



Dialogue to Improve Readiness



AMERICAN
ASSOCIATION OF
COMMUNITY
COLLEGES

HOBSONS 



Table of Contents

Introduction	4
Dual Enrollment.....	9
New And Innovative Models - Dallas.....	15
New And Innovative Models - Arkansas	17
Redefining Ready!.....	19
U.S. Department of Education.....	21
Escalating the Movement/National Strategy.....	23
References/Resources	25
Dialogue Participants.....	27



AASA, The School Superintendents Association, founded in 1865, is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA advocates for the highest quality public education for all students, and develops and supports school system leaders. AASA members range from chief executive officers, superintendents and senior level school administrators to cabinet members, professors and aspiring school system leaders.

AASA members are the chief education advocates for children. AASA members advance the goals of public education and champion children's causes in their districts nationwide. As school system leaders, AASA members set the pace for academic achievement. They help shape policy, oversee its implementation, and represent school districts to the public at large.



Founded in 1920, the American Association of Community Colleges (AACCC) has, over nine decades, become the leading proponent and the national "voice for community colleges." The association was conceived when a group of presidents representing public and independent junior colleges met in St. Louis, Mo., for a meeting called by the U.S. commissioner of education. Originally named the American Association of Junior Colleges (AAJC), the association was to function as a forum for the nation's two-year colleges.



Hobsons helps students identify their strengths, explore careers, create academic plans, match to best-fit educational opportunities, and reach their education and life goals. Through our solutions, we enable thousands of educational institutions to improve college and career planning, admissions and enrollment management, and student success and advising for millions of students around the globe. Hobsons works with more than 12,000 schools, colleges, and universities and serves more than 13 million students.



Introduction

The dialogue between school district superintendents and community college presidents to improve college readiness began two years ago at the inaugural convening of AASA, The School Superintendents Association, and the American Association of Community Colleges (AACC) held in Washington, D.C. Through the leadership of Daniel A. Domenech, executive director of AASA, and Walter Bumphus, president and CEO of AACC, the goal of the convening was to facilitate dialogue and develop strategies to improve college readiness and create a seamless K-14 system to benefit students, parents, and the community. Partnering in this work is Hobsons, an education solutions company, whose breadth of resources and experience represented a material contribution to the dialogue.

The dialogue has been informed by seminal work including the *21st Century Commission on the Future of Community Colleges*, *Reclaiming the American Dream*, *Community Colleges of the Future*, and more recently, *Redefining Ready!* Armed with the vision of seamless transition of students from high school to postsecondary education, the participants continue to concentrate on the evolving concept broadly referred to as “early college.” At each meeting, participants examined empirically derived evidence regarding program operation, model program design, barriers to implementation, fiscal imperatives, and specific plans for broader participation by both K-12 and community colleges. Sharing the essential elements of proven successful programs, including lessons learned, has been an important part of the convening dialogue over the past two years. What has become apparent is the perceived value of dual enrollment associate degree programs that have garnered the majority of attention during the initial collaboration between K-12 and community colleges. More recently, the range of services has evolved to include robust certification and career readiness programs that cater to the economic well-being of students and the community at large. Underpinning the dialogue has been the commitment of all participants to make all plans actionable and scalable.

“We are going to expand our community college presidents meetings to include K-12 superintendents as they are essential to much of what our presidents do.”

Walter Bumphus
President and CEO, AACC



Established during the 2014 dialogue, the following long and short-term strategies have guided much of the work undertaken:

- Forge new relationships, structures, and revenue streams
- Innovate with visionary policy and programming
- Focus on results
- Redefine college
- Promote benefits of career paths
- Integrate into community education systems
- Reach out to industry and community
- Focus on state initiatives
- Develop partnerships between K-12 schools and community colleges

- Share knowledge of best practices
- Create a relationship between the professional organizations

Moderated by Mort Sherman, AASA associate executive director, the June 2016 convening was held in Alexandria, Va. He concisely stated the task to be undertaken by the participants:

We are assembling this group of innovative leaders representing community colleges and K-12 superintendents to formulate action steps that will clarify the very important roles that each of our organizations serve. Further, we anticipate discussing how we may leverage our collective strengths to advance college and career ready standards/higher education for higher standards, to accurately define and measure college readiness, and to identify potential community partnerships to further our efforts.

Attendees were challenged to make significant progress on four specific objectives:

- Formulate action steps that will clarify the important roles that each organization serves.
- Discuss how they may leverage their collective strengths to advance college and career ready standards/higher education for higher standards.
- Accurately define and measure college readiness.
- Identify potential community partnerships to further their efforts.

John Plunkett, Hobsons vice president, policy and advocacy, reinforced the vital importance of this work and the role of Hobsons as a corporate partner. Particularly important is Hobsons' work supporting the college and career planning efforts at K-12 schools while also supporting the student advising programs at higher education institutions – and the recognition that across this spectrum the focus is

ultimately on the student who is choosing a path across this continuum.



“We are excited about the opportunities that exist in blurring the lines between the K-12 and two years of community college or more . . .”

