Supporting Equity-Centered Dual Enrollment Partnerships
Meet Our Team

Joana Feit, SFUSD
Supervisor, College & Career Readiness

Meg Hudson, CCSF
Dean, High School and Promise Programs

Alina Varona, CCSF
Associate Dean, Career Pathways

San Francisco Unified School District and City College of San Francisco
Who's in the room?
Overview

1. Foundation Building: Objectives, Defining Equity, Learning Together
2. CCSF-SFUSD Dual Enrollment: Data, Momentum, and Capacity Building
3. Synthesis and Reflection: What might this mean for you and your partners?
ICEBREAKER
What brought you to this room?
Building Foundations

Workshop Objectives
Share and receive expertise, materials, and experiences.

Sharing Expertise

Defining Equity
“Equity, while valued in principle at many institutions, is not regularly measured in relation to educational outcomes for specific groups of students.”
Estela Mara Bensimon

From: https://cue.usc.edu/files/2016/01/Bensimon_The-Diversity-Scorecard.pdf and https://rossier.usc.edu/the-equity-scorecard-balancing-educational-outcomes/
Equity by Design-5 Principles

Bensimon, Dowd and Witham (2016). Five Principles for Enacting Equity by Design; from https://cue.usc.edu/equity-by-design-five-principles/

Clarity in Language
- Inequality is structural
- Hidden and revealed through language
- Language imbued with political and social meaning

"Equity Mindedness" as Guiding Paradigm for Language and Action
Requires and awareness of “socialhistorical context of exclusionary practices in higher education and the impact of power asymmetries on opportunities and outcomes.”

Equity Must Be Pervasive and System-Wide
Part of core institutional work
Reframing inequity as problem created by “color-blind” practices and procedures

Equitable Practice
- Designed to accommodate different learning contexts
- Does not treat all students the same
- Achieving equality in outcomes does not mean treating all students as though they are the same

Enacting Equity
- Disaggregated data necessary but insufficient
- How data is interpreted matters
- Are racialized inequities attributed to student deficiencies or failed practices?
- Interpretive lens matters as much as data
GAINS IN ACCESS AND OUTCOMES

93% RETENTION

79% SUCCESS

54% RETENTION

CCPT SECTORS 2017-2019
N=421 Students & 702 Enrollments
The Brutal Facts

91%  
ASIAN

58%  
LATINX

0%   
AFRICAN-AMERICAN
ONE PAGERS
Practitioner's Guide

CITY COLLEGE OF SAN FRANCISCO AND SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD) have partnered to offer SFUSD high school students access to college classes. Dual Enrollment (DE) can be a game changer for historically underrepresented communities by providing early college exposure, success, and college transition support.

**BENEFITS OF DUAL ENROLLMENT:**

- **Students are more likely to graduate**
- **More likely to matriculate and persist through college**
- **More likely to connect to college**

**Dual Enrollment Defined**

SFUSD describes all dual enrollment as "Early College." College and Career Access Pathways (CCAP) and AB 391 in the California legislation that enables high school and community college partnerships for the purpose of dual enrollment at the high school.

- Connects students who may not already be college bound or who are underrepresented to college.
- Provides college credit and high school credits.
- CCAP agreements enable CCSF and SFUSD to offer college courses dedicated for high school students only.

**Benefits of Dual Enrollment (Early College):**

- Provides students college courses.
- Offers courses that would be an entry to college and would help students transition to a class at the college campus.
- Gets students enrolled in CTE college courses in fields with likely job opportunities.
- Gives students an opportunity to take academic courses that are not offered at the high school.
- CCSF offers courses that are transferrable to UC-CSU.
ONE PAGERS
Students & Families Guide
OVERVIEW OF EARLY COLLEGE (DUAL ENROLLMENT)

- AB 288
- Early Dismissal
- Traditional Dual Enrollment
## Participation in Early College Models

<table>
<thead>
<tr>
<th></th>
<th>AB288 (# of schools)</th>
<th>AB288 (# of courses)</th>
<th>Early Dismissal (# of schools)</th>
<th>Early Dismissal (# of schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2018</strong></td>
<td>9</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>10</td>
<td>15</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td><strong>Fall 2019</strong></td>
<td>9</td>
<td>15</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td><strong>Spring 2020 (projected)</strong></td>
<td>9</td>
<td>17 (requested) 10 (offered)</td>
<td>2</td>
<td>14 (requested) 11 (offered)</td>
</tr>
</tbody>
</table>


COURSE REQUEST PROCESS

- High schools request courses through Early College
  - Fall - request in January
  - Spring - request in September

- Early College works with CCSF High School Programs

- Types of courses: CTE pathways and IGETC

- Summer: some pathways have a paid internship along with CCSF course
EARLY COLLEGE SUPPORT

- Application & Registration
- Orientation
- Transportation
- Books
- Embedded tutors
- Staff employed by both institutions
SUCCESES AND CHALLENGES

**Successes:**
- Number of students enrolled
- Variety of classes
- Partnership & collaboration

**Challenges:**
- Sustainable growth (reached max allotment)
- Choosing the right course
- Best practices for teaching HS students
- Challenges with student behavior
CCSF Dual Enrollment Completers by Semester

