History of the CCEC

In December of 2014, the Carrollton/Carroll County Education Collaborative (CCEC) met for the first time bringing together leadership of two school systems, the regional technical college, the comprehensive four-year university, and chamber and community leaders to establish a common vision for K-16 success. Since the first meeting, the CCEC has committed to assuming the shared responsibility of regional educational efforts and shared responsibilities to foster change, achieve coherence in their curriculum, and promote success for students past high school graduation. Defining success as the communication, preparedness, access, opportunity, and completion of post-secondary education.

HIGH IMPACT STRATEGY 2. DUAL ENROLLMENT

- USG Goal 6. Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
- USG Strategy 6.1. Participate in dual enrollment or joint enrollment programs for high school students.

In Fall 2014, President Kyle Marrero convened key stakeholders from our region to discuss and commit to an ongoing partnership to improve long-term educational and economic outcomes. The partnership formalized itself as the Carrollton City and Carroll County Education Collaborative (CCEC), with membership representing the University of West Georgia, West Georgia Technical College, Chamber of Commerce, Carrollton City and Carroll County PK-12 UWG – FY15 CCG Status Update 5 School Systems, and Oak Mountain Academy (local private PK-12 school). Dual enrollment is one of the major initiatives supported by this partnership.

The Dual Enrollment Committee (subsequently formed as a subcommittee of the CCEC) defined strategies to promote dual enrollment as a viable and beneficial option for local high school students. The collaborative venture worked with UWG, e-Core, West Georgia Technical College, and local high schools throughout 2014-2015. Results of their work include the following:

- Additional options for high school students, particularly those who live in Coweta County, will be available in Fall 2015 at the new Newnan Center facility (the community’s ‘old hospital’), slated to open in August 2015. The Dual Enrollment Committee worked closely with the Newnan Center staff throughout Fall 2014 and Spring 2015 in anticipation of this grand opening.
- The Dual Enrollment Committee – in collaboration with local superintendents, high school principals, curriculum directors, and secondary guidance counselors – identified tactics to help high school students take advantage of dual enrollment opportunities. These tactics included (1) scheduling options (morning or afternoon class schedules), (2) early planning by UWG and WGTC to provide listings of course offerings for the coming academic year, and (3) identifying a single point of contact on the college campus to help with admissions, financial aid, and advising. UWG provided this single point person through hiring a Pre-College Program Coordinator, which is a new position for our institution.
- UWG partnered with the USG e-Core to promote online options for high school students. eCore benefits those students whose complicated schedules do not allow them to take advantage of face-to-face college courses; it is also an attractive option for students without transportation.

As of July 24, 2015, Fall 2015 applications for Dual Enrollment (exclusive of the Advanced Academy) are up 97% over Fall 2014 (353 compared to 179 last year). Early enrollment numbers for Fall 2015 are also ahead.

Interim Measures of Progress

1. Number of students enrolled in dual enrollment each term at Carrollton, Newnan, and through eCore (Appendix Tables 8, 32).

Measures of Success

1. Number of credit hours earned through dual enrollment each term (Appendix Tables 8, 32)
2. Success rate of students enrolled in dual enrollment each term (i.e., grades of A, B, and C) (Appendix Table 36)

Lessons Learned: The Dual Enrollment Committee listened to local superintendents, high school principals, curriculum directors, and secondary guidance counselors in an attempt to identify and remove barriers to dual enrollment. The Committee learned that barriers revolved around scheduling, transportation, and communication. Listening with a desire to understand and then acting on what was learned led directly to our growing success with the dual enrollment program.
Originally, three subcommittees were established, Data Sharing, Dual Enrollment, and Post-Secondary Early Readiness/Early College Literacy. Each were given a specific charge:

**Data Sharing Charge:**
Coordinate academic student performance data from all member institutions (UWG, WGTC, city and county schools), ensuring compliance with the FERPA guidelines, to establish student academic performance assessment indicators that will track performance and inform action, programming, and intervention to improve student success, K-16.

**Outcome/Assessment**
The establishment of a single assessment collaborative that will incorporate program and student data from school districts, technical college, and university.

**Dual Enrollment Charge:**
Focus on flexible delivery onsite, offsite, and online of dual enrollment curriculum in a coordinated communication, marketing, and implementation strategy with all constituencies (UWG, WGTC, county and city schools).

**Outcome/Assessment**
Create and identify multiple pathways of early college curriculum capitalizing on Senate Bill 132, “Move on When Ready.” Efforts will focus on core curriculum, STEM curriculum, and full immersion certificate, diploma, or associate degree dual enrollment opportunities, therefore increasing the number of high school graduates who obtain post-secondary certificates and degrees, elevating the number/percentage of students prepared to enter the workforce and/or succeed in a two-year and four-year college or university.

**Post-Secondary Early Readiness/Early College Literacy Charge:**
Develop awareness and preparedness at the middle school level of postsecondary (early college) readiness, pathways, and opportunities via marketing, communication, and programming in city and county middle schools, e.g. tutoring, mentoring, counseling, career services, and/or visits to campuses, industry, and business.

**Outcome/Assessment**
To plant the seed and provide a path for those students whose environment may have little or no generational higher education attainment tradition and success; to improve retention, progression, and graduation rates for Carrollton & Carroll County High Schools; increase enrollment of Carroll County and Carrollton City students at WGTC and UWG; increase the number of graduates who obtain postsecondary certificates and degrees; and develop a generative process of workforce ready citizens in Carroll County.