Daniel A. Domenech
Executive Director, AASA

Participants came from 15 states and as a result, brought to the discussion varied perspectives that were governed by economic and political realities of their respective



states. Several sobering facts were shared by the participants, including:

- *Partnering with multiple school districts represents a significant challenge, but is an imperative we must accomplish. I have no patience for excuses on this matter.* – Joe May, chancellor, Dallas Community Colleges (Texas)
- *Forty percent of high school graduates are going nowhere; 30 percent are going to community colleges; 30 percent to four-year institutions.* – Cindy Miles, chancellor, Grossmont-Cuyamaca Community College (Calif.)
- *Programs are economically driven. The focus is on serving the local economy with more than 50 business partners.* – Joseph P. Dragone, superintendent, Ballston Spa Central School District (N.Y.)
- *Preparing workforce-ready students (is our goal) but sharing information is often very difficult and represents a barrier. Professional development is a challenge. Our goal is for seamless transition.* – Gail Pletnick, superintendent, Dysart Unified School District (Ariz.)



- *While many states have long experience with dual enrollment programs, high poverty and rural locations pose barriers to access for students.* – Theron J. Schutte, superintendent, Bettendorf Community School District (Iowa)
- *Understanding the political realities of states may restrict discussion. Sometimes it is the political context that is the most difficult to maneuver.* – Jabari Simama, president Georgia Piedmont Technical College (Ga.)
- *The difference between what we aspire to versus what we can immediately achieve (represents a barrier).* – Dana T. Bedden, superintendent, Richmond Public Schools (Va.)
- *Dual enrollment versus AP courses is a dilemma. School counselors are really important in this conversation.* – Mary Rittling, president, Davidson Community College (N.C.)
- *Community colleges have high president turnover – of the 1,100-plus community colleges, nearly a quarter (250-plus) leave their positions each year. Does that turnover affect community colleges' ability to scale innovative programs?* – Walter Bumphus, president and CEO, AACC



Dual Enrollment

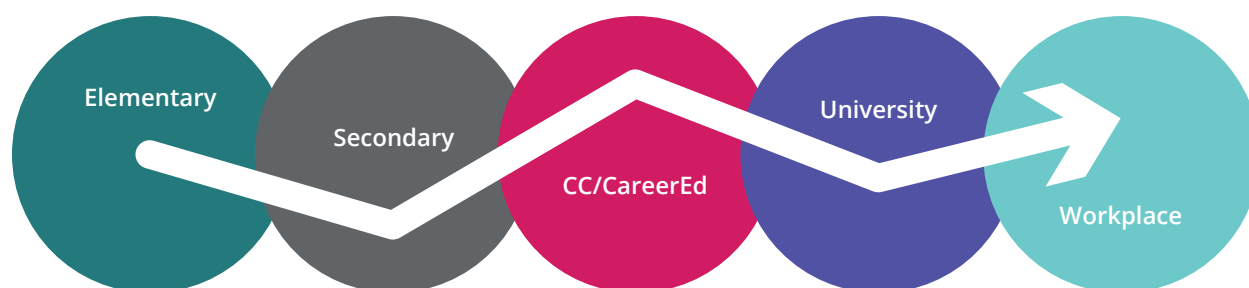
Hobsons /AASA Study

Ellen Wagner, vice president of research for Hobsons, engaged the participants in a discussion of the findings of a Hobsons/AASA sponsored survey, *Dual Credit: A Strategy for Accelerating Educational Readiness, Progress, and Completion*. Wagner began the discussion with the rhetorical question: Why does a software company engage in empirical research? The answer is that conducting such data gathering clearly serves to inform those at Hobsons and their partners regarding matters such as student attendance, persistence, and retention. Without this sound empirical base of compelling evidence, policy decisions are impacted. The challenge is to translate the data in a way that complex interrelated data elements can take on meaning and clear action can be taken.

From the Hobsons perspective, dual enrollment is a solution for accelerating student completion, a strategy for reducing costs, and an opportunity for bringing more and more experiences to students. According to Wagner, the use of this research is an effort to understand the “friction” that hampers implementation and operation. The scope of dual enrollment programs and the imperative to study them is best exemplified in the 2002–03 and 2010–11 National Center for Education Statistics (NCES) studies in which dual enrollment had reached 2.04 million students – a 75 percent increase from 2002–03 levels.

In navigating one’s way through the education system, the transition points where students pass from friction between each level typically represent where students are

lost. Dual enrollment programs represent an opportunity to reduce that friction and to accelerate activity between K-12 and postsecondary institutions.



