

JFYNet Podcast – MAY 2021, Dual Enrollment Parent Info Session with Fall River’s Durfee High School, Bridgewater State University

GREG: *This month’s podcast features an information session provided to the parents of Durfee High School in Fall River about the dual enrollment program with Bridgewater State University. The session included details about the success of the program, which is supported by JFYNetWorks learning specialists. It was hosted by Fall River guidance director Andrew Woodward and Durfee guidance counselor Kerry Bulk. It features Durfee students Andro and Isaiah, Durfee faculty members Catherine Drummy and Jean Mazzilli, and Bridgewater State adjunct professor and JFY learning specialist*

GREG *Cunningham. In this episode we’ll hear how students appreciate the importance of the program....*

MS. DRUMMY: It saves me a lot of future hassle. Obviously I'm not in the future yet but taking these early college courses is going to save me a lot of money that I would otherwise have to pay for classes later on in college. It also saves me the time I would have to spend taking those classes in the future.

GREG: *... how having extra support from Durfee faculty really helps students find success...*

MS. DRUMMY: Having that extra time, I think it's been really useful for the students, especially this semester when they're preparing their class presentations. They've had the opportunity to practice those with their classmates, reach out to me or Mr. Cunningham for help...

MR. WOODWARD: Students enrolled in college courses while in high school have a much better chance of finishing their college degree. Early college programs across the country are showing incredible success in helping more students graduate from college. If you look at national data from 2019 you see that students in early college programs are graduating college at a rate of about 64% compared to students not enrolled in early college who are at around 23%.

GREG: *This podcast was created by JFYNetWorks, a Boston-based nonprofit provider of online learning resources, training and support to schools, students, and parents. JFY’s individualized, self-paced curricula help raise individual and school performance measures by maintaining grade level skills and combating learning loss. JFY provides online ELA and math curricula aligned to state and college standards from grade 5 through high school, with personal support online and via telephone from friendly learning specialists like yours truly. JFY supports early college and dual enrollment high school programs, providing concurrent online supplemental instruction and resources to help ensure student success. For JFYNetWorks, I’m GREG Cunningham.*

The early college and dual enrollment program at Durfee High School enrolls approximately 100 students in college courses and has had wide success since it began

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three years ago. During this information session for parents, Andrew Woodward welcomed the attendees and introduced them to the program.

MR. WOODWARD: My name is Andrew Woodward. I'm the Director of School Counselling for the Fall River Public Schools. I'm really excited to be here with our partners today to talk about Durfee’s early college program. It’s the official first year, although we’ve been piloting the design of our early college programming for two or three years now. Also with me today is Kerry Bulk, Durfee’s lead counselor, who's going help with the presentation. And just so you know, we're going to do a short presentation with some information about the design of the specifics of the early college program. That should be about 15 to 20 minutes. And then we have a pair of students and also staff from Durfee, Bristol Community College and Bridgewater State University who will tell you about their experiences with the early college program. And then we are going to open it up for questions and answers.

Early College in Fall River is a strong partnership between Durfee High School, Bridgewater State University, Bristol Community College and our nonprofit partners, One Goal and JFYNetWorks. We will start off with the mission and the core of why we wanted to launch Early College at Durfee High School. It's an outcome-driven pathway and we're looking to get more students not only enrolled in college, but also persisting in and graduating from college.

Why should you and your family consider early college? Early college is a combination of student support in dual enrollment courses that you can take for free at Durfee High School. Students are taking dual enrollment courses that count as college credit and high school credit. This can save families a lot of money. The average cost of just one college class at a state school in Massachusetts is almost \$1,000. So, every college class that you take for free in the early college program is going to save you money.

Students are taking multiple classes during their junior and senior years. They're saving a lot of money.

When they graduate from Durfee with a high school diploma, oftentimes they are almost a year ahead toward their college degree thanks to our early college program. Our design is really to help students ease into college coursework with a lot of supports that are built in. Students have the support of their teachers and their counselors. But also built into the design of our program are partnerships with JFYNetWorks and One Goal, as well as specific tutoring, required tutoring hours and other supports like that to make sure students are successful in the early college program.

Early college programs across the country are showing incredible success in helping more students graduated from college. If you look at national data from 2019 you see

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that students in early college programs are graduating college at a rate of about 64%, compared to students not enrolled in early college who run around 23%. That's for a bachelor's degree within six years.

