

ICT Educator Webinar Series

How to Build Digital Media Dual Enrollment Through
College & Career Access Pathways Partnerships

November 13, 2020

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[00:00:00] Welcome

STEVE WRIGHT: Good morning, everybody, and welcome to the ICT Educator Webinar Series. I'm Steve Wright, and I'm the Statewide Director of the ICT Sector Team, which is part of the Workforce and Economic Development Department of the California community college system. So, these webinars are brought to you by our entire sector team and produced by Nicole Sherman. All of our guest speakers volunteer their time for the sake of our students' success.

On our website, we now have over forty recorded webinars by subject matter experts and community college faculty that feature carefully selected how-to techniques and knowledge about the industry. We're really proud of this archive, and each webinar has been recorded, and then it's been edited, chapterized, transcribed, along with the PowerPoint presentations and other relevant links, so that you have a complete package there. And with over 4,000 views on all of our webinars to date, many of our faculty have told us it gives them a sense of community, and they're a great resource for class, a great way to do market research for their students. And in this case today, it's kind of how-to, in case you want to replicate it.

- **November 20** – Programmable Infrastructure with Cisco DevNet Associate
- **December 4** – How Digital NEST Prepares Students to Pursue Higher Ed & Careers in Technology
- **December 11** – Practice Labs User Group Update

Now, in the next few weeks, just really quickly, we're going to be switching to our Cisco Academy-type topic next week, with the Programmable Infrastructure with the DevNet Associate, and it's a big deal in the IT world. And then we're going to go to Digital NEST on December 4th, which is another program that involves high school and community colleges—very interesting way they approach things. And then we'll be doing Practice Labs, which is an alternative to NETLAB in terms of giving virtual IT training that your students can do at home. And in both Practice Labs and NETLAB, all these virtual training things, you'll find that, in some cases, they can handle Adobe and some of these other things virtually.

[00:02:00] Webinar Presenters



ANGELA GOMEZ-HOLBROOK

Digital Media Professor,
Coastline Community College



DON BUI

Dual Enrollment Director,
Coastline Community College

STEVE WRIGHT: All right, well, today is going to be interesting. Angela Gomez-Holbrook and Don Bui are speaking to us today from Coastline Community College, which I call “the biggest little college in the system,” because I went there once, and I said, “It’s just a building!” You know? But yet, they have reached throughout the entire state with their wonderful online programs.

And today’s topic, digital media, it’s a great feeder discipline for our schools, and many students are attracted to digital media. I say it’s like candy! So, once they go for it, how do you reel them into the school and then keep them? And I think this dual enrollment approach is very... It’s just a super way to do that.

So, without any more delay on my part, I think Angela wanted to make a few statements first, and then Don Bui is going to have a presentation. So, take it away, Angela!

[00:02:50] A Little Bit of Background

ANGELA GOMEZ-HOLBROOK: Thank you so much, everyone. Welcome! I wanted to share a little bit about our department. So, my name is Angela Gomez-Holbrook. I am the professor at our digital media program. And our legacy title is Digital Graphic Applications, but all of the community colleges are moving toward Digital Media Applications, so we'll always have the Digital Graphic Applications title.

Our department activity has tripled, and Steve was right—we have a small building, but 90% of our courses are online. So, we do a lot of digital/online learning as far as distance learning. So, our program not only includes animation and Adobe programs, like Photoshop, Illustrator, and InDesign. We also are moving forward with Drones. That area is super exciting. I have lots of labor market information that's through the roof there. And Audio/Video Streaming, Voiceovers... We have excellent faculty that are working with students and engaging students currently.

So, we also have a new AA degree, and nine- and twelve-unit certificates, including a Production certificate that's geared to high school students. So, we've had excellent success with dual enrollment, and I look forward to speaking with Don Bui, our dual enrollment director, on how we developed our dual enrollment for Digital Media.

We currently have developed to this level after years of working and reaching out to high schools. So, here are some of the things that I did work on... For instance, I would reach out to high schools. I not only made flyers. I would reach out to schools at our local district high school outreach programs. There was a dedication to promote our program that needed to happen.

Also, once our dual enrollment faculty are interviewed and hired, they go through Canvas training. And once they are hired and trained, I get to work with them, and I'm happy to say that the dedication that I have given to those high school teachers... I will check in with them with weekly contact, which is regular and substantive interaction, which is part of our contract, and

helping them with student learning outcomes as well as grading and how to maneuver through Canvas, because there's quite a learning curve, right?

So, I'm not looking for questions just yet, so we might have a chance for some questions before we move on to Don. But a couple of the other things that I think are really important in order to draw in and engage the high school teachers, in order to get that buy-in so that teachers also feel that they have a reason to give this to the students, because students are the most important part of the variables, right?

[00:06:47] Engaging High School Faculty

ANGELA GOMEZ-HOLBROOK: So, we created, with the help of my dean, Mary Kim, a luncheon for high school teachers in all of our local area and ask them, "What can we do for you? What do your students need? You are our doorway, our pathway. What can we do to help your students?" So, there was an interaction, and I think that was very important. That was almost like an open window for us to get this started.

So, I also do a Halloween and a Valentine's Pathway Day for all of our local high schools. And this time, it was on Zoom, so that was a lot of fun, and our faculty dressed up, and we also... You know, face painting and skeletons and lots of fun stuff for students. We had forty students on Zoom learning about Drone Imaging, Drone Racing, Drone Editing. We also had them engaged, talking about new animation software that we're bringing in, ToonBoom. We have a course starting in 2021 for Storyboard Pro and ToonBoom. We also have our audio production instructor. She is doing Audio/Video Streaming and also Voiceover. So, lots of new things, and engaging your high school faculty is one of the very first steps, and I feel that's important. That's how I drive this program.