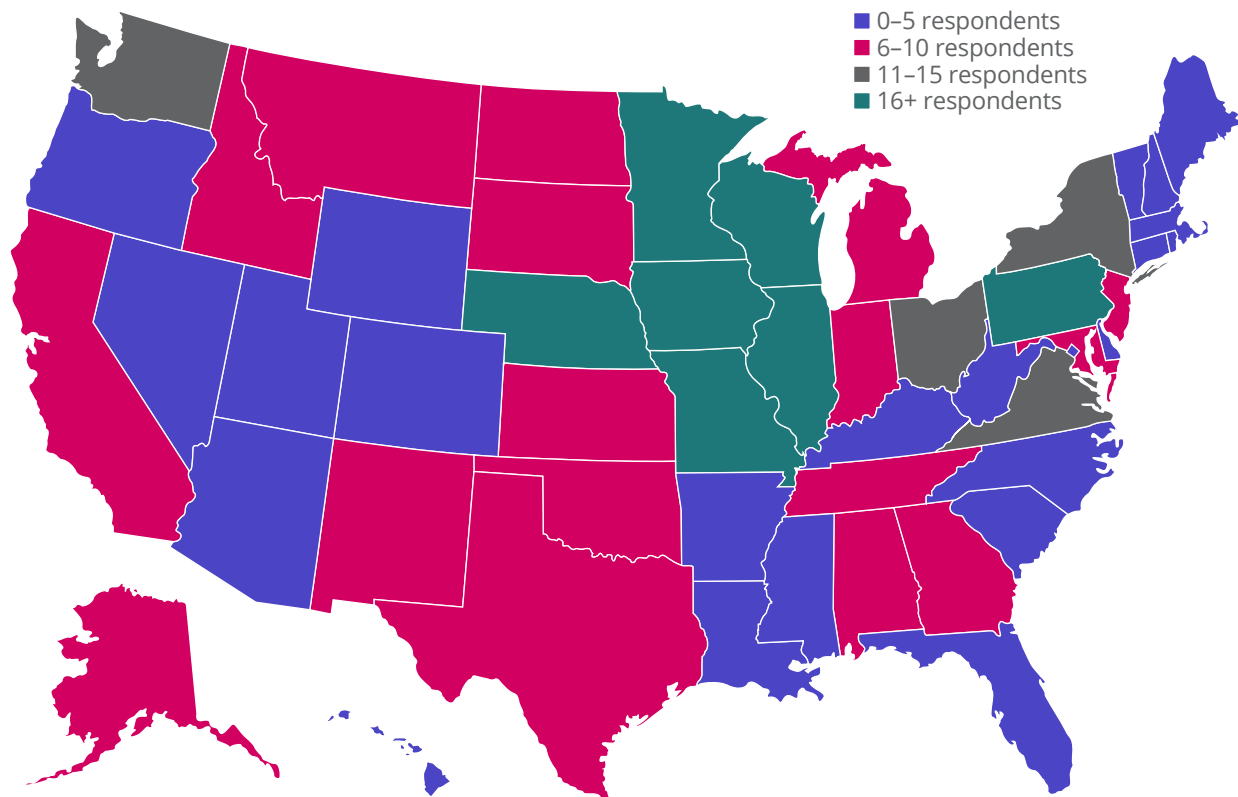
Five research questions structured and defined the scope of the study:

- Are high school leaders using dual enrollment programs as part of their strategic plan?
- Are different types of school districts using dual enrollment programs?
- What partnerships are needed to operate dual enrollment programs?
- What barriers and benefits are associated with dual enrollment programs?
- Does completion of dual enrollment courses mean a student is ready for college?

The methodology employed for the survey of 4,500 AASA members included demographic questions, forced choice, and Likert-style opinion items. A total of 424 usable responses were received or about a 10 percent response rate. Respondents were primarily superintendents or their immediate staff and represented most areas of the country.



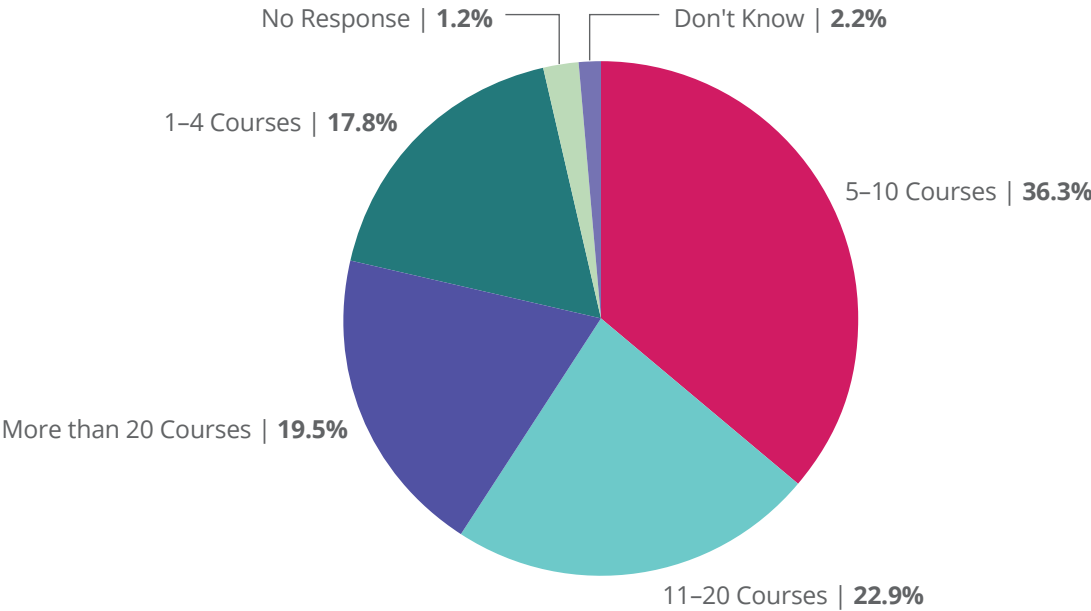
In what state is your district located?



“When the Elementary and Secondary Education Act (ESSA) was first passed it really was a civil rights legislation. It continued in that space until No Child Left Behind was passed in 2000 and I would make an argument that it became a testing piece of legislation. ESSA gives us the opportunity to step back and focus again on civil rights and equity and do what is really needed to better prepare our students.”

