



Dual Enrollment

For High School Students

Dual Enrollment Guide

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I. Introduction: What is dual enrollment?

Dual enrollment programs allow high school students to enroll in college courses and potentially earn college credit. The term concurrent enrollment is sometimes used interchangeably with dual enrollment, and sometimes to refer to a particular model of dual enrollment. In some programs, students earn high school and college credit simultaneously; this is known as dual credit.

There are other programs—Advanced Placement (AP), International Baccalaureate (IB), and articulation as part of Tech Prep—that allow high school students to potentially earn college credit. In AP and IB, students take high school courses that have rigorous, college-level content, and take an end-of-course exam. If they do well on the exam, some, but not all colleges will give them credit.

In articulation, high school students earn college credit for a high school course that has been determined to be comparable to a college course. Credit is typically awarded after the student enrolls in one or more courses at the partnering college, or sometimes after passing an end-of-course exam given by the college. In the latter case, the student’s college transcript will sometimes note that the credit was earned “by examination” and other colleges may or may not accept that credit.

Dual enrollment is different. In dual enrollment, students are enrolled in a college course. They complete whatever assignments would normally be completed as part of the course, and they are given a final grade on a college transcript that looks like any other college student’s transcript. It’s that simple.

Well, it’s actually a *little* complicated. As many have come to believe that dual enrollment is an important strategy in helping students make a smooth transition to college, dual enrollment opportunities have increased in a multitude of ways, and a

1.0 Examples from the field in California:

Santa Barbara City College, Santa Barbara

Santa Barbara City College has a long history of providing dual enrollment opportunities to its high schools. Well over 1,000 students—many of whom are in career academies—from five high schools (and in partnership with the ROP) choose from over 100 college courses in various technical disciplines and academic subjects on their high school campuses each year. Many students also travel to the college to take courses there. In both cases, students are awarded college credit and high school credit. Even 9th graders participate by taking a career exploration course that teaches them important career planning and life skills.

A.C.E. Academy at Jordan High School, Long Beach

The Architecture, Construction and Engineering Academy (ACE) at Jordan High School gives students the opportunity to explore careers through contextualized courses and work-based learning. It is part of the Long Beach Unified School District's Linked Learning Initiative and serves about 70 percent low-income students. The school works with two college partners—CSU Long Beach and Long Beach City College—to develop curricula that integrate academic and technical education. Dual enrollment opportunities for ACE students take place at the two colleges, along with other academic and support activities.

variety of models and formats has emerged. As such, there is diversity in what dual enrollment programs look like across the country. The intensity of the experience can vary—some programs may offer one dual enrollment course to give students a “taste” of college, while at the same time early and middle college high schools are blending high school and college so that students make significant progress towards earning a college credential simultaneously with their high school diploma. Some states have passed legislation or enacted policies to encourage student participation or particular models while other states have imposed regulations that could be seen as restrictive.

The purpose of this guide is to help career academy staff and teachers (and other educators) who want to offer their students dual enrollment opportunities. It will begin with a rationale for why dual enrollment is a promising student success strategy, outline the various steps and considerations for implementing dual enrollment, give guidance on how to measure whether the intervention is successful, and conclude with a list of resources to help along the way.

II. Why should students participate in dual enrollment?

Dual enrollment is not new. High school students have long had the opportunity to enroll in courses at their local (usually community) college. Typically such participating students have been high-achieving and seeking additional curricular opportunities in their senior year.

But today many educators, researchers, and policymakers view dual enrollment as a strategy to help a broader range of students make the transition from high school to college. We are in the midst of a national movement to increase the college attainment of our population, which means encouraging college-going and supporting college persistence among those who have little college experience in their families, those who are lower- and middle-achievers in high school, and those who lack motivation for continued education. For such students dual enrollment can be an introduction that helps them understand what college requires and offers and may enhance aspirations and encourage future college attendance by showing them that they are indeed capable of doing college-level work. In addition, dual enrollment can reduce the cost of college by providing college credit that is often low- or no-cost and potentially shorten the time to a degree.

There are other benefits to dual enrollment. Across California and the nation students who enter college are often told they do not yet have the skills to do college work. Students who begin college in remedial or developmental studies are much less likely to ever complete any degree or credential. In building a dual enrollment program, educators from high schools and colleges form a partnership that can spur conversations about students' academic deficiencies and better curricular alignment. Through the cross-sector relationships that are developed partners can jointly design content, pedagogies, and student services to better prepare students for postsecondary success.

Thus, we are seeing a shift from students individually taking advantage of college course offerings to the emergence of *programs* that use dual enrollment as a college transition

strategy for a broad range of students. In such programs secondary/postsecondary partnerships develop a menu or sequence of courses and other activities to engage and support high school students in college-going. Many such programs are career-focused—targeted to students in career academies or other career-themed pathways. One example is the California Linked Learning District Initiative, an approach to high school reform that provides students with a choice of pathways that connect learning in the classroom with real-world, career-oriented applications outside of school. Linked Learning specifically advocates dual enrollment as promoting a seamless transition to college.

