendous room for growth. Although easily accessible demographic data is not available yet, practitioners and leaders suspect that dual enrollment is not currently extending to large numbers of male low income or Latino students, the focus population for success.

**Wide variety of early college credit opportunities converging towards CCAP.** There are two kinds of dual enrollment available in California, College and Career Access Pathways (CCAP) and non-CCAP. Both are offered by MJC. Articulation agreements

are yet another way for high school students to earn college credit, and MJC and area high schools have a large number of articulation agreements. Each one of these three avenues has advantages and disadvantages. While partners have explored and learned the advantages of different types of early college credit opportunities, they are running up against the limits of each avenue. The working group found CCAP agreements to have the most benefits overall, especially because the courses can be closed to only high school students when offered during the high school day. Because of this, partnerships are moving towards CCAP agreements as the main form of dual enrollment for the county.

Partners expressed enthusiasm for aligning processes and implementation of dual enrollment across the multiple school districts as part of the process of moving toward CCAP agreements.

**Collective Impact.** The Stanislaus C2C follows a collective impact model.

By pulling together a broad cross-section of the community and focusing multiple partners on specific efforts, C2C is working towards solving dual enrollment implementation challenges. One example is data sharing. StanFUTURES has been working with area K-12 school districts and MJC to create a uniform data sharing agreement that all school districts can use instead of each district having to negotiate its own agreement. C2C is also creating a culture of shared resources. For example, the Career Navigators, which are staff positions at SCOE, have been identified as potential resources to support students with their dual enrollment applications and to connect them with college and high school resources.



Components of Different Types of Early College Credit			
	CCAP dual enrollment*	Non-CCAP dual enrollment	Articulation
Credit earned	Through college coursework	Through college coursework	Through high school coursework and subsequent college examination or demonstration of skill
Are the courses only open to high school students? (i.e., closed to adult college students)	Yes	No	Yes
Scheduling classes	Can meet during the high school day	Usually meet before or after school or on weekends	Is a high school class
Cost	Tuition, books and fees are waived for the student	Fees and book costs may or may not be waived; that is a college district decision	Generally, no cost for course materials, but there may be an administrative fee or a fee for transcripts
Area of study	Any college discipline	Advanced Academics or Career and Technical Education	Generally applies to Career and Technical Education
Four-year transferable?	It depends on the course. This is a question of how dual enrollment is designed and which courses are chosen.	It depends on the course. This is a question of how dual enrollment is designed and which courses are chosen.	Generally no. College credit earned via articulation is noted on the transcript as earned via “examination” and four-year universities may or may not accept it, or accept it only as elective credit.
Who teaches the course?	A college instructor**	A college instructor**	A high school instructor

\* For more on the difference between CCAP and non-CCAP, see *Dual Enrollment: Considerations Regarding Agreements for College and Career Access Pathway (CCAP) Partnerships and Non-CCAP Partnerships*.

\*\*Instructor availability and capacity is an ongoing issue in the region. See section on page 14 for more information.

Models			Types of Dual Enrollment	
Highly Structured -> Less Structured			Highly Structured -> Less Structured	
Early College	Middle College	Independent	CCAP*	Non-CCAP
<ul style="list-style-type: none"> <li>Fully integrated structure</li> <li>AA/AS attainment</li> <li>Historically focused on high-achieving students</li> <li>Physically exists as its own <i>building</i></li> </ul>	<ul style="list-style-type: none"> <li>Slightly less structured than Early College</li> <li>Historically focused on middle-achieving students</li> <li>Not necessarily its own <i>building</i></li> </ul>	<p>Many high school students across the state enroll and attend community college on their own, without the benefit of a designed dual enrollment partnership. Students who are navigating the college system likely have "college knowledge." This type of dual enrollment is sometimes called "concurrent enrollment."</p>	<ul style="list-style-type: none"> <li>Specific pathway*</li> <li>Closed classes</li> <li>Embedded student supports</li> <li>Focus on students not necessary college-bound</li> <li>Required data sharing agreements</li> </ul>	<ul style="list-style-type: none"> <li>Courses can be at the high school site</li> <li><i>By law</i>: courses are for high-achieving or CTE students</li> <li><i>In reality</i>: all courses and high school students are allowable except remedial English/math</li> <li>Open to the community</li> </ul>

\* Under CCAP, pathways include: CTE, transfer, improving high school graduation, or college and career readiness.