[00:08:30] Developing the Dual Enrollment Program

ANGELA GOMEZ-HOLBROOK: So, I'd like to hand this over to Don Bui, and then we'll have a back-and-forth as he is telling us the specifics on how our dual enrollment program was developed. Don?

DON BUI: All righty, thank you.

STEVE WRIGHT: That was great. I just want to comment on the wisdom of having that luncheon with all those high school faculty. That is a wonderful way to get people together and open up the relationship pathways for this to happen. That's a good idea. We're going to write that one down, OK? Thank you, Angie.

ANGELA GOMEZ-HOLBROOK: Excellent.

STEVE WRIGHT: Hi, Don!

DON BUI: Hi, Steve. All righty. Good morning, everybody. Thank you, Angela, for that little bit of an introduction to get us started. I'm happy to be here. I'm really excited to talk to you about dual enrollment. This is something that we can go on for hours about. I noticed in the chat, as you were introducing yourselves, there were at least a couple of colleges that I know about who have really outstanding dual enrollment programs yourselves. So, hopefully, by the end of this presentation, when we get into the discussion and the Q&A, maybe we can learn something from each other, because that's what this whole process is really about.

So, a little bit about myself—I am the dual enrollment project director at Coastline College. I've been here now for almost two years. Previously, I was at Golden West College, which is still in the same district, doing assessment and outreach, working a lot with high school students. And before that, I was a high school counselor. So, my entire career in education has always had something to do with the high school partners and high school population, so I'm really, really

happy to have my role now, because, as Angela mentioned, the collaboration and the interface that we have with our local high school partners is really key to dual enrollment.

So, without further ado, I would like to share my screen now and just start talking about dual enrollment and the programs that Coastline has.

[00:10:31] The Terminology: Dual or Concurrent?

- Dual enrollment has evolved nationally to broadly describe college coursework a high school student participates in.
- Current practice: use of dual or concurrent enrollment is a local decision.
- At CCCD:
 - Dual Enrollment: courses and supports specifically for high school students within a partnership agreement that is board ratified.
 - Concurrent enrollment: courses taken generally by HS students.

DON BUI: So, I just want to, first of all, get started by talking about just the terminology. As dual enrollment really grows statewide... And California does have some catching up to do because there are other states in the U.S. where high school students are already able to graduate with an AA degree, and it's normal. For us, we're not quite there yet. But like I said, it is really growing in our state. So, we hear a lot about dual enrollment and concurrent enrollment, so what's the difference?

Dual enrollment is nationally used pretty broadly, and it's basically just to describe college coursework that a high school student is participating in. However, in current practice, the use of a dual enrollment program versus a concurrent enrollment program, it's really a local decision. So, as I'll be doing pretty regularly throughout this presentation, I'll be using the Coastline example, just to shed some light on some of these topics.

So, in our district, at the Coastline community college district, dual enrollment refers to not only courses but also the supports that are specifically for high school students within the partnership agreement that is board ratified. So, this is a very involved process where we're

working with the partner school district, and this agreement has a term limit. It has certifications. It has Title V language that we need to comply with. It's got information about funding, how we share technology, how we share facilities and data. So, that is how we classify a dual enrollment program.

We also have concurrent enrollment, which is a much more broad term describes just courses that are taken generally by high school students. For example, if this is just your high school student who is the minority in a class full of college-aged students, and it's not specifically for that high school. It's not necessarily part of a pathway. It's just students who have an interest in the class, and they want to take this class at the college campus or online.

[00:12:37] College & Career Access Pathways Partnerships

	WITH CCAP	WITHOUT CCAP
Agreement	District-to-District contract certifying a dual enrollment program with AB 30 provisions	Simple MOU to cover basics such as liabilities and information sharing
Cost to Student	Zero-cost experience	No tuition but students responsible for fees and textbooks
Course Scheduling	Courses on high school campus during the bell schedule, open to HS students only	Courses at college or at high school, after school only and open to the general public
Other Benefits	Priority registration, full-time courseload, reduced paperwork, access to dedicated support services	Access to support services provided generally to all students

DON BUI: So, for us, a dual enrollment partnership is governed by AB 30, which is the College and Careers Access Pathways Partnerships law. And there are major benefits that AB 30 and the CCAP agreement will allow compared to a dual enrollment without CCAP. So, these are just, again, a high-level overview of what the differences are.

We've already talked about the agreement in terms of what you need for a board-ratified dual enrollment agreement. It's district to district. It certifies a dual enrollment program with AB 30 provisions and benefits that are triggered. You can do a dual enrollment without a CCAP, and it could be as simple as a simple MOU that just covers basics, such as insurance, liabilities, information sharing, the classes that you offer, things like that. It does not need to be board ratified like a CCAP dual enrollment agreement needs to be.

A major benefit of having the College and Career Access Pathways Partnerships is that it's zero cost completely to the student. There are no textbook fees. The health fee is waived. Tuition, of course, is also waived, so it's completely a zero-cost experience to the student. Without the CCAP, the tuition would be waived, but students would still be responsible for, for example, the enrollment fees or any instructional or lab materials that they would have to get to be successful in the class.

In terms of the course scheduling, this is also another really big benefit to have a CCAP agreement, because you can have your college classes built into the high school campus and the high school regular day, so there's easy access there, right? We're not asking students to get themselves over to a college campus. It's right there, and it's doing their regular day. So, in period one, they might have an English class. Period two, they're walking down the hallway, and they're going to a Photoshop class that Coastline provides. So, again, it's a really big benefit to having a CCAP agreement.

And because it's on the high school campus, it's open to high school students only, whereas without a CCAP, you could still have courses on the high school campus, but it would have to be after school or outside of the regular day, where the general public is allowed to be on that campus, and every high school is going to have something slightly different. And that class, because it's not only open to the high school students, if you have a college-aged who, this is the one class they need, and the other options at your college campus don't work for them, they might choose to show up to take this class at the high school campus. They would just have to be OK with it because it's their right to do so.