We are also seeing in some states policies encouraging *all* students to participate. For example, in Texas all high school students must now be given the option to earn at least 12 college credits through any combination of Advanced Placement (AP), International Baccalaureate (IB), dual credit, or articulated postsecondary courses. In neighboring New Mexico, a new high school graduation requirement is in effect, starting with the fall of 2010's ninth graders, mandating that all students take at least one AP, dual credit, or distance education (online) course. In Florida, student participation in dual enrollment is counted as a positive part of high schools' accountability measures.

Importantly, evidence is beginning to accumulate showing the effectiveness of dual enrollment. Internal studies conducted on the well-regarded City University of New York (CUNY) *College Now* program found a positive relationship between participation and a range of postsecondary outcomes.ⁱ The Community College Research Center (CCRC) at Columbia University, in a separate study of *College Now*, also found benefits to student participants, and that taking two or more dual enrollment courses was associated with additional positive outcomes.

CCRC also examined the influence of dual enrollment program participation on students in Florida while controlling for student and school characteristics.ⁱⁱ Dual enrollment participation was positively related to:

- Students' likelihood of earning a high school diploma
- College enrollment and full-time college enrollment

- Persistence to the second semester of college
- Higher GPAs one year after high school graduation
- Persistence in college two years after high school graduation
- More credits earned three years after high school graduation.

The positive association between dual enrollment participation and postsecondary outcomes in Florida was particularly strong for subgroups that are struggling in postsecondary education—males and low-income students.

2.0 What do students have to say about participating in dual enrollment?

*Examples provided from the *Concurrent Courses Initiative*

“Before taking this college class, I wasn’t really sure that I was going to attend any college at all. But they really helped me prepare for college and now I know I can attend any college I set my mind to.”-North Orange County student

“Taking this [college] class has made me realize a lot of my flaws in terms of academic ethic or work ethic.” –San Francisco student

“The dual enrollment program is great and I am so happy that we have it. I love being able to take classes that I otherwise couldn’t.”-Santa Barbara students

To be clear, there is considerable room for further research on this topic. To date, no studies have investigated the treatment of dual enrollment using experimental methods, so our ability to assert an impact of participation is limited. However, the fact that correlation studies suggest positive results is promising and encouraging.

III. Implementing a dual enrollment program: Stages and Steps

While we are seeing a significant increase in the dual enrollment strategy across the country, this by no means indicates that implementing it is easy! In fact, starting and offering a *quality* dual enrollment program takes a lot of communication and planning, and activities often shift as lessons are learned through implementation.

Across the state of California, we have worked with partnerships as they develop, expand and enhance dual enrollment programs for their students through the James Irvine Foundation-sponsored *Concurrent Courses Initiative*.ⁱⁱⁱ Through this work we have seen that there are several different components and variables to consider when offering dual enrollment. Below are questions that career academy coordinators and pathway leaders should consider as they begin the process.

Establishing a Partnership

- a. Are there multiple colleges in the vicinity or is there an obvious choice to partner with?
- b. Does the college provide courses, programs, and degrees in the academy/ pathway career field?
- c. Does the high school have an existing relationship with the college? If so, through which individuals or departments?
- d. Does the college have an outreach or partnership office that already works with high schools? That already arranges for dual enrollment opportunities?

Strong inter-institutional relationships are crucial to program success and sustainability. Academy staff should identify colleges where a partnership may already exist and/or where the college has a vested interest in the preparedness of academy/ pathway students (i.e., colleges in which their graduates tend to enroll). Departments within the college that relate to the academy/ pathway career field, as well as the college's outreach office, are both ideal places to begin fostering a relationship. If ties are not yet established between the two institutions it is advantageous to involve the highest level officers on both sides

to initiate such a relationship, the district superintendent and college president. If this isn't possible, an associate superintendent or principal and college dean or department chair may be able to help.

The specific configuration of a dual enrollment partnership and program can vary. The high school or college may serve as the lead partner. In some partnerships the dual enrollment program is housed within a centralized department at the college and offers coursework across several departments. Other partnerships focus on one Career-Technical Education (CTE) field and work together at the departmental level. In San Francisco, for example, City College is the lead partner in a dual enrollment program that offers courses to over 10 high school academies and pathways. The dual enrollment program is centralized at the college level and overseen by an experienced CTE faculty member. In contrast, in North Orange County, the Regional Occupational Program (ROP) leads a high school-based dual enrollment program as part of a teaching careers pathway offered to the Anaheim Union High School District. The postsecondary partnerships with Cypress College and Fullerton College are at the departmental level.

Academy staff should consider the implications of different partnership configurations. Housing the dual enrollment program within the administrative structure of the college may yield broader institutional support and sustainability. When programs are implemented and overseen only at the department level they run the risk of being low-priority in times of fiscal crisis. Programs that are viewed as part of the larger institutional mission are less likely to be cut. However, departmental level partnerships can be strong in terms of the industry specific knowledge the college department can bring to the high school. Regardless of the configuration partners should seek a high-level administrator who can act as a champion for the program to help sustain these opportunities.

Once the partnership has been formed it is important that it be well managed. Clear and frequent communication is important. When program activities involve multiple aspects—such as program orientation, support services, recruitment of students, identification of

instructors and dual enrollment classes—it is important for partners to explicitly agree on a division of labor. Some dedicated staff time will be needed to oversee the program. A memorandum of understanding (MOU) is a good way to make sure everyone is on the same page (see the Appendix for a sample MOU).