## Preferred Models

As participants developed a common understanding of dual enrollment terminology, they also explored various models for dual enrollment (see the table above for a comparison of three models and two types of dual enrollment). After considering the different options, the working group expressed a preference for a variant of an early college model. Early College is a term historically used to describe the most highly structured model operating as a separate high school physically located on a college campus. Today the term "early college" is widely used to describe dual enrollment embedded at a regular high school campus that is designed so that a

student can graduate with an associate degree (or very near to an associate degree) at the same time they earn a high school diploma. This model is more conducive to the CCAP type of dual enrollment and was preferred by most participants.

Local high school students are earning college credit in a number of different ways. These cover a range including: students coming to the college independently in an unstructured model; in a middle college model; and in new early college models. The general trend is to move toward a more structured model in order to give access to more Black, Latinx and low-income students, especially males, who may not consider themselves "college material." Currently, the majority of high school students taking college courses at MJC

(nearly two-thirds of the 2019–20 enrollments), fall into the less structured independent model. Students in this category are coming to the college and taking classes on their own. While helpful for those individuals, the independent model of dual enrollment relies on students and families having some prior level of “college knowledge” to help them navigate a postsecondary institution. There is also a more structured middle college at Grace Davis High School. Two high schools, Aspire Public Schools and Valley Early College High School (opening fall 2022), were recently awarded grants to create early college pathways. These are all moving in the direction of more structured models and CCAP-type dual enrollment. To reach students who may not consider themselves college-going, including first generation students who do not have

“college knowledge” in their families, intentionally-designed dual enrollment is key.

In general, high school partners want to have classes offered during the school day, closed to adult college students, and designed along pathways that lead to certificate or associate degree completion. This aligns with the working group’s preference for an early college model and the observed movement of early college credit opportunities toward CCAP. Ideally, they want high school teachers to be able to teach those courses and to offer a high level of support for students from both the college and the high school. There are disadvantages to any model, but many can be mitigated through careful design. The group is paying close attention to this and developed design principles as explained in the next section.

*From the Vision and Commitment Statement:*

## Commitments – Process

To reach the goal of Stanislaus County students graduating high school postsecondary ready and postsecondary students successfully completing their certificate or degree, we commit to:

- Streamline the process for early college credit program implementation
- Streamline the process for early college credit student enrollment
- Establish clear, consistent and candid communication among and across the institutions including shared terminology and defined roles
- Establish clear, consistent and candid communication with students, families and the community
- Use an asset-based approach to working with students including setting high and clear expectations for being a college student
- Share anonymized student enrollment and outcome data, disaggregated, starting with baseline data from StanFUTURES
- Share best practices across school site entities as convened by Stanislaus C2C

The Vision and Commitment Statement included a number of commitments from partners around the processes to support dual enrollment and early college credit (see preceding box). As partners

developed the commitments, it was clear that equity and a student-centered, asset-based approach were essential. To help maintain this mindset as they implement the commitments, the partners will use the following principles.

## Design Principles

Design principles help guide decisions. These principles are centered on meeting the needs of students. The working group created design principles focused on four areas: equity, the student experience, student supports, and partnership.