There are other benefits as well. You can give high school students priority registration to your classes, which really helps with recruitment. Without a CCAP, they can only take classes up to eleven units because they can't do full time as a high school student. But with a CCAP agreement, that could bump all the way up to as many as fifteen units per semester, so you could really increase the participation level that they have, and you could really build pathways with the plan that students can take up to as many as four classes (or fifteen units) per semester.

You can also reduce the paperwork. This really refers to the volumes of forms and permission slips that high school students have to go through in order to take college classes. And they can also have access to specific services dedicated primarily for high school students.

So, again, a lot of colleges do it without the CCAP and with CCAP, or just one or the other, and at Coastline, we have a wide variety of all of these.

[00:16:21] Coastline Partnerships

- **Early College High School Partnership**
 - 210 students annually in grades 9-12 taking IGETC courses
 - College faculty teaches on ECHS campus during bell schedule
 - Students average 21 completed college units by HS graduation
- **Garden Grove Unified School District CCAP**
 - 250 students annually in mostly CTE: Business, Cybersecurity, Digital Graphics
 - High school teachers hired as Coastline part-time faculty teaching during high school bell schedule
- **Non-CCAP Partnerships**
 - 120 students annually in IGETC and Cybersecurity courses
 - Coastline faculty teaches on high school campus outside of bell schedule

DON BUI: So, here's a look at all the partnerships we have, just to highlight what I was just talking about. So, at Coastline, we have an Early College High School Partnership. This is where we serve about 210 students annually for ECHS in Costa Mesa, California. It's in our feeder area, and we have students in grades 9 through 12 taking classes towards the completion of the IGETC. This is where our college faculty will come onto the ECHS campus, and they'll be teaching these classes during the bell schedule, so again, it's built in.

And a really major achievement of this partnership is that we have students who are averaging 21 completed college units by the time they graduate high school, and we actually have some students who, every year, will be graduating with about 40 to 50 college units from Coastline. What this means is that they're able to not only have explored their interest early and really get a clear determination of what career path they want to pursue or what academic program they want to complete.

And because they have completed so many college credits already, they're considered to be a highly competitive applicant, and they are graduating high school, and they're able to go to a

university of their choice with a very attractive financial aid package. And it's great for Coastline because we know how much involvement we have in their educational journey. It's a really heartwarming, really important thing for us.

Another partnership we have is the Garden Grove Unified School District CCAP. GGUSD is another feeder school district in our area. We have about 250 students annually, and they're mostly taking CTE classes, so they're in Business, Cybersecurity, Digital Graphics classes.

The difference between this partnership and the ECHS partnership is we try to hire high school teachers who meet minimum qualifications as our part-time faculty so that they can teach during the high school bell schedule. So, this is very interesting, and it gets a little bit complex, but there are major benefits to it, because this high school teacher could be, at the same time, teaching the high school component of this class. Or maybe part of the week, like Tuesday and Thursday, and for Monday, Wednesday, Friday, they could be teaching the college component of that class.

We'll get into the logistics of how that setup works, but in general, this is why we really want to be able to hire qualified high school teachers and bring them on as adjunct because it just makes things very seamless, very smooth. Not to mention, we can't underestimate the rapport and the relationship that that teacher already has with his or her students. That is really what helps bring the buy-in and the attendance as well for students to pick these dual enrollment classes.

The other kind of partnerships we have will be non-CCAP, and we have about 120 students annually in IGETC and Cybersecurity classes. This is where it's mostly our faculty teaching on their high school campus, but it's outside of the bell schedule.

So, we try to do it all, and the reason we have this level of variety of partnerships is we really want to meet students and our school partners where they are. Not every school district... You'll see, if you're starting to get involved in dual enrollment, that not every school district is necessarily ready to jump in right away into an at-scale dual enrollment program. You might see that some school districts are really excited about it, and they have the infrastructure in place

already, also the buy-in from their leadership, to be able to do something like that. But then there are other cases where we might need to just start slowly to allow a school district to just kind of dip their toes in the water, and maybe the goal there is to develop something as a pilot to be able to show the data, to be able to show the preliminary success rates, so that we can build the case to advocate for a scaled program.

So, that’s why we have all these different kinds. Some of these are ten to twelve years old, and some of these are only three to four years old, so we have a wide variety because, again, it’s really about trying to meet your students and trying to meet our partners where they are. It’s a heavy collaboration. All righty, moving on now...

[00:20:47] [Sample Schedule for IGETC Completion](#)

SPRING 2021 ONLINE DUAL ENROLLMENT COURSES

DISTRICT	HS PARTNER	COURSE
GGUSD	Bolsa Grande	DGA 116A – Photoshop
GGUSD	Hare	DGA 118A – Adobe Illustrator
GGUSD	La Quinta	ACCT 100 – Intro to Accounting
GGUSD	La Quinta	BIOL 102 – Concepts Anatomy/Physiology
GGUSD	La Quinta	BUS 150 – Intro to Marketing
GGUSD	La Quinta	BUS 180 – Entrepreneur & Small Business Plan
GGUSD	La Quinta	CST 232B – Ethical Hacking
GGUSD	La Quinta	CST 230 – Security +
GGUSD	La Quinta	DGA 121 – Adobe Premiere
GGUSD	Los Amigos	DGA 116A – Photoshop
NMUSD	Corona del Mar & Estancia	MUS 139 – History of Rock
SAUSD	All SAUSD High Schools	CST 117 – A+ Software



DON BUI: Here is a sample schedule for our students at Early College High School. Now, remember, at ECHS, we have about 210 students every year, and they're taking classes primarily to complete the IGETC. We don't require them to take any college classes, actually, but they choose to apply to this high school because they want to take advantage of this opportunity.