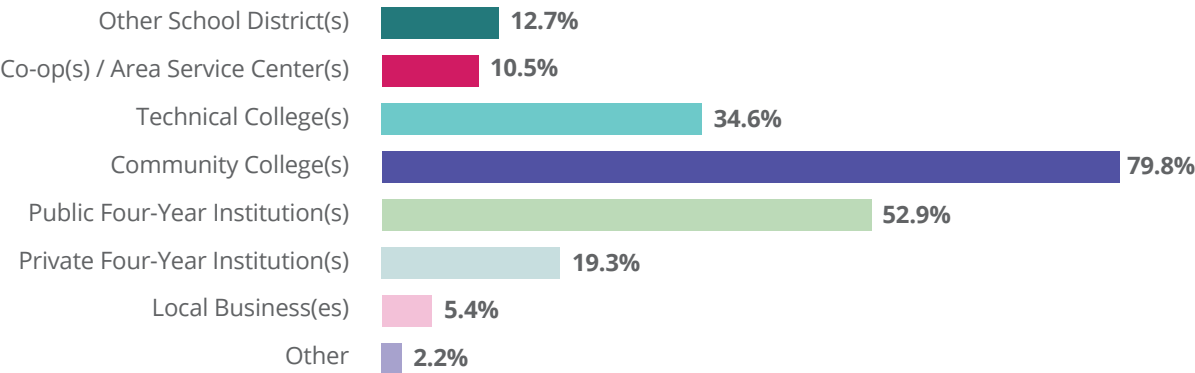
David R. Schuler
AASA president

The majority of respondents came from districts with enrollment of fewer than 3,000 students and self-reported as rural. More than three quarters of the respondents indicated that dual enrollment was reflected in their strategic plan with 95 percent of districts currently offering dual credit courses. Respondents also were asked how many courses they were offering for the 2015-16 school year.

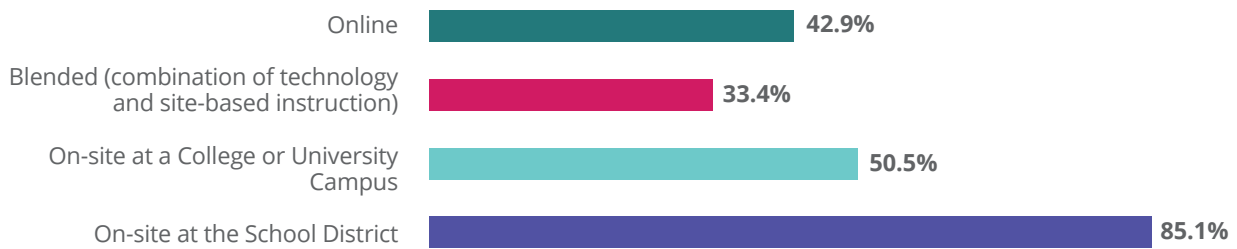


Partnerships are essential to the delivery of dual enrollment programs. Respondents were asked to indicate all of the partnerships used by their districts. Public two-year institutions were noted as most frequently the partners with K-12 districts, followed by slightly more than half of the respondents indicating they were partnering with four-year public institutions.

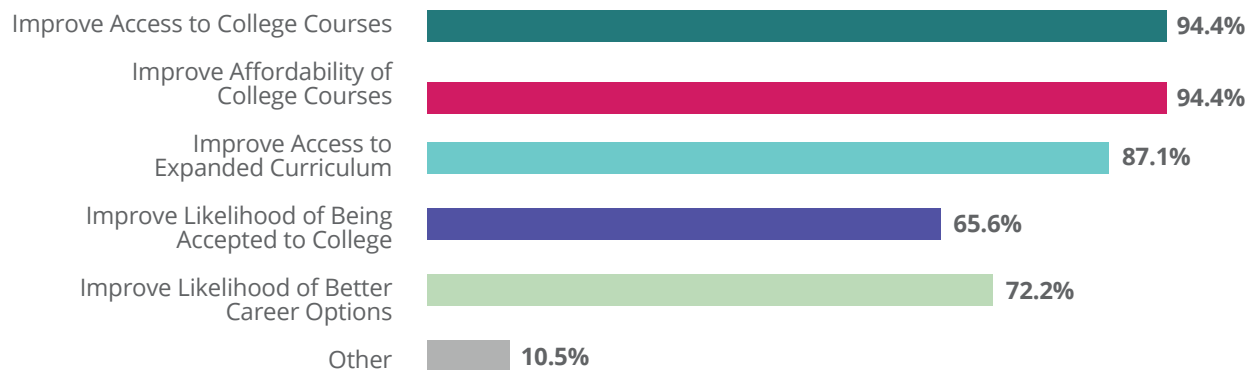
K-12 Districts Partnering with:



Survey respondents revealed that the vast majority of programs occur on-site at the K-12 school district. Technology-enabled delivery, including online and blended programs, are becoming a consideration as part of the overall strategy for instructional delivery.