- **Fall**:
  - 2014-15: 201
  - 2015-16: 254
  - 2016-17: 506
  - 2017-18: 590
  - 2018-19: 506

- **Spring**:
  - 2014-15: 352
  - 2015-16: 320
  - 2016-17: 532
  - 2017-18: 638
  - 2018-19: 904

- **Summer**:
  - 2014-15: 29
  - 2015-16: 221
  - 2016-17: 243
  - 2017-18: 313
  - 2018-19: 436

- **School Year (Unduplicated students/headcount)**:
  - 2014-15: 201
  - 2015-16: 876
  - 2016-17: 1149
  - 2017-18: 1449
  - 2018-19: 1449
CCSF Dual Enrollment Completers by Ethnicity

- **2014-15 (486)**
- **2015-16 (712)**
- **2016-17 (876)**
- **2017-18 (1149)**

- **African American**:
  - 2014-15: 2%
  - 2015-16: 3%
  - 2016-17: 4%
  - 2017-18: 4%

- **Chinese**:
  - 2014-15: 45%
  - 2015-16: 40%
  - 2016-17: 52%
  - 2017-18: 62%

- **Filipino**:
  - 2014-15: 4%
  - 2015-16: 5%
  - 2016-17: 7%

- **Latino**:
  - 2014-15: 12%
  - 2015-16: 24%
  - 2016-17: 25%

- **White**:
  - 2014-15: 5%
  - 2015-16: 5%
  - 2016-17: 4%
  - 2017-18: 7%

- **Southeast Asian**:
  - 2014-15: 5%
  - 2015-16: 5%
  - 2016-17: 6%
  - 2017-18: 3%

- **Samoan**:
  - 2014-15: 0%
  - 2015-16: 1%
  - 2016-17: 1%
  - 2017-18: 1%

- **Other**:
  - 2014-15: 11%
  - 2015-16: 13%
  - 2016-17: 12%
  - 2017-18: 14%
Total and Average SFUSD Credits Earned by Year Through CCSF Dual Enrollment

- **Avg SFUSD Credits per Student**
  - 2014-15: 8.3
  - 2015-16: 11.2
  - 2016-17: 11.8
  - 2017-18: 13.5

- **Total SFUSD Credits**
  - 2014-15: 4,019
  - 2015-16: 7,979
  - 2016-17: 10,315
  - 2017-18: 15,487
Building Infrastructure & Capacity for Partnership

Meg Hudson, CCSF Dean of High School Programs
## Fall 2019 Courses (In Progress)

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
<th>Examples of Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 288 (CCAP)</td>
<td>340</td>
<td>Psychology, Fire Science, College/Career, Construction, Ethnic Studies, Health Ed, Women's Studies</td>
</tr>
<tr>
<td>Early Dismissal</td>
<td>225</td>
<td>Healthcare Tech, ESL, Construction, Broadcast Media, Sociology, Child Development, EMT</td>
</tr>
<tr>
<td>Traditional Dual Enrollment</td>
<td>250</td>
<td>World Languages, Psychology, Biotechnology</td>
</tr>
<tr>
<td>Transitional Studies (for Credit Recovery)</td>
<td>600</td>
<td>English, Math, History, Science</td>
</tr>
</tbody>
</table>
Dual Enrollment Coordination - CCSF and SFUSD Partnership agreements:
  - AB288 – Fall 2016
  - Non-CCAP – Summer 2019

Course request process
  - Professional Development for Faculty (in progress)
  - Communication tools - video, website (in progress)
CCSF Staffing for Dual Enrollment

➢ Dean of High School Programs
➢ Associate Dean of Career Pathways & Strong Workforce Program

Coordination with Other CCSF Offices:
• Admissions and Records (High School Specialist)
• Matriculation
• Academic Deans and Chairs
• Office of Instruction
• Counseling, DSPS
Funded Items

Co-funding of Dual Enrollment Program Assistant (SFUSD employee who has access to CCSF enrollment system)

Course funding - FTEF Allotment (ex. 3.8 FTEF for Spring 2020)
Goals for Partnership

- Prioritization of course offerings – IGETC and pathways
- Year-long scheduling
- Common scheduling across high schools
- Growth goals
- Student success data: monitoring from dual enrollment to matriculated student
Opportunity 1: CCSF Transitional Studies Program for High School Credit Recovery

- CCSF High School Diploma courses
- Evening, Saturday, and Summer courses
- Located both at CCSF campuses and at the high schools
- Students become familiar with CCSF processes, being on a college campus
- Need to do a better job of connecting TRST students to credit courses
Opportunity 2: Strong Workforce Program CCSF and SFUSD

- Sector focus (SFUSD):
  - Biotech/Health
  - Computer Networking
  - Education
  - Building & Construction
  - Transportation

- Development of pathways and clear course sequences from high school through college
THANK YOU!
In what ways is your institution using an equity-centered lens or approach with dual enrollment?
What’s working well? Where can you grow?
WHAT IS YOUR BOULDER?
WHO CAN HELP YOU MOVE IT?

REFLECT, DISCUSS, PLAN
Contact Us

50 Frida Kahlo Way San Francisco, CA 94112

✉️ feitj@sfusd.edu
✉️ mhudson@ccsf.edu
✉️ avarona@ccsf.edu