

# Cañada College DUAL ENROLLMENT

## **Dual Enrollment Implementation Plan**

**2021-24**

*As of March 15, 2022*

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## Introduction

For many years, the colleges of the San Mateo County Community College District (SMCCCD) provided opportunities for local high school students to enroll in high school and college at the same time. Prior to 2016, however, these opportunities were accessible to a relatively small number of students. Local high school principals could recommend only those students who they deemed “could benefit from advanced scholastic or vocational work” (AB 288) and principals could recommend no more than 5% of the total number of students from any particular grade level. There were also limits on the number of college credits high school students could take.

Extensive national research between 2009 - 2014 revealed that access to college courses and experiences can benefit all high school students, particularly those who might not have seen themselves as college-bound or even as likely to complete high school. High school students who participate in “dual enrollment” opportunities, including those who are typically minoritized in college-going populations, often do as well or better than their non-dual enrollment peers in the following areas:<sup>1</sup>

- High school graduation rates
- High school Grade Point Average
- High school retention and on-time graduation
- Proficiency on state assessments
- Community college enrollment

For this reason, the California Legislature adopted Assembly Bill 288 (Holden), signed into law by Governor Jerry Brown in 2015. This legislation dramatically broadens access to college for high school students. It authorizes the governing boards of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district. The goal of this partnership is to develop seamless pathways from high school to community college for career technical education or to improve high school graduation rates, prepare students for transfer, or help high school students to achieve college and career readiness.<sup>2</sup>

Since 2017, the San Mateo County Community College District has formed such CCAP partnerships with local school districts. These agreements outline the terms of the partnership, the courses to be offered, as well as the protocols for information-sharing, joint facilities use, and parental consent for high school

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<sup>1</sup> High school graduation rates (Kirst, Venezia, & Nodine, 2009; Rodriguez, Hughes, & Belfield, 2012); High school Grade Point Average (The Colorado Department of Higher Education & the Colorado Department of Education, 2013; Karp, Calcagno, Hughes, Jeong, & Bailey, 2007); High school retention and on-time graduation (Kirst, Venezia, & Nodine, 2009); Assessment into college-level courses (Rodriguez, Hughes, & Belfield, 2012); Proficiency on state assessments (Kirst, Venezia, & Nodine, 2009); College grades and credit accrual (Karp, 2013); Community college enrollment (Speroni, 2011), retention and persistence rates (Allen & Dadgar, 2012; Struhl & Vargas, 2012; Thacker, 2014). The Community College Research Center (CCRC) also has extensive research documenting the benefits of early college and dual enrollment for high school students.

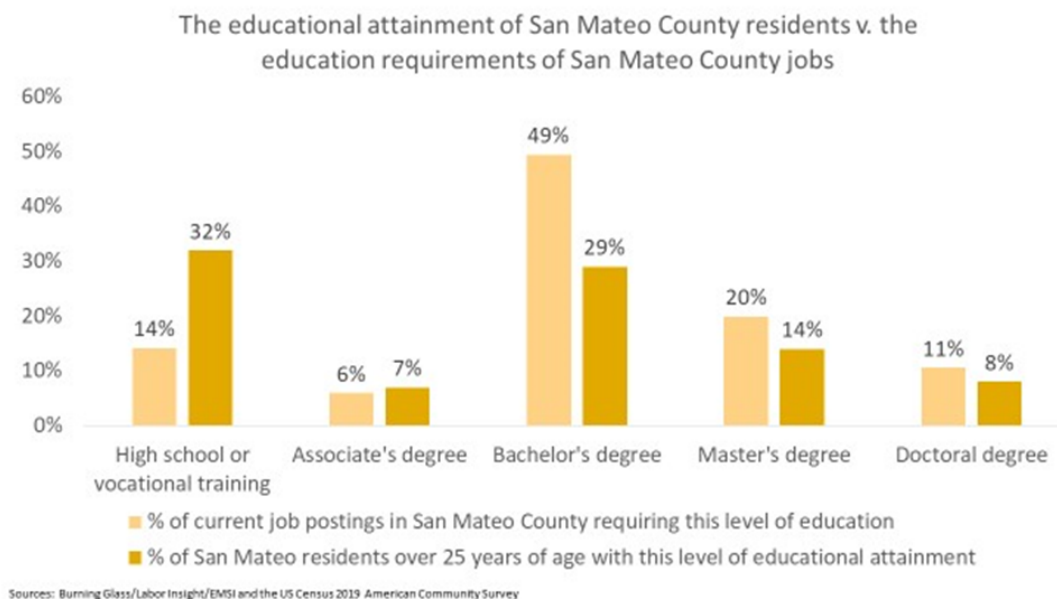
<sup>2</sup> [California AB-288 Public schools: College and Career Access Pathways partnerships. \(2015-2016\)](#)

students to enroll in community college courses.<sup>3</sup> AB 288 allows high school students to enroll in up to 15 units per term if those units are required for the students' partnership programs and if specified conditions are satisfied. It also authorizes a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements.

The SMCCCD Free College Initiative 2021 expands access to “free” college courses for local high school students, particularly for students who are underrepresented in college-going populations or students who may not be college bound. This initiative is a critical aspect of the District's efforts to promote social and economic equity and access in our service area. In this context, Cañada College strives to remove barriers to early college access for students in alignment with our District and College commitments to racial equity and social justice. Cañada College seeks to dramatically increase the number of CCAP pathways with the goal of earning a college certificate/associate degree, transferring successfully to a 4-year college, or joining the workforce with skills that earn a livable wage in the San Mateo County regional economy.

## What is Our Why?

To thrive in San Mateo County, educational achievement is a critical part of access to jobs and opportunities that can sustain and grow healthy families and communities. The Silicon Valley economy generates tremendous wealth and opportunity, but much of it is unattainable without a college degree. Central to Cañada College's mission is “ensuring that all students have equitable opportunities to achieve their...educational goals.” Central to our purpose as a 2-year public community college is providing equitable access to higher education and supporting all students, particularly those who might not otherwise be able to afford or access college. When students join the Cañada community as a Colt, they are part of a community of learners dedicated to their success.



