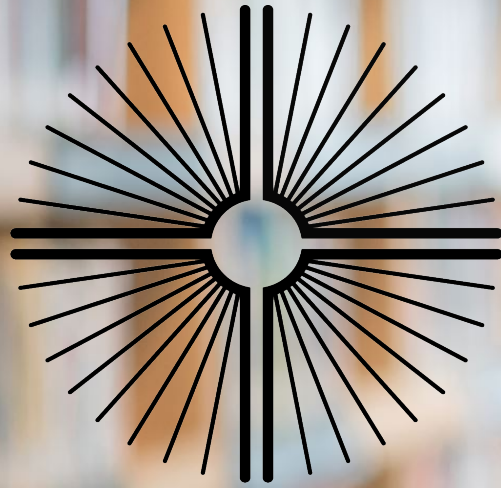


2020
Effective
Trusteeship
Workshop

EFFECTIVE
TRUSTEESHIP
PLENARY



COMMUNITY
COLLEGE LEAGUE
OF CALIFORNIA



COMMUNITY COLLEGE
LEAGUE OF CALIFORNIA

DUAL ENROLLMENT AS A VEHICLE TO STUDENT SUCCESS AND EQUITY IN HIGHER EDUCATION

PRESENTED BY:

Willy Duncan
Superintendent/President



Dr. Cynthia Olivo
VP Student Services



What is Dual Enrollment?



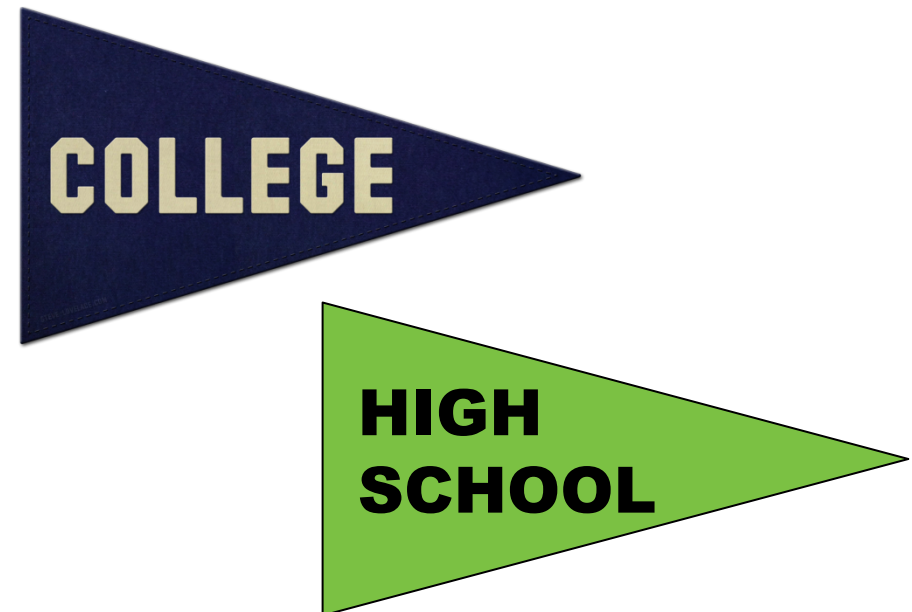
- “Dual Enrollment” programs, also referred to as “Concurrent Enrollment,” are defined as part-time enrollment in community college classes while still enrolled in a school district.
- Courses offered can be academic or career/technical, and students earn college credit by passing the course.

Legal Opinion O 04-13, California State Chancellor’s Office, Interim General Counsel, Steve Bruckman; Cassidy, L., Keating, K. and Young, V., 2010. Dual enrollment: Lessons learned on school-level implementation. (Contract No. ED-07-CO-0106). Retrieved from <http://www2.ed.gov/programs/slcp/finaldual.pdf>.

Types of Dual Enrollment Programs

Early College High School (“ECHS”) (Ed. Code, § 11302.)

- ECHS’s are partnerships between high schools, community colleges, the CSU, or the UC that allow students to earn a high school diploma and up to two years of college credit in four years or less.
- The basic elements of an ECHS include:
 - Coherent instructional framework
 - Student-centered learning environments
 - Location near or on a college campus
 - Strong school district partnerships with colleges



The State Chancellor's Office and California Department of Education Collaborate with local community colleges and school districts to support middle college programs (Ed Code § 11301)

The support of the State Chancellors Office and California Department of Education includes, but is not limited to the following:

- (1) monitoring the ongoing viability of the programs, assist with the resolution of policy or financial issues that may arise, and track specific outcomes for students and schools, including attendance rates, graduation rates, college entrance and attendance rates, and employment rates for those students who do not attend college.
- (2) Respond to inquiries from about the establishment of middle college high schools, on startup costs and ongoing funding mechanisms for the program, consult on the organizational structure of, and curriculum development for, the middle college high schools, facilitate the completion of any necessary facilities improvements, communicate with local entities at least biannually about the existence of middle college high schools and the availability of State Department of Education and California Community Colleges resources, if any, to assist with the establishment of middle college high schools.