- Equity
  - Focus on recruiting and supporting students who are underrepresented in postsecondary—especially male students, Latinx students and Black students
  - Employ an asset-based mindset
  - Eliminate or minimize barriers to enrollment and support
- Student Experience
  - A focus on clarity and ease from the student’s perspective
  - Course sequence leads to a certificate, degree and/or transfer
  - An understanding that dual enrollment is more than a class and provides a college experience (including work-based learning and internships)
- Student Supports
  - Embedded support is most effective
  - All partners are responsible for providing supports for students
  - Dual enrollment students are college students and are able to access all the resources available from the college
- Partnership
  - Expectations of students and education professionals are high, with a scaffolded support
  - Data is shared across the C2C partnership to inform design and implementation

## Core Elements of Successful Dual Enrollment

After examining dual enrollment models and developing design principles, the working group reviewed other core elements of successful dual enrollment. These elements were identified through research conducted by CLP. Based on structured interviews with 48 colleges and in-depth interviews with 6 colleges, CLP documented the following five characteristics of successful dual enrollment programs ([see \*The Dual Enrollment Landscape in California: A CLP Working Paper\*](#)).

Strong programs are:

- Intersegmental and aligned across educational systems
- Carefully structured and coherent, not random collections of courses
- Geared toward certificate, degree, and transfer pathways that give students an early start on choosing and completing a program of study
- Strengthened by student supports and work-based learning experiences
- Driven by strong partnerships among colleges, high schools, and other community institutions—and a commitment to strengthen these relationships over time

In reviewing the core elements and the supporting research, the working group observed that all of the colleges interviewed expressed that dual enrollment was successful when integrated into larger success strategies on campus, such as guided pathways. This resonated strongly with C2C's redesign efforts and MJC's "Flexible Fifteen." In this offering, the first 15 units in any "school" or meta major count toward all the degrees offered within that meta major. (This corresponds to a promising practice of guided pathways nationally, often called a "safe semester.") Utilizing the Flexible Fifteen in a particular meta major as the sequence of courses

for dual enrollment would be a strategic way to structure dual enrollment and ensure that K-12 partners and students understand the offerings and how they build toward degrees. This planned sequence along a broad pathway is exactly the kind of intentional design that supports student completion and is in stark contrast to the "random acts of dual enrollment" that characterize much of the dual enrollment in the state. Even though using the Flexible Fifteen as the default dual enrollment sequence for any meta major remains aspirational, it demonstrates the potential for integrating dual enrollment into a guided pathways framework at MJC.

*From the Vision and Commitment Statement:*

## Commitments – Metrics

To reach the goal of Stanislaus County students graduating high school postsecondary ready and postsecondary students successfully completing their certificate or degree, we commit to:

- Increase the number of underrepresented high school students simultaneously enrolled in college courses\*
- Increase the number of courses (sections) taught at the high school by 30%
- Increase the number of high schools participating by 20%
- Increase the number of students by 20%

\*Note on availability of data: At present, limited dual enrollment data is available through MJC including the total number of students, participating high schools, and specific courses. Some high school partners have been tracking their own enrollment data. MJC has identified capacity challenges in making more data available across the partnership, as they move to a new data system and fill open research positions. The working group is eager to support strengthening data capacity across the partnership, building on the work of the C2C Data Team. Disaggregated baseline data will be available in the academic year 2021-22.

Partners developed commitments to specific metrics in the Vision and Commitment Statement. Utilizing the design principles and the core elements will support the successful implementation of their commitments while keeping equity and the needs of students in the

center. Growing existing partnerships will strengthen collaborative efforts. All of these building blocks will contribute to attaining these metrics and scaling dual enrollment in Stanislaus County.

## Part 2

### Action Plan - Advisory Group and Working Groups

At the final convening, the Dual Enrollment Working Group turned to the task of creating an action plan, structure, and roles for the implementation stage. The group decided to form one advisory group and two working groups. While these groups do not report to StanFUTURES, their work and membership overlap in complementary ways toward the common goal of increased college attainment for underrepresented students—in particular Black, Latinx and low-income male students.

The Early College Credit Advisory Group, led by MJC with support from SCOE, will include representation from multiple stakeholders and provide a structure to advance dual enrollment and other early college credit opportunities in Stanislaus County. As one participant explained, this is the group of “decision makers.” Although the advisory group is charged with a narrower focus than StanFUTURES, there will likely be some overlap in membership because the work of the two groups is connected.

