



SSC & AS PRESENTATION



CCAP DUAL ENROLLMENT STRUCTURE

1. Establish Partnership

1. MOU and Course agreement created

2. They then select from a menu of ARC's online, asynchronous General Education transfer courses that also meet one or more of their high school's A-G graduation requirements and are enrolled as part of a cohort. (Social Science Pathway created by our college DuE counselor)

2. High School Orientation

1. Cover student expectations, program eligibility, requirements and resources.
2. High school 9th -12th graders take an HCD course
3. They also “attend” an open lab period on their high school campus where they can complete their ARC coursework with K-12 instructional support as well as embedded ARC success coaches available to assist them.

3. Textbooks, and materials are offered to students completely free of charge.

PARTNERS

- **DISTRICTS:**

- **San Juan**
- **Twin Rivers**
- **Natomas**

- **CHARTERS:**

- **Westlake**
- **NP3**
- **Natomas/VLA**
- **Aspire**
- **College and Career Academy**

- **LOS RIOS DISTRICT (MOU)**

- **SCOE**
- **Visions in Education**

COURSES OFFERED

9th Grade

HCD 310

10th Grade

SPAN 401

DEAF 310

HIST 307

HIST 308

ASTR 300

ANTH 300

HCD 310

ETHNS 300

11th Grade

PSYC 300

HIST 310

HIST 311

MUFHL 308

TAFILM 307

HEED 300

NUTRI 300

SOC 300

SJS 300

12th Grade

ENGWR 300

ENGWR 302

POLS 301

HCD 310

PSYC 330

STAT 300

SPAN 402

COMM 362

DISTRICT REG CHANGES- UPDATES

- Using the term “Dual Enrollment” and phasing out the term “Advanced Education” to better align with statewide definitions beginning in Summer 2023.
- Updating age and grade level requirements for admission to 14 years or having started 9th grade.
- Allowing dual enrollment students to enroll in up to 11 units districtwide per semester
- Allowing student self-registration so students can register for classes completely online (available Fall 23/ Spring 24)
- Simplifying forms with the goal of establishing a unified online form for all dual enrollment

STUDENT SUPPORTS AND INTERVENTIONS: PROCESS OUTLINED

- **Step 1.** The Success Coach sends weekly progress report checks.
- **Step 2.** The success coach or DuE counselor schedules a meeting with the high school support staff to discuss the student's academic standing (reasons include not logging in for several days, not turning in assignments, completing tests or quizzes, or cheating/plagiarism).
- **Step 3.** The Success Coach and HS Facilitator map out the next steps for students based on where they stand in the course. If the student cannot recover, they proceed to step 4. If they can recover, we encourage tutoring services or additional support that the high school can provide.
- **Step 4.** Exit strategy: Notify counselors of essential deadlines to include official cut-off dates for withdrawal with or without notation. Students are allowed to petition for a grade change.

CCAP DATA AS OF SP23

- Longitudinal trend of CCAP enrollments, disaggregated by CCAP course-type (e.g. CE, CECA, GE).
- F22 headcount by CCAP course-type, disaggregated by race (also includes college overall for context)
- F22 headcount by CCAP course-type, disaggregated by gender (also includes college overall for context)
- F22 headcount by CCAP course-type, disaggregated by students' high school of last attendance
- F22 headcount by CCAP course-type of students that participated during F22 in CalWORKS, DSP&S, EOP&S, and Umoja
- F22 headcount by CCAP course-type of students representing special populations (Foster Youth, Homeless).
- F22 course enrollment and success rates by CCAP course-type, disaggregated by race (also includes college overall for context)
- F22 course enrollment and success rates by CCAP course-type, disaggregated by gender (also includes college overall for context)

DATA SUMMARY REPORT

CCAP Crs Type	Enrollments							% Chg. F19-F22
	F19	S20	F20	S21	F21	S22	F22	
CE	103	117	64	93	76	122	122	18%
CECA						366	299	
GE	379	282	733	585	876	802	1470	288%

F22 Headcount & Percent of Total										
Race	CE		CECA		GE		TOTAL CCAP		OVERALL ARC*	
	#	%	#	%	#	%	#	%	#	%
African American	2	2%	20	11%	61	5%	83	6%	1788	8%
Asian	6	5%	36	20%	208	18%	250	17%	3126	14%
Filipino			11	6%	42	4%	53	4%	575	3%
Hispanic/Latino	49	40%	68	38%	404	35%	521	35%	5890	27%
Multi-Racial	8	7%	22	12%	100	9%	130	9%	1569	7%
Native American	2	2%			5	0%	7	0%	104	0%
Oth Non-Wht									38	0%
Pacific Islander	2	2%	3	2%	11	1%	16	1%	187	1%
Unknown	2	2%			5	0%	7	0%	366	2%
White	51	42%	21	12%	333	28%	405	28%	8304	38%
Total	122	100%	181	100%	1169	100%	1472	100%	21947	100%
Gender										
Female	23	19%	103	57%	704	60%	830	56%	12608	57%
Male	95	78%	75	41%	425	36%	595	40%	8725	40%
Non-Binary	2	2%	2	1%	23	2%	27	2%	214	1%
Unknown	2	2%	1	1%	17	1%	20	1%	400	2%
Total	122	100%	181	100%	1169	100%	1472	100%	21947	100%

F22 ENROLLMENT & COURSE SUCCESS RATES

F22 Enrollments & Course Success Rates

	CE		CECA		GE		TOTAL CCAP		OVERALL ARC*	
	Enrld	Success%	Enrld	Success%	Enrld	Rate	Enrld	Success%	Enrld	Success%
Overall	122	88%	299	93%	1470	86%	1891	88%	51326	70%
Race										
African American	2	---	35	94%	74	72%	111	79%	4279	56%
Asian	6	---	63	97%	272	91%	341	92%	6632	77%
Filipino			18	94%	50	82%	68	85%	1235	72%
Hispanic/Latino	49	92%	112	91%	524	85%	685	86%	13820	67%
Multi-Racial	8	---	36	92%	118	89%	162	88%	3882	68%
Native American	2	---			5	---	7	86%	245	68%
Oth Non-Wht									72	68%
Pacific Islander	2	---	3	---	14	79%	19	79%	413	61%
Unknown	2	---			7	---	9	89%	769	72%
White	51	84%	32	94%	406	88%	489	88%	19980	74%
Gender										
Female	23	91%	170	93%	900	87%	1093	88%	28848	71%
Male	95	86%	125	93%	527	86%	747	87%	21080	69%
Non-Binary	2	---	3	---	24	89%	29	91%	552	64%
Unknown	2	---	1	---	19	79%	22	83%	846	70%

"---" mask is used for cell sizes < 10 due to low statistical reliability.

* Excludes Public Safety & Apprenticeship

AREAS FOR OPPORTUNITY

- Faculty meet and greets
 - Participation in on-campus student events
 - Introduce Faculty to their students and facilitators (HS teachers)
- Dual Enrollment Campus Workshops
 - Why Dual Enrollment?
 - Faculty course of interest and pathway development workshops
 - “How to” on course selection
 - OER and Dual Enrollment
- Faculty and Facilitator team building retreats
 - Expectations
 - HS in-person class offering “To-Do” Info sessions
- Advisory Committee
 - The makeup of the committee TBA

QUESTIONS

