

SPECIAL Dual Enrollment Meeting
Tuesday, January 17, 1:30 – 3:00
CSB

NOTES

Special Guest: Vice Chancellor Ryan Cornner (RC)

Facilitator: Vice President Sheri Berger (SB)

Attendees: Donna Accardo, Barbara Anderson, Wendy Bass Keer, Lyn Clark, Patricia Doelitzsch, Mary Anne Gavarra-Oh, Michael Gend, Martin Karamian, Sheri Lehavi, Kalynda McLean, Maria Perser, Margarita Pillado, Susan Rhi-Kleinert, Anafe Robinson, Tom Vessella, Donna-Mae Villanueva, Liz White, Adrian Youhanna, Sergio Gonzalez, Will Marmolejo, Denny Thompson, Ray Wells, Lee Loveridge, Rudy Dompe, Shilo Nelson, Sharon Dalmage

The meeting began at 1:32.

VP Berger introduced the new Academic Affairs Dean of Adult, Community, and Continuing Education, Sharon Dalmage.

SB: VC Cornner is here today to answer questions regarding dual enrollment (DE). Some of you are already familiar with DE at Birmingham. Today's discussion is broader in scope.

RC: Started here at Pierce at the Info Desk. Very familiar with this campus and happy to be here.

Introductions were made all around.

VC Cornner began with a brief overview of DE and the District's agreement:

- AB 288 brought about DE.
- Assemblyman Holden worked on it for three years.
- The purpose of AB 288 is to work with high school students and expose them to higher education, and hopefully transition.
- Models have shown that DE helps to increase the number students who (1) complete high school, (2) go to college, and (3) complete college.
- DE also raises expectation levels.
- There has been a lingering concern about double-dipping – paying twice for classes held during the high school bell schedule.

- AB288 is for high school students only; no adults.
- DE classes do not count toward the high school day (high school credit).
- High schoolers only need 5 classes per day, so DE is essentially 6th period.
- LACCD instructors have the opportunity to work with high school students and provide them with better skills.
- AB 288 is an agreement between two districts.
- A simple example would be an agreement between Pasadena City College and the small Pasadena School District.
- Our case is much broader in scope because it concerns two huge districts: LACCD and LAUSD.
- Legislature mandates when and which classes are taught, so the District looked at classes already being held at the high schools.
- The LACCD agreement requires that there is a separate local agreement between the District (college) and each high school it contracts with.
- Agreement terms such as “Who pays for books?” are determined at the local level.
- This arrangement is a tool to better relationships with local feeder high schools.
- DE increases the college-going rate.

Question & Answer

Q: What about persistence?

RC: We need to do better about getting students in and keeping them in.

Q: What about a cap? At what point do we say we cannot grow?

RC: If LA's college-going percentage was like the OC, we'd be at 100,000 FTES. Do we strive for a below average rate? No. DE is in keeping with LA College Promise goals.

Q: Will we follow the high school calendar/semester schedule?

RC: Dates are closer than they used to be and will be locally negotiated.

Q: How will pedagogy and curriculum be effected? For example, 1 year of high school Spanish is equal to only 1 semester of college Spanish?

RC: Most DE courses will likely target more advanced students, but not all. 85% of LACCD students are under-prepared for college when they enter. We need to develop courses for all such as counseling and personal development. For

example, LATTC has an “Intro to Trades” as a defined career pathway. Pierce is different, but we can develop classes here.

Q: What about oversubscribed classes?

RC: If there are multiple sections of classes then we are fine, especially if there are some sections with space available.

Q: What about the burden of rigorousness? Failure?

RC: There are two restrictions: (1) If a class is below college level, it must be to accelerate, and (2) Jobs cannot be taken away from LAUSD. We look at high school and college expectations to assess readiness. The same course outline is being taught, and these are college courses.

Q: What about age-appropriateness for teens?

RC: This would be a dialog with the high school. Instructors should ask themselves if they would change or question the subject matter if the class were held at the college.

Q: While there are many concerns at the operational level, communication must be at the local level at the various schools. The high school principals are excited, but how will it work?