Regulations

- a. What are the state regulations regarding dual enrollment?
- b. Are there any additional district or college regulations (e.g., regarding student eligibility or placement tests)?
- c. What opportunities or barriers do these regulations present?

Most states have policies regulating dual enrollment. California legislation is primarily concerned with funding and eligibility criteria for participation and does not address program format (e.g., where the courses are located or who should teach them). With regard to funding there are two main considerations: the payment of tuition and fees, and state per pupil or FTES (full time equivalent student) funding. California policy allows postsecondary institutions to collect or waive fees, and to receive FTES funds only when the course is advertised and open to the public like any other college course (see box 3.0). Access to college for high school students cannot reduce access by regular college students. Students who wish to participate must gain parental and high school principal approval, and colleges can apply eligibility criteria.

There may be additional local regulations to be aware of, however. School districts or counties may have their own policies, such as in Los Angeles, where the Unified School District stipulates that dual enrollment can only be offered after the regular school day. Postsecondary institutions may also impose student eligibility criteria such as a GPA threshold, or require students to take the placement test. Academy coordinators and staff should consult with their district and postsecondary partners regarding the specific regulations in their area.

3.0 California State Law Pertaining to Dual Enrollment

Education Code 76001: A special part-time (high school) student may enroll in up to, and including, 11 units per semester, or the equivalent thereof, at the community college. Also, the governing board of a community college district shall assign a low enrollment priority to special part-time or full-time students to ensure that these students do not displace regularly admitted students.

Education Code 76300: The governing board of a community college district may exempt special part-time (high school) students from enrollment fees.

Senate Bill 292 (1996): School districts can claim full ADA for dually enrolled students as long as they are enrolled in and attend high school for 240 minutes a day. They can claim three-quarters ADA for dually enrolled 11th- and 12th-grade students who attend high school for 180 minutes or the appropriate percentage of ADA for the number of minutes between 240 and 180, inclusive.

Senate Bill 338 (2003): The governing board of a school district may determine which students might benefit from “advanced scholastic or vocational work.” To participate, students must obtain a principal’s recommendation and parental consent. Community colleges may restrict admission based on age, grade level or multiple assessments. In order for a college to claim full-time equivalent funding, the class must be open and advertised to the general public. Summer dual enrollment is limited to five percent of each grade at any high school.

Choice of dual enrollment courses

- a. Which courses would best serve and engage the academy/ pathway students?
- b. What sequencing or mix of courses would best prepare students?
- c. Based on CA High School Exit Exam (CAHSEE), California Standards Tests (CST), and Early Assessment Program (EAP) results, are the academy students ready for academic college courses?

Course selection is an important consideration because it may impact student and program success. A course that is too difficult can result in attrition and perhaps failure. It may be advantageous to first offer a college orientation course that can teach students the study and note-taking skills needed to be successful in subsequent college courses. These courses are also often personally engaging to students as they involve goal-setting and other future-oriented reflection. The college success course can be followed by a career

or technical course in the academy field. In Long Beach, for example, students in an architecture, construction and engineering academy take college courses in blueprint reading and introduction to engineering. In Redding, students in an emerging energies technology program take college courses in renewable energy and wind technology. For sites where there are many different offerings in a variety of career fields, a dual enrollment course catalogue—like the one at the City College of San Francisco which organizes course offerings by field—is a helpful way to organize the information for student consumption.

Since the intention is to provide students with a positive first experience in college students should not be placed in courses they have little chance of passing. So, when student skills are low, additional preparation may be needed before they can successfully engage in college work. In San Francisco, City College offers CAHSEE preparatory courses to help students improve their skills and promote future success in college coursework.

Course Logistics: Where, When, Who?

- a. Where should the college classes be held?
- b. When should they be held?
- c. Who should teach them?

Courses can vary by location (on the high school or college campus), time of day (before, during, or after the regular school day), who is teaching (a high school teacher with the required qualifications or a college faculty member), and the mix of students (high school students only or integrated with regular college students).^{iv} There is not yet any evidence for the relative effectiveness of different models. Academy staff should consider the different configurations and what makes most sense based on the student population, costs, local regulations, and sustainability.

Course delivery is particularly important when trying to engage non-traditional dual enrollment students (i.e., those who are struggling academically or underrepresented in

higher education). For example, low-income students who work or care for younger siblings after school may not be able to take college courses that are offered beyond the regular school day. In addition, the structure of a dual enrollment program—whether the courses are taught on the college or high school campus, and by whom—can impact the extent to which students perceive the courses as authentic college courses.

The course registration process is another important logistical consideration. Partners should identify the college requirements related to registering “special admit students,” as they are called in California. The process can be complicated, with both paper and online components. Partners should devise a timeline for student recruitment and registration, planning several months in advance of the college semester start date. Registering students online, at their home high school and with the help of college staff, can be convenient for students. Another option is for program staff to register the high school students as a group at the college.

Supplemental activities

- a. What academic and nonacademic supports should be made available?
- b. Should academic supports be embedded or offered as a separate activity?