These are some general reasons why you should consider joining the early college program.

The rest of the presentation is going to be organized in five core design principles: equitable access, guided academic pathways, robust student support, connection to career, and deep partnerships. As I'm going through these slides, please throw questions in the chat. Miss Burke is going to be monitoring the chat and answering questions. At the end of the presentation, we're going to have a Q and A session for any questions that have gone unanswered.

One of the core design principles of early college is equitable access. For us that means removing as many barriers as possible for more Durfee students to enroll in college classes. So, we're doing this info session tonight, but we're also doing info sessions in Spanish and Portuguese for families with a first language other than English, and all of our documents are translated into multiple languages. We have an early college section on the Durfee High School website that we will share at the end of the presentation and you can see all the documents there in English, Spanish and Portuguese. We want people to know about the early college program no matter what their background.

In addition, we're trying to take away some of the academic barriers that colleges usually use for dual enrollment courses. Those of you who are familiar with dual enrollment courses might have encountered specific GPAs or grades that students need in order to qualify for a dual enrollment course, or a cut score on the Accuplacer or another test to prove that they're ready for college. In our early college program, we don't have minimum test scores or grades. We're looking at kids holistically, making sure they're ready and confident about skills and also building in a lot of support during the program itself. So, if they're behind a little bit, we can help them catch up.

In our early college program, we have multiple on-boarding points. Here tonight, we have parents of 9th graders and 10th graders who could be on-boarded in both of those years. We're also on-boarding students in the middle of 11th grade, so that if students aren't ready to enroll in early college early in their high school career, there are different points for them to jump in later.

That includes all the supports, all the college classes, all the books, all the transportation costs, everything is 100% free. Families don't have to pay anything at all for students to take college classes in our program. That's to remove the financial burden that has prevented some students and families from considering dual enrollment

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courses in the past. In addition, all of our courses occur during the normal Durfee school day. We know a lot of our students are involved in sports, work and other responsibilities after school. So, we build it right into the Durfee schedule, usually during periods 5 and 6, so that students can take their Durfee classes during the day and then in the afternoon take their college courses.

We offer real robust student support built in and we'll talk more about that later. That's a key piece of why we're confident that even without a minimum GPA or test score, our students are going to be successful in early college.

It's because of the support they're going to get during their college courses. And of course, we do intentional recruitment for early college. We're looking for multiple ways for students to be identified for early college. We're asking teachers to identify students they think might be a good fit. We hold information sessions, and we send emails asking families to identify students. And we're also having conversations with students during scheduling meetings so that they can self-identify.

Another big goal of the early college program is to increase underserved populations in higher education. For us that means our goal is for our early college programs to look like our student body. So we want students enrolled in early college to be just as diverse as our Durfee student body. You can see on the left the Durfee student demographics and on the right what we have so far for applications for early college. We're really proud of the fact that our early college program is diverse and we're supporting different groups of students and helping them gain access to college courses.

The second core design principle for families and students to understand is that everything in our early college program is themed around career pathways. We have four career pathways in the program: business, health science for those interested in the medical fields, social service leadership for students who are interested in giving back and becoming leaders in their community, and education. We picked business and health sciences, our pathways with Bristol Community College, because those are majors and careers that are aligned to job growth in Fall River and the surrounding communities. We want to align to where the jobs are and those are two great pathways that will help students earn high-paying jobs once they graduate from college. Our pathways with Bridgewater State are social service leadership and education. Those are designed for students who want to give back and we want to help students give back to Fall River.

Social service leadership is for students interested potentially in criminal justice careers or social work. Maybe they want to run a nonprofit or go into city or state government and be change agents in their community. The education pathway is designed for students who are interested in education. We hope they'll come back and teach or

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become counselors in our public schools. So the design of our early college program is for some pre-work to be done in 10th grade and then have students taking 1 to 2 college classes per semester in their junior year and two college classes each semester in their senior year. Some of those classes you'll see on the next slide are specifically related to the career pathways. Others are classes that are more transferable to any college major, like English 101 that helps students with baseline writing skills, or Public Speaking, which helps students give group presentations while they're in college.

To mix those different classes, they're all aligned to college majors and are MassTransfer eligible, meaning the credits will be automatically transferred to any public state college or university in Massachusetts and are transferable to almost all private schools in the state and in the country.