<sup>3</sup> San Mateo County Community College District Board of Trustees Meeting Minutes, [June 28, 2017](#) and [July 25, 2018](#).

Providing opportunities for San Mateo County high school students to access college classes while still in high school is a proven strategy for improving college-going and completion rates as well as high school completion rates.<sup>4</sup> Students are able to explore college and career pathways, meet additional a-g requirements, and earn college credit while still in high school. For the high school partners in Cañada's service area, access to early college experiences for socioeconomically disadvantaged students and English Learners is an important equity priority.

## Improving College Transitions

The College and Career Access Pathway (**CCAP**) Partnership Program, established under California AB 288 and AB 30, provides a powerful new tool for making significant strides in improving outcomes for students. In 2021, the San Mateo County Community College District Board prioritized the rapid expansion of dual enrollment as one part of a multi-pronged, Free College Initiative dedicated to improving the transition of high school students to college and the persistence of all college students through completion. The other parts include Guided Pathways, the Promise Scholars Program and free access to textbooks and course materials.

### *Dual Enrollment, Guided Pathways and the Promise Scholars Program*

At Cañada, the foundation for these braided efforts is equity and antiracism. College is a big commitment in terms of time and resources. Minimizing the obstacles for students so they can make timely, informed choices and enter their college experience in a supported, cohorted experience that provides a sense of belonging and connection early in their college career is imperative. Cañada College's recent college redesign implements the four pillars of Guided Pathways:<sup>5</sup>

#### *Clarifying Academic Pathways*

The College must clearly communicate to students their academic program choices and what the exact requirements of each degree or certificate pathway are. This clarity can dramatically reduce the cost of college and the time students spend on earning a credential and/or transferring. Welcoming students in their Interest Area cohort with a related First Year Experience can dramatically increase the number of students – particularly under-served, minoritized students who are not currently completing high school or attending college – to connect and engage at Cañada early in their college career.

#### *Help Students Choose and Enter a Path*

The College has a role to play in helping students explore career options related to their prospective academic pathway choices. Particularly for First Generation college students, the relationship between their choice of major and the possible careers to which each major can lead is critical, and frequently new, information. **Dual Enrollment** allows students to begin that exploration while still in high school, again saving time and money.

#### *Help Students Stay on the Path*

Many college students, particularly low income BIPOC students who are likely working while going to college, stop out of college periodically. Life happens. Cañada has established a support structure that

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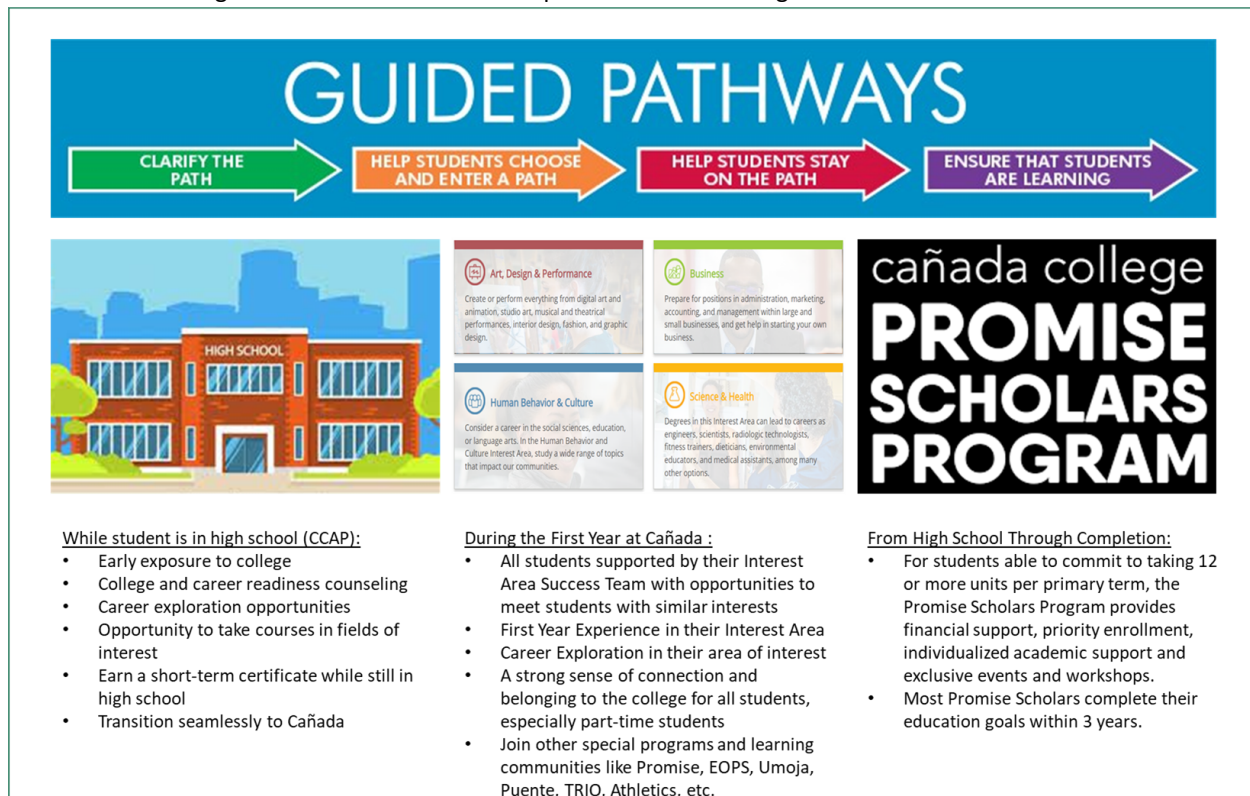
<sup>4</sup> *Dual Enrollment in California: Promoting Equitable Student Access and Success*, Public Policy Institute of California, October 2021. <https://www.ppic.org/publication/dual-enrollment-in-california/>

<sup>5</sup> California Community College Chancellor's Office Guided Pathways: <https://www.cccco.edu/College-Professionals/Guided-Pathways>

immediately and permanently gives students a place to connect, belong, and understand where and how to seek resources and support. Interest Area Success Teams provide 1:1 support to all students who are not already served by one of the College's special programs such as Promise, EOPS, Puente, TRIO, etc. The **Promise Scholars Program** provides eligible high school students a seamless transition from high school to college, provides financial support and is an important part of the College's efforts to ensure equitable access to college.