The availability of support services is an important consideration, particularly if choosing to include students who do not have a history of strong academic achievement. Such activities can foster student success in college coursework and build capacity for long-term college matriculation and persistence. Supports can differ in type (the need being addressed): academic, behavioral, or college knowledge. Tutoring is a commonly offered academic support. In San Francisco, City College offers a dual enrollment orientation that combines all three types of support, providing students with information about their placement test scores, expectations for college course taking, and strategies for success.

It is important for program staff to be able to monitor student progress in their college classes in order to be able to address any difficulties as they arise. Since by law college students are adults and their records are protected by privacy regulations it is a good idea

to have dual enrollment students provide written consent for college instructors to share their grades and other progress measures with high school staff. This will facilitate communication among program staff and instructors.

Supports can also vary in terms of the source of support, i.e., the high school, college, or a collaboration. For most students the high school is the most familiar environment and the built-in support structures there are most visible (e.g., counselors, advisors, and academic support centers). In addition to these high school based supports, dual enrollment students also have access to services provided at the college with their college ID cards. Students can take advantage of library and other research supports, writing and math centers, and college and career advising. There are also supports created through collaboration between the high school and the college, such as college visits and career-related field trips.

The timing of any support services must also be considered carefully so that students can most easily take advantage of them. For instance, offering supports after school may not encourage student participation because of conflicts with other after-school activities or transportation issues. On the other hand embedding the support as part of the college course may be a good option for ensuring participation. In Long Beach, A.C.E. Academy students participated in a required hour of supplemental instruction lab as part of their Introduction to Engineering course offered through their CSU partner. During this hour students were provided with tutoring by more senior college students to help them with their class assignments.

Costs

- a. What will the costs be?
- b. Will the college waive tuition for high school students? The health fee?
- c. How will books be paid for?
- d. Will there be transportation costs?
- e. What will be the cost of academy staff time for coordination and oversight?
- f. What costs are associated with any supplemental activities?

As the logistical features are settled upon academy/ pathway staff should assess the costs and examine potential sources of support. This should be done in partnership with the college. Program funding can have significant implications for both students and institutions. Private grant funding may be one option. Public support is another. For example, colleges that are able to collect full-time equivalent funds for high school enrollees may have a financial incentive to provide these opportunities. High schools that maintain full average daily attendance (ADA) when their students take college courses have little reason not to encourage broad participation. Waiving tuition and fees for high school students, which is commonly done, will encourage student participation, particularly by low-income students. Funding structures can thus create a win-win situation for all those involved.

Supplemental activities should also be considered when evaluating the cost of a dual enrollment program. For instance, transportation to the college for college tours, tutors, and field trips all have associated costs. Academy staff should prioritize supplemental activities they feel are most beneficial and seek ways to circumvent budget problems by accessing existing activities at each location. For example, in a North Orange County dual enrollment program, college students help to tutor and mentor the high school participants and in doing so gain credit towards their college program's service-learning requirement.

Promoting and Sustaining Dual Enrollment

- a. What activities can help recruit students into college courses? Who should be responsible for these?
- b. What other stakeholders should be targeted in promotional efforts?
- c. How might successful promotion help sustain dual enrollment opportunities?

While recruitment of students into career academies and Linked Learning pathways is the responsibility of district or high school officials, partners should work together to recruit students into dual enrollment courses. Recruitment activities that involve the college

partner can help develop interest and excitement among students. In Redding, for instance, students were intrigued when Shasta College brought a “renewable energy trailer” to the high schools featuring examples of renewable energy equipment. Partnerships may also invite current college students to speak with the high school students, sharing information on the importance of college-going and their own college experiences.

The specific student recruitment strategies may vary, and include both formal and informal activities. Formally, we have seen partnerships disseminate program information at high school assemblies and fairs, as well as at social events such as barbeques. Informally, counselors sometimes speak with students individually, and academy teachers have promoted dual enrollment in their courses. A mix of activities may be optimal, particularly when trying to engage a range of students in the program.

Dual enrollment partners should consider program promotion beyond student recruitment. Promoting to industry partners can help establish relationships that would be beneficial for students and help give rise to opportunities for work-based learning and job-shadowing. In Tulare, for instance, students participate in paid internships at a local clinic as a result of local industry partnerships. Additionally, engaging leaders in the community and local government can help garner support for the program, such as in Long Beach support from the mayor’s office has helped provide funding for program activities.

Program promotion at the partnering college is important as well. When budgets are being cut and colleges are prioritizing their regularly matriculating students, the ways in which other programs are framed can impact the degree to which they are sustainable. For example, partners who frame the benefits of dual enrollment programs around improved student preparation and curriculum alignment, which can reduce the need for remediation, are likely to be more successful in having their program viewed as part of the larger mission of the college.

IV. How Do I Measure Success? Why is this important?

While it may seem that allocating already scarce resources and time to evaluation is of low priority compared to other education-funding needs, evaluation is essential to understand and improve program implementation and outcomes. Dual enrollment requires an investment, and it is important to know whether this investment is meeting program goals and producing intended outcomes. This information can also help indicate where resources should be allocated and potential program improvements.