Part of our design is to collaborate with some specific Durfee classes. So almost everyone in the early college program takes AP Seminar, a class that builds research, writing and presentation skills and allows students some choice in our research project where they work with a group of classmates to present that in class. The sequence is in the early college program. Again, sophomores are admitted to the early college program at the end of their freshman year and there's a college and career readiness elective that helps students get some pre-academic skills. It also provides some college and career exploration and gives students an orientation into their specific college program after their sophomore year.

In the summer between sophomore and junior year they have the opportunity to take a college course. It's not required, but it's an option for students who want to accelerate. In junior year we start students slowly, usually with one course. Then in the spring, most students accelerate to two courses, although they have the option of taking just one based on their personal and academic circumstances. In the summer between junior and senior year, students have the option of taking one or two college courses. Again, it's not required, but it is an option. Then in senior year students take two courses in the fall, two in the spring, and in most years they have a capstone option as well.

So, the design of early college at Durfee is that by senior year, we're looking for all students to get on the college campus. It's a little different this year due to covid restrictions, but typically we have students on Bristol's campus, since it's just down the street, both junior and senior years. For Bridgewater State, will have students taking classes on Durfee's campus their junior year, and then we'll bus them to Bridgewater for senior year classes.

So, here's just a look at some of the college courses that students might take based on the pathway that they choose. Again, you can see that there's a mix of medical or health and science related classes and also some more general classes that will count both as

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Durfee graduation requirements and Durfee credits, as well as college credit. Again, we link back to some Durfee courses, including AP seminar, which I mentioned earlier, and also, some other Durfee courses related to the career field. Students also take One Goal no matter what pathway they're in and we'll talk a little bit more about One Goal. It's an elective class that's paired with the dual enrollment classes in junior and senior year.

So typically, college courses will be Monday, Wednesday and Friday and we'll have One Goal, which is support class for students on Tuesdays and Thursdays: they'll be with the same group of students and same teacher, junior year and senior year of their early college program. And they really build a nice community.

Here's some of the classes at Bridgewater State in our education and social service leadership. Really a lot of classes to introduce students to different areas in these fields. So, you can look at the Social Service Leadership pathway, you can see there's a Political Science class, there is a Social Work class, Psychology class on Social Problems and again, some of those general college classes are applicable to any college major and are classes that will serve as Durfee graduation requirements, such as English 101 or the history class as well as college classes.

The third core competency design principle that we really work on is robust student support. So just to overview some of the support students have while in the early college program, again, you don't have to be a straight A student to be in the early college program because we have so much support. We're building skills into each semester as students are taking classes to ensure that they can be successful. Again, with the Bristol program, we have tutors, college-based tutors who are cycling into classes on the non-class days offering support, we teach re-teaching, reviewing essays and making sure students are on track. We also have one-on-one tutoring sessions with these tutors for students who are struggling in our Bridgewater State pathways. We partner with JFYNetWorks, who do academic tutoring but also building a lot of college readiness skills like self-advocacy, communication with professors and that type of thing to ensure success. And again, the one-on-one tutoring sessions right now, for 11th graders, we have One Goal built in the support as well. One Goal is really a three-year class.

So, the first two years, as I mentioned there, with a Durfee teacher who's trained in the One Goal curriculum, who supports their success in early college classes as well, as it gives them some skills in college readiness and helps them get admitted to their college of choice. But in that third year, which is their freshman year in college, that One Goal teacher serves as an advisor, doing phone calls and videoconferences, supporting them

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through that first year of college, which can be tricky for many students, because they kind of immerse themselves into a new environment.

Again, just the more support as you can see, this is why we're very confident that any student can be successful in our early college program. We have a grade 10 support class, which is an elective class, usually for at the end of their sophomore year. Our school counseling department and school councils are really working to support students and wrapping around supports as needed.

And we do a lot of celebrations in the early college program. We just had our first mid semester. You can do a care package celebration where we gave students t-shirts and masks and snacks and kind of celebrate them doing something amazing during this pandemic. We're also planning an end of the semester celebration which will either be outside our virtual just to recognize students for other hard work and success. In our One Goal, from around the state of Massachusetts gather at UMass, Boston usually February in their junior year to be celebrated for their commitment to higher ed and then our graduation students in our early college program and One Goal program will get special cords and stoles that kind of recognize the journey that they have been on.