At the convenings and in separate one-on-one



conversations with participants, a number of short- and long-term goals were identified, detailed below. Meeting these goals will require work groups or “do-ers” (as noted by one participant) who will report to the advisory group. Based on the goals identified, the convening participants created two work groups: 1) the Implementation Problem Solving Group and 2) the Data Sharing and Communication Working Group.

Beyond the immediate task of developing the blueprint, the Dual Enrollment Working Group found the four convenings beneficial. Convenings became a place to share promising practices such as an innovative enrollment process developed by Modesto City Schools, and to celebrate successes such as the grant opportunities to develop dual enrollment pathways noted by Aspire Public Schools. Convenings also became a place to articulate and better understand problems of practice.

It is clear that the structure and culture of innovation and community that StanFUTURES has built is working. The four convenings and the structured one-on-one interviews identified common challenges, innovative approaches and ways forward for dual enrollment in Stanislaus County. Modesto Junior College plays a key role, serving as the hub for dual enrollment courses. It would be easy for the hub to turn into a bottleneck, especially as dual enrollment grows. But StanFUTURES has a network of supportive partners and stakeholders who see the success of dual enrollment as a shared success for their community.

## Early College Credit Advisory Group

**Timeframe:** Planning meeting in January 2021.

Regular meetings begin in early spring 2021

**Hosted by:** Modesto Junior College with support from Stanislaus Cradle to Career Partnership

**Lead:** Patrick Bettencourt, Dean of Instruction and Student Learning

**Charge:** The exact charge of the advisory group will be crafted by the group itself, but it could include work such as providing advice and guidance from stakeholders to educational leadership, providing a structure to work through challenges, and to remove barriers for early college credit. The advisory group could also take the lead in gathering resources to enable successful early college credit opportunities, especially for Latino and low-income male students.

**Representation:** The Dual Enrollment Working Group recommended a number of organizational

roles and constituencies who should be represented on the advisory group. First and foremost are educational representatives who have institutional authority. Constituencies named include: students, families, collective bargaining units, faculty members, faculty senate, local business leaders, four-year universities and all school districts. Organizations named included: the local NAACP, SCOE, PIQUE, and Love Stanislaus/Love Our Schools.

**Potential Areas of Work:** The working group identified potential areas of inquiry for the advisory group including: educational systems alignment, developing accountability to the California Department of Education Dashboard, developing or tapping into the network of support for students, collective bargaining concerns, legislative changes, messaging the benefits of early college credit to families and the community, instructor capacity in Stanislaus County at multiple levels, and solving for pain points that may be outside of the group.



## Instructor Capacity in the Region

One issue the Early College Credit Advisory Group can help address is instructor capacity. As with many small urban and rural communities, there are not enough instructors with the necessary qualifications to meet local needs. This challenge is common in K-12 districts where it is difficult to find qualified math, science, ESL and special education teachers. There is a similar challenge at the community college level where there are not enough instructors to meet the requests of high schools for specific dual enrollment courses.

Many dual enrollment partnerships around the state, such as those of Bakersfield College and its feeder high schools, address the shortage of regular college instructors in dual enrollment by utilizing high school instructors who meet the minimum qualifications to teach the college courses. The minimum qualification to teach a community college course is typically a master's degree in the discipline. In the convenings, a number of challenges to using this approach were identified by the group. At present, MJC does not hire high school faculty to teach dual enrollment courses. Stanislaus K-12 leaders have also noted that few high school instructors currently hold master's degrees outside of the discipline of education, therefore not many would meet the minimum qualifications.

Monterey County, which also contains a mix of rural and urban communities, has a similar instructor capacity issue. Their cradle to career partnership, Bright Futures, includes a teacher pathway with the K-12 districts, Hartnell College and California State University (CSU) Monterey Bay as a part of their work. In partnership with CSU Monterey Bay, the pathway includes opportunities to develop dual enrollment instructors with both the pedagogical training of a K-12 teacher and the subject area expertise that comes with a discipline-specific master's degree. Such an approach in Stanislaus could build on work at CSU Stanislaus, a StanFUTURES partner, that offers programs for elementary and secondary teaching, including special education, and a number of master's degree programs.