In order to evaluate a program, academy/ pathway coordinators need to first be clear about the intended goals. Then they can assess the type of research that is appropriate and the related data needs. Such research generally falls into three categories:

Descriptive Research. This type provides information on program participation and implementation. Examples might who takes dual enrollment courses, which courses they take, where they are offered, and who teaches them.

Implementation Research. This type examines the ways a program is structured and implemented. Generally these questions are related to program quality and/or improvement. It is most appropriate for examining “how,” “what,” and “where” questions. For example: What are the barriers to student participation in dual enrollment? What are the most challenging aspects to maintaining a high school – college partnership? How much does the program cost?

Outcomes Research. Outcomes research seeks to understand whether students who took dual enrollment courses do better on various measures of success relative to their peers who did not participate. This is the most methodologically complicated and costly of the three, but often most important. Short-term outcomes here might include: completion of dual enrollment courses, grades in these courses, accrual of college credit, and high school graduation rates. Long-term outcomes might include: college entry rates, college persistence, college grades, and college completion.

4.0 Example of program goals, research questions, and data required

Program Goal: To expand access by disadvantaged students and increase overall college success

Possible Research Questions:

1. Who takes dual enrollment currently?
2. What barriers prevent disadvantaged students from participating?
3. What are the college-going rates of dual enrollees compared to those who did not take these courses?
4. What are the outcomes (i.e., grades, persistence) of dual enrollment participants? Compared to those who did not participate?

Possible Data to Collect:

- Demographics of dual enrollment participants
- Enrollment requirements
- College transcript data, with indicators of whether a student took dual enrollment

V. Where can I find more information and resources on dual enrollment?

Websites

Concurrent Courses Initiative

<http://www.concurrentcourses.org/>

National Alliance of Concurrent Enrollment Partnerships

<http://nacep.org/>

American Youth Policy Forum. *The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students*

<http://www.aypf.org/> (then use title and search function)

Jobs for the Future. *On the Ramp to College: A State Policymaker's Guide to Dual Enrollment*

<http://www.jff.org/> (then use title and search function)

Middle College National Consortium

<http://www.mcnc.us/>

Research

Community College Research Center. *Dual Enrollment Students in Florida and New York City: Postsecondary Outcomes* <http://ccrc.tc.columbia.edu/Publication.asp?UID=578>

Community College Research Center. *Dual Enrollment Policies and Practices: Earning College Credit in California High School* <http://ccrc.tc.columbia.edu/Publication.asp?UID=631>

National Center for Education Statistics. *Dual Credit and Exam-based Courses in U.S. Public High Schools: 2002-03*

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005009>

National Center for Education Statistics. *Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03*

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005008>

Community College Research Center. *Conducting Research to Answer Your Questions about Dual Enrollment*

<http://ccrc.tc.columbia.edu/Publication.asp?uid=591>

Sample Dual Enrollment Programs

Santa Barbara City College

<http://www.sbcc.edu/dualenrollment/>

City College of San Francisco

http://www.ccsf.edu/NEW/en/future-students/future-academy_pathway-dual-enrollment-students.html

Appendices



SANTA BARBARA CITY COLLEGE

Dual Enrollment

MEMORANDUM OF UNDERSTANDING

Carpinteria Unified School District has entered into a concurrent enrollment partnership with Santa Barbara City College. This partnership shall adhere to Title V Education Code provisions governing concurrent enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48802, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum schoolday * shall be deemed a day of attendance for purposes of making the computation.

*Santa Barbara County Education Office Business Advisory Services Memorandum dated September 16, 1996 states that pursuant to SB 292....."to receive the full ADA, the high school must offer 360 minutes of instruction and the student must be enrolled for a minimum day (240 minutes). Also, the college courses taken must be open to the public."

76002, Section B (3):

If the (community college) class is offered at a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the governing board of the school district during a regularly scheduled board meeting.

For the purposes of the concurrent enrollment partnership, Carpinteria Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Carpinteria Unified School District allows all concurrent enrollment Santa Barbara City College courses offered on the high school campus to be open to the general public. The high school campus may require non-high school enrollees to adhere to all campus policies.

Date



High School Dual Enrollment Approval Form

The intent of the SBCC Dual Enrollment program is to provide educational enrichment opportunities for a limited number of eligible high school students, rather than to reduce current course requirements of secondary schools, and also to help ensure a smoother transition from high school to college for students by providing them with greater exposure to the collegiate atmosphere. (California Education Code 48800).

PART A: STUDENT INFORMATION

NAME: _____

BIRTH DATE: _____

SBCC ID (i.e. K00123456): _____ OR SSN: _____

PART B: STUDENT SCHOOL INFORMATION

• I am submitting this approval form for the following semester and year:

FALL SPRING SUMMER 20__

• I am currently enrolled at the following public or private high school: _____ Grade _____

• I am an eligible 9-12 grade home school student enrolled at:

 (Note: A copy of the Home School Affidavit **MUST** be attached to this form. Every person, firm, association, partnership, or corporation offering or conducting a full-time day or boarding school at the elementary or high school level must file an Affidavit (California Education Code Section 33190).