So, we try to make it as simple as possible for them by laying out the classes that we recommend by semester and also by year. As you can see there, we have classes that are laid out to meet all of the different IGETC areas (one through six) in each of the different grades.

And the key part here that I want to communicate is that we want all of the students to know that the option is there if they want to take all of these. However, we don't push them to do all of it because, of course, it's quality over quantity. We really want a student who is going to be able to either buy in and say, "I'm going to try to take as many of these classes as possible because I understand that, at the end of it, I'm saving time, I'm saving money, and I'm really going to be able to make the most use possible out of my time here at ECHS."

So, again, we want the motivation to be there for the students to take these college classes. Or we want the student to have a genuine interest in these classes, because you could really use this opportunity to explore if what you think you might want to do in the future is really what it is that you are interested in. You know, a lot of students say they want to be a nurse, they want to be a lawyer, they want to be a doctor, and they might very well end up pursuing that all the way through, but at the same time, they might be saying that when they're 13 or 14 years old in grade 9.

So, how do you handle Organic Chemistry? How do you handle Cognitive Science? How do you handle brain chemicals and studying about those things as an academic subject? Taking tests on them? Writing research papers on them, right? So, how do you handle that when you actually get to the academic component of it?

They might realize: "You know what? I'm actually not better than somebody else instead, and this is really a good opportunity for me to see that I thought that I really wanted this, but I

might not.” Or it completely affirms exactly what it is they want to do, so the opportunity is really there for them. And again, we really want them to be able to say that “I have a genuine interest in this,” or that “I am willing to go to work to be successful in these classes.”

So, again, this is for one partnership at Early College High School. I will now show you our dual enrollment pathways at another partnership with Garden Grove Unified.

[00:23:29] GGUSD Dual Enrollment Pathways

DON BUI: And we started the GGUSD partnership with just Cybersecurity, but last year, we also added on DGA. I’m very happy to say that this year is the first time we’re able to launch the year-two courses for Cybersecurity. So, we started out with two years of the year-one class, so we had students take the CST 128, which is a Networking+ class, in the fall, and in the spring, they move on to CST 230, which is Intro to Security.

And now, this year, we have enough students who have completed the year-one course to move on to year two, so in the fall semester this year, they’re taking CST 191, which is our Linux class, and then CST 232B in the spring, which is our Ethical Hacking class. Very, very exciting stuff.

This will make up 12 of the required 21 units for our Certificate of Achievement in Cybersecurity. So, after this, if they’re still in high school, they can take on more classes as a concurrent enrollment student with Coastline. Or if they’re going to be graduated, we hope that they only need a few more classes to complete the certificate and then move on to the AA if they’d like to, at Coastline.

In Digital Graphics and Animation, these are the classes that we recommend for our students at GGUSD. We have Photoshop, Illustrator, Premiere, and then a new one, which is Digital Media Design Principles. Now, these classes are offered either within the bell schedule during the day, or they can take it outside of that by taking it online, because all these classes are offered also online asynchronously through Professor Gomez-Holbrook’s department.

[00:25:12] Dual Enrollment Setup

[00:25:12] Joint Planning Committee

- **Joint planning committee to decide key logistics:**
 - Matching course roadmap to student and local workforce needs
 - Recruiting qualified HS faculty to teach dual enrollment
 - Scheduling courses to imbed into high school regular day while meeting required contact hours
 - Programming faculty support from Coastline Canvas, SLOs, evaluations)
 - Implementing outreach-to-completion supports for students

DON BUI: All righty, so we've talked a lot already about the benefits of dual enrollment, the classes that we've just seen that we offer. How do we set it up? This is where it gets very detail intensive, but this is, again, where the collaboration with the partners really shines through.

So, we have a joint planning committee at Coastline comprised of people from Coastline and also the administrators and counselors from our partner high schools. So, this joint planning committee will get together every semester or so to talk about things such as matching the course roadmap to student and local workforce needs—again, meeting the student where they are, right? What are the needs that we're addressing? What are the gaps we're able to fill? What are some classes that high schools really want, but they just haven't been able to offer? And how are we able to come in and support that?

It's also to help recruit qualified high school faculty to teach dual enrollment. Like I said, this is a really big deal for us. We have hired five high school faculty members to teach our college classes, and again, this is really just about the rapport that they have with the students already, and it helps with recruitment of the students as well.

We also really need to schedule courses so that we can imbed them into the high school regular day while meeting our required contact hours. As I mentioned earlier, one of the ways that

we can set it up is we have a high school class matched with a college class, and in the same week, they're going to be teaching both of those classes at the same time. So, again, Monday, Wednesday, Friday could be the college class. Tuesday/Thursday could be the high school class, and they're all together and seamless.

We also need to plan programming of the faculty support from Coastline. So, as Angela mentioned earlier, it's Canvas training, which might not be intuitive to a high school teacher who is now going to be teaching college courses. It's student learning outcomes. It's evaluations.

And we also need to—this is a really big one. We need to plan how we implement an outreach-to-completion support cycle for students, because we can't just promise the students that these classes are what you're going to be taking, what you're going to be learning, and then bring them to the college and then say, "OK, there you go. Now you're on your own." We can't do that. We have to be able to support them the entire way through. Otherwise, it just allows promise. So, that last part there, having that consideration of a support cycle from outreaching to the students to having them complete—it's really critical.

[00:27:49] Funding

- **Funding**
 - High school claims full Average Daily Attendance funding, Coastline claims FTES apportionment
 - Only one school pays for instructional assignment (no double-dip)
 - Ex: class during HS day taught by full-time HS teacher hired as Coastline adjunct. HS pays normal rate to teacher, Coastline uses money saved towards instructional materials or faculty trainings.
 - Coastline still retains full jurisdiction over instructional direction and activities of the class

DON BUI: Some additional setup considerations and some things that we've had to really successfully complete... It's funding, right?