Types of Dual Enrollment Programs

Middle College High School (“MCHS”)(Ed. Code, § 11300.)

- MCHS’s are secondary schools located on community college campuses that offer challenging academic programs designed to serve high-potential, high-risk students.
- The basic elements of an MCHS include:
 - A curriculum that focuses on college and career preparation
 - A reduced adult-student ratio
 - Flexible scheduling
 - Opportunities for experiential internships, work apprenticeships, and community service



Types of Dual Enrollment Programs

Gateway to College

- Gateway to College programs are designed to serve students age 16-20 who have dropped out of high school, or are significantly behind in credits and unlikely to graduate.
- Students in Gateway to College programs are able to complete their high school diploma while simultaneously earning college credit.
- The basic elements of a Gateway to College program include:
 - Small learning community
 - Holistic student support
 - Innovative teaching and learning

What is AB 288?

- Dual enrollment partnership agreement that follows the guidelines of AB 288 are referred to as College and Career Access Pathways (CCAP) partnerships.
- AB 288 adds section 76004 to the California Education Code and sets forth guidelines governing the implementation of CCAP partnerships.



Background

- On October 8, 2015, Governor Brown approved AB 288, which is a bill introduced by California Assembly Majority Leader Chris Holden, that allows high school students greater access to college courses and career technical courses through partnership agreements between high schools and community college districts.



Pedagogical Support for Dual Enrollment

“The primary goal of providing college experiences to high school students is to increase the likelihood that students will finish a postsecondary credential. Correlational and quasi-experimental research provides suggestive evidence of dual enrollment’s effectiveness in meeting goals such as college preparedness and completion.”

Garet, M., Knudson, J. and Hoshen, G., 2014. Early college, continued success: Early college high school initiative impact study, p.4.

Pedagogical Support for Dual Enrollment

- A correlational study conducted in Florida and New York City found that dual enrollment was associated with positive outcomes on a number of measures:
 - Students who had taken college classes during high school were more likely to earn high school degrees, enroll in college, enroll in a four year college, enroll full time, and persist in college than students without college experience.

Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W. & Bailey, T. (2007). The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States. St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota.

Pedagogical Support for Dual Enrollment

- In addition, the study found that students who received college credits during high school had higher college grade point averages (GPAs) and earned more college credits within three years of high school graduation.
- Another correlational study using a large federal database found similar positive outcomes for dual enrollment students, including enrollment in college, persistence in college, and college graduation.
(Swanson, 2008.)



Swanson, J.L., 2008. An analysis of the impact of high school dual enrollment course participation on post-secondary academic success, persistence and degree completion. ProQuest.

Pedagogical Support for Dual Enrollment

- A quasi-experimental study using a large federal database also found that dual enrollment participation increased the probability of attaining any postsecondary degree by 8% and a bachelor's degree by 7%. (An, 2012.)
- A quasi-experimental study of dual enrollment in Texas found that participation was associated with college attendance and completion. (Struhl & Vargas, 2012.)

Struhl, B., Vargas, J. (2012). Taking college courses in high school: A strategy for college readiness. Boston, MA: Jobs for the Future. Retrieved from <https://www.jff.org/resources/taking-college-courses-high-school-strategy-college-readiness/>

Pedagogical Support for Dual Enrollment

- Dual enrollment has also been associated with positive outcomes for students traditionally underrepresented in college. A correlational study found that dual enrollment was associated with gains in college enrollment and GPA for low-income students and lower achieving students in Florida. (Community College Research Center, 2012.)

Community College Research Center (2012). What we know about dual enrollment. New York: Community College Research Center, Institute for Education and the Economy, Teachers College, Columbia University. Retrieved from <https://ccrc.tc.columbia.edu/publications/what-we-know-about-dual-enrollment.html>

Pedagogical Support for Dual Enrollment

- A quasi-experimental study on the Concurrent Course Initiative (CCI) in California, which implements career-focused dual enrollment and targets students who are low income, struggling academically, and traditionally underrepresented in college, found that participants had higher graduation rates, were more likely to enroll in a four year college, had greater college persistence rates, accumulated more college credits as they progressed through college, and were less likely to enroll in basic skills courses in college than non-participants. (Hughes, Rodriguez, Edwards, & Belfield, 2012; Rodriguez, Hughes, & Belfield, 2012.)

Hughes, Rodriguez, Edwards & Belfield (2012). Broadening the benefits of dual enrollment: Researching underachieving and underrepresented students with career focused programs. New York: Community College Research Center. Teachers College, Columbia University.