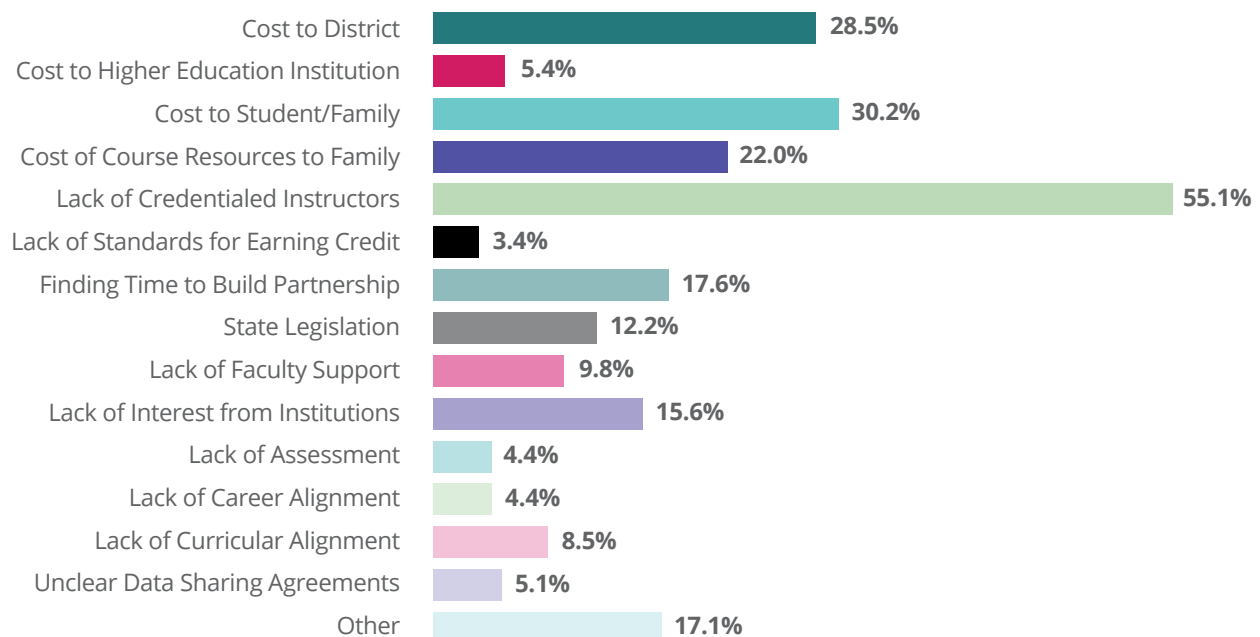


The benefits derived from participation in the dual credit programs confirmed the importance of access and affordability.



The survey found that studying the barriers in operating dual credit programs is important, and the implication for policy, legislative and political action are equally important. Additionally, the importance of fiscal resources cannot be understated as a barrier.

Barriers to Dual Credit



Hobsons has published a report, *Dual Credit: A Strategy for Accelerating Educational Readiness, Progress, and Completion*, that includes a review of the current status of dual credit programs, findings from this survey, a review and discussion of benefits and barriers to adoption, and recommendations for establishing an action agenda to leverage dual credit to accelerate completion, reduce cost, and minimize friction as students continue their educational progress. It can be downloaded [here](#).

Selected comments from dialogue participants:

- *The objective is less about degrees and more about getting credits. The completion rates go up as the cost comes down. This generation does not process well.* – Dana Bedden, superintendent, Richmond Public Schools (Va.)
- *When our students come out with associate degrees, they are not workforce ready with those soft skills (maturity) needed. Associate degrees do not make students workforce ready. (We need) more programs with credentials and certificates to make students workforce ready. Our (business) partners are helping us grow that maturity level. Once (students) have the certificate and some work experience, they are better prepared to come back and tackle a degree program. It redefines the pipeline. Industry leaders support this approach and will retain the employee during these degree programs.* – Holly Ayers, vice chancellor of academic affairs, Arkansas State University – Newport (Ark.)
- *College doesn't mean liberal arts; it means career preparation. A deep cultural change.* – Cindy Miles, chancellor, Grossmont-Cuyamaca Community College (Calif.)

New And Innovative Models - *Dallas*

Joe May, chancellor of Dallas County Community College District, and his K-12 partner, Israel Cordero, deputy chief for school leadership at Dallas Independent School District, presented an overview of the programs already operational in their community along with plans for expanding these programs. Chancellor May and Deputy Chief Cordero shared how leaders in their community have reframed the roles and relationships within the education community in order to develop education networks that improve the community.

The Dallas County Community College District mission statement describes its vision:

Providing the community leadership and developing the regional integrated network of talent, learning, and discovery resources that will fully address the problems of individuals, employers, and the communities we serve.

In doing so, the community college district narrowed its focus from a comprehensive model to concentrating on creating a network of services. The district's goal, according to Chancellor May, is to "impact the quality of life in the area through helping businesses prosper and identifying meaningful metrics that demonstrate their impact on the coun-

We have reinvented ourselves. Our real power is not in teaching classes, but in convening people together with the resources necessary to solve community problems.

Joe May,
Chancellor, Dallas County Community College
District (TX)

ties they serve." Chancellor May coined the term "higher ed non-consumers" for those who only have a high school diploma. In response, Texas set a goal to have 60 percent of 18-34-year-olds obtain a postsecondary credential by 2030. This represents a goal of impacting 237,000 citizens, up from 139,000.

To better understand the life and barriers encountered by students, the community college district has 40 employees who shadow students to determine where the barriers are to their success. Additionally, they partner with 350 non-profits using software developed by the college to screen applicants for the community college district.

Major initiatives embraced to achieve their goals include:

- Move from a college centric belief structure to a model where they find the resources for the school districts to promote participation.
- Provide free transportation passes for 123,000 students (70 percent of their students are transportation-challenged.)
- Create an early college high school.
- Offer scholarships to 100 percent of participating students (40,000).