So, one of the questions that high school students and college staff and personnel have as well is: “Do you still claim the FTES?” Yes, and how you set it up is that we ensure that the high school is still able to claim their full Average Daily Attendance funding, and then Coastline is going to claim the full FTES apportionment.

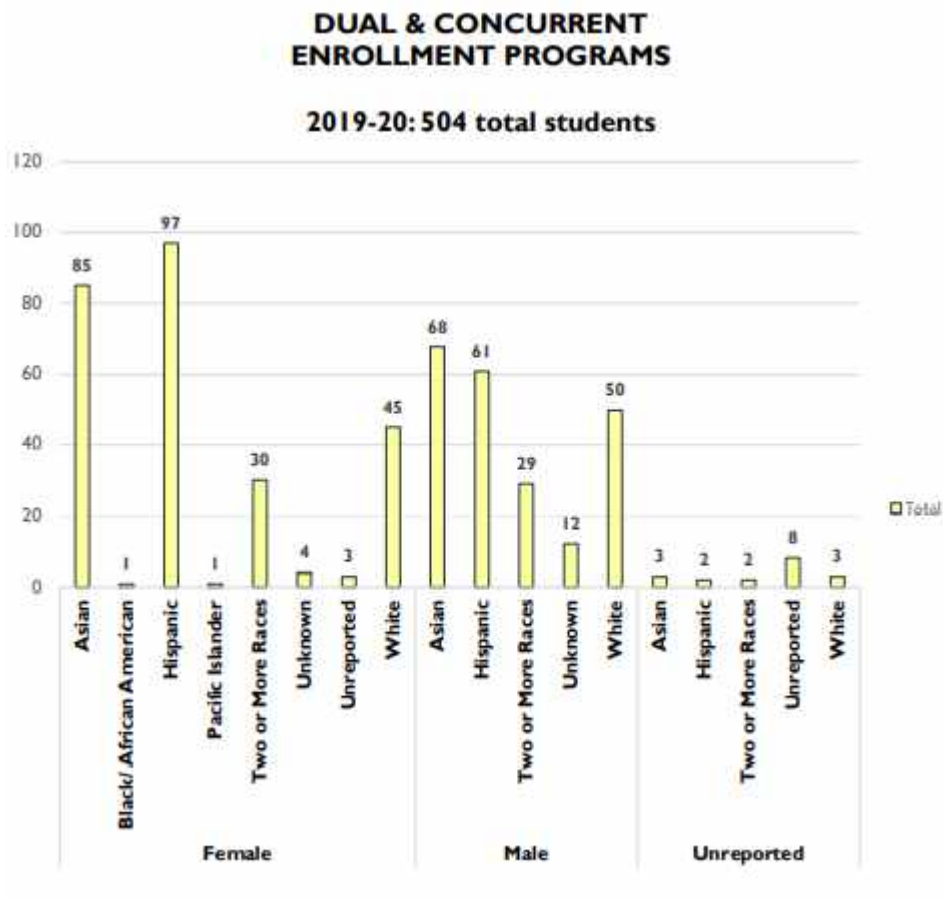
And how that works is, basically, for most high schools that maximum possible ADA we can collect is 240 minutes (or 4 hours). So, if you were to be a high school student taking this class on your campus during your day, you have to have at least four high school classes, because that way, the school gets the full ADA, and then your fifth or sixth class could be a college class, and it’s separate from the ADA, meaning Coastline can get the FTES apportionment, no problem.

Also, only one school can pay for the instructional assignment. This is how we prevent double-dipping. So, if you are a teacher who works at the high school normally, and you’re teaching one dual enrollment class, we have to decide: Is Coastline going to be paying for that assignment or is the high school district? Again, we don’t double-dip.

So, there’s an example right there: A class during the high school day is taught by a full-time high school teacher that we’ve hired as adjunct. The high school would pay the normal rate to the teacher because they’re full-time rate is higher than our part-time rate, and then we would just use the money saved towards instructional materials or faculty trainings. For example, last year, we were able to spend about almost \$20,000 on textbooks and licenses for students to use in the dual enrollment classes.

Even if we’re not paying the instructor at the college, we can still retain the full jurisdiction over the instructional direction and activities of the class, and this is in Title V.

[00:29:52] Demographics



DON BUI: All righty, so just a look at the demographics and the students served. Now, I do want to say that this is from last year, and it's 504 total students in our partnership programs. The total number of high school students we served, meaning students who are also taking classes that are not part of a partnership program, meaning it's a concurrent enrollment student... If you factor all that in, last year, we actually served just a little bit over 1,000 students. That was our unduplicated headcount, totaling nearly 1,900 enrollments. But in terms of the partnership programs we have, last year, we served 504 total students.

We are both an HSI and....(inaudible). As you can see there, the number of Hispanic/Latinx students and Asian/Pacific Islander students that we served made up a large chunk of the students who were able to access these classes. This is due to the local area that we're in. We're close to Garden Grove/Santa Ana/Westminster, where we have a lot of students with high potential who

are still underrepresented in higher education. So, we really work well with our high school partners to identify not only the students but also the classes and the pathways that might fit them best so that we can get them to access higher education at a higher rate.

In terms of female and male, we had 266 female students last year compared to 265, so it's very evenly split. So, as we look at this, again, I want to say that we served about 1,000 high school students last year.