RC: It will evolve. LACCD’s DE committee meets every other month with LAUSD counseling directors. Please let Sheri Berger know about any issues that arise. The District is here to support you.

SB: The schools will ask for a specific type of class. If they don’t want something, they won’t ask for it.

Q: In regards to seniority lists, if an instructor refuses to teach at the high school, will it count as a refusal? Is that what they signed up for?

RC: Yes, it would count as a refusal.

Q: Will training for teaching high schoolers be offered?

RC: Point heard. Will reach out to VC Román.

Q: How will we outreach?

SB: That's up to each individual high school, not us.

RC: AB 288 is just another tool.

Q: Are texts consistent? What about favoritism? Childcare aspect?

RC: DE is not taking anything away from classroom management. Students can be excluded from class. But, long-term disciplinary issues would go through the high school.

SB: Under FERPA, instructors will not be permitted to speak to parents. Our rules apply. DE courses go on our transcript.

Q: I'm concerned about language competency. Will English placement exams be given?

SB: Yes

Q: Who will do the hiring of these instructors?

RC: LACCD will hire. If a high school teacher meets our minimum quals, we can hire them using the same process we use for other adjuncts.

Q: If the high school already offers a course as AP, how does DE not compete?

RC: AP courses bump a student's *high school GPA*. DE courses go on their *college transcript*.

A: We do not supplant what the high school has already.

Q: Will each local school have a separate agreement?

RC: Yes, Reseda, Taft, Canoga, and Northridge each have a different focus, different agreement.

Q: What about the hours?

SB: Many models are 8 weeks. One of the benefits with DE is that we can negotiate a consistent schedule which brings certainty to both districts.

RC: It depends on the bell schedule of the high school. Some schools' hours mesh very well with ours.

Q: Can a course be cancelled due to low enrollment?

RC: The school needs to provide 30-35 students per class.

Q: What about the purchasing of online content?

RC: The law says that students cannot be charged any fees. So, the issue of who will pay for what items will need to be negotiated beforehand.

Q: Will students have email access?

RC: It depends on the high school.

Q: What about purview?

SB: It all depends on the contract.

RC: None of these students can or will drop.

Q: Will classes be cut here if the high school wants two of the same course?

SB: No. DE courses do not come out of your department's allocation. The only allocations that may be shifted are those in academic outreach.

RC: The colleges were budgeted with 2% growth in mind.

Q: Are these classes free to students?

RC: Yes.

Q: AB 288 was written to serve at-risk and underrepresented students. Who is responsible for ensuring that these students are the ones who attend?

RC: The purpose of the bill is to increase college attendance rates. The burden is on the high school to choose the students.

Q: What resources will be used for texts and access codes?

RC: We are waiting on feedback from the colleges. Tools and texts are on the agenda. Our enrollment fees are low. We are advocating that the cost of books and tools will not prohibit students from attending. We plan to ask companies for breaks such as longer-term access codes.

Q: Sergio Gonzalez and Denny Thompson have been talking to high schools, but is there a timeline for these contracts?

A: Some high schools will jump in right away, and others will wait and see what happens – like a pilot program. I think it will be successful.

Q: How about bumping?

SB: Instructors can bump. They have the same contractual rights.

RC: If contracts are breached, they can be renegotiated next time.

Q: Will there be workshops to support our instructors?

RC: Yes, we can work with Deborah Harrington on that. Here are the ways I think I can assist: (1) campus shells with Jorge Mata, (2) HR guidelines on refusals and bumping in regards to the influx of new hires and texts, (3) coordination at the top and at local levels, (4) textbooks, tools, and access codes.

Q: What about office hours?

SB: Office hours need to be held and can usually be held in the classroom prior to the start of class.

Q: What about the required markup of textbooks?

RC: The high schools are required to provide the DE students with texts.

A: The goal is that by June of 2019 all high school students will have taken at least one DE class.

SB: This is a repackaging of what we already do. Each high school is different, and depending on its population, has a different focus.

RC: Sometimes what principals want are different from what students need. It's our task to ask, "What about this?"

The meeting adjourned at 2:56.