At DISD, Cordero is responsible for promoting early college learning programs. His roots are in successfully turning around an underachieving high school facing closure through, in part, the use of early college programs. Now in charge of scaling up the dual credit program in his district, he reports significant interaction with the six college presidents. He stated that the network philosophy was important from the beginning: "This was not a community college program; it was a community program with many players."

Barriers encountered thus far include:

- The need for dual credentialed teachers
- Funding for transportation and textbooks
- Lack of MOUs guiding program development
- While familiar with PTech model, early college was new to staff

While barriers existed, the following benefits were also evident:

- The willingness to create a consolidated textbook purchase plan
- The inability of college faculty to identify the students as high school students
- Transportation funding
- Postsecondary planning reduced to a single page for students and their families
- Remodeling a participating high school to support the STEM technology and early college model
- Providing each high school in the initiative with its own program administrator, counselor, and workforce coordinator.

It was apparent from this presentation that the school and community college district were successful in putting aside their territorial interests to focus on the network of services needed to support the success of the greater community. It was clear from the dialogue that school districts and community colleges continue to work together and build on the partnership created by AASA and AACC.

New And Innovative Models - *Arkansas*

In rural Arkansas, school districts have undertaken a pilot program to provide certificates of proficiency, professional credentials, and licenses to high school students. While several school districts are involved, the highlighted program included Holly Ayers, vice chancellor for academic affairs, Arkansas State University-Newport, and Andy Ashley, superintendent, Cedar Ridge High School.

Details of the rural Arkansas community provided by Vice Chancellor Ayers and Superintendent Ashley offered context for the decisions that were made in developing the program. Poverty and chronic underemployment are common in the area. In addition, while most Arkansas school districts are serviced by career and technical centers, those services were not readily available to many students in the area. Industry criticized both the K-12 schools and community colleges for their “failure to feed us a pipeline to serve our needs.” School districts were faced with balancing their pressing community needs against the output of their current program delivery model. Their concurrent instruction at the high schools (general education totaling 35 credits) was primarily taught by high school teachers and very few college instructors went to the high schools. While characterized as having a successful history, it was determined that it did not adequately serve the middle-ability students who were in need of certification in areas responding to the community’s workforce needs.

They identified four proficiency-based certification programs that led to entry-level employment at a living wage and responded to the employment pipeline shortage (e.g., Trinity Rail needed 200 welders in the coming year). The four areas of certification/proficiency are:

- Computer networking technology
- Welding
- Service maintenance - diesel technology
- Nursing/phlebotomy

While this move to certification programs did not signal the end to associate degree programs, it did establish a new order for progression through a postsecondary education. While presently in the pilot phase, industry partners have supported the design feature where each Friday students are provided with industry-sponsored mentoring and coaching. Fridays are also designated for remediation and the wraparound services necessary to keep the students on track for completion. The design also ensures that all coursework taken in the certification program can be applied to an associate degree program, thus eliminating the barriers often found in alignment and articula-



tion. Employers have committed to encouraging the certification students to pursue a two- or four-year degree once employed and working.

In reaction to this program, dialogue participant, Yuanxia Ding from the U.S. Department of Education, reflected that, *“programs need to have on and off ramps allowing the student to come in and out of postsecondary education.”* This program exemplified an innovative approach to thinking about the progression from high school to certification to work and then potentially back to postsecondary education.

Redefining Ready!

Questioning the appropriateness of the use of a single benchmark to determine college or career readiness, David R. Schuler, superintendent of High School District 214 (Arlington Heights, Ill.) and president of AASA has launched a national campaign to see what the research actually shows concerning college and career readiness indicators. A meta-analysis was conducted and issued in a widely endorsed paper entitled *Redefining Ready!* The evidence supported Schuler's belief that, "we all learn in a variety of ways; our students learn in a variety of ways; they should be able to demonstrate readiness in a variety of ways. When we minimize our students', our teachers' and our communities' value down to one single test score, we are diminishing the work that we all do on a daily basis."

The initiative is focused on establishing a more authentic method for determining career and college readiness. While encountering the anticipated resistance, Schuler advocates for the use of GPA as one of a variety of research-supported metrics that play a role in determining readiness. Another metric for determining career readiness, actively supported by business partners, is class attendance. Also supported by the research, Algebra II is seen as an important "gatekeeper" readiness factor. The research even shows that performance in Algebra II is even a better predictor of a college English major's success than his or her high school English classes.

According to Schuler, careful consideration of multiple factors can serve to inform practice and promises to improve the lives of students. While ACT and SAT scores can be used to judge readiness, they should not be the only determining factor. The research supports the following palette of indicators that more completely and authentically assess readiness:

GPA of 2.8, plus one or more of the following:

- Advanced placement exam (3+)
- Advanced placement course (A, B, or C)
- Dual credit college English and/or math (A, B, or C)
- College developmental/remedial English and/or math (A, B, or C)
- Algebra II (A, B, or C)
- International Baccalaureate exam (4+)
- College readiness assessments:
 - SAT: Math and Reading/writing (TBD)
 - ACT: English (18); Reading (22); Science (23); Math (22)

- Additional factors contributing to college success:
 - Earning A's, B's, and C's
 - FAFSA completion
 - Enrollment in career pathway course sequence
 - College academic advisement
 - Participation in college-bound bridge program
 - Senior year math class
 - Completion of math class after Algebra II
- Additional factors contributing to career readiness:
 - 90 percent attendance
 - 25 hours of community service
 - Workplace learning experience
 - Industry credential
 - Dual credit career pathway course
 - Two or more organized co-curricular activities

Schuler has applied these research-proven principles in his own district, requiring all students to identify a career by the end of the sophomore year. If they do not, they are referred back to their counselors who are trained to work with the student to identify their career clusters. In their junior and senior years, students have an external experience related to that career clusters. Schuler emphasized that, “this does not mean that the student is locked into pursuing the career for the rest of his or her life, but the intention is to plant the seed so students think outside their context. They want students to pick a career cluster that is a little bit of a stretch.”

