

TTA Position Paper on Dual Enrollment

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TTA's position is based on the following guiding principles:

- All stakeholders should have a place to offer feedback and professional expertise.
- Teachers represent a huge wealth of “in the trenches” professional expertise that should always be consulted in matters of educational importance.
- Concerns and questions should be encouraged and viewed as critical information that is positive and central to the process rather than seen as a sign of dissent.
- True educational debate and discussion provides a broad base for clarification of purpose and products for the highest good.

The Torrance Teachers Association (TTA) believes:

- TUSD’s education system is built on a foundation of rigorous, carefully curated curricula delivered by highly qualified educators. Ensuring the majority of students' academic experiences are grounded in TUSD programs preserves the district's mission of excellence and equity.
- Collaborative, in-person learning is vital to developing critical thinking, communication, and social skills. TUSD classrooms provide these opportunities in ways that online or external courses cannot replicate.
- TUSD’s educational programs are designed to challenge students and foster deep understanding. Allowing excessive credits from less rigorous external institutions undermines the integrity of a TUSD education.
- A balanced, well-rounded education is key to preparing students for success. Over-reliance on external credits can lead to fragmented learning and missed opportunities for comprehensive development.
- Opportunities should be provided for students, specifically with regard to AB 288 (College and Career Access Pathways Act), to attend collegiate-level courses alongside their high school classes. However, there are significant concerns about how these programs can inadvertently displace the role of excellent TUSD teachers.

Recommendations

To address these challenges and safeguard the quality of education within TUSD, the TTA proposes the following measures:

1. Eliminate Summer and Winter Dual Enrollment Options- Restrict Dual Enrollment courses to align with the TUSD academic calendar, fostering consistency and integration with the district’s educational objectives.

2. Implement a 40-Credit Cap for non-TUSD (external) High School Dual Enrollment Programs (synchronous or asynchronous) - Limit students to earning a maximum of 40 credits from any course, institution, program, or other external source not taught by a TUSD educator throughout their high school career (except as part of the Early College pathway). This measure ensures students receive the majority of their education from TUSD programs and maintain access to the district’s high standards and rigor.

3. Adopt a Co-Teaching Model for Dual Enrollment- Require dual enrollment courses to integrate TUSD educators as co-teachers. This approach maintains district oversight and ensures courses align with TUSD standards.

4. Review and Negotiate CCAP (College and Career Access Pathway) Agreements: Prioritize High School Offerings, Leverage Veteran Teacher Expertise, & Limit Redundancy in Courses

Veteran TUSD teachers with at least 10 years of experience in a single subject area or those who have taught the same Advanced Placement course for 5 years should be given priority over an external institution to teach the course. Dual enrollment agreements with CCAP partners should focus on offering courses that expand opportunities for students rather than duplicating high school classes.