

Dual Enrollment Task Force Meeting

MINUTES

Date: Friday, January 31, 2020
Time: 1:00-3:00 PM
Location: Grossmont College, 70-066

GCCCD		GUHSD		MEUSD	
Aaron Starck	<input checked="" type="checkbox"/>	Cathy Singer	<input checked="" type="checkbox"/>	Cherie Foraker	<input type="checkbox"/>
Ariane Ahmadian	<input checked="" type="checkbox"/>	Cherie Douma	<input type="checkbox"/>	Kathy Granger	<input type="checkbox"/>
Cynthia Nagura	<input checked="" type="checkbox"/>	Jake Gaeir	<input checked="" type="checkbox"/>	Pat Keeley	<input checked="" type="checkbox"/>
Javier Ayala	<input type="checkbox"/>	James Messina	<input type="checkbox"/>		
John Franco	<input checked="" type="checkbox"/>	Jay Tweet	<input type="checkbox"/>		
Kate Miller	<input checked="" type="checkbox"/>	Jeannine Oliver	<input checked="" type="checkbox"/>		
Kim Zant	<input type="checkbox"/>	Kelly Logan	<input type="checkbox"/>		
Larry McLemore	<input checked="" type="checkbox"/>	Laura Whitaker	<input type="checkbox"/>		
Linda Elia	<input checked="" type="checkbox"/>	Rosanna Lupien	<input type="checkbox"/>		
Mike Reese	<input checked="" type="checkbox"/>	Theresa Kemper	<input checked="" type="checkbox"/>		
Rita Arabo	<input checked="" type="checkbox"/>	Tracy Leota	<input type="checkbox"/>		
Sean Hancock	<input checked="" type="checkbox"/>	Tracy Wilson	<input checked="" type="checkbox"/>		
Reyna Torriente	<input checked="" type="checkbox"/>	GUEST:			
Martha Clavelle	<input checked="" type="checkbox"/>	Mark Jeffers	<input checked="" type="checkbox"/>		

Item

- A. Welcome and introductions**
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- B. Our Task Force Purpose & Defining our Priorities**
- *Dual Enrollment Topics list distributed to all (attached).
 Note: This list is a compilation from CCEMC Dual Enrollment Summit 2019; ECEA Summit Dual Enrollment Padlet Responses, 11-7-19; Dual Enrollment Task Force Meeting 12-12-19.
- Small Group Discussion : (3-4 people per group)
- 1. What are the highest priority topics we want to address?**
 Note: What should we work on now, in advance of having an agreement?
 Groups divided into subgroups by District and shared responses to this question.
- Share out responses with larger group.
 Determine TOP 1-2 PRIORITIES to work on by this semester.

GCCCD

1. **Alignment of goals & purpose** on CCAP, Non-CCAP, who is being served.
 - Alignment between 2 colleges & District Services (internally)
2. **Coordination & Communication of Processes**
3. **Business Practice Analysis** – instructional interface with high schools, gaps, technology, reporting, coding, etc.
4. **Develop Infrastructure** (to support previous points)
 - Need resources to do this.

MEUSD

1. **Understand common/uncommon processes, procedures, timelines**
2. Develop culture of college & career awareness
3. Move forward now with CCAP plans
4. Communication Point of Contact
5. **Process to establish a course – scheduling, reporting, students**

GUHSD

1. **Define** dual enrollment vs. concurrent enrollment
2. **Understand logistics, legislation, what order to pursue – Course Coding**
3. **Staffing needed** (capacity)

TASK FORCE PRIORITIES

Each District shared their responses and the Task Force came to agreement on the following priorities for the team to address:

FIRST - Identify our long term goal (the WHY): To offer increased opportunities for dual enrollment

THEN – What do we need to do to get there?

1. **Develop a common understanding of processes and constraints.**
 - Legislation
 - High school rules
 - College rules
2. **Coordination & Communication of Processes**
 - **Map out the process** – Step by step, what do we need to do, who needs to do what.
 - Review each District **timelines** and **processes**
 - Determine **where and what we need to do to align**

C. Mapping out the Dual Enrollment Process

1. **Review the Timeline for each District** (Handouts)
2. **Next Steps**

MEUSD and Helix shared timeline and processes:

MEUSD – Kathy Granger, Superintendent

- Switching to 4 x 4 block schedule. This will open up the schedule for more dual enrollment opportunities. Start early August. 90 min classes. Additional graduation requirements.

-Concurrent enrollment for ESL classes with Cuyamaca. Has been positive and made a difference. Still have logistical and paperwork challenges.

Helix – Cathy Singer, College Access Counselor

- Have 3 different programs: articulated, concurrent, dual enrollment.
- Purpose for offering dual enrollment was due to equity.
- In Nov/Dec begin discussions for offerings the following year.
- Students commit to classes early.
- 30 students per section
- 1600 enrollment (duplicated)
- Students need to learn college-going culture & expectations.
- Survey students of which classes they want. Then high school decides number of sections.
- Keep lots of data

Due to time constraints, GUHSD & GCCCD will share their timelines at the next meeting.

D. General Comments Shared

- What is the college's vision? To increase enrollments (Sean Hancock)
- High school's vision? Every student graduate with college credits
- Do a Business Process Analysis – Understand each District's business processes
- Ideal would be to connect two electronic systems between high school and college.
- Hybrid coordinators working for both high and college who could have access to both systems.
- Need to have an equity lens in developing our dual enrollment. Meet students where they are at.

E. Set Dates for Spring 2020 Meetings

1. The following meeting is set for **February 21, 2020, 1:00-3:00 p.m. at Grossmont College, 70-066.**
2. All remaining semester meetings will be set at that meeting.