In part, Schuler hopes that this will break the cycle of intergenerational poverty and help students raise their expectations for their future.

As this work evolves, AASA plans broad dissemination efforts including partnering with Research 1 institutions to expand the meta-analysis. As ESSA evolves, it is the intent of this effort to encourage policy makers to consider multiple metric assessment.

U.S. Department of Education

Dual Credit Experimental Sites

Yuanxia Ding, U.S. Department of Education senior policy advisor, reflected on the status of the Department's dual credit experiment operating in 44 locations around the country. Launched in the fall of 2015, the program provided \$20 million to extend Pell grants to support high school students' participation in dual enrollment in college courses. The conditions stipulated for participation at pilot sites were designed to provide the Department the evidence it needs to determine the impact of the program. Those conditions, as stated in the Secretary's announcement of the program, were as follows:

- Require dually enrolled students to enroll in a Title IV eligible postsecondary program as regular students.
- Provide that students will receive Federal Pell Grants only for coursework that applies toward completion of a postsecondary credential at the participating institution. Such coursework may, but is not required to, apply toward a secondary school diploma. Participating institutions should ensure that dual enrollment arrangements do not impede participating students' academic progress and persistence in secondary school.
- Offer students the opportunity to earn the equivalent of at least 12 postsecondary credit hours while also enrolled in a public secondary school.
- Ensure that students are adequately prepared academically for postsecondary-level coursework. This may include ensuring that students meet any relevant requirements that may apply for enrollment, such as grade point average, placement tests, and course prerequisite requirements.
- Prohibit the use of Federal Pell Grant funds for remedial coursework taken by students who are enrolled in a public secondary school.
- Provide appropriate student support services, such as academic tutoring, high school to college transition support, guidance counseling, or other comparable services designed to increase student preparation for and success in postsecondary education. These services may be provided by the public secondary school, the institution, the Local Educational Agency (LEA), or by another entity.
- Provide assistance completing the Free Application for Federal Student Aid (FAFSA). This assistance may be provided by the public secondary school, the institution, the HEA, or by another entity.

The program was created in response to President Obama’s challenge to redesign the content within the high school experience to make it more relevant to postsecondary education. According to Advisor Ding, the Department faced a formidable challenge of funding the experiment. Designed to address the needs of 10,000 students, to date, the results appear to be promising with sites such as Mississippi Gulf Coast Community College.

While the pilot is slated to last three to four years, the decision to continue the program relies on the next administration and the ability to generate the necessary funds to scale up the program. Advisor Ding emphasized the importance of facing this reality and coalescing around programs demonstrated to advance postsecondary participation and career development.

“We know dual enrollment empowers students. We hope to learn how Pell facilitates dual enrollment participation, affordability, and completion.”

Yuanxia Ding
Senior Policy Advisor
United States Department of Education



Escalating the Movement/ National Strategy

The work of the day ended with the need to address two questions:

- How can both sectors work together to escalate or create movement where simultaneous high school/college degree attainment is happening at a large scale?
- Is the strategy a state-by-state strategy or a national strategy in conjunction with the U.S. Department of Education?

Community college presidents Cindy Miles and Ann Kress initiated the discussion by proposing that the two organizations, AASA and AACC, need to build a strong, ongoing, and codified relationship that drives the agenda. Essential in this work is the agreement on a shared common language so that the messaging is clear and unambiguous. Staging of this can take place at association meetings but needs to extend beyond that to influence national issues such as the reauthorization of the Higher Education Act (HEA) to make the Pell Grant experiment permanent.

In addition, the wisdom of multiple measures of readiness resonates with community colleges, as well as the need for data collection to demonstrate the impact of programs. The presidents and superintendents concurred that the collective efforts undertaken by the associations must have as a central

theme dual enrollment and early college programs that embrace the strategic theme of creating productive citizens and responding to the workforce needs for tomorrow.

“K-12 districts and higher education have two funding laws (ESSA and HEA) that work against us – we must erase these lines. We need seamless architecture where laws and regulations don’t work against us. We need more connection between the institutions.”

Daniel A. Domenech
AASA Executive Director

President Jabari Simama of Georgia Piedmont Technical College echoed what his colleagues proposed and added the need to brand the efforts and the importance of sharing best practices and documented successes because, “there is a whole other world that is not onboard.” President Simama indicated clear messaging is important because many do not understand dual credit programs and their support in the research. Finally, he suggested that, “while it is important to inform those who do not understand, it is equally important that those in power and our skeptics need to understand the needs of our students.”

A chorus of participants reflected on the fact that HEA does not have college readiness as one of its priorities.