[00:31:33] Staff for Dual Enrollment

- **Coastline**
 - Student Service: Admissions & Records Team, Outreach Specialist, Counseling
 - Project Director
 - Dean of Instruction
- **High School**
 - CTE Counselor
 - High School Counselor
 - CTE Director
 - High School Assistant Principal
- **Outputs**
 - Application workshops, onboarding presentations, counseling appointments at Coastline, participating in Coastline activities

DON BUI: In order to serve this capacity of high school students, we have to talk about staffing. We have to talk about the support at the high school campus and also the college campus to be able to deliver these programs and services to the students. So, I just want to say that this is not going to be possible without high-level interface and collaboration with the student service teams at your colleges—and also at the high schools. So, for example, at Coastline, here are all the people and the partners who are involved in dual enrollment.

We have student service teams, such as the Admissions and Records team, who really have a lot to do with the onboarding and the early going of a dual enrollment student, the kind of forms and the applications that students are able to submit, how timely we're able to get that information to them, how they matriculate and enroll and understand the differences between adding, dropping, withdrawing. These, we also have the excused withdrawal due to everything that's going on. So, that information is really important for students to know. They need to hear that from the experts in the area.

We also expose the students to our Outreach Specialist, who will give them a rundown of what college is like, especially what it means to go to community college when you're still in high school.

Our counseling team is also involved. In fact, at Early College High School, we've had a part-time counselor in house. We've had a part-time counselor on the high school campus for anywhere from 12 to 16 hours a week because of that level of relationship that we have. I'm the Project Director, so I oversee all these operations. I also work very closely with our faculty teams—so, teachers like Angela and also with our Deans of Instruction.

And then at the high schools, we really need to get the buy-in as well from the counselors. CTE Counselor, High School Counselor generally, the CTE Director and any of the coordinating staff that they have, as well as the high school admin teams. This is how we form that joint planning committee to be able to go over all of those operational logistics that are required in setting up dual enrollment.

So, with all this collaboration, what are the outputs? What is the productivity that we have? Well, with all of this shared work that we have, we're able to do application workshops. We're able to have onboarding presentations. We're able to provide counseling for students at Coastline or (much more often these days) on Zoom.

And then we also have students who are going to be incorporated into our college campus activities. An example of this that we're really excited about is that, since the spring of 2020, we

developed an esports program at Coastline. And in the summer, we have competitions, and we saw our high school students get really involved, and they were actually able to win some competitions for Coastline esports, and then now they've come back since the summer to reup for our Coastline esports club in the fall and again for the spring.

So, all of these things here are just really incredible ways that we can leverage the participation level from our high school partners and from the students because, in addition to the classes and the academic experience that the students can access, they can also get a chance to experience student life as a college student as well.

[00:35:01] Response to Growth

- **Rate of growth suggest priority to expand infrastructure:**
 - Staff dedicated to supporting the life cycle of dual enrollment student: outreach, onboarding, matriculation, retention, and persistence
 - Laptop (non-Chromebook) loans to support students taking courses requiring specific software such as Adobe
 - Professional development for faculty teaching high school students and maintaining rigor
 - Outreach to underrepresented students in higher education

DON BUI: Now, all of these things here, it's not just to serve the students, of course, but it's also to respond to growth. As I mentioned a couple of times throughout this presentation, dual enrollment is a really hot topic in California these days. I hear from other colleges all of the time who are talking about dual enrollment, scaling their dual enrollment program, starting new dual enrollment partnerships. Then we also have high schools who are looking to become more marketable and more competitive in their local area, and one of the ways that they can do that in terms of recruiting students, is to bring on dual enrollment programs.

The growth is there, so how do we respond to that growth? How do we prioritize the infrastructure so that we can really support these students? Again, I don't think college is

necessarily hard, but it might not be intuitive to a student, especially if they're really young, right? So, the infrastructure in terms of getting them the information and helping them succeed is really critical.

So, to respond to this growth, the infrastructure should have staff that's dedicated to supporting the entire life cycle of the dual enrollment student. So, again, that's outreaching, onboarding the student, matriculation into the class, and then retention and persistence. These are really, really critical things that we have to program into our partnerships.

We also need to have the resources. These days, especially during the pandemic, I think a lot of campuses are able to provide Chromebooks to students, and this is Coastline as well. And Chromebooks usually work well because it's simple, and they're affordable to purchase in bulk for loaner programs to students.

And for the most part, they work well in the college classes, but what about students who are taking classes that need software like Adobe? If you're going to be in a Digital Media program, you're going to need Adobe Creative Cloud, and you can't run that on a Chromebook. So, how do we also write into our grants, write into our funding proposals, come up with the money to provide non-Chromebook devices and also the software licenses that are necessary for students to access and succeed in certain classes?

We also need to program professional development for faculty teaching high school students and maintaining the college rigor. This is really critical because this is how we can show the data of students succeeding and make a compelling case to the leadership teams at not only the high school districts but also in our college districts to say that the students were able to succeed, and we know that they were able to do the rigor of these college classes.

And lastly, we've also got to program in outreaching to underrepresented students in higher education. One of the ways that Coastline has done this is to, basically, let the high schools take the lead on this with us as support because they have access, they have the data, and they know their local community the best. They know their families. They know their parents and the

students. So, with that, we support them in terms of helping them identify who they want to target for these programs.

And the output could be a number of ways. We could present at the club meetings. We could gather students together during lunchtime. We could have an information night. We could invite them to our campus for a Pathway Day (or these days, a Virtual Pathway Day, like Angela mentioned), just to show them that not only is college doable, but they should be able to imagine themselves in college. They should be able to visualize themselves in college, and it's really helpful when, as a college, we're able to show them people who look like them, who might have gone through the same experiences, who might have faced the same questions, and to show that, hey, here's their experience in the next year or a couple of years down the line, where it's your turn to go to college—you could be right here as well. And one of the ways in which we can prepare you for that later on is that you're taking dual enrollment early.

[00:39:04] Q&A

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DON BUI: So, with that, I think, that's my presentation. I think we're going to move on now to the Q&A portion of this presentation with what time we have left. Again, I just want to say thank you for having me.