The fourth pillar or kind of design principle that we use in early college is really the building career readiness. You can see there's a lot of workshops and activities we're also looking at, especially as we hopefully move away from the pandemic into a more regular time to offer students at least three college visits for them to attend job shadows, which are coordinated by junior achievement, where we'll get students onto a specific company's campus and have them kind of shadow and meet with students in a specific field, based on their early college pathway.

The fifth kind of cornerstone of our early college program is partnerships. We have regular collaboration meetings at which we're really working closely with our partners. You hear some of that a little bit in the panel to make improvements each semester to our early college program to make sure it grows bigger and better each semester.

Just some just general data from early college so far this year, we have 85 students in our early college program this year, 90 are on track to earn at least six college credits. Some are taking nine or 12 credits this year, and many more will be taking summer classes. We're looking to increase the credits that students can earn over 100%, 113 between this year and next year. As we grow our program, we're really looking to have about 250 students enrolled in our early college programming next year. Because of that, you can see the amount of money that students overall and the Durfee families are saving this year, it's projected about \$116,235 by Durfee family's enrolled in early college and next year if we hit our enrollment targets, which I hope we do. We'll be saving Fall River families almost \$350,000.

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So, this sounds good...if you're interested, please just make sure that you fill out the application/interest form and one of your student's counselors will be in contact with you. This link will be...Kerry is going to throw that in the chat so you can click on it now, but we'll also email out this presentation, so everyone has the link. And this link is also on the Durfee website on the early college section again. So, for more info, that's the address for the early college website. We have a recruitment video up there. All the documents are up there as well. You can peruse that at your leisure there and certainly feel free to email or ask questions as you as you look through the site. At this point I'm going to turn it over to Ms. Bulk. We've concluded kind of the general brief overview of early college and now we're going to get to the more important part with some of the students and staff enrolled in early college

MS. BULK: Sure, we'll jump into the panel but there are a few questions that are within the chat that I want to make sure that we do address, and we'll answer those questions once we go through the panel, so keep adding your questions in and we'll definitely address those. I'm sorry, I couldn't type quick enough, but we'll definitely get to those again. I'm Kerri Bulk and one of the counselors at Durfee High School. I am really excited to introduce or have our panelists introduce themselves. We have some of our early college superstars here with us today. So, at this time I'd like for our early college panel if you could introduce yourself please, just so our guests can put a face with the name. We want to start with our students.

ISAIAH: My name is ISAIAH Rains and I'm one of the students.

MS. BULK: ISAIAH, what grade are you in?

ISAIAH: I'm a senior now about to graduate.

ANDRO: I'm Andro. I'm a junior.

MS. BULK: Great. And some of our other panelists, would you like to introduce yourselves?

MS. DRUMMY: I'm Catherine Drummy. I am a teacher at Durfee. I've been working in the dual enrollment program here for the past year. This is the second course that I'm doing with Mr. Cunningham and it's been an awesome experience. I worked both with **ISAIAH** and Andrew and I have had the pleasure of seeing them grow this year.

GREG: *My name is GREG Cunningham. I'm an adjunct professor at Bridgewater State University. I also work with JFYNetWorks, which is a nonprofit provider of online education support services to schools. Our program, JFYNet, supports the early college and dual enrollment programs at Durfee and other high schools.*

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MS. MAZZILLI: I'm Jean Mazzilli, I am a teacher at Durfee. I am one of the program directors for One Goal. So, I worked with the early college students from mostly BCC.

MS. BULK: Okay, thank you all for the introductions, so I just have a few questions but again to our panelists feel free to add any additional information. But I did want to start with our students. I'm having you kind of share a little bit about your experience. So, with Andro and Isaiah and if you could tell our guests what do you like the most about the early college program?

ISAIAH: My main thing, that I really like about it is it saves me a lot of future hassle I believe. I mean obviously I'm not in the future yet but taking these early college courses is a going to save me a lot of money that I would otherwise have to pay in classes later on in college but also it saved me the time that I would have to take taking those classes in the future. So, getting them over with now is a great opportunity and on top of that, most of the classes I feel are actually easier than Durfee classes. So, and they're usually a lot more fun than Durfee classes and they're more engaging. So, you get that, that dual sided benefit.

MS. BULK: thank you Isaiah and Andro did you have anything you wanted to add?

ANDRO: Well, I really love, I would say like behind the scenes of college, because when I first went in as a freshman, I was like, oh my God, and I got to think about college and I have to go, I was just so nervous and like four more years and I'm going to be in college. I don't know how the classes would be. And once I heard about this dual enrollment, I signed up right away and then I started my sophomore year and now I'm very comfortable with like college classes. I'm excited to go to college.