## Work Groups

As identified by the Dual Enrollment Working Group, below is a sample charge for the two work groups, the organization responsible for each group, and a list of short- and long-term goals for each group to work on. Short-term goals are defined as those that can be accomplished in one year; long-term goals may require two or more years to complete.

# Implementation Problem Solving Group

**Timeframe:** Begin meeting in January 2021. This group can start meeting before the advisory group.

**Hosted by:** Stanislaus Cradle to Career Partnership, Stanislaus County Office of Education, Modesto Junior College and Aspire Public Schools

**Co-leads:** Megan Lowery, C2C; Jeff Albritton, SCOE; Don Borges, MJC; and Jacob Weiler, Aspire Public Schools



**Sample Charge:** The Implementation Problem Solving Group will look at all aspects of implementation with all early college credit partners to problem-solve around implementation challenges. The first two challenges to tackle are the enrollment process and embedded student supports.

**Suggested Representation:** High school and college dual enrollment staff, Career Navigators, high school counselors, MJC Enrollment Services Director, student or parent.

## Short-term Goals (complete within one year):

- Streamline enrollment process for high school, especially how courses are requested, how instructors are assigned, timeline, canceling courses and any changes or adjustments due to online courses.
- Streamline enrollment process for students especially with CCCApply, support with dual enrollment forms, transition to an electronic form.

## Long-term Goals (may need two or more years):

- Establish clear, consistent, and candid communication with students, families, and the community (from Vision and Commitment Statement)
- Increase the overall number of high school students simultaneously enrolled in college courses (from Vision and Commitment Statement)
- Increase the number of underrepresented high school students simultaneously enrolled in college courses (from Vision and Commitment Statement)
- Address faculty bottleneck at all educational levels
- Ensure robust participation from English language learners
- Explore, create, and share information about new models and partnerships
- Increase student support, using partners more strategically, especially for English language learners

# Data Sharing and Communication Working Group

**Timeframe:** Begin meeting in January 2021. This group can start meeting before the advisory group

**Hosted by:** Stanislaus Cradle to Career Partnership Data Team

**Lead:** Leilani Garcia, C2C Data Manager/SCOE

**Sample Charge:** The Data Sharing and Communication Working Group will align data sharing agreements across the partnerships and develop a process for continuous data sharing and learning for the partners. The group will develop communication protocols and understandings to

and parents, MJC Enrollment Services advisor, marketing experts to work on communication. This working group needs people who understand the implementation and are close to decision makers, as well as experts.

## Short-term Goals (complete within one year):

- Share anonymized student enrollment and outcome and data, disaggregated, starting with baseline data from StanFUTURES (from Vision and Commitment Statement)
- Establish a process for MJC to share dual enrollment outcomes disaggregated for K-12 partners
- Collect perception data from stakeholders about their dual enrollment experience
- Establish clear, consistent, and candid

communication among and across the institutions including shared terminology and defined roles (from Vision and Commitment Statement)

- Share an annual dual enrollment report with the community
- Support consistent messaging in nomenclature and terms

## Long-term Goals (may need two or more years):

- Establish a clear communication process with dual enrollment students (from Vision and Commitment Statement)
- Establish faculty-to-faculty convenings for curricular alignment and collaboration
- Establish a plan to communicate the value of dual enrollment and early college credit and the value of community college

support the work of the partners. Areas of focus could include FERPA, community engagement, and common nomenclature.

**Suggested Representation:** Data experts, MJC institutional researcher, SCOE data team, students



## Moving Forward Together

The StanFUTURES Action Team serves as the backbone that anchors the partnership for increasing postsecondary attainment in Stanislaus County. They have laid the foundational partnership for the Early College Credit Advisory Group, the Implementation Problem Solving and the Data Sharing and Communication Working Groups. The advisory group and the two working groups will extend and complement the efforts of StanFUTURES, creating synergy in the work.