Superintendents and presidents, working in groups, offered important observations to inform the national initiative for dual enrollment and early college:

- When K-12 and higher education partner, it produces industry investment.
- Forty percent of seniors are on late arrival or early release as there is nothing to offer them; a wasted year that could be addressed by dual enrollment but require tuition differential.
- When enrollment is declining, partnerships are difficult. But through the use of design teams from both institutions, the articulation and alignment so important to successful programs is enhanced. In addition, generating data about the program is essential to improve the program.
- Evidence indicates that dual enrollment is the fastest growing segment of student population in many parts of the country (especially in Georgia), but it is hampered if industry support is lacking and funding for both program and student assistance is missing.
- Great concern exists when either community college presidents or superintendents leave. To keep from losing momentum, leadership must not be only from the top.
- Leadership of the associations needs to approach the highest levels of the administration to make them aware of the potential for dual enrollment/early college programs and the detrimental effects of competing legislation and regulations.

References/Resources

AACC Initiatives

- Higher Education for Higher Standards
Rigorous K-12 Assessments Help Reduce Remediation, Increase Student Success
<http://higherforhigherstandards.org/assessment/>

AASA Initiatives (with partners)

- Redefining Ready
<http://www.redefiningready.org>
- American Association of Collegiate Registrars and Admissions Officers (AACRA)
How Dual Credit Helps Create a College-going Culture
<http://www.aacrao.org/resources/resources-detail-view/how-dual-credit-helps-create-a-college-going-culture>
- What Guarantees the Quality of Dual Credit Programs?
<http://www.aacrao.org/resources/resources-detail-view/-what-guarantees-the-quality-of-dual-credit-programs--->
- Higher Learning Commission Report
(Guidelines) Dual Credit: For Institutions and Peer Reviewers
<https://www.hlcommission.org/Document-Library/publications-list.html>

Hobsons

- <https://www.hobsons.com/>
Hobsons Case Studies
- <https://www.hobsons.com/resources/case-studies>
Hobsons White Papers
- <https://www.hobsons.com/resources/white-papers>
Selected Titles:
 - Expanded Pathways for Access and Success: K-12 and Community College Students
 - Improving Post-Traditional Student Success
 - Performance Funding, Learner Analytics and Outcomes
 - Predicting Transfer Student Success
 - How to Choose the Right Service Tracking Application
 - The 2016 Inside Higher Ed Survey of Community College Presidents
 - The 2016 Inside Higher Ed Survey of College and University Presidents
 - How to Increase Student Engagement at Your School
 - Seven Things to Consider: Early Warning and Student Tracking Systems

- Retention Solutions: Mapping Framework
- Individual Learning Plan: Improving Student Performance
- Digital Engagement: Driving Student Success

National Student Clearinghouse

- Current Term Enrollment Estimates – Spring 2016
<https://nscresearchcenter.org/currenttermenrollmentestimate-spring2016/>
- NCES Studies on Dual Enrollment
Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010-11
<http://nces.ed.gov/pubs2013/2013002.pdf>
- Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03
<http://nces.ed.gov/pubs2005/2005008.pdf>

United States Department of Education – Dual Credit Experiment

<http://www.ed.gov/news/press-releases/fact-sheet-department-education-launches-experiment-provide-federal-pell-grant-funds-high-school-students-taking-college-courses-credit>

Dialogue Participants

Name	Title	Institution	State
Walter Bumphus	President and CEO	American Association of Community Colleges	DC
Angel Royal	Chief of Staff	American Association of Community Colleges	DC
Andy Ashley	Superintendent	Cedar Ridge High School	AR
Ann Kress	President	Monroe Community College	NY
Charlene Dukes	President	Prince George's Community College	MD
Cindy Miles	Chancellor	Grossmont-Cuyamaca Community College	CA
Holly Ayers	Vice Chancellor for Academic Affairs	Arkansas State University-Newport	AR
Jabari Simama	President	Georgia Piedmont Technical College	GA
Joe May	Chancellor	Dallas County Community College	TX
Mary Graham	President	Mississippi Gulf Coast Community College	MS
Mary Rittling	President	Davidson County Community College	NC
		Dallas Independent School District	TX
Daniel Domenech	Executive Director	AASA, The School Superintendents Association	VA
Mort Sherman	Associate Executive Director	AASA, The School Superintendents Association	VA
Heidi Schmidt	Director, Corporate & Strategic Alliances	AASA, The School Superintendents Association	VA
Robert McCord	Recorder	AASA, The School Superintendents Association	VA
Dana T. Bedden	Superintendent	Richmond Public Schools	VA
David K. Pennington	Superintendent	Ponca City Public School District	OK
David R. Schuler	Superintendent	Township High School District 214	IL
Gail Pletnick	Superintendent	Dysart Unified School District 89	AZ
Joseph P. Dragone	Superintendent	Ballston Spa Central School District	NY
Joseph V. Erardi, Jr.	Superintendent	Newtown Public Schools	CT
Theron J. Schutte	Superintendent	Bettendorf Community School District	IA
Timothy M. Mitchell	Superintendent	Rapid City Area School District 51-4	SD
Yuanxia Ding	Senior Policy Advisor	U.S. Department of Education	DC
Candice Hunter	Chief of Staff and Title IX Coordinator	Richmond Public Schools	VA
John Plunkett	Vice President, Policy & Advocacy	Hobsons	VA
David Yaskin	Senior Vice President, Student Success	Hobsons	VA
Ellen Wagner	Vice President, Research	Hobsons	CA
Mary Docken	Vice President, Association Partnerships	Hobsons	MN
Jeff Biedel	Director, Product Management	Hobsons	VA