MS. BULK: That's great. Another question for you, what supports have you found to be the most helpful in the early college program? Is there anything that you felt has really helped you as you've been in these classes this year or for Isaiah few last years as well?

ISAIAH: So, I've actually been taking the early college program since freshman year, but the most helpful every single time is usually the teachers. If you go up and ask either the professor or the teachers teaching the class to help you out, they're going to be very helpful and they're going to help you out and they're going to do a great job doing it.

MS. BULK: Andro, did you have anything you want to add?

ANDRO: I agree with Isaiah. The teachers, be sure to use them to your advantage. They love helping students.

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MS. BULK: Okay. And what classes have you guys taken so far since you've been in the program? Can you give us an example of some of the classes that you've taken? Either this year or last year

ISAIAH: I've taken astronomy freshman year at BCC. I've taken two history courses at BCC. I've taken this public speaking one that I'm in. Currently. I've taken The Writing course, English 101 earlier this year, I've taken a mythology course last year and I've taken a philosophy course last year as well. I have taken two classes at BCC, the Western World History and Anthropology. Anthropology is one of my favorites. And at Bridgewater I've taken World History the 1500's. And Public Speaking with Mr. Cunningham, one of my favorites.

MS. BULK: One last question for you. So, we have potential 9th and 10th grade families with us tonight. Why should students join the early college program? What would be your takeaway for families this evening?

ISAIAH: I would say that, and again, I'm not sure because I'm not a college counselor, but I feel like taking these classes looks very good on your transcript. A lot of the colleges, like the colleges that I got into, have repeatedly cited the fact that I've reached high academic achievement and I attribute a lot of that taking these early college programs. So, when they know that you've had a little bit of a college experience that you kind of know what you're doing a little bit, it feels a lot better accepting. I would say it saves money... That's my number one thing. It's going to save me a lot of money when I go to college. Also, it also makes me feel more, I would say mature because my first year at BCC, I was sitting in an actual room with other college students, they're all older than me. Remember? I was the youngest in there and it was intimidating at first, but I have grown to love it and that's pretty much it just makes you feel better about yourself.

MS. BULK: That's great. Thank you guys so much. That's great feedback. And Isaiah you deserve some bragging rights if you want to share with people. I know you're headed to college in the fall.

ISAIAH: I was accepted to both Mass Art and RISD, Mass Art gave me a full ride and RISD gave me very good financial aid and I'm happy.

MS. BULK: Congratulations! We're proud of both of you. Andro and Isaiah, thank you so much for sharing the student side of things. So, I'd like to introduce Jean Mazzilli, who is one of our Durfee teachers and is also one of our One Goal teachers. So, Miss Mazzilli, can you tell us a little bit more about One Goal? And how does One Goal support our early college students?

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MS. MAZZILLI: So, One Goal is a three-year program that works to ensure that students can successfully enroll in and complete whatever post-secondary option they have chosen for themselves, whether it be a four year to year or some sort of progressive pathway.

We believe that all students should have a real chance to earn their college degree, not just those that are at the very top of their class or with access to the most resources. So, from the very beginning, students are part of a cohort and become part of the One Goal family. We meet daily during their junior and senior years to work together to build skills, develop team mindsets, and explore their educational options and ultimately enroll in the path of their choice. The One Goal team support continues through their first year of the post-secondary pathway. Again, if it's college, great. And the students have the support of, they call it a program director. That for my students, it would be me, and we have a few other people. We've started many high school juniors on their way to a college degree in the midst of a pandemic. Despite the challenges we've experienced during the pandemic, our team has built supports for the students through the One Goal program, including tutoring sessions, individual check-ins, pure mentoring and so much more. One Goal is an important support for the early college students because the transition from college to high school is huge. Our teachers are qualified and willing and ready to help bridge the gap and support the students. We equipped the students with the resources, mindsets and skills persevered through obstacles inherent in postsecondary pathways. We also provide guidance and advocacy to students and help them navigate new and unfamiliar circumstances.

MS. BULK: Thank you so much. We'll talk a little bit about the Bridgewater State program now and I'd like to introduce Ms. Drummy, and Mr. Cunningham and Mr. Cunningham is going to wear kind of two different hats being part of JFYNetWorks and also a BSU instructor. So, if you can both talk a little bit about the co-teaching model that is a little bit different through the BSU program and explain that a little bit to our families that are here.

