

April 3, 2009

M E M O R A N D U M

TO: All Faculty and Research Staff in the California State University System

FROM: Dr. William D. Leach
Program Director
Faculty Research Fellows Program
Center for California Studies
California State University, Sacramento

SUBJECT: Request for Proposals: "Concurrent Enrollment in California High Schools and Community Colleges"

The California Senate Office of Research has requested assistance from the Faculty Research Fellows Program at California State University to evaluate the performance of concurrent enrollment programs, which enable K-12 students to take college courses and earn college credit through the California Community College System.

Research proposals are due **May 15, 2009**
Funding decisions will be announced **May 22, 2009**
The funded project must be completed by **December 1, 2009**
The anticipated award amount is **\$13,500**

Please refer to the attached RFP for details.

**Faculty Research Fellows Program
Center for California Studies
California State University, Sacramento**

REQUEST FOR PROPOSALS

Project Title

“Concurrent Enrollment in California High Schools and Community Colleges”

Background

Concurrent enrollment programs in California enable K-12 students to take college courses and earn college credit. Eligible students are under 18 and do not have a high school diploma or equivalent. Courses may be offered on high school and college campuses. Coursework includes college-level advanced scholastic and vocational work.

Approximately six percent (115,000) of California's high school students were concurrently enrolled in community colleges in 2005-06.¹ The California Community College System Office reports 29,154 full-time-equivalent students participating in special-admit programs in the California community college system in 2006-7. Most of these students were in courses that earned credit and applied towards a degree.

California statutes govern how students become eligible to participate in concurrent enrollment, as well as restricting how colleges² and school districts³ can participate in concurrent enrollment. Some of these restrictions resulted from reform legislation enacted after program abuses (particularly in the area of physical education) were uncovered by the Orange County Register in 2002).

While concurrent enrollment programs have often focused primarily on high-achieving pupils, there is growing interest in increasing the use of these programs for career technical education, academic preparation for low achieving students, and increasing educational opportunities that may help at-risk students complete high school and transition to higher education.

Several recent studies in other states have focused on educational outcomes resulting from concurrent enrollment. These studies have focused on the impact of concurrent enrollment on enhancing academic performance, retention, and on-time graduation rates in high school; increasing educational attainment, including advanced placement; broadening the student population served, including students at risk of academic failure; increasing student access to career technical and AA degree programs; and reducing the time to degree or the cost of college.^{4,5,6,7,8}

Within California, the James Irvine Foundation is currently funding a three-year Concurrent Courses Initiative, which builds partnerships to strengthen career pathways for students through career-focused concurrent enrollment opportunities. The target population is low-income students who are either struggling academically or are from groups underrepresented in higher education.

Another current initiative in California is using concurrent enrollment practices (termed “Ramp-Up”) to expand postsecondary opportunities to a greater proportion of pupils. This work is supported by WestEd, Jobs for the Future, and the Woodrow Wilson Foundation.

Purpose of Research

The Faculty Research Fellows Program solicits research proposals that address one or more of the following research objectives:

Objective A. Constructing case studies to showcase California community colleges with successful programs that can serve as best practice models.

Objective B. Identifying elements of successful dual enrollment programs in California, such as:

- i. *Student Populations Served*: How many and what types of students are being reached through successful programs (e.g. grade level, at-risk academic status, demographic information)?
- ii. *Program Elements*: How are successful programs designed and implemented? For example, what types of classes are offered; where and when are classes held (high school, college, or other model); what types of teachers participate?
- iii. *Finance Systems*: How are successful programs financed? For example, what K-12, community college, or other funding is used; what types of agreement exists between the school district and the college?
- iv. *Recruitment Systems*: How are successful programs marketed to students, and how is school staff informed about the program? Do counselors or teachers encourage students to participate?
- v. *Support Systems*: Do successful programs incorporate sequential coursework, professional development, academic assistance or other support services?
- vi. *Outcomes Monitoring*: Do successful programs monitor the academic outcomes for their students or the program? If so, what outcomes do they track and/or evaluate?

Policy Relevance

The successful proposal must demonstrate how the research will result in important and timely information for policymakers as they consider whether the state should expand the use of concurrent enrollment programs, and whether the programs should address other program goals and serve populations not traditionally served by these programs. Policy issues currently under consideration include:

- (a) expanding the use of concurrent enrollment programs, including modifying the statutory caps and other limitations on program participation, and changing the college enrollment priority of concurrent enrollment students
- (b) broadening the focus of concurrent enrollment programs to include program goals such as addressing basic skills remediation and dropout prevention, preparation for high school exit exams, instruction in English as a second language, and expanded career-technical training.
- (c) broadening the students served by concurrent enrollment programs to include more at-risk students and students who otherwise might not view themselves as college-bound.

This research should also assist high schools and community colleges with designing and implementing effective concurrent enrollment programs.