PART C: HIGH SCHOOL APPROVAL

See Schedule of Classes for specific course information. Registration is subject to course enrollment caps.			
APPROVED COURSES		ALTERNATE COURSES	
COURSE TITLE & NUMBER <small>(i.e. BIO 100)</small>	UNITS (9 MAX)*	COURSE TITLE & NUMBER	UNITS (9 MAX)*
1.		1.	
2.		2.	
3.		3.	
* High School seniors may register in (12 units max.). Please note those that exceed 11.9 units will be assessed full tuition.			

As Principal or Designee: Pursuant to Education Code 48800, I have reviewed the academic record of the above-named student and certify that the student demonstrates adequate preparation in the course(s) listed and can benefit from advanced scholastic and vocational education at SBCC.

SUMMER ONLY: I certify that I am limiting the number of recommendations to no more than five percent of the total number of pupils who completed the grade immediately prior to the time of the recommendation for summer session.

_____	_____	

Signature of Principal / High School Counselor Telephone Number	Date	School/Office
SIGNATURE OF JUNIOR HIGH PRINCIPAL/COUNSELOR REQUIRED FOR INCOMING 9th GRADE STUDENTS:		
_____	_____	

Signature of Principal / Junior High School Counselor Telephone Number	Date	School/Office

For Office Use Only:
Banner Student ID: _____ SBCC Admissions & Records Signature _____
Date _____

PART D: STUDENT AGREEMENT

The college has the right to restrict enrollment for reasons of health and safety, preparedness of the student, availability and college board policy. Please review the program policies below to ensure you have a successful experience at SBCC. (References- California Education Code: Sections 48800-48802, 76001, 76300)

- 1. Maximum Units:** Santa Barbara City College allows eligible 9th – 12th grade students to register in a *maximum* of 9.0 college units during the fall and spring semesters (Seniors a maximum of 12.0 units) in order to enrich their educational experience. **Students may submit the Petition: Dual Enrollment Request for Maximum Unit Exception to the Dual Enrollment office for consideration to exceed unit limit (go to <http://sbcc.edu/dualenrollment/forms.php> to download form).**
- 2. Restricted Courses:** Students may enroll in most *college level* courses, provided they meet the necessary prerequisites. The following classes *may not* be taken by high school students: **English 60, 65, 70 and 80; Math 1, 4; DSPS, Health 101 is open to students 17 years of age or older.** Additional course restrictions may be included at the discretion of the college.
- 3. Pre-Requisite Requirements:** When a course has a pre-requisite requirement, it means that a student must demonstrate pre-existing knowledge and/or skills to be successful in the course. To petition to satisfy a pre-requisite by means other than a qualifying SBCC assessment level or a qualified SBCC course go to <http://www.sbcc.edu/prerequisitepolicy/>.
- 4. Assessment:** All students planning to enroll in English or math classes must qualify on the SBCC assessment tests (See <http://www.sbcc.edu/assessmentcenter/AssessmentCenter.php> for details on testing hours and exemptions) or college English or math course work.
- 5. Fees: High school students are not required to pay SBCC enrollment fees. However, students taking courses on the SBCC Campus are required to pay a Health Fee and a Transportation Fee, in addition those seniors that enroll in 12 units or more will be assessed the per unit fee. Out of state students pay tuition. For a current list of fees, please visit <http://www.sbcc.edu/fees>. Other costs, such as materials and books, are to be paid by the student. IMPORTANT NOTE: If a student is enrolled only in online class (es), or classes on a high school campus, and does not come to SBCC for instruction, the Transportation and Health fees are not assessed.**
- 6. Course Registration:** For courses taught on the SBCC Campus, it is the student's responsibility to log into his or her SBCC Campus Pipeline account to register for course(s). Please note, that submitting this approval form and application to Admissions & Records **does not** register you in the course. It is the student's responsibility to register for the course(s) in Pipeline.

7. **Rules & Regulations:** All SBCC Dual Enrollment students are responsible for complying with the rules and regulations of the college as published in the SBCC college Catalog and schedule of classes.
8. **Grades:** The grade(s) you earn in your SBCC class (es) will become a part of your official college academic record. SBCC sends a final semester grade report to the Registrar of the high school you listed on your application for admission. It is your responsibility to make sure you have received high school credit. Check with your Registrar to be sure your SBCC grade(s) has been posted to your high school transcript. Students may also view their course grades by logging into their SBCC Pipeline account.

YOU MUST SELECT ONE OF THE FOLLOWING:

I authorize SBCC to release my final grades to my high school Registrar.

I DO NOT authorize SBCC to release my final grades to my high school Registrar.

