

GFSF DUAL ENROLLMENT AND ARTICULATION MODELS

College and Model	Community College A Allan Hancock College Dual Enrollment	Community College B Bakersfield College Dual Enrollment	Community College C Cuesta College Dual Enrollment	Community College D Santa Barbara City College Dual Enrollment	Community College E Ventura College Articulation
Get Focused Course	Listed as PROD 301 , this GFSF course is housed in the Counseling Services department and is offered as a face to face course only at local High Schools. During the pandemic, Instructors can teach the course remotely.	The course is called Student Development B3 "Career & Life Planning". The course is ideally taken as the first Early College class. Currently, all 9th graders assigned to an Early College pathway complete the course via dual enrollment.	The freshman course is offered under the CTE Department, Personal Development Studies, which falls under the CTE discipline of Office Technologies. The Course code is PEDS 110 and the title is "Career Planning: Comprehensive". This 3-unit is offered at 11 high school sites in the Cuesta College service area as well as to the general college population. While some schools offer the course to all freshmen, others offer it as optional elective, and some schools offer it as the first CTE course offering for students. Cuesta College utilizes the CCAP model of dual enrollment for nearly all sections, so the GFSF courses are limited to high school student participation on the high school sites.	The freshman course, PRO 138D "Personal Planning" is offered under a CTE Department – Professional Development Studies (PRO). This allows high school teachers to meet the minimum qualifications to be the college course instructor. As a CTE course, it is AA/AS Degree applicable, but it is not UC/CSU transferable. The discipline used in the PRO department is Office Technologies.	The freshman course is aligned to the college counseling department's course COUN V02 "Career Exploration and Life Planning". It is a 3-unit course and is transferable to both the CSU and UC systems.
Credit	PROD 301 is a 3-credit course where students can choose between earning a letter grade and a P/NP grade. The course is non-transferable but is applicable as a Professional Development elective toward a local degree at AHC.	The course is a 3-unit course that is CSU transferable.	Students are able to take the 3-unit course for Pass/No-Pass credit only. A "Pass" grade is awarded when a student earns a "C" or better.	Students are able to take the 3-unit course for Pass/No-Pass credit only. A "Pass" grade is awarded when a student earns a "C" or better.	Through articulation, students earn credit through either a credit-by-exam model or a portfolio review model. Students are able to opt-in for credit through articulation (via CATEMA) at the end of the semester, once they know the final grade they have earned. If a student earns less than a "C", they are not permitted to petition for credit.
Stay Focused Follow-Up Modules	The Counseling Services department and K12 team are currently working with K12 sites to develop an implementation plan for the Follow-up Modules. AHC is hoping to design a PROD 302 course that would serve as a senior seminar. It would include: GFSF Follow-Up Modules (1 - 3), College Prep skills (FAFSA, Steps to Promise), Career Assessments, Exploration and Work Experience. This, too, would be a 3 credit course.	Bakersfield College does not use the Follow-up Modules in any other college courses, but some high schools use the GFSF Follow-up Modules with students to see them through all four years of high school.	Cuesta College developed three additional PEDS courses: PEDS 111, 112, 113 to correlate with each of the three Stay Focused Modules. Each of the follow-up courses is worth one unit of credit and all sections are offered on a strictly Pass/No Pass grading option. The additional PEDS courses offerings for the Stay Focused Modules are offered at four sites in the Cuesta College Service Area and the majority are embedded into other CTE courses. As a result, not every student at the high schools takes the follow-up courses.	No college credit is awarded for the Follow-up Modules at this time. However, the Get Focused course has the option of A – D variable units, so it is possible to offer anywhere from 0.5 – 3.0 unit options of the same course.	At this time, there is no articulation agreement in effect for the Stay Focused Modules, however, there is discussion about the possibility of offering credit for a 1-unit college orientation course when students take Module 3 in 12th grade.
Apportionment	AHC receives apportionment through census for PROD 301 and provides a percentage of that funding to local schools for textbooks, supplies and instructional materials.	Instructors are required to report positive attendance hours for students. Apportionment is collected using the college's traditional process, and 1/6 of the cost of employing the instructor for each section is reimbursed by Bakersfield College to the high school districts.	Daily attendance is reported through the same mechanism as regularly scheduled on-campus and distance education courses, and FTE apportionment is collected accordingly using Banner.	High school-based instructors are required to report positive attendance hours for students. As most high school courses meet approximately 90 hours per semester, they more than meet the minimum 48-52 hours required for a 3-unit college course.	No apportionment is collected by the community college through articulation agreements.