After the funding decision is announced, the successful applicant should plan to work with the Community College Chancellor's Office to refine the research methods to enhance the technical merit and practical value of the study.

Expected Research Products and Timeline

1. Provide a progress report to the Faculty Research Fellows Program by September 1, 2009
2. Provide a draft report by November 1, 2009.

3. Provide a written report by December 1, 2009. The report should summarize the methods, data, analysis, and findings of the study, including and resulting policy considerations relevant to high schools, community colleges, and the state legislature.
4. Present research findings to the Senate Office of Research and the Community College Chancellor's Office by December 1, 2009.

Budget

\$13,500

Who May Apply

Faculty and staff at any California State University campus may submit proposals. Preference is given to principal investigators who are full-time faculty or staff. Part-time faculty may also apply. Part-time faculty and students can be included as secondary investigators and assistants.

How to Apply

Proposals are due **May 15, 2009**

Notification of award occurs on **May 22, 2009**

Proposals should be no longer than seven pages (excluding vitas and evidence of approval from applicant's campus office of research).

The proposal should include the following:

1. Introductory statement that demonstrates an understanding of the subject matter.
2. Description of researcher's(s') qualifications to perform the study. If available, please include evidence of successful and timely completion of projects for public sector clients.
3. Explanation of how the desired data will be gathered and reported.
4. A specific timeline for completing the project requirements in the allotted period.
5. A proposed budget that indicates the portion to be devoted to faculty time (including incidental expenses) and any need for non-incidental operating expenses.
6. Contact information for at least two references who could comment on the quality and timeliness of the principal researcher's work.
7. Telephone and e-mail address for principal researcher(s).
8. A resume or vita for each person funded under the project.
9. Evidence that the proposal has been approved by the principal investigator's campus office of research and sponsored programs.⁹

Submit proposals by email to wdleach@csus.edu, subject line: FRFP-0809-2

Questions about this RFP may be directed to:

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Notes

- ¹ “Dual Enrollment Policies and Practices: Earning College Credit in California High Schools” Joanne Wang Golann and Katherine L. Hughes, Community College Research Center, James Irvine Foundation, August 2008.
- ² Current restrictions on community college districts include:
- College districts may only receive funding for concurrent enrollment students if the course is open to the general public and advertised to the public.
 - If the class is a physical education class, no more than 10% of its enrollment may consist of concurrent enrollment students.
 - College districts may not receive state apportionment for concurrent enrollment pupils in physical enrollment in excess of 5 percent of the college district’s total apportionment for concurrent enrollment students.
 - College districts can restrict admission or enrollment based on age, grade, or lack of demonstrated eligibility based on assessments.
 - College districts are required to assign a low priority to the enrollment of concurrent enrollment students.
 - College districts cannot include growth in concurrent enrollment in its annual budget request.
 - College governing boards may exempt special part time high school students from enrollment fees.
- ³ Current restrictions on school districts include:
- High school principals may not approve summer concurrent enrollment for more than 5 percent of the students who just completed any year in that high school. Exceptions to this cap are: students enrolled in lower division transfer courses, for-credit occupational courses, and high school exit exam prep courses.
 - The school district governing board may determine which students might benefit from “advanced scholastic or vocational work.” Students must receive the recommendation of their high school principal and parental permission in order to participate.
 - School districts can claim full ADA for students enrolled and attending high school for 240 minutes. They may claim $\frac{3}{4}$ ADA for high school students attending for 180 minutes, and a proportionate amount if the minutes exceed 180.
- ⁴ “The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States”, Karp/Calcagno/Hughes/Jeong/Bailey, Community College Research Center, Teachers College, Columbia University, National Research Center for Career and Technical Education, University of Minnesota, October 2007.
- ⁵ “Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students” Nancy Hoffman, Jobs for the Future, April 2005.
- ⁶ “On Ramp to College: A State Policymaker’s Guide to Dual Enrollment” Hoffman/Vargas/Santos, Jobs for the Future, May, 2008.
- ⁷ “Dual Enrollment: Policy Issues Confronting State Policymakers”, Carl Krueger, Education Commission of the States, March, 2006.
- ⁸ “Dual Credit and Dual Enrollment” Debra Bragg and Eunyoung Kim, Office of Community College Research Leadership, Academic Pathways to Access and Student Success (undated).
- ⁹ Sign-off by the principal researcher’s campus research office is required as is conformance with Chancellor’s Office’s Executive Order Number 890 (<http://www.calstate.edu/EO/EO-890.pdf>). Researcher(s)’ salary, travel, and incidental expenses are usually paid through CSU, Sacramento. If researcher(s) desire the payment of travel and incidental expenses through the principal researcher’s home campus, indirect cost can be paid on these items provided the total budget (including indirect cost) does not exceed \$13,500.