I have read, understand and agree to the above policies and requirements.	
_____	_____
Student Signature	Date

PART E: PARENT AGREEMENT

1. **Student Responsibilities:** Students must act on their own behalf. Parents, guardians, relatives or friends of SBCC students are not permitted to enroll, drop, or add classes on behalf of the student. The same applies to requesting transcripts or grade verifications.
2. **Student Records:** Under Section 49061 of the Education Code, parents of community college students do not have a right of access to their children’s student records, regardless of whether the student is under the age of 18. In accordance with this regulation, students’ college records will be released to parents only with the written consent of the student. (Authorization for Release of Information form may be obtained at www.sbcc.edu/forms or from Admissions &Records)
3. **Contacting Instructors:** Your student is enrolled in a college course and it is important to understand that instructors work directly with students, as opposed to the type of parent interventions you may be accustomed to at the high school level. Under FERPA (Family Educational Rights and Privacy Act) instructors are not required to discuss student performance or other student-related issues with parents. SBCC does not accommodate parent requests to contact instructors.
4. **Course Content/ Material:** SBCC is an adult learning environment. As such, discussion topics and course materials are generally designed for adult students and may not be appropriate for younger students.
5. SBCC assumes no responsibility for the supervision of minor students outside of the classroom setting. Parents are responsible for providing transportation and ensuring that their children are appropriately supervised before and after class.

Your signature on this document certifies that you have read, understand and agree to the above policies and requirements. Furthermore, you have also reviewed and assessed your son/daughter’s ability to succeed in the classes recommended by the high school; and that he/she has your approval to enroll in SBCC courses.	
_____	_____
Parent/Guardian Signature	Date

For questions, or for more information regarding Dual Enrollment call:

Dual Enrollment Coordinator
 Phone: (805) 965-0581, Ext. 3020
 Email: lawintermeyer@sbcc.edu

Dual Enrollment Student Program Advisor
 Phone: (805) 965-0581, Ext. 4759
 E-mail: vega@sbcc.edu

SANTA BARBARA CITY COLLEGE

DUAL ENROLLMENT APPLICATION FOR ADMISSION

Term Applying For:

Summer Fall Spring 20__ __

Full Legal Name:

Last Name _____
 First Name _____
 Middle Name _____

Previous Name on Academic Records: (Full Legal Name)

Personal Information:

Social Security Number: _____
 Date of Birth (MM/DD/YYYY) _____
 Gender M F
 Email Address _____

Mailing Address:

Street Address _____
 City _____
 State _____ Zip/Postal Code _____
 Country if other than U.S. _____
 Telephone Number () _____

Permanent Address:

Check here if same as mailing address

Street Address _____
 City _____
 State _____ Zip/Postal Code _____
 Country if other than U.S. _____
 Telephone Number () _____

Student Type:

- 1 First-Time Student in College
- 2 First-Time Transfer (attended another College)
- 3 Returning Student to SBCC
- 6 Dual Enrollment (Enrolling in H.S. and College at the same time)

Education Goal:

- A Transfer with AA/AS Degree
- B Transfer without AA/AS Degree
- C Associate Degree without Transfer
- D Vocational Degree without Transfer
- E Vocational Certificate without Transfer
- F Discover Career Interests/Goals
- G New Career/Develop Job Skills
- H Improve Present Job Skills
- I Maintain Certificate/License
- J Personal Enrichment
- K Basic Skills/English, Reading, Math
- L Achieve High School Diploma
- M Undecided on Goal at this time

Program of Study/Major: X X - D U A L E N -

(Refer to application cover sheet for list)

**Applications can be completed online in English
 and Spanish at: www.sbcc.edu/apply**

Education Level:

- 0 – Not enrolled /did not Graduate High School
- 1 – Enrolling in High School and College
- 2 – Enrolled in Adult High School
- 3 – Received high school diploma
- 4 – GED/H.S. Equivalency Certificate
- 5 – CA H.S. Proficiency Certificate (CHSPE)
- 6 – Foreign Secondary School Diploma
- 7 – Associate Degree
- 8 – Bachelor Degree or higher

Citizenship:

- 1 – U.S. Citizen 3 – Temporary Resident
- 2 – Permanent Resident 4 – Refugee/Asylee

If 2, 3 or 4: (REQUIRED)

Alien Registration Number _____

Issue Date (MM/DD/YYYY) _____

Expiration Date (MM/DD/YYYY) _____

6 – Other Status

If 6: (REQUIRED)

Visa Type _____

Visa Number _____

Issue Date (MM/DD/YYYY) _____

Expiration Date (MM/DD/YYYY) _____

Race/Ethnicity:

Are you Hispanic or Latino? Yes No

What is your race/ethnicity? Check one or more.

- | | |
|--|--|
| <input type="checkbox"/> 01 Hispanic, Latino | <input type="checkbox"/> 11 Asian Cambodian |
| <input type="checkbox"/> 02 Mexican, Mexican-American, Chicano | <input type="checkbox"/> 12 Asian Vietnamese |
| <input type="checkbox"/> 03 Central American | <input type="checkbox"/> 13 Filipino |
| <input type="checkbox"/> 04 South American | <input type="checkbox"/> 14 Asian Other |
| <input type="checkbox"/> 05 Hispanic Other | <input type="checkbox"/> 15 Black or African American |
| <input type="checkbox"/> 06 Asian Indian | <input type="checkbox"/> 16 American Indian/Alaskan Native |
| <input type="checkbox"/> 07 Asian Chinese | <input type="checkbox"/> 17 Pacific Islander Guamanian |
| <input type="checkbox"/> 08 Asian Japanese | <input type="checkbox"/> 18 Pacific Islander Hawaiian |
| <input type="checkbox"/> 09 Asian Korean | <input type="checkbox"/> 19 Pacific Islander Samoan |
| <input type="checkbox"/> 10 Asian Laotian | <input type="checkbox"/> 20 Pacific Islander Other |
| | <input type="checkbox"/> 21 White |

High School Currently Attending:

High School Name _____

City _____ State _____

Country if other than U.S. _____

Graduation Date (MM/DD/YYYY) _____

Parent/Guardian Information 1: (Required if under 19 years of age)

Last Name _____

First Name _____

Relationship: Father Mother Guardian

Check here if same as Permanent address.

Street Address _____

City _____

State _____ Zip/Postal Code _____

Country if other than U.S. _____

Telephone Number () _____

Parent/Guardian Information 2: (Required if under 19 years of age)

Last Name _____
First Name _____
Relationship: Father Mother Guardian
 Check here if same as Parent / Guardian #1 address
Street Address _____
City _____
State _____ Zip/Postal Code _____
Country if other than U.S. _____
Telephone Number () _____

Veteran Status:

- N - Not a Veteran
- D - Dependent of a Veteran
- V - Veteran

Primary Language:

- 01 - English
- 02 - Chinese
- 03 - Farsi
- 04 - Japanese
- 05 - Spanish
- 06 - Vietnamese
- 07 - Other

Transfer Plans:

- 00 - No Transfer Plans
- 01 - Out of State/ Foreign
- 02 - UCSB
- 03 - UC Berkeley
- 04 - UCLA
- 05 - Other UC campuses
- 06 - Cal Poly, SLO
- 07 - CSU, Northridge
- 08 - Other CSU campuses
- 09 - Westmont College
- 10 - CA private college
- 11 - Community college
- 12 - CSU, Channel Islands
- 13 - UC Davis
- 14 - UC Irvine
- 15 - UC San Diego
- 16 - UC Santa Cruz
- 17 - San Diego State
- 18 - CSU, Long Beach
- 19 - San Francisco State
- 20 - USC
- 21 - Antioch University

Foster Youth Benefits (optional):

I am a former or current Foster Youth, and am interested in financial aid and/or other benefits and services available to Foster Youth.
 Yes No

For Office use only

Banner I.D.: K _____
Residency: 5 - CA 6 - OS 8 - INTL 7 - AB540
Entered by: _____ Date: _____

Residency Questionnaire

This information will be used for residency determination. It will not be used in making admissions decisions and will not be used for a discriminatory purpose.

Select one of the following:

- I am at least 19 years of age OR married.
- I am under 19 years of age AND unmarried.

All applicants must answer the following questions. If you are under 19 years of age and unmarried you must answer for your parent or guardian.

Have you lived in California for at least the last two years?
 Yes No If no, when did your present stay begin? ___/___/___

Are you a full-time employee, or spouse or dependent of a full-time employee of any of the following colleges/universities?
• California Community College • California State University or College • University of California • Maritime Academy
 Yes No

Is the applicant a full-time credentialed employee of a California public school enrolling in college for purpose of fulfilling credential-related requirements?
 Yes No

Have you been employed as a seasonal agricultural worker for at least a total of two months of each of the past two years?
 Yes No

During the last 2 years, have you:

- Declared residency in another state for state income tax purposes?
 Yes No If Yes, _____ Years _____ State
- Registered to vote in another state?
 Yes No If Yes, _____ Years _____ State
- Declared residency at an out-of-state college or university?
 Yes No If Yes, _____ Years _____ State
- Petitioned for a lawsuit or a divorce as a resident in another state?
 Yes No If Yes, _____ Years _____ State

Military Status

- None apply to me
- Currently active military
- Dependent of current active military
- Member discharged within the last year
- Member discharged over a year ago (veteran)

Date of Discharge (mm/dd/yyyy): _____
Home State of record: _____
Currently stationed in California?
 Yes No
If stationed in California, is the Duty for educational purposes ONLY?
 Yes No

To Be Signed by all Students

I declare under penalty of perjury that the statements submitted by me are true and correct. All materials submitted by me for the purposes of admission become the property of Santa Barbara City College. I understand that falsification, withholding pertinent data, or failure to report change in residence may result in my dismissal.

Students Signature _____ Date _____

ⁱ See Michalowski, S. (2006), *Positive effects associated with College Now participation for students from New York City high schools: Fall 2003 first-time freshman cohort*, retrieved October 5, 2007, from http://collaborativetest.cuny.edu/pdf/special/cn_participation_positive.pdf, and see Skadberg, I. (2005), *Quantitative data analysis of the CUNY College Now program, 2001–2003*, City University of New York, Office of Academic Affairs.

ⁱⁱ See Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. (2007), *Dual enrollment students in Florida and New York City: Postsecondary outcomes*, CCRC Brief No. 37, New York: Columbia University, Teachers College, Community College Research Center. The Florida dataset used in the study had records for all students enrolled in a Florida public high school, while the New York City dataset included only students who attended one of New York City's 19 vocational high schools and enrolled in the City University of New York after graduation.

ⁱⁱⁱ For more information, visit <http://www.concurrentcourses.org/>

^{iv} For a more in-depth exploration of dual enrollment model variation, see "Understanding the Different Approaches to Dual Enrollment in California." Insight: Lessons Learned from the Concurrent Courses Initiative.