STEVE WRIGHT: Well, golly, Don and Angela. Every now and then... I do these once a week, but sometimes it just hits me. It's almost like goosebumps. When someone has done something so professionally and so well... And so many of those points you brought out—I mean, I could barely think of the question before you were answering it. It's just terrific.

I love the outreach to the underserved and how you did that. So, I'll lead with a question, but please look at the chat because we're going to be asking people to put some questions there as well. I like the idea where you did the outreach through the students in the high schools to others that might want to come in. Could you explain a little bit more? Or maybe give an anecdote or something of how that has worked in the past? How do you reach out to these people? I think if we look statewide, we could say, "How do we reach out to people that need help?" and it's kind of a vague thing. How do you do it?

DON BUI: Well, so we have a multiple-prong approach at Coastline, but the one that I know the most about is the one that I'll be sharing here. It's having good partnerships at the local school

districts, right? So, going to your feeder school districts and presenting them with data and saying, “So, here’s what we know in terms of where your students are going.”

And this might be something that you need to start first with doing kind of a research request with the high school district’s information service department to see, so you’re students who are graduating from your district, how many of them go to us or go to a local community college? And then from there, we can say, “Of the students who are at Coastline, here’s how they did, and let’s talk about how we might be able to articulate courses of aligned curriculum. Let’s have our faculty meet with your faculty to work on this curriculum alignment so that when they are done with English and Math at your campuses and they go to Coastline, it will be a more seamless transition.”

So, there’s a lot of that, again, interfacing that you will do, but I would say start first with those who you have already some kind of relationship with, or where a relationship makes sense. That way, you can have that access into that school district, and you’re able to then start kind of a bridging of efforts, a pathway of these different opportunities where you’re able to get in front of the families, get in front of the students and also the faculty, to talk about the programs that you offer.

And it’s really important in these meetings, in these conversations, for the dialog to not be dominated by what it is that we, the college, can do, because I think, a lot of times, that happens. It’s kind of natural that way, right? But we shouldn’t come in with only this idea that “here’s all the things that we can do—send students to us.” It’s really “so, what are some things that you need? What are some gaps that you need to be filled? And might there be a match that Coastline has that makes sense for that?” So, I think that the lubrication for these wheels to turn is really just the relationship.

STEVE WRIGHT: All right, I agree, and you guys have done that very well. I think the other question would be: How do you fund yourselves to do all that? You answered some of that already. But still, to my first question, very often, you think that when you have these opportunities like this, it’s the students in high school whose parents are most aggressive about their learning or have a very

high-motivated opinion of themselves and want to just push and push and push. How do you reach to the students who are more questioning whether they could actually do it and making sure they get brought in?

DON BUI: So, that's a fantastic question. So, that level of self-doubt is something that we see a lot. Again, like I said, before I got into higher ed, I was a high school counselor, so I try to tap into that experience whenever I can. I think the really main thing there is you first have to identify who those students are. And if you know that there's a program you're trying to grow, you have to start first by where you are going to be serving this.

So, by working with the local schools and also... I haven't mentioned this yet, but one thing that Coastline has done as well is to reach out to the local organizations—for example, community groups and places like that—where we have these conversations with them, and we say that this is what we're able to offer... Does it line up with whatever the needs are?

And oftentimes, we're going to find that the schools and these programs in the community will know who the students are that need to be reached, so it's then we're collaborating with them, and we're asking them to bring us along.

So, I think it's really important for the people who are really good at what they do to lead that specific part. In my experience, I found that these local community organizations and the local school districts, they do a really good job of identifying who those at-need students are, and also at-potential students, right?

So, once we are able to identify who those students are, it's then having conversations with the leaders of that team in terms of: "So, how do we best deliver this information to them?" And in terms of that delivery, it's really important for us to have as many ways as possible. It could be a social media post. It could be passive things like flyers. It could be email blasting, even though that doesn't really work too well for high school students, but it's something you can do in support of bigger, more hands-on approaches.

ANGELA GOMEZ-HOLBROOK: Don?

DON BUI: Yes?

ANGELA GOMEZ-HOLBROOK: Oh, I'm sorry. I wanted to chime in when you get a chance.

DON BUI: Sure, yeah.

ANGELA GOMEZ-HOLBROOK: Yeah.

DON BUI: So, just to wrap up my last point there, it's also having presentations in the community. So, Coastline does parent nights throughout the year. We meet with students and families in our local areas. We get this information to them in as many ways as possible. So, if they can show up, great. If not, here is a website, here are some flyers, here are some brochures that you can look at, with some contact and a call-to-action so that when you're ready to know more, you can reach us. Angela?

STEVE WRIGHT: That was great. I mean, you've done so many wonderful things. Angela, your comments?

ANGELA GOMEZ-HOLBROOK: I just wanted to add that there's funding for your faculty to rally and to go to the outreach events, create some parent nights and other creative methods to reach out to teachers, parents, and students.

So, because of our background in Digital Media, I would create my own flyers on the fly, just real quick flyers that identify to parents, specifically geared to parents, saying, "Did you know that these courses are tuition free for 9th through 12th grade?" And that information, that awareness was still not universal. Lots of parents are like, "You're kidding! I didn't know that it was tuition free." So, they can get three units of college credit for every course they take at the college.

So, I went to every outreach event. I would get the part-time faculty to come with me. We would showcase some of the stuff, some 3D work that we did, prints and video of all of the work that the students are doing. So, then just reaching out to them, making sure that there's an awareness of the tuition-free factor and the college credits that students can be getting, because

some schools are reaching the students that are interested, but there are a lot of parents that are not familiar—the lower income... Don, what did you call the group of students that are not... Sometimes they're—

DON BUI: Underrepresented

ANGELA GOMEZ-HOLBROOK: Underrepresented, exactly. So, then there are parents that are a little bit afraid, so there's another factor. What I wanted to do was to be the face of our program, so I would go to every single outreach we had. I would even go to the campus and talk to the parents, and I would explain what our campus looked like and, if it was an online class, what they would be doing with our campus itself for our Audio Production or for Digital Photography.