### **Ensure Students Are Learning**

Staying connected with students and monitoring their progress term by term is an essential aspect of Cañada integrated approach. The support from Interest Area Success Teams and Promise Scholars Program, EOPS and related special programs is critical, as is the close involvement of faculty who are focused on providing multiple modalities for students to demonstrate their mastery of material. Via online portfolios, LinkedIn profiles, and other formats beyond the transcript, Cañada faculty are focused on ensuring students are on track to complete their education goals on time.



## **Background: Cañada College Early College Access Efforts**

Cañada College has a history of offering access to college enrollment to high school students, or “special admit” K-12 students. Most of these opportunities were for concurrently enrolled high school students who had been recommended by their high school principal or counselor to either take classes at Cañada under the pre-CCAP arrangements, or who enrolled in Cañada's Middle College program.<sup>6</sup>

<sup>6</sup> Note, the term “concurrent enrollment” is not found in California Education Code. See California Community Colleges Chancellor's Office, March 11, 2016 Legal Opinion 16-02, page 1.

## Concurrent Enrollment

Cañada's College Connection Concurrent Enrollment Program (non-CCAP) allows students to enroll in Cañada College courses while they are still in high school. It is designed to provide current high school students, who have completed the 8th grade or higher with the opportunity to get an "early start" on their college experience for enrichment or advancement. Students are still enrolled at their home high school. The college courses they take at Cañada College (or Skyline College or College of San Mateo) can also count for high school credit if they apply to have the units transferred to their high school transcript. Most frequently, the high school student who completes a college class without it formally being part of a College and Career Academic Pathway (CCAP) program will have both their high school transcript and their college transcript as separate documents and will earn "single credit" - college credit, but not high school credit. The transcripts will note student progress as work at two distinct institutions. During a given academic year, between 450-700 concurrently enrolled special admit students take an average of four to six units at Cañada. Most of these students attend classes on the Cañada College campus or online.

## Middle College

The Middle College (non-CCAP) program hosted on Cañada's campus is a long-standing partnership program with the Sequoia Union High School District, established in 1999. Students enroll in their junior or senior year of high school and finish earning their high school requirements while earning college credits at Cañada College. While Middle College students take all of their classes at Cañada College, they can continue to participate in high school activities, such as sports, dances, and graduation ceremonies. All graduates receive a high school diploma from their home high school in the Sequoia Union High School District. Middle College students typically play an important and dynamic role in campus life: student government, student clubs, and leadership. In a given academic year, between 100-150 high school students participate in the Middle College Program at Cañada.

## Dual Enrollment

In 2015, the State of California passed Assembly Bill 288 (AB 288, amended, effective January 2020, by AB 30) with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. greatly improved access to college courses for high school students. This legislation allows for the development of College and Career Access Pathway (CCAP) agreements between community college and high school districts that greatly improve access to college for high school students. The following definitions from the Career Ladders Project helps clarify how these CCAP agreements differ from other, non-CCAP programs such as the concurrent enrollment and middle college programs cited above<sup>7</sup>.

**Definition:** Dual enrollment is when high school students enroll in college courses. This includes concurrent enrollment, early college, and high school students taking college courses during school or

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<sup>7</sup> [\*Dual Enrollment and Guided Pathways Converge for Equity\*](#), Career Ladders Project, November 2019.



outside regular hours. Cañada College often uses the term “early college access” to refer to all of these opportunities.

**Place and Time:** Dual enrollment can take place online, on high school campuses, via distance ed, on college campuses, or at satellite campuses—during or outside regular high school hours.

**Funding:** Colleges can receive funding for dually enrolled high school students in the same way they get funding for college students who are adults, as long as classes are open to the general public. They receive higher base funding for dually enrolled students. CCAP enables colleges to receive funding for enrollment in classes open only to high school students. As a community-supported District, SMCCCD reports dually enrolled high school students to the State but District non-categorical funding is not determined by this enrollment.

**Pathways Structure:** Studies suggest that it is effective practice to include dual enrollment in carefully structured pathways aligned across education systems, in which (a) students receive support and (b) their coursework builds toward a certificate, degree, or transfer, or career advancement. Cost to students: Dual enrollment courses and materials are free to students, or they cost very little. Under CCAP, they must be free.

With the passage of California Assembly Bills (AB) 288 and AB 30, Cañada launched College and Career Access Pathways (CCAP) partnership agreements with Sequoia Union High School, La Honda/Pescadero Unified, and San Mateo Unified School Districts as well as Oxford Day Academy in East Palo Alto, an independent charter school.<sup>8</sup> High School students enrolling in CCAP classes can earn “dual credit” - high school and college credit for the same class. Fall 2021 marks the first semester Cañada College is providing CCAP pathway programs and classes at local high schools, serving approximately 150 high school students. In spring 2022, this number is expected to increase to 300. The CCAP courses and pathways Cañada is beginning to offer this academic year across the region are:

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<sup>8</sup> College and Career Access Pathway (CCAP) Agreements are between Districts. The SMCCCD CCAP agreement with SMUSD allows each of the San Mateo Colleges to provide classes and pathway programs to all San Mateo High School students, depending on their relative program expertise and availability.