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Instructors	<p>Select high school Instructors that meet established minimum qualifications (MQs) and who complete mandatory GFSF instructor training receive an "Employment Authorization" from AHC and are eligible to teach PROD 301. The MQs include a Master's Degree in Counseling, a Master's Degree in Education or Office Technologies. Office Technologies falls under "Disciplines requiring any degree and professional experience" in the 2017 Minimum Qualifications for Faculty and Administrators in CCC and requires:</p> <ul style="list-style-type: none"> • Any bachelor's or higher and 2 years of professional experience • Any associate degree and 6 years of professional experience 	<p>Instructors who meet the minimum qualifications (MQs) and are approved through the counseling department are allowed to teach the course.</p>	<p>High school-based instructors teach the courses and meet the minimum qualifications (MQs) for the CTE discipline. High school faculty must fill out the college adjunct faculty application and be approved by the college department. Instructors are coded as "no-pay" but are given a stipend through a Board-adopted revenue sharing model. Instructors are evaluated on the same schedule as all adjunct faculty.</p>	<p>High school faculty must meet the minimum qualifications (MQs), fill out the college adjunct faculty application and be approved by the college department. Instructors are coded as "no-pay" but are given a stipend through a Board-adopted revenue sharing model. Instructors are evaluated on the same schedule as all adjunct faculty. The college established an Instructional Services Agreement (sample included) to clarify all requirements.</p>	<p>High school-based instructors do not need to meet the minimum qualifications because they are not the instructor of record for a college course. For this articulation agreement, credit is awarded based on portfolio review. When an instructor completes their first semester teaching the Get Focused course, they submit sample final portfolios (including the students' 10-year Plans), to the college department. Designated college faculty review the high school students' portfolios and the instructor's grades (samples are provided for grades A, B and C), and if they determine that the expectations match those of the college, the articulation is approved.</p>
Registration Process	<p>Retention and K12 Specialists collaborate with K12 school designees and the AHC Admissions and Records department to register all students.</p>	<p>Early College staff host multiple virtual application workshops in which students are guided through the CCC Apply process. Once a student has applied and been given a college ID number, they are moved back to the virtual lobby and Early College staff assist the students in completing the special admit form. Students and parents electronically sign the form then submit it to their high school for an administrator signature. The completed form is sent to Early College by the administrator, and Admissions and Records enrolls the student into the class.</p>	<p>Dual Enrollment staff from the college visits the high schools to deliver permission slips and then return at a later date to conduct CCC Apply registration workshops, during which they gather the permission slips. Currently, the college is transitioning to a fully online system (called Dynamic Forms), and as a result of AB 30, students will only have to complete the application and permission forms once for the duration of their high school and dual enrollment participation.</p>	<p>Dual Enrollment Department staff visit all sections on high school campuses to facilitate enrollment. They guide students through the CCC Apply application process and provide dual enrollment forms that students need to have their parent/guardian sign and return to the instructor for submission to the college. Instructors are responsible for checking rosters for accuracy.</p>	<p>Classified staff from the college visit each section of the high school classes and facilitate an application workshop. This process includes applying to the college through CCC Apply as well as registering with CATEMA.</p>
Pros	<ul style="list-style-type: none"> • Course increases students' awareness of the reality of adulthood, financial responsibilities and encourages them to realistically look at their future educational goals and career path 	<ul style="list-style-type: none"> • Students are set up for success in their chosen pathway • Students take the course for free through dual enrollment • Instructors who meet MQs are allowed to teach the course and become BC faculty members • Students are awarded CSU transferable college credit by completing the course 	<ul style="list-style-type: none"> • P/NP grading protects students' GPA • Student are enrolled with the college and will automatically be awarded credit at the end of the term • High school teachers meet the MQs to be able to teach the course • College collects apportionment • Extremely high course-passing success rates • High school provides daily contact with teacher and ongoing support for student achievement • Dual Enrollment students do not pay any fees • CCAP Agreement permits for sections to be limited to high school population 	<ul style="list-style-type: none"> • P/NP grading protects students' GPA • Students are enrolled with the college and will automatically be awarded credit at the end of the term • High school teachers meet the minimum qualifications (MQs) to be able to teach the course • Students do not pay any fees for college credit • College collects apportionment 	<ul style="list-style-type: none"> • Students can opt-in or out of credit based on their final grade • Students can earn three CSU/UC transferable units for free while in high school
Cons	<ul style="list-style-type: none"> • The biggest challenge at this time, is the pending implementation of the Follow-up Modules • Another challenge is the integration of the 10-year plan into the student education plan required of all AHC incoming students. 	<ul style="list-style-type: none"> • Using paper special admit forms leaves a great deal of room for error on students part (eg. name not matching what they put in CCC apply; wrong course listed on form; using CCC Apply ID number instead of BC ID number) • Getting signatures on forms during the pandemic has required a lot of adjusting • Course is only CSU transferable (not UC) • Trying to get all students to start in STDV B3 	<ul style="list-style-type: none"> • Challenge of getting Administration to buy into whole-school initiative, thus not all students have opportunity to take the course • Course credit is non-transferable • If student withdraws or received a "NP", it can impact their satisfactory academic progress for financial aid eligibility 	<ul style="list-style-type: none"> • Course credit is non-transferable • If student withdraws or received a "NP", it can impact their satisfactory academic progress for financial aid eligibility 	<ul style="list-style-type: none"> • College does not receive apportionment • Student do not always remember to turn in paperwork to be eligible for articulated credit • CATEMA process requires additional steps for students to be able to earn college credit