As I would be the instructor, I told them that it's a three-story building and that there's security, and once they go in, they don't go out until the parents pick them up, so there's safety and security. There's a lot of factors that parents are interested in, in order to allow their students to go to an evening course. So, some of these things, you have to find out what is limiting parents from supporting or ushering their students in to take these tuition-free programs.

STEVE WRIGHT: I think that's a great point. A lot of people just don't know what's there and what's available. And Nicole tells me we have Tom Labelle who has a question. Tom, are you ready to ask that?

TOM: Yeah, I just wanted to... Can you hear me, Don?

DON BUI: Yes.

TOM: Well, thank you very much. This is excellent, so helpful, and you've saved us a lot of time and steps. So, I really appreciate all the valuable nuggets you're giving out today. I did have one question: Did you have to crosswalk your district student information systems with that of other districts? Or did you not do that step at all? Was there any bridging you had to do? Or did you both just maintain separate student information systems?

DON BUI: That's a great question, Tom. Thank you. So, moving forward, we will be doing that crosswalk of the student information system, but thus far, we have not had to. However, as you scale, you're going to find that the more classes you have... And we have classes at eight different campuses. Some years, it's nine or ten. So, right now, we have classes at eight different campuses in three different districts. You're going to find that, in terms of being able to offer more classes, you're going to see it's going to work much better when you do have that crosswalk. But thus far, this is year three of our partnership with Garden Grove Unified, and we haven't needed to do it yet, but it is one thing that we're trying to get done by next year. Because this way, you're able to see...

And it really helps the high school district when they do their CCI information because they have indices that they have to now report in terms of the college readiness data. So, this makes it easier for them to be able to say, "All right, we just know from our own in-house system, here are the students that are in our high school district, in these college classes, and this is how we put them into the metrics."

Otherwise, what we've been doing is, basically, we do have an information sharing clause in 2R MOU or our contract with our high school districts. So, every semester, what we'll do is we'll send them data in terms of the students who are in the classes and then the success rates after the semester is over.

TOM: All right, thank you very much. Very helpful. I appreciate that.

STEVE WRIGHT: We had another question in the chat that wanted to know how many high schools you're dealing with.

DON BUI: So, eight high schools currently. Sometimes as many as nine or ten.

STEVE WRIGHT: Do you feel you have an obligation to do with every high school around you? Or is it kind of a whoever shows up and wants to work with us kind of approach?

DON BUI: Oh, that's a very interesting question, Steve. In terms of an obligation, yes. I mean, we feel that we have a duty to serve all of the students in our feeder area, right? So, that's how I would start the answer to that question.

Now, in practice, though, you're going to see that high school districts might already come to the table with a very clear understanding of who they want to send where. And that could be a very good thing because, for example, one of our main districts that we work with, Garden Grove Unified, they don't only partner with Coastline. They also partner with two other local districts because, just geographically, they feed into all these different districts.

So, yes, I would say we want to be able to reach as many of these students as possible, and in practice, you may see that end up being what you do, depending on where you are, or you might come into a conversation with a high school district that says, "You serve this area more in our district boundaries, and that other district serves another one. That's why we have certain students take these classes compared to these classes."

So, the full answer is probably more complex than that, but I would say, generally speaking, it's just about meeting the students where they are and finding the best possible way to be able to reach those students.

STEVE WRIGHT: One more question just popped up, and that is, if you approached a high school that had never done this before, how would you approach it?

DON BUI: Yeah, so when I came into Coastline, our dual enrollment partnerships were already started, but I have brought on a couple of new ones. But at my previous institution, I was one of the planning committee members when we started to launch that.

So, I would say for you to work with any new high school districts that might not really know a whole lot about dual enrollment, or they might actually have some apprehension about it because they're concerned, "OK, well, what is our faculty..." It's not called 'senate' at the high schools. What is our faculty union going to say about potentially taking assignments away from high school teachers and all that stuff? That is something that you have to consider.

So, when you're starting these conversations with a brand-new partner who doesn't really know a whole lot about dual enrollment, I would say the best thing to do is to provide narrative and stories. That's really important. We can talk about data all the livelong day, but the thing that really connects us to something is the story of how something works.

So, bring a student who came from that high school and is not at college, and let that student say very frankly what they wish they had in high school so that we can have a very transparent conversation in terms of "Here is how we are able to serve more students right now and not have to wait until they get to college." So, I think that narrative is really important at first, and then, of course, you get into the data to back it up and to show the programs that you're able to offer.

STEVE WRIGHT: And it occurred to me as you were telling the story that that's the perfect ending loop for this entire presentation because this is Digital Media—about storytelling. And the very tool that you train people in is how you get things done. Angela, any final comments?

ANGELA GOMEZ-HOLBROOK: I just want to say that we end our program, our courses, with internship opportunities and job shadowing because of our virtual current world, right? Everything is virtual, so we find industry professionals, and we review their workflow, their ideas, their mistakes, their successes, as job shadowing so that the students are benefiting in that way as well.

STEVE WRIGHT: Well, that's terrific. So many wonderful things here. And I couldn't help but think as I was listening to you talk that not only is this very smartly done, but the amount of diplomacy and patience and persistence probably necessary to make it happen, those are the traits that seem to speak from everything that you've done.

But I want to thank you both very much for presenting today. That's pretty much all the time we have, so we're going to wrap it up. Thank you very much. I hope to see everybody next week in our next ICT Educator Series. Take care.

ANGELA GOMEZ-HOLBROOK: Thank you, everyone.

DON BUI: Thank you very much, everybody.