<b>SUHSD High School</b>	<b>Fall 2021 Cañada Courses</b>	<b>Spring 2022 Cañada Courses</b>
Redwood High School	College and Career Counseling	College and Career Counseling
Oxford Day Academy	College and Career Counseling	College and Career Counseling Political Science
Woodside High School	N/A	Engineering *
Carlmont High School	N/A	Business*
<b>SMUHSD</b>	<b>Fall 2021 Cañada Courses</b>	<b>Spring 2022 Cañada Courses</b>
Hillsdale High School (3 sections)	Early Childhood Education	Early Childhood Education
<b>CHARTER SCHOOL</b>	<b>Fall 2021 Cañada Courses</b>	<b>Spring 2022 Cañada Courses</b>
Oxford Day Academy	College and Career Counseling	College and Career Counseling Political Science
<b>La Honda/Pescadero</b>	<b>Fall 2021 Cañada Courses</b>	<b>Spring 2022 Cañada Courses</b>
Pescadero High School	NA	College and Career Counseling

### Adult School High School Equivalency and Dual Enrollment

California Senate Bill 554 (2019) authorizes the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate with the opportunity to enroll as a special part-time student at a community college. This recently-passed state legislation now offers the SMCCCD colleges the opportunity to extend the option of dually enrolling and earning “dual credit” to local adult school students. The bill would credit or reimburse the community college through the apportionment process for the student’s attendance at the college, as specified.<sup>9</sup> Cañada is in the early stages of identifying dual enrollment opportunities for students working towards their high school equivalency.

<sup>9</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200SB554](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB554)

## Implementation Plan Objectives and Strategies

Expanding dual enrollment and other opportunities for high school students to gain early college experiences is a long-time goal of Cañada College. The College's 2017-22 Educational Master Plan includes the strategic initiative: "Collaborate with Pre-K-12 to Adult School partners to promote relationships, seamless transitions, and alignment of pathways."

The College's 2020-23 Strategic Enrollment Management Plan includes the following strategies:

- Create and scale dual enrollment opportunities for high school students
- Create more robust K-14 academic pathway programs (including summer programs); and
- Increase the conversion of Adult Education, GED, and English Language Learners to Cañada College degree and certificate programs

In addition, the San Mateo County Board of Trustees established a new, District-wide strategy in 2021 that included:

- Continue to expand and support Middle College and Early College opportunities.
- Expand dual enrollment opportunities and make processes more efficient and accessible for secondary schools and their students.

The purpose of this implementation plan is to identify the specific strategic actions Cañada College and its partners will take to achieve these objectives and improve on the baseline metrics contained in this plan.

## Proposed Strategic Action Plan for Implementation

Cañada College is actively collaborating with Sequoia Union High School, La Honda/Pescadero Unified, and San Mateo Unified School Districts as well as Oxford Day Academy in East Palo Alto, an independent charter school, to promote relationships, seamless transitions, and alignment of pathways. As mentioned above, dual enrollment courses will be offered at five high schools in the SUHSD this 2021-2022 academic year for the first time. Over the next three years, the dual enrollment expansion plan includes the following participating high schools, charter schools and adult schools:

Sequoia Unified High School District:

- Sequoia High School
- Woodside High School
- Carlmont High School
- Menlo- Atherton High School
- Redwood High School
- East Palo Alto Academy
- Sequoia Adult School

La Honda/Pesdacero Unified School District:

- Pescadero High School

San Mateo Union High School District

- Hillsdale High School

Charter Schools:

- Oxford Day Academy

Looking forward, Cañada's primary emphasis will be on expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education. Specifically, Cañada will work with its secondary partners to implement CCAPs which articulate seamless pathways from high school to community college:

- for Career and Technical Education (CTE) or university transfer preparation,
- to improve high school graduation rates, or
- to help high school students achieve college and career readiness.

Cañada will leverage our high school CCAP partnerships to increase high school graduation rates, college/career readiness, and create more seamless transitions for students who may not consider themselves college-bound or college ready. Data from the California Department of Education suggests that some student populations in Cañada's service area could benefit more than others from access to well-supported CCAP pathway programs available at their high schools during the school day. These populations include socioeconomically disadvantaged students and English Learners as well as other groups of students.

The specific strategic actions Cañada College will pursue over the next three years include increased support and resources for students typically minoritized in college-going populations in the following ways:

1. Build out pathways that result in a certificate and meet Intersegmental General Education Transfer Curriculum (IGETC) requirements.
2. Increase the number of students served by increasing the number of sections offered to our local high schools annually.
3. Increase enrollment at Cañada College via CCAP-bound students.
4. Increase the number of dual enrollment students who transition to Cañada College support programs such as the Promise Scholars Program.
5. Double the size of the Middle College Program with particular emphasis on recruiting low income students, students of color, and first generation college students to the program.

## **Pathways and Expansion**

Over the next three years, Cañada College and its sister colleges in the San Mateo County Community College District anticipate growing the number of students participating in dual enrollment course-taking opportunities by 300%:

Anticipated Growth in Dual Enrollment	2021-22	2022-23	2023-24
Cañada College	250	500	1,000
San Mateo District	3,600	5,000	7,000
% of San Mateo County 11th & 12th Graders served by the San Mateo CCCD Colleges	24%	34%	48%

Cañada College has developed strategic relationships with district and high School site leadership teams with each of our feeder high school districts. The focus of our partnerships includes building seamless pathways between current and future CCAP course offerings and Cañada College certificate and degree pathways, special student support programs, and learning communities. Each of these Dual Enrollment Pathway expansion plans are tailored to each high school feeder school district with special attention to high school, college, and regional data for student success metrics.

For the upcoming academic years, 2021-2024 the director of High School Transition and Dual Enrollment is working with student services, deans, faculty, vice-presidents and the interim college president and high school partners to meet the needs of our marginalized students to create structured pathways to improve the transition of high school students to college. The three-year dual enrollment plan aims to work with the following high schools and establish the following pathways:

SMUHS	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23 Cañada Courses	Academic Year 2023-24 (College & Career Pathways)
Hillsdale High School	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education
SUHS High School	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23	Academic Year 2023-24 (Pathways)
Carlmont High School	N/A	Business (BUS 100)	Business (BUS 100)	Business
Menlo Atherton High School	N/A	N/A	N/A	Digital Art & Animation English as a Second Language College & Career Counseling Early Childhood Education Digital Art & Animation
Redwood High School	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Digital Art and Animation	Business Early Childhood Education English as a Second Language
Sequoia High School	N/A	N/A	Ethnic Studies English as a Second Language (ESL 400 - transfer level)	Engineering/STEM
Woodside High School	N/A	Engineering (ENGR 210)	Engineering (ENGR 210)	Engineering/STEM
Charter Schools	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23	Academic Year 2023-24 (Pathways)
Oxford Day Academy	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Political Science	College and Career Counseling (CRER 137) Political Science Spanish (SPAN 150)	Business Digital Art & Animation Early Childhood Education English as a Second Language Social Justice/Ethnic Studies
LHPUSD	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23	Academic Year 2023-24 (Pathways)
Pescadero High School	N/A	N/A	Ethnic Studies College and Career Counseling	Business College & Career Counseling Social Justice/Ethnic Studies

## Pathways and Expansion: Implementation Phases

Each District and each school is in a slightly different phase of these efforts. Those in Phase 1 are in the exploration phase. Phase 2 denotes an operational phase during which details such as staffing, scheduling, and curriculum are defined in greater detail. Phase 3 indicates a set of classes or pathways that are ready to launch.

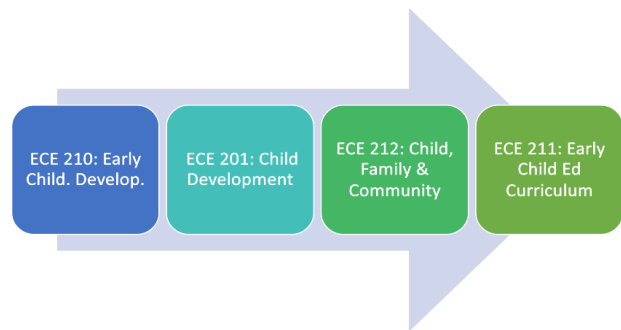
### Pathways and Expansion - Sequoia Union High School District

The college and career pathway programs currently under development with SUHSD include:

- Phase 3: Education and Human Development- Teacher Pipeline Program
- Phase 3: Business-Marketing
- Phase 3: Engineering/STEM
- Phase 2: Digital Art and Animation
- Phase 2: ESL Offerings that can lead to a certificate/associate's degree
- Phase 1: Culinary Arts

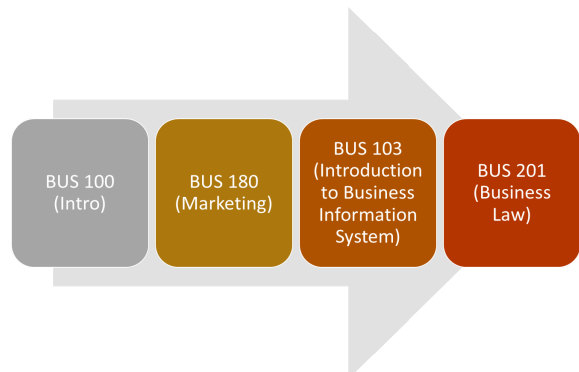
#### *Education and Human Development - Teacher Pipeline Program*

Cañada's Education and Human Development program is designed to meet the needs of people planning for a career working with children from birth through school-age. Students in the program focus on current research, practical application and critical thinking in professional care settings. The demand for child care and elementary school teachers far outstrips the supply of such professionals in the Silicon Valley region. This pathway results in an Early Childhood Education Associate in Science Degree Program which can earn an average annual salary of \$68,000.



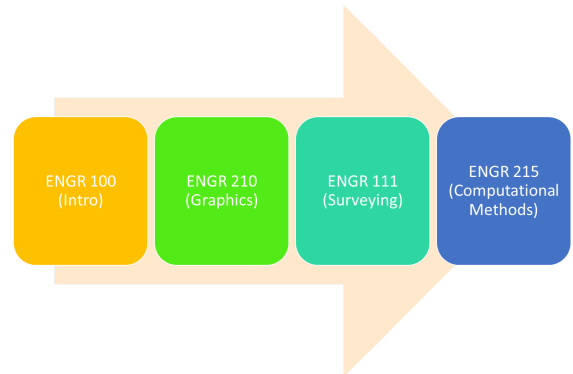
#### *Business Pathway Program*

Cañada's Business program prepares students for positions in administration, marketing, accounting, and management within large and small businesses, as well as equipping them to start their own business. Many of the courses are credited for transfer to CSUs and UCs. Certificate programs lead directly to careers in administration and law.



### Engineering Pathway Program

Engineering is one of the largest professions in the United States with over one million jobs in fields ranging from airplane design to pollution control. The four largest branches are civil, computer, electrical and mechanical engineering. All engineering branches place a heavy emphasis on problem solving. Cañada's Engineering program equips students to compete for the many, high-paying jobs in the Silicon Valley region that apply engineering principles to the creative and effective solution of problems. Careers associated with this program have a salary range from \$49,000 to over \$208,000 with an average salary of \$123,000.



### Pathways and Expansion - Oxford Day Academy

The College and Career Pathway (CCAP) programs for East Palo Alto students at Oxford Day Academy are currently in the **second phase** of development:

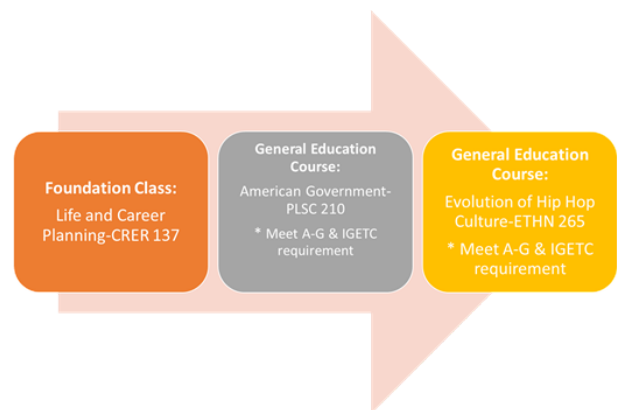
- Community College and Transfer Pathway
- Four-year (UC, CSU, Private) Pathway
- Digital Art and Animation (Multimedia) CTE Pathway
- Education & Early Human Development Pathway
- Business Pathway
- Medical Assisting Pathway

Under consideration are one each of three types of pathways programs at Oxford Day Academy. Students in these Dual Enrollment Pathways starting their freshman year of high school will:

- Complete at least 12-18 units of college credit
- At least 12 units are UC/CSU transferable and can be applied to an Associates to Transfer Degree
- Students who are following the CTE pathway can earn up to 12 units that are applicable to a certificate

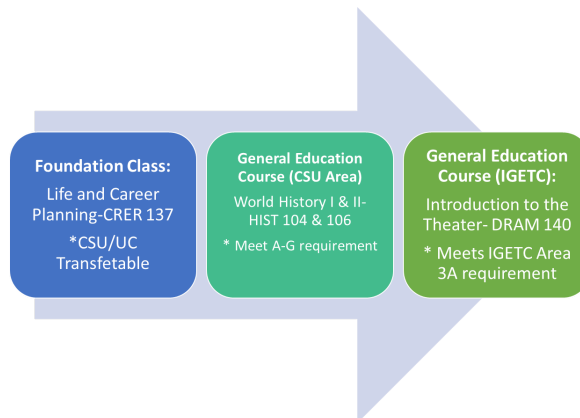
### Community College & Transfer Pathway

Students interested in attending Cañada College or another community college after high school will be able to explore college and career options, prepare for college-level coursework, and earn college credits in important, transferable courses such as American Government 210 and Evolution of Hip Hop 265.



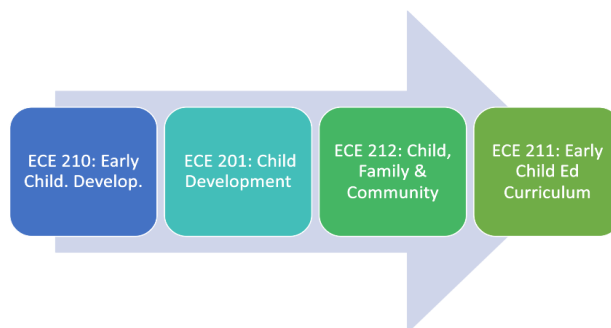
### ***Four-Year Pathway (General Education for CSU or UC entrance)***

Students interested in enrolling in a 4-year college or university such as a University of California or California State University campus, can take courses that will help them meet a-g requirements while earning transferable college credits.



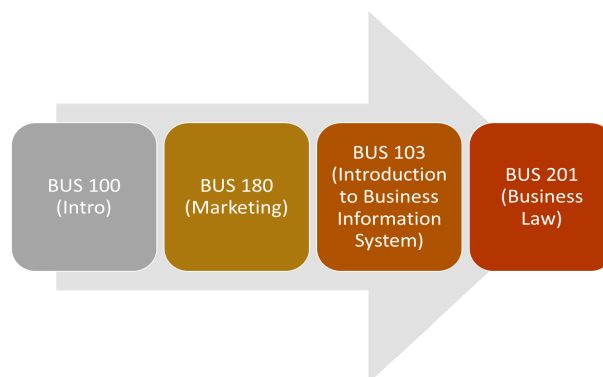
### ***Education and Human Development - Teacher Pipeline Program***

Cañada's Education and Human Development program is designed to meet the needs of people planning for a career working with children from birth through school-age. Students in the program focus on current research, practical application and critical thinking in professional care settings. The demand for child care and elementary school teachers far outstrips the supply of such professionals in the Silicon Valley region. This pathway results in an Early Childhood Education Associate in Science Degree Program which can earn an average annual salary of \$68,000.



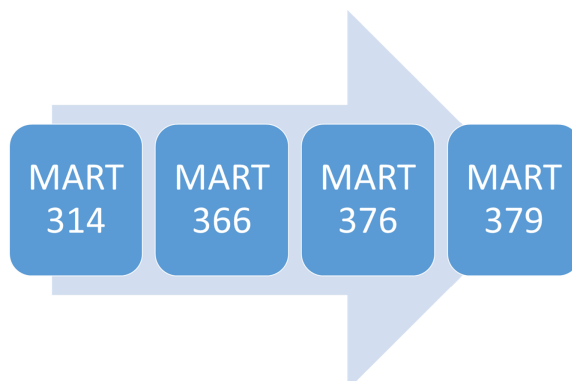
### ***Business Pathway Program***

Cañada's Business program prepares students for positions in administration, marketing, accounting, and management within large and small businesses, as well as equipping them to start their own business. Many of the courses are credited for transfer to CSUs and UCs. Certificate programs lead directly to careers in administration and law.



### ***Digital Art & Animation Program***

Students interested in a career pathway in the rapidly growing field of digital art and animation can begin taking courses taught by college faculty with extensive academic, professional, and industry experience. Students are guided through the department's project-based courses to develop the knowledge and skills needed to incorporate the principles of visual communication in their work. Each course provides

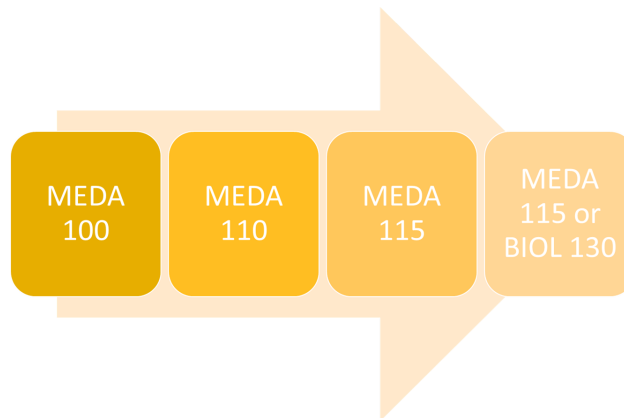




students with projects and evaluating critiques that challenge their creative problem solving skills.

### ***Medical Assisting Program***

Students interested in a career pathway certificate in applied health will be able to earn college credits towards a Medical Assisting certificate or degree. Students interested in working directly with patients or working in a doctor's office or hospital can expect to learn administrative duties such as medical/financial records management, medical report transcription, patient appointment scheduling, and clinical duties including preparation of patients for examination, assistance with minor surgery, giving injections, and operating electrocardiographs.



### **Pathways and Expansion - La Honda | Pescadero Unified School District**

The College and Career Pathway (CCAP) programs with La Honda | Pescadero Unified School District are in the **first phase** of exploration. These draft ideas include:

- Social Justice and Ethnic Studies Pathway with an emphasis in Chicana/Latinx studies
- Business Pathway with an emphasis in Entrepreneurship and Small Business Management.

## **Pathways and Expansion: Marketing Plan**

In partnership with the Marketing Department, the Dual Enrollment Program plans to execute the following marketing elements to better inform internal and external partners about our early college programs initiatives.

### **Objectives:**

- Inform internal and external community members about the Dual Enrollment Program
- Introduce Dual Enrollment as a funnel to Cañada College after high school through the Promise Scholars Program
- Obtain direct feedback and engagement from Dual Enrollment Advisory Committee of High School staff, community leaders, and regional partners

### **Communication Elements:**

- Handbook for Students and Parents (Bilingual)
- Handbook for College Faculty and High School Partners
- Fliers, Presentations and social media posts: Benefits of Dual Enrollment, Dual Enrollment course offerings, Demystifying Early College Experiences in High School, etc.
- Pathways-Specific Fliers, PowerPoint Presentation and Videos to inform students about job opportunities, wages, and broader labor market data in connection to CCAP
- Dual Enrollment Fact Sheet
- Videos on Dual Enrollment at Canada College - why dual enrollment, benefits, offerings, etc.
- All of the materials will be translated in Spanish and offered in soft and hard copies

## **High School and Community Engagement**

Cañada's Dual Enrollment Program mission aims to ensure equitable opportunities for high school students by giving them access to early college credit which can lead to earn four-year college and university transfer credit and/or certificates in our career education fields. In order to achieve our mission, we aim to engage in significant and engaging conversations with our Dual Enrollment partners by establishing a Dual Enrollment Leadership Summit. This collective will include high school staff, community partners, classified staff, faculty, and administrators from the college. Furthermore, the goal of this leadership summit is to continue and inspire a shared vision of Dual Enrollment by obtaining feedback, provide professional development, network with each other and time for planning for purposes of expansion.

### **Audiences:**

High School Partners

High School Students

High School Parents and Families

College Staff, Faculty and District Partners

Community and Regional Partners

## Website Updates

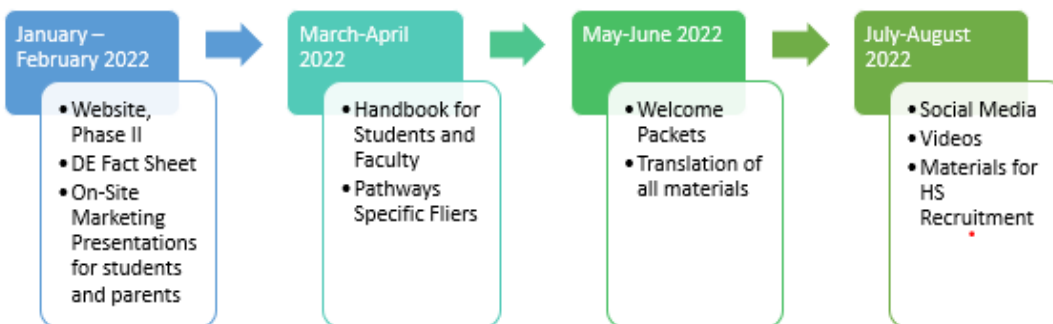
Currently we are in Phase II of updating the Cañada College website to reflect the following resources for internal and external partners:

- Add description of Cañada College Dual Enrollment program
- Steps to Apply to the Dual Enrollment program
- Add direct link to College Online Application
- “How to” Videos regarding filling out dual enrollment forms
- Add College Staff Drop-In Hours to assist students and parents
- FAQ Section for students and parents: onboarding process, program requirements, pathways
- Add benefits of dual enrollment section

## Dual Enrollment Marketing Materials

- Welcome Packets for High School Students which include: T-shirt, book bags, water bottles, and study packs
- Welcome Packets for Faculty staff teaching Dual Enrollment Courses
- Table banner and table tent displays for outreach events at high schools and in the community
- Dual Enrollment Staff T-shirts

## Marketing Timeline



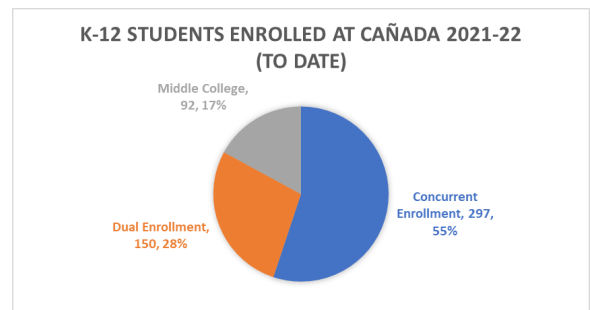
## Baseline Metrics

Cañada College will implement a regular and early cycle of assessment and introduction of resources of its Dual Enrollment expansion efforts to ensure its dual enrollment program is achieving its stated goals. Regular review of data (quantitative and qualitative) on a term-by-term basis will allow for both a formative and summative evaluation of the program beyond this first semester in Fall 2021. The results of the evaluation will be shared regularly with all parties involved to identify areas of improvement, opportunity, and growth. Cañada will also work with Skyline College and College of San Mateo to ensure consistent quality of the program across the San Mateo County Community College District. To this end, we will include the following data benchmarks each term in our evaluation:

### Baseline Student Cohorts

Headcount	2020-2021	2021-2022
Concurrent Enrollment	507	297
Dual Enrollment	0	150
Middle College	108	92
<b>TOTAL</b>	<b>615</b>	<b>539</b>

Note: 2021-2022 data is for Fall 2021 only (as of 1/28/22)



### Baseline Student Cohort Demographics

Fall 2021	Dual Enrolled Students	Concurrently Enrolled Students	Middle College Students	All Students
American Indian/Alaskan Native	1%	0%	0%	0%
Asian	8%	19%	8%	13%
Black - Non-Hispanic	1%	0%	3%	3%
Filipino	4%	2%	0%	6%
Hispanic	58%	20%	50%	42%
Multiraces	7%	12%	8%	5%
Pacific Islander	1%	0%	3%	1%
Unknown	1%	6%	0%	6%
White Non-Hispanic	19%	41%	30%	24%

Fall 2021	Dual Enrolled Students	Concurrently Enrolled Students	Middle College Students	All Students
First Generation	45%	16%	45%	49%
Not First Generation	31%	76%	53%	36%
Unreported	24%	8%	3%	15%

Fall 2021	Dual Enrolled Students	Concurrently Enrolled Students	Middle College Students	All Students
Female	62%	50%	75%	60%
Male	38%	46%	15%	37%
Unknown	0%	4%	10%	3%

### Baseline Cohort: Course Success Rates for Dual Enrollment Students:

Course Success Rates	Fall 2020	Spring 2021	Fall 2021
Concurrent Enrollment (non-CCAP)	86%	90%	83%
Dual Enrollment (CCAP)	NA	NA	60%
Middle College (non-CCAP)	92%	91%	88%
Average Units Taken	Fall 2020	Spring 2021	Fall 2021
Concurrent Enrollment (non-CCAP)	3.5	3.7	3.6
Dual Enrollment (CCAP)	NA	NA	1.8
Middle College (non-CCAP)	8.4	6.2	6.2

### Baseline Cohort: Completion and Matriculation

Cañada College's Middle College (non-CCAP) program, hosted on Cañada's campus and a long-standing partnership program with the Sequoia Union High School District, has a long history of high rates of persistence and completion. In a typical term, Middle College students earn an average Grade Point Average (GPA) in their college courses of 3.1. Many Middle College students complete the program and matriculate to a four-year college. Many also matriculate as college students, after high school, at Cañada:

Middle College Student Matriculation					
	2016-17	2017-18	2018-19	2019-20†	2020-21†
% of Middle College students who continue at CAN within one year of receiving their HS degree	47%	47%	70%	93%	83%
† The COVID-19 pandemic may have impacted the data for these years.					

While matriculation data for dual enrollment students once they complete high school is not yet available, this will be one of the important metrics the College will track.

## Equity Measures

Going forward, the College will monitor and evaluate the access, success, and matriculation rates of all students participating in Dual Enrollment opportunities, disaggregated by race/ethnicity, gender, first generation status, and income. With help from our High School District partners, we will also monitor and evaluate access, success and college matriculation rates of English Learners (EL) and homeless or housing-insecure students, where possible. As the first Dual Enrollment cohort in fall 2021 is fairly small, these data will be combined with spring 2022 data and considered from the summer of 2022 on to set an effective baseline by student group.

## Resources

Developing and expanding dual enrollment opportunities, particularly CCAP pathways, requires staff support. The current team proposed below will be critical to successfully implementing this plan. Staffing to support non-CCAP initiatives including goals for expanding Middle College will be addressed in the next iteration of this Implementation Plan.\*

**Figure 1. Overview of 2022 - 2023 Dual Enrollment Staffing Model.**

Title	Role & Responsibilities
<b>Director of High School Transition &amp; Dual Enrollment</b>	This position will oversee matters related to planning, development, budgeting, implementation, compliance with rules and regulations, monitoring, and evaluation of programs and activities. The director serves as the liaison between high school partners and Cañada College to ensure that current and future dual enrollment courses and activities meet CCAP requirements and comply with established standards, laws, codes, rules, regulations, policies, and procedures.
<b>Program Services Coordinator</b>	The primary responsibility of the Dual Enrollment Program Services Coordinator is to support the outreach, recruitment, on-boarding, and continued success of prospective and current Dual Enrollment students. This position will be a critical role for on-site and virtual orientation and support to students, their families, and our school-site/campus partners. The PSC will report directly to the Director of High School Transition & Dual Enrollment and will work closely with the Cañada College Dual Enrollment team and our Dual Enrollment liaisons for feeder school districts within our community and region.
<b>Retention Specialist</b>	The Retention Specialists will be crucial during the onboarding process to serve our Latinx and AANAPISI communities. By onboarding our retention specialists, we are ensuring that all incoming students complete Cañada matriculation steps, are enrolled in their classes, and have the necessary technology and resources to be successful in their college class. In addition, the Retention Specialist refers students to the appropriate student services and assists in navigating campus technology. The Retention Specialists will also be a liaison for high school instructors and campus faculty to provide interventions for our students requiring additional classroom assistance support. The Retention Specialists role will increase successful course completion and semester to semester persistence.
<b>Student Ambassadors</b>	Student Ambassadors close equity gaps through program engagement. Ambassadors spread awareness of student resources, campus life, study tools, and other relevant information through social media platforms and classroom visits. Hiring Student Ambassadors will support the district wide plans for expansion over the next five years.

\*Middle College staffing will be addressed in its own implementation plan.

## Appendices

[Sequoia CCAP](#)

[La Honda/Pescadero CCAP](#)

[San Mateo CCAP](#)

[FAQ section that answers Dean questions/concerns](#)

## Career Ladders Project Research & Resources

<https://www.careerladdersproject.org/wp-content/uploads/2019/11/Dual-Enrollment-and-GP-Convergence-for-Equity-1.pdf>

<https://www.careerladdersproject.org/clp-publications/>

<https://www.careerladdersproject.org/research-resources/>

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