MS. DRUMMY: Sure, so I'll start with how it looks kind of on the Durfee side. So, Mr. Cunningham and I work together with our group of students and this semester, we are tackling Public Speaking with a whole crew of kids and it's been amazing how students meet for every single period that meets in their schedule. So, for this semester it's period three, every time that period three meets on their schedule, they're with me in the classroom. Obviously due to covid, we're not moving anywhere, but three days a week they are receiving Bridgewater curriculum if you will. And then the other two days when they're with me, we've built in supports to tackle their homework, their projects, and to review any concepts that might have been missed during class. Having that extra time, I think, has been really useful for the students, especially this semester, when they're

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preparing presentations, so they've had the opportunity to practice with their classmates, reach out to myself or Mr. Cunningham for that extra support, which has definitely been very successful.

GREG: *I would just add that having a co-teacher who is a Durfee High School teacher to work with has really been beneficial for both myself and for the students. The teachers at Durfee are absolutely fantastic and the ones who were involved in the BSU program particularly worked really well with the students, and also with me, in making sure that the content of the college course is accessible to a high school student. Sometimes, as college professors, the language we use, our vocabulary, even the language of the syllabus, is not something that high school students are necessarily used to hearing or reading in a high school environment or classroom. So having a Durfee teacher there really helps as a beneficial liaison and as a provider of context to some of our content. It really is an absolutely fantastic and incredibly successful working model.*

MS. BULK: I like the big smiles I see on Andro and Isaiah, which says they're enjoying the class too. So, it sounds like you guys are having some fun at the same time. Mr. Cunningham, can you also talk a little bit about JFYNetWorks and what supports are provided to students through the program?

GREG: *Sure. JFYNetWorks is a nonprofit provider of education support services to schools and students. And now, since the shutdown, to parents too. We offer online resources, training and support to supplement regular classwork and help with issues like achievement gaps, learning loss, and individual student needs. One of the things we do is support college courses that take place in high schools. One of our learning specialists, Eileen Wedegartner, is assigned to the BSU courses at Durfee High School, and she works with the students to make sure they have all the tools they need in order to find success in the BSU classes. She's able to send them reminders when there are there assignments or major projects due. She makes sure they understand all of the elements on the syllabus in order to know when things are due. She checks in with faculty members to make sure students are finding success. And she even proofreads essays for some students to make sure that what they're submitting is appropriate for the assignment. So, Ms. Wedegartner is certainly hands-on, although during Covid it's really more Google Meets. But it really helps students find success by making sure they have every tool and every asset necessary and available to them in order to succeed in these BSU courses.*

MR. WOODWARD: Right. Thank you. At this point, I think we're going to open it up for any additional questions that any of the students, parents or guardians might have for

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ourselves, any of the panelists, you can either throw anything in the chat or if you want to raise your hand or take yourself off mute you're welcome to ask questions.

Somebody asked earlier in the chat if there is a limit per grade level of early college students. At this point, we're kept around 100 students per grade level, so we think based on the students who have expressed interest so far, we'll be able to admit all of those students. But right now, we're at 100 and that's really our goal between 80 and 100, per grade level, so that we can size up early college and get as many students as possible enrolled in college class as well in high school.

All right, everyone, we will be emailing out more information. Thank you so much to our panelists, to Andro and Isaiah. Miss Mazzulli, Ms. Drummy, Mr. Cunningham. Thank you guys so much for joining us today. To all the parents who gave up their dinner hour to hear about the early college program and all the students as well: thank you for donating your time to learn a little bit more about the program. We'll have additional info sessions. We'll probably have one more in June, so if you have any friends or people who couldn't make it tonight, we'll be sending out info on that a little bit later, probably in a couple of weeks. And we're also going to post the presentation online, as well as email it out to everyone who is here tonight. Have a good night everyone.

GREG: *We would like to thank B.M.C. Durfee High School for providing this information session about their early college and dual enrollment program, which could serve as a model for other high schools interested in helping their students earn college credits during their high school years. For more information about these programs, or if you have any questions or comments, please navigate to our website, jfynet.org, which also features a wealth of commentary, dialogue and free scholastic resources, including this monthly podcast, to support **all** educational communities. Thank you for joining us. For JFYNetWorks, I'm Greg Cunningham.*

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