One example of this synergy is the work of the StanFUTURES data group. The StanFUTURES data group has already developed a data sharing agreement that can be used by all partners, instead of having each K-12 partner develop and negotiate its own agreement with MJC. This agreement can be used as a template by each partner, or possibly constitute one master agreement to which multiple K-12 partners and MJC are signatories. The work of StanFUTURES to develop the data sharing agreement can inform the dual enrollment Data Sharing and Communication Working Group as they address the process for MJC to share data with stakeholders and the community. Members of the StanFUTURES data group will play an important role in the Data Sharing and Communication Working Group, providing continuity of information and connection.

There is also potential synergy in how the advisory group may work through various challenges. For example, MJC holds much of the dual enrollment data that partners and the community are seeking. Their research office, however, faces capacity challenges as they transition to a new data system and look to fill vacant staff positions. The advisory group could use their creative thinking and commitment to their common goal to address this capacity challenge—perhaps with a shared research position, for example. The partners, already committed through their work with StanFUTURES and pledged in the Vision and Commitment statement, have demonstrated that this is a shared challenge and that MJC does not have to figure it out on its own.

As the backbone of the postsecondary work, the StanFUTURES Action Team is connecting the partners and building on efforts already underway. And the work underway is exciting. Modesto City Schools has developed an electronic form for dual enrollment that could potentially be replicated by the other partners. Local policies—from how often students need to complete paperwork to how college credit is awarded at the high school level—are being revised and streamlined to support student success.

Through this process, the StanFUTURES Action Team has uncovered and strengthened the foundation on which the partners will build and scale dual enrollment across the county. At the same time, while the partners have identified challenges to be faced in this effort, StanFUTURES is well positioned to navigate them successfully. The initial building blocks—broad and varied experience with dual enrollment, an emerging culture of shared resources and collective impact—have been augmented by the creation of design principles, growth of knowledge on core elements in dual enrollment, and development of a blueprint to achieve the goal. Above all, the partners have committed to a shared vision based on equity and centered on the needs of students. This commitment will guide and sustain the partners throughout this effort.

# Appendix - Convening Agendas and Resources

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## Convening #1 - Dual Enrollment Norming - June 30, 2020

### Agenda:

- Introductions
  - Goals for convening
  - Terminology Review
  - Dual Enrollment Models
  - Asset Mapping
  - Next steps
  - Resources shared:
    - [CCAP vs non-CCAP](#)
    - [FERPA One Pager](#)
    - [FERPA Presentation](#)
    - [FERPA Video](#)
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## Convening #2 - Vision, Commitment and Operations - August 18, 2020

### Agenda:

- Introductions
  - Purpose
  - Vision & Commitment
  - Success & Data
  - Get Specific
    - Fast lanes & Barriers
  - [Short & Long Term Goals](#)
  - What comes next
  - Resources shared:
    - Orange County, Strong Workforce Program Scale Up Project – [Dual Enrollment Overview](#) video (3:45)
    - President Sonya Christian, Bakersfield College – [Dual Enrollment video](#) (2:16)
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September 2020 – CLP conducts one-on-one interviews with partners to review short and long term goals and Vision and Commitment Statement

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## Convening #3 - Design Principles, Core Elements and Data - October 28, 2020

### Agenda:

- Welcome
  - Introductions
  - Good News & Updates
  - Vision & Commitment
  - [Design Principles](#)
  - Work Teams
  - Next Convening - Charge & Implementation Plan
  - Resources shared:
    - [Highlights from the Dual Enrollment Playbook](#)
    - [Bakersfield College Early College](#)
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## Convening #4 - Working Groups - November 19, 2020

### Agenda:

- Welcome
- Advisory Group
- Working Groups
  - Implementation
  - Data Sharing & Communication
- Resources shared:
  - [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)
  - [OC Dual Enrollment Handbook](#)