

Los Rios District Equity & Student Success Committee (DESSC)

Charter Submission: Dual Enrollment Workgroup

The colleges within the Los Rios Community College District have provided many dual enrollment opportunities for special admit students (typically high school students) for many years. These dual enrollment programs include both College and Career Access Pathway (AB 288, CCAP) and non-CCAP (SB 338) programs, including Middle College High School, Early College High School (Ed. Code 11300), and Adult Dual Enrollment (SB 554) programs. In Los Rios CCD, non-CCAP programs have been historically referred to as “Advanced Education,” although that is a term that is not currently in state law. The goal of this workgroup is to support dual enrollment programs and offerings currently identified in state law, including programs that may be developed within the district in the future. This Dual Enrollment workgroup would address issues related to both CCAP and non-CCAP programs and offerings.

In Spring 2021, the DESSC approved [a workgroup charters for an Advanced Education workgroup and a Dual Enrollment Workgroup](#). ~~This group met~~ The Advanced Education Workgroup met informally in 2020 and formally as a DESSC workgroup throughout 2021. ~~The workgroup recommended an expanded membership and scope to include CCAP programs under a broader umbrella of “dual enrollment.”~~ [This revised charter combines both workgroups under a single charter based on the recommendation of the Advanced Education Workgroup to expand membership and scope to include CCAP programs under a broader umbrella of “dual enrollment.”](#) This change helps to leverage the staff, faculty, and administrators who are discipline and process experts who would be involved on both issues, with the goal of reducing duplication and maximizing efficiency.

This workgroup is intended to bring together dual enrollment process and program experts to help provide input and support college interest in expanding dual enrollment efforts across the district with greater consistency and to ensure program quality.

EVIDENCE OF PROBLEM: *What evidence do we have that a problem exists? What evidence can we gather of practical fixes or enhancements?*

Dual Enrollment programs are a critical component of our equity efforts in creating access to college for disproportionately impacted populations, promoting a college-going culture, and preparing students for the transition to college. These programs have been primarily managed at the individual college level with the core requirements binding the program across the district. In an examination of our practices that impact access, persistence and completion, we discovered potential barriers to access and success in addition to practices that do not align with current state law.

Several of these items have been discussed by the Advanced Education Workgroup and recommendations to address these issues were shared with DESSC including a legal review of the applicable regulations by district counsel, expansion of the scope and membership of the workgroup to be representative of all dual enrollment programs to facilitate a thorough review and meaningful feedback on draft regulations and student-centered business practices.

URGENCY/PRIORITY: *Is the change necessary to avoid harms currently occurring? Does it help achieve goals we are already working towards?*

Bringing our Dual Enrollment Programs into compliance is critical from a liability/risk management perspective. Denying access to eligible students undermines our strategic goals and commitment related to equity. Aligning our process with regulation and law as well as policies, practices and forms across the district will remove access barriers for all students, but in particular our disproportionately impacted students. Additionally, time is a critical component; the sooner the workgroup can take an informed holistic approach to its work on dual enrollment programs, the sooner the workgroup can share through recommendations with DESSC on these issues that ultimately have a significant impact on students and shape the way many in our community first see and experience our colleges.

BENEFIT FOR STUDENTS ACROSS DISTRICT: *How will this change affect/benefit students at all four colleges? An issue that affects two or more colleges can be considered a district-wide issue.*

Continuing to examine the CCAP and non-CCAP dual enrollment programs through an equity lens will benefit all pre-college students meeting requirements outlined by the State. DI populations will receive a greater benefit as the workgroup focuses on identifying and eliminating access barriers many special admit students have experienced in the past when engaging in LRCCD dual enrollment programs.

The Dual Enrollment Workgroup supports all students within Los Rios both directly and indirectly and will:

- **Enhance student experience** by minimizing existing procedural barriers a student and their family must overcome to participate (i.e. drop off forms, face to face meeting)
- **Provide Consistent Experience** Forms and information will be uniform across the district, so no matter where a high school student chooses to attend within Los Rios, the process will be the same.
- **Increase Access** by removing barriers that do not align with regulation/law
- **Support College-Going Culture** Great access that is inclusive of all students will increase diverse pipeline into LRCCD colleges

- **Equitize Our Practice** We will be aligning what we espouse as our belief/value system with our practice
- **Increase Enrollment Opportunities** Equitizing our dual enrollment programs creates an enrollment opportunity for LRCCD colleges by building a sustainable pipeline and feeding former dual enrollment participants into our first year programs

DESIRED OUTCOME/S:

- ~~1. Ensure compliance with state law and regulations through Legal Counsel review of existing LRCCD regulations and provide input on any regulatory changes needed.~~
2. Provide input on the expansion of CCAP and non-CCAP programming and offerings across the district.
3. Sharing and discussing college equity-minded dual enrollment models, practices, and processes to make recommendations on best practices for the delivery of high quality dual enrollment programs in Los Rios CCD. This workgroup may also consider dual enrollment models, practices and processes at other community colleges in California and the nation.

DATA/SUCCESS CRITERIA

- ~~● Legal review of current Los Rios CCD regulations completed.~~
- ~~● LRCCD regulations updated as needed.~~
- Report completed of recommendations to DESSC.

REQUESTOR: Sonia Ortiz-Mercado, Interim Associate Vice Chancellor of Educational Services

TIMELINE: May 2023 *(DESSC will revisit need for workgroup to continue beyond this point)*

MEETING FREQUENCY: Monthly (or more as needed)

WORKGROUP MEMBERSHIP: ~~See existing membership below.~~

Recommendation: College representation from each of the following groups: [\(To be finalized by DAS President and DESSC Co-Chairs\)](#)

- Instructional Faculty (4)
- Counseling Faculty (4)
- Outreach ~~(4)~~(2)
- A&R Supervisors (2)
- Dean of A&R ~~(2)~~(1)
- Dean (College Center, etc.) (1)
- VPSS (1)
- College CCAP Dual Enrollment Leads ~~(4)~~(2)
- DO A&R Director (1)

- DO AVC Educational Services & Student Success (1)
- DO Dual Enrollment Director (1) (Non-voting)
- ~~Student (2) [Current or Past Dual Enrollment]*~~
- Research [Resource] (Non-Voting)

*Student feedback will be obtained through surveys and focus groups.