Dual Enrollment Supports Student Success

EDUCATION

More high school students starting the year as... community college students



Pasadena high school teacher Ana Chavez had to apply to become a community college instructor in order to teach a dual enrollment class at her high school. [ADOLFO GUZMAN-LOPEZ/KPCC](#)

[Adolfo Guzman-Lopez](#) | August 16, 2016

Pasadena Unified is one of the first Southern California school districts that have taken advantage of a new law that allows high school students to [take community college classes](#) on a high school campus during the school day.

"When students earn college credit when in high school, over 90 percent of them [not only] go to college, but complete it," said Pasadena Unified Assistant Superintendent Marisa Sarian. "When students experience earning college credit while they're in high school, they see that it is an achievable goal."



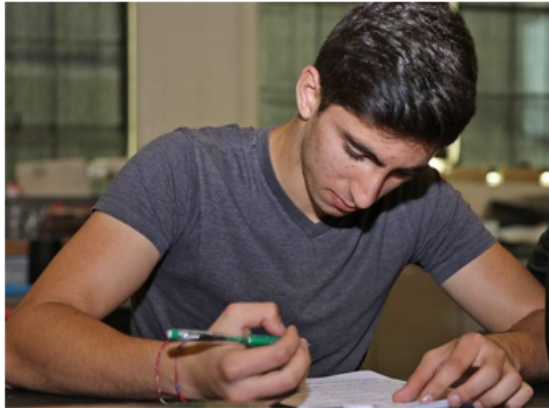
Pasadena high school students Cesia Rios (left) and Alex Moreno hold up college ID cards they received after taking dual enrollment college classes while in high school. [ADOLFO GUZMAN-LOPEZ/KPCC](#)

[Adolfo Guzman-Lopez](#) | February 1, 2018

Pasadena 12th-grader Cesia Rios met recently with other seniors to talk about a community college class they took last year in high school, known as a dual enrollment class.

"I felt like a college student," said Cesia Rios of what she learned in the Spanish literature class she took last academic year at her campus, Marshall Fundamental School. "It was actually a lot of pressure and we did a lot, a lot of work in that class."

Pasadena City College



Dual-enrollment program helps create college confidence

🕒 October 13, 2016 💬 0

Dual enrollment is a successful PCC program that assists high school students in realizing their academic potential and preparing for a successful college career. (more...)

Pasadena City College Data

Number of Students from 2013-2020	Number of Schools	Number of Districts	Units Earned	Average GPA	Tuition Saved
2,197 students	9	5	5,320	3.00	\$244,270

Campus (restrict: sections starting before 3:15PM)	Fall 2013	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Winter 2020	
BLAIR HIGH SCHOOL														
Headcount		21	23	102	36	40								
Units Earned		54	23	303	27	99								
GPA Earned		2.79	3.70	2.99	3.89	3.64								
JOHN MUIR HIGH SCHOOL														
Headcount		22	20	82	69	64	51	37	161					
Units Earned		66	17	240	30	189	153	37	360					
GPA Earned		3.59	2.85	3.21	3.20	3.13	3.14	3.24	2.61					
LA CANADA HIGH SCHOOL														
Headcount												30		
Units Earned												150		
GPA Earned												3.77		
PASADENA HIGH SCHOOL														
Headcount		24	21	47	39	68	58					14		
Units Earned		72	21	147	0	204	171					42		
GPA Earned		4.00	3.62	3.22		3.39	3.66					3.50		
PCC NORTHWEST														
Headcount										145	1	283		
Units Earned										300	0	831		
GPA Earned										2.73	0.00	2.73		
ROSE CITY HIGH SCHOOL														
Headcount										13		15		
Units Earned										39		44		
GPA Earned										3.15		1.38		
SOUTH EL MONTE HIGH SCHOOL														
Headcount				152	33	106								
Units Earned				414	0	291								
GPA Earned				2.93		2.61								
SOUTH PASADENA HIGH SCHOOL														
Headcount		2												
Units Earned		8												
GPA Earned		4.00												
TEMPLE CITY HIGH SCHOOL														
Headcount				16	53	104	96			24		68	57	
Units Earned				48	45	300	276			115		204	0	
GPA Earned				4.00	3.80	3.42	3.44			3.91		3.91		
Total Headcount		2	67	64	399	230	382	205	37	161	182	1	410	57
Total Units Earned		8	192	61	1,152	102	1,083	600	37	360	454	0	1,271	0
Total GPA Earned		4.00	3.51	3.41	3.09	3.60	3.16	3.42	3.24	2.61	3.05	0.00	2.99	

Sierra College Ghidotti Early College High School



- Started in 2006 with \$400,000 Gates Foundation grant
- Approximately 160 HS students each year (Nevada County campus only); 40 per grade level 9-12

Class of 2019:

- 50% earned a total of 17 degrees
- Of those, 15 graduated with honors
- Completed an average of 59 credits
- Average GPA 3.38



Sierra College Dual Enrollment Statistics

Number of:	2015-16	2016-17	2017-18	2018-19
High Schools	2	6	9	12
School Districts	1	3	5	7
Classes	3	23	62	105
HS Students	81	467	979	1773
Enrollments	84	522	1337	2171
Units Earned	313	1643	4275	8240
FTES	11	62	162	272
Tuition Savings (est)	\$14,400	\$75,580	\$196,650	\$331,060

How Does AB 288 Change Dual Enrollment?

- Unlike pre-existing statutes addressing dual enrollment, under a College and Career Access Pathways partnership agreement:
 - Dual enrollment students pay no course fees or pay for course materials.
 - Dual enrollment students may be assigned a course registration priority equivalent to middle high school students.
(Cal. Code Regs., tit. 5, §§ 58108(c)(2), 55530(c).)
 - A community college is eligible to receive allowances and apportionments from Section B of the State School Fund for a dual enrollment taught on a closed high school campus.

New Developments in Dual Enrollment

(new)

- Non-resident part-time students
 - All special part-time students (other than a nonimmigrant alien) are exempt from non-resident tuition fee (Ed. Code §76140(a)(4))
 - The exemption applies to both CCAP and non-CCAP students
 - Attendance of non-resident students exempted from mandatory fee requirement may be reported as resident FTES for state apportionment purposes (Ed. Code §76140(j))
- For part-time students, keep in mind:
 - For CCAP, qualifying special part-time students may enroll up to a maximum of 15 units per term (Ed. Code §76004(p))
 - For non-CCAP, qualifying special part-time students may enroll up to a maximum of 11 units per term (Ed. Code §76001(d))

New Developments in Dual Enrollment

((new))

- Online platform
 - CCAP programs may limit enrollment in a community college course solely to eligible high school pupils via an online platform (Ed. Code § 76004(o)(1))
 - Online course must be conducted during regular school day
 - FTES of online students must be reported annually (Ed. Code § 76004(t)(E))
- Be careful of...
 - Pilot programs are not allowed
 - Service area rules (Ed. Code § 76004(e), Cal. Code of Regs., tit. 5, 55300)

New Developments in Dual Enrollment

((new))

- Charter Schools
 - Governing body of a charter school may enter into a CCAP partnership agreement with a community college district (Ed. Code, § 76004(y))
 - CCAP agreement must meet all the requirements
 - For ADA apportionment, the following conditions apply:
 - at least 80% of the instructional time offered by a charter school must be at the school site
 - Charter school shall require the pupil's attendance for a minimum of 50% of the minimum instructional time in Ed. Code section 47612.5(a)
 - Pupil receives academic credit upon satisfactory completion of course

New Developments in Dual Enrollment

(new)

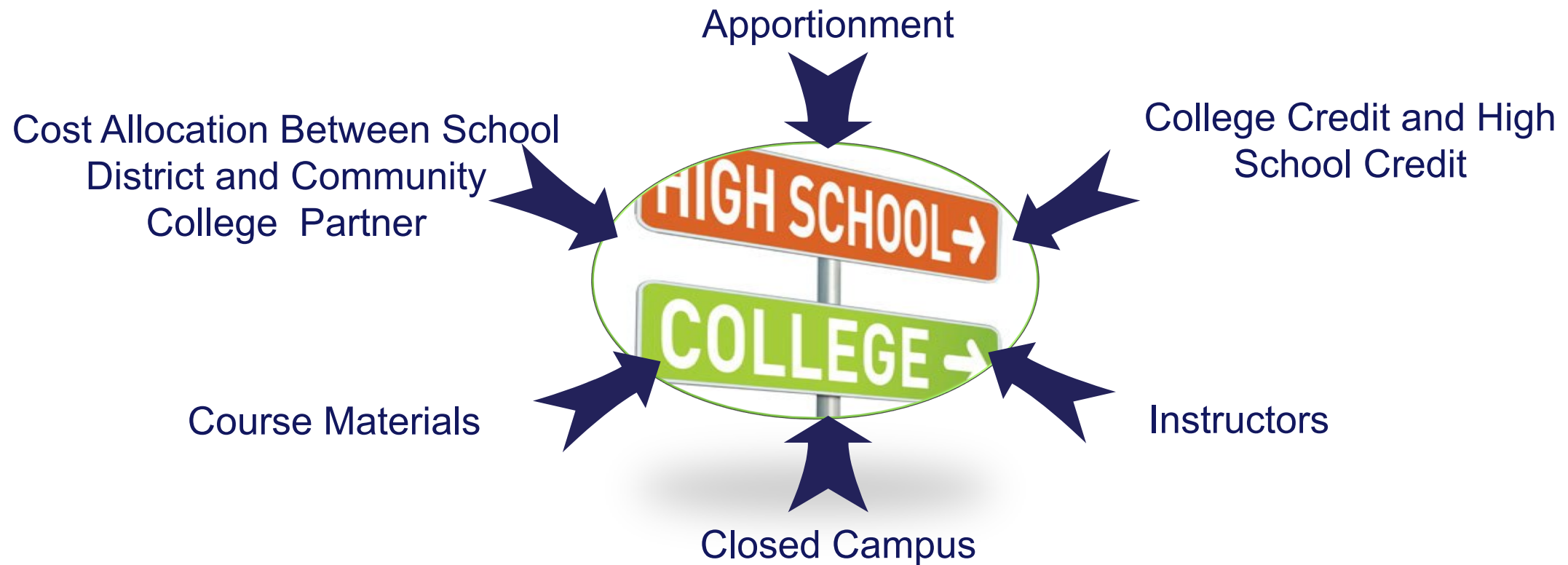
- 5% principal recommendation exemption
 - High school pupils enrolled in a CCAP course are exempt from the 5% principal recommendation limitation in summer sessions (Ed. Code §48800(d)(3))
 - Exemption only applies if:
 - CCAP program established to serve pupils
 - Course meets all requirements of summer session criteria for pupils
 - Principal sends data to CCCCCO upon request

How AB 288 Changes Dual Enrollment

HOW

- A district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.
- The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to sections 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

Key Aspects of a Dual Enrollment Partnership Agreement



John Muir High School and PCC: Early College HS Partnership



Dual Enrollment at PCC - Pre-College ...

https://youtu.be/pFG_OkeB0TI

Pasadena City College Equity Data Bright Spot 2018-19

<i>Ethnicity</i>	<i>Enrollments</i>	<i>No. Retained</i>	<i>Retention Rate</i>	<i>No. Success</i>	<i>Success Rate</i>	<i>Success Equity Gap</i>
African American	175	166	95%	139	79%	4%

Collective Bargaining

- Instructors must meet the minimum requirements for community college faculty in the subject discipline of the course being taught.
- Both the school district and community college district partners must comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit. Section 76004(I).



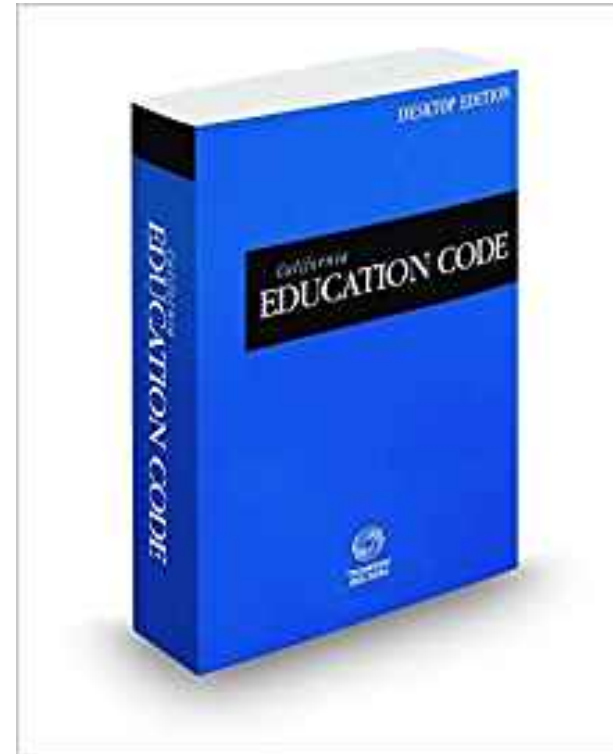
Collective Bargaining

- TIP: Talk with your legal counsel and meet with your teachers union prior to presenting a dual enrollment agreement for board approval.
- Attempt to work with the classified personnel and certificated personnel directly to mitigate any working conditions that may possibly be impacted by the dual enrollment agreement.

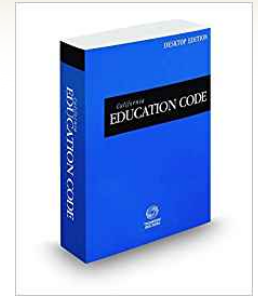


Instructional Minutes

- A student enrolled in high school and community college through a dual enrollment partnership is considered to have met the high school district's instructional minute requirement based upon the following Education Code sections, read collectively:
 - 48800.5
 - 48802
 - 46146
 - 46146.5
 - 46147



Instructional Minutes



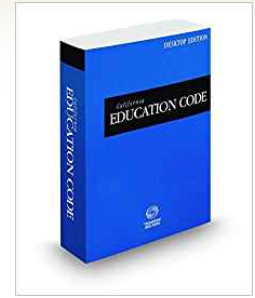
48800.5.

(a) A parent or guardian of a pupil, regardless of the pupil's age or class level, may petition the governing board of the school district in which the pupil is enrolled to authorize the attendance of the pupil at a community college as a special full-time student on the ground that the pupil would benefit from advanced scholastic or vocational work that would thereby be available. If the governing board denies the petition, the pupil's parent or guardian may file an appeal with the county board of education, which shall render a final decision on the petition in writing within 30 days.

(b) A pupil who attends a community college as a special full-time student pursuant to this section is exempt from compulsory school attendance under Chapter 2 (commencing with Section 46100) of Part 26.

Instructional Minutes

48802.



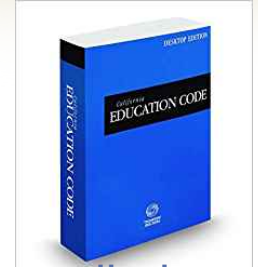
(a) For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

(b) A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum schoolday shall be deemed a day of attendance for purposes of making the computation.

(Amended by Stats. 2003, Ch. 786, Sec. 3. Effective January 1, 2004.)

Instructional Minutes

46146.



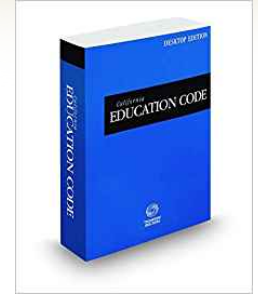
(a) A day of attendance in grades 11 and 12 is 180 minutes of attendance if the pupil is also enrolled part time in classes of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.

(b) A day of attendance for any pupil who is also a special part-time student enrolled in a community college under Article 1 (commencing with Section 48800) of Chapter 5 of Part 27 and who will receive academic credit upon satisfactory completion of enrolled courses is 180 minutes of attendance.

(c) Notwithstanding any other provisions for law, for purposes of computing the average daily attendance of a pupil described in subdivision (a) or (b), the 180 minute minimum schoolday permitted by this section shall be computed and reported as attendance for three-quarters of the full 240-minute minimum schoolday prescribed by Section 46141. Commencing with the 1995-96 fiscal year, if a pupil described in subdivision (a) or (b) is in attendance for more than 180 minutes, the average daily attendance of the pupil shall be computed and reported by determining the percentage of the full 240-minute minimum schoolday prescribed by Section 46141 that the pupil was in attendance at the school. No more than one full day of attendance may be reported for any pupil for any schoolday pursuant to this subdivision.

(Amended by Stats. 1996, Ch. 298, Sec. 1. Effective July 25, 1996.)

Instructional Minutes



46146.5

(a) A day of attendance for a pupil enrolled in grade 11 or 12 at an early college high school or middle college high school is 180 minutes of attendance if the pupil is also enrolled part time in courses of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.

(b) A day of attendance for a pupil enrolled in an early college high school or middle college high school, who is also a special part-time student enrolled in a community college under Article 1 (commencing with Section 48800) of Chapter 5 of Part 27, and who will receive academic credit upon satisfactory completion of enrolled courses, is 180 minutes of attendance.

Lessons Learned

- Patience
- Provide Resources: staffing levels, time, professional development, tutors
- Address stakeholder needs: Union (collective bargaining) at K-12 & community college, Teachers, Parents, Students, Administrators, Board Members, Faculty

Tips

Sierra College Dual Enrollment Best Practices

Collaborative relationships

School Districts

- Regular meetings with superintendents
- Joint Board meeting

Academic Senate

- Advisory Committee

Commitment

Alignment with Vision for Success

Integrated with Board goals




Resources

Staffing

- College staff on HS campus

Sierra College Dual Enrollment Best Practices

Development of integrated Student Educational Plans/Pathways

Sustainable Agriculture Pathway (Placer – Sierra College)									
		Student Name:		ID:	Gr:	Department: Agriculture			
		Industry Sector: Agriculture		Career Pathway: Sustainable Agriculture		Student Organization or Club: Future Farmers of America - FFA			
Recommended High School Course Schedule									
Level	Grade	English	Social Science	Math	Science	Other Required Courses, Electives	Other Required Courses, Electives, CTE	Work-Based Learning Activities	
Secondary	9	English 9	American Govt.	Integrated Math 1	Biology	Foreign Lang 1	Physical Education	<ul style="list-style-type: none"> FFA ROP Industry Day 	
	10	English 10	World Studies	Integrated Math 2	Chemistry	Foreign Lang 2	Fine Art	<ul style="list-style-type: none"> FFA Sierra College CTE Day 	
	11	English 11	US History	Integrated Math 3	Sustainable Ag (AGRI 196)	Foreign Lang 3	Elective	<ul style="list-style-type: none"> FFA ROP Portfolio Day 	
	12	English 12 (ENGL 1A)	Social Science Elective	Integrated Math 4	Electives: Choose 3 from (AGRI 221, Elective, Elective)			<ul style="list-style-type: none"> FFA Sierra College CTE Day ROP Community Classroom 	
Postsecondary	Placer – Sierra Dual Enrollment Courses								
	Placer High School				Sierra College				
	Sustainable Agriculture Bio				AGRI 196: Intro to Sustainable Agriculture				3
	Agriculture & Soil Chemistry				AGRI 221: Intro to Soil Science				3
	English 12				ENGL 1A: Introduction to Composition				3
Sierra College Coursework Related to the Pathway						Sample Occupations Related to the Pathway			
Degrees & Certificates		Sample Degree & Certificate Courses				AA or AS Degree or Certificate		BS or BA Degree	
<u>Degrees:</u> AS – Sustainable Agriculture <u>Certificates:</u> Sustainable Agriculture Business Skills Sustainable Agriculture Certificate of Achievement		AGRI 156: Introduction to Plant Science AGRI 159: Integrated Pest Management AGRI 164: Sustainable Tree Care AGRI 196: Intro to Sustainable Agriculture AGRI 198: Food, Safety & Environment AGRI 200: Intro to Animal Science AGRI 212: Direct Farm Marketing AGRI 215: Intro to Agri Business & Economics AGRI 221: Intro to Soil Science				Nursery Sales Associate Nursery/Greenhouse Technician Turf Specialist Landscape Maintenance Technician Landscape Designer Floral Designer Garden/Equipment Supply Dealer Pest Control Advisor		Horticulturist Entomologist Plant Geneticist Landscape Architect Production Manager Greenhouse/Nursey Manager Ag Extension Advisor Agriculture Teacher	

Agreement Guidelines

*“AB 288 (Dual Enrollment)
College and Career Access Pathways (CCAP)
Partnership Agreement Guidelines
for Apportionment Eligibility”*

http://extranet.cccco.edu/Portals/1/Legal/Guidelines/AB_288_College_and_Career_Access_Pathways_Apportionment_Eligibility_Guidelines_3-11-16.pdf

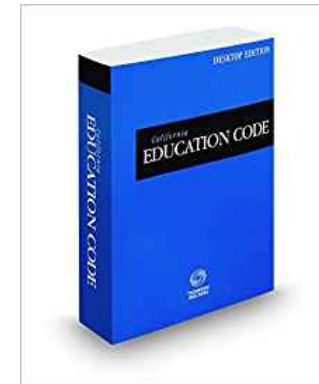
Eligibility for State Apportionment Funds

“The attendance of a high school pupil at a community college as special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.”

Education Code section 76004(s)

More on Apportionment

- Education Code section 76004(r) provides that “[a] district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.”
- The language of section 76004 applies specifically to CCAP partnership agreements and appears to require that a community college district must bear the course related costs in order to receive apportionment funding for a dual enrollment course.



College Credit and High School Credit

- A student may receive high school credit and college credit for a dual enrollment course.
- Education Code section 48800 provides that a student will receive credit for the community college courses that he or she completes at the level determined appropriate by the governing boards of the school district and community college district.
- Education Code section 76001 provides that credit for the courses completed by a student enrolled in a community college course shall be at the level determined to be appropriate by the school district and community college district governing boards.

College Credit and High School Credit

- A CCAP/AB 288 agreement requires certification that a qualified high school teacher teaching a course for **college credit** has not displaced or caused the termination of an existing community college faculty member teaching the same course at the partnering community college.
(Ed. Code § 76004(j).); and,
- AB CCAP/288 agreement requires certification by the partnering community college district that a community college course offered for **college credit** at the partnering high school campus does not reduce access to the same course offered at the partnering community college district.
(Ed. Code § 76004(k)(1).)

**COLLEGE CREDIT
COURSE**

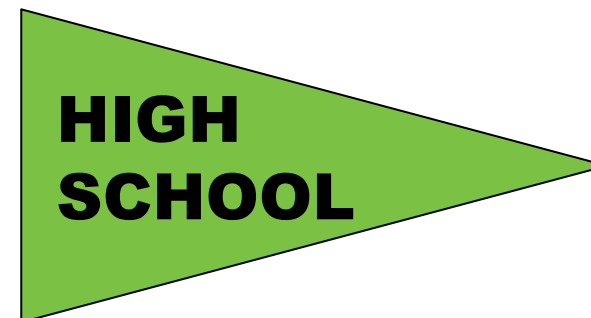
College Credit and High School Credit

HIGH SCHOOL CREDIT

- AB CCAP/288 agreement requires certification that the school district and community college district partners have complied with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP course offered for **high school credit**.
(Ed. Code § 76004(I).)

Cost Allocation between Community College and High School Partners

- ***The Community College pays for the dual enrollment course and course fees -***
 - Under a CCAP agreement the community college pays for the course and is eligible to receive reimbursement through state apportionment.
- However, a district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004(r).)



Cost Allocation

The school district cannot receive reimbursement for the dual enrollment course -

“The attendance of a high school pupil at a community college as a special part-time or full-time student is authorized attendance for which the community college shall be credited or reimbursed pursuant to Ed Code sections 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.”

Education Code section 76004(s)

Cost Allocation

- ***The school district pays for course materials -***
 - A high school pupil enrolled in a CCAP course shall not be assessed any fee that is prohibited by Education Code section 49011.
 - The school district pays for course materials under Education Code section 49011.



Instructors – Community College Regulations are Applicable

- The community college courses taught under dual enrollment must comply with the regulations that govern community colleges.
- Instructors must meet the minimum requirements for community college faculty in the subject discipline of the course being taught. (Cal. Code Regs., tit. 5, § 53410.)



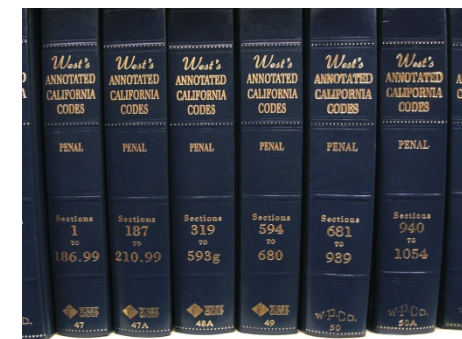
Dual Enrollment Courses Taught on a Closed High School Campus

- Education Code section 76002 provides that a community college course taught on a high school campus must be open to the public in order for the community college district to receive apportionment funds for the course.
- Under a CCAP agreement a community college may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or via an online platform, during the regular school day; and the community college will be eligible to receive State apportionment funds for the closed course taught on the high school campus.
(Ed. Code § 76004(o)(1)(2).)



Limiting Public Access to School District Campuses

- California Penal Code section 627.2 prohibits outsiders from access to school grounds when school is in session, except to proceed expeditiously to the office of the principal for the purpose of registering. The school district board may by resolution limit the period that the campus is open to the public to the time immediately before, immediately after and during the time that the dual enrollment course is being held pursuant to Penal Code section 627.2.
- The Board may also restrict the route that outsiders may use to reach the principal's office to register, pursuant to Penal Code section 627.6.



CCAP Partnership Agreement Certifications

- The CCAP Partnership Agreement shall certify that:
 - Any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in section 87010, or any controlled substance offense as defined in section 87011. (Ed. Code § 76004(h).)
 - Any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. (Ed. Code § 76004(i).)

CCAP Partnership Agreement Certifications

“The CCAP Partnership agreement shall certify that . . .

. . . a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.”

Education Code section 76004(j)

Certifications by the Community College in a CCAP Partnership Agreement

- The CCAP Partnership Agreement shall include a certification by the participating community college district that:
 - The community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus.
(Ed. Code § 76004(k)(1).)
 - A CCAP/AB 288 community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership.
(Ed. Code § 76004(k)(2).)



Certifications by the Community College in a CCAP Partnership Agreement

- The CCAP Partnership Agreement shall certify that:
 - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to section 66060.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college. (Ed. Code § 76004(k)(3).)
 - Both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit. (Ed. Code § 76004(l).)



Certification – Intervention / Remedial Course

“The CCAP Partnership agreement shall certify that . . .

. . . any remedial course taught by community college faculty at a participating high school campus shall be offered only to high school students who do not meet their grade level standard in math, English or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between the high school and community college faculty to deliver an innovative remediation course as an intervention in the student’s junior or senior year to ensure the student is prepared for college-level work upon graduation.”

Education Code section 76004(n)

Question & Answer Session

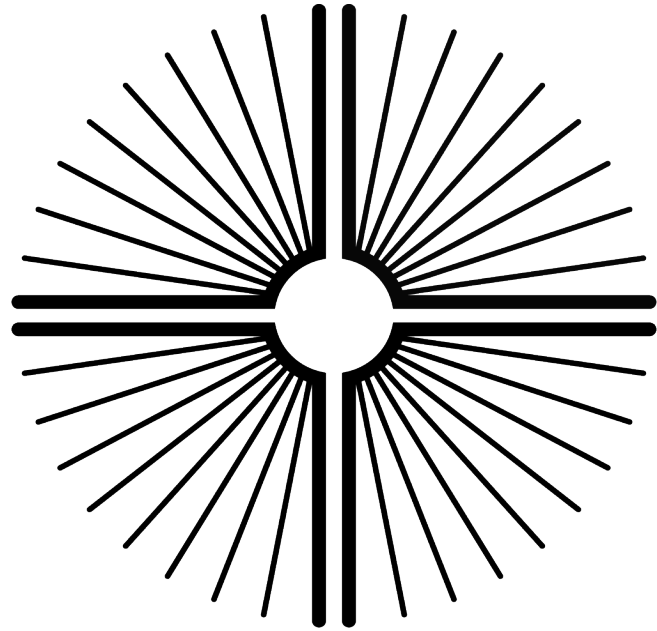
Disclaimer

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