Navigating the Political Waters of Two Systems

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Presentation Overview

⬥ Identifying the Politics of Dual Enrollment

⬥ Two Systems – Where do they Intersect?

⬥ Misperceptions & Myth Busters

⬥ Strategies for Effective Communication

⬥ Action Plan

⬥ Q & A

Let's Talk Politics

- What is involved in establishing a Dual Enrollment Program?

- What are the political elements involved?

- What are your perceptions of Dual Enrollment? What are the perceptions of others and how do you know this?

- Remember—"perception is reality" and both your perceptions and those with whom you work are important.

- Quick brainstorm with the person next to you —if a person has an erroneous or "bad" perception of DE, what steps could you take to help change those perceptions?

Consider:
Who's Around the Table?

Dual Enrollment Stakeholders
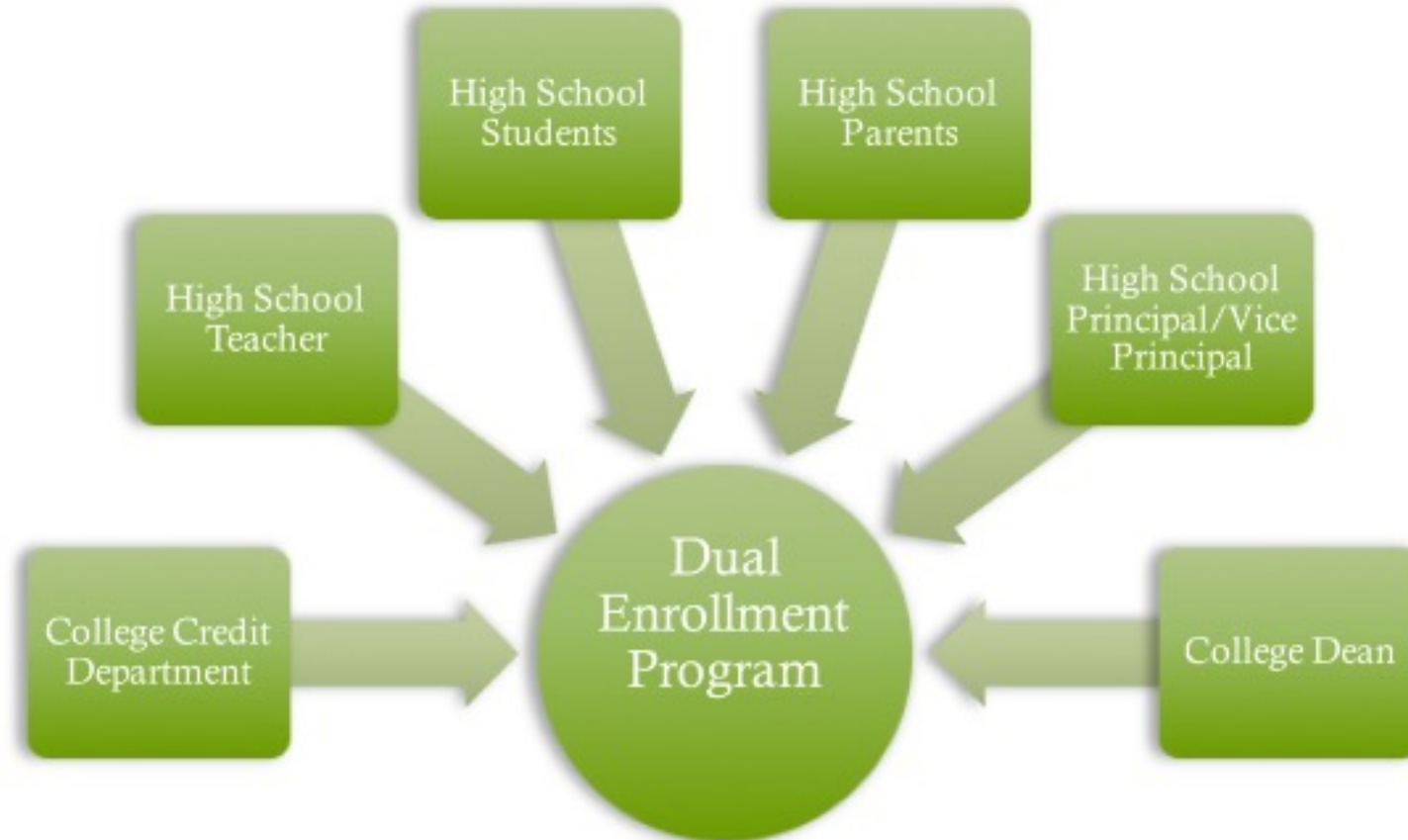
Two Systems with Common Goals?

- High school perspective
  - Goals – completion, student matriculation
  - Outcome Measures – graduation rates, assessments, A-G completion
  - Standards – Common Core
  - Career pathways (CCPTs, etc.)
  - Funding – ADA—LCFF (bulk funding)

- College perspective
  - Goals – completion, transfer or employment
  - Outcome Measures – persistence, completion, transfer rates, reduce remediation
  - Student Learning Outcomes
  - Funding – FTES (course-by-course funding)
  - Guided Pathways

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Potential Hurdles

- Qualified Faculty for College Course

- College Rigor for college courses taught at the high schools

- Course Alignment Accuracy

- Pushback from some Community College Departments – different philosophies about high school students doing college work

- Pushing students too far/too fast (aka Race to Nowhere)

- Unprepared Students graduating high school, but unprepared for college

- Helicopter Parents and FERPA

Myth or Truth?

- Myth? HS Teachers Not Qualified
  - Must Meet Minimum Qualifications set by the state
  - Evaluations—same as faculty on college campus

- Myth? HS Course Not Rigorous Enough
  - Articulation Meetings
  - Clearly communicated expectations

- Myth? HS Course Inaccurate and Misaligned
  - Same course outline, textbook, prerequisites, assessments, etc.

Myth or Truth?

- Myth? Colleges Don't Want to Work With HS
  - Pushback from CC Departments – different philosophy
  - Foster collaborative relationships – make sure they see "What's in it for me" (e.g., better prepared students matriculating to college)

- Myth? We are pushing students too far/too fast (aka Race to Nowhere)
  - Student eligibility, appropriate advising, high school permission/ gatekeeping

- Myth? We Have Unprepared Students (see above)

- Myth? We Have Helicopter Parents
  - FERPA—college instructors must only communicate with students unless written permission

Considerations

- What are the barriers to program development and/or expansion?

- What would improve program quality and thus reputation?

- What types of policy change and/or reform would increase equity within and access to Dual Enrollment programs? Is AB288 answering these questions?

Building a true Career Pathway using Dual Enrollment

- If there is a strained relationship between college and high school decision-makers and/or faculty, the first step is to repair that relationship—remember—food works!

- Plan cohesively—remember the Perkins pathways— intro courses, concentrator courses, & a capstone course. Explore having concentrator or capstone courses earn college credit (similar to the intro college course that many Tech Prep agreements reference).

Building the Program

- RELATIONSHIP BUILDING—should take place regularly and genuinely!

- Course discussions between administrators & faculty at both institutions surrounding the career pathway. The goal is for the student to STAY on their chosen pathway through college and into a career.

- Team logistics—Who will be doing what? How will students get registered (come to the next session ☺)

Managing Your Program Image Effectively: The Importance of Communication ☺

- Internal Factors
  - Within College and/or K-12 Districts
  - Faculty (mis)perceptions

- External Factors
  - Website
  - Social Networking
  - Community Awareness/Support

Strategies for Effective Communication

- Be genuine and set out your goals clearly.

- Build relationships at all levels—decision-makers, faculty, counselors. Meet consistently. Don't leave one group out of the loop.

- Respect each system's requirements—(e.g., College departments are the ultimate "deciders" about putting a college course on the high school campus. High schools must operate within their own logistical systems for college classes taught during the school day).

- If there is something (or someone) stopping forward motion, regroup and deal with the issue.

Exceptional Collegiality is in the Details

♦ Everything counts

♦ Never stop learning about each other

♦ Seek the expertise of your colleagues

♦ Research relevant Ed Code (from both perspectives)

♦ Think of what you do as being a true *Team*

♦ In the long run, everyone wins—especially our students!

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Action Plan – 90 Days

- **Identify your Visionaries:**
  - With whom do you or will you collaborate? WHO ARE YOUR CHAMPIONS?
  - What is the next step?

- **Articulate your Goals:**
  - What do you hope to accomplish?
  - How do your goals align with K-12?
  - How do your goals align with the Postsecondary Institution?

- **Gather Resources:**
  - What professional development needs do you have?
  - What materials/information/resources do you want/need?
  - How can we help???

Questions, Input or Feedback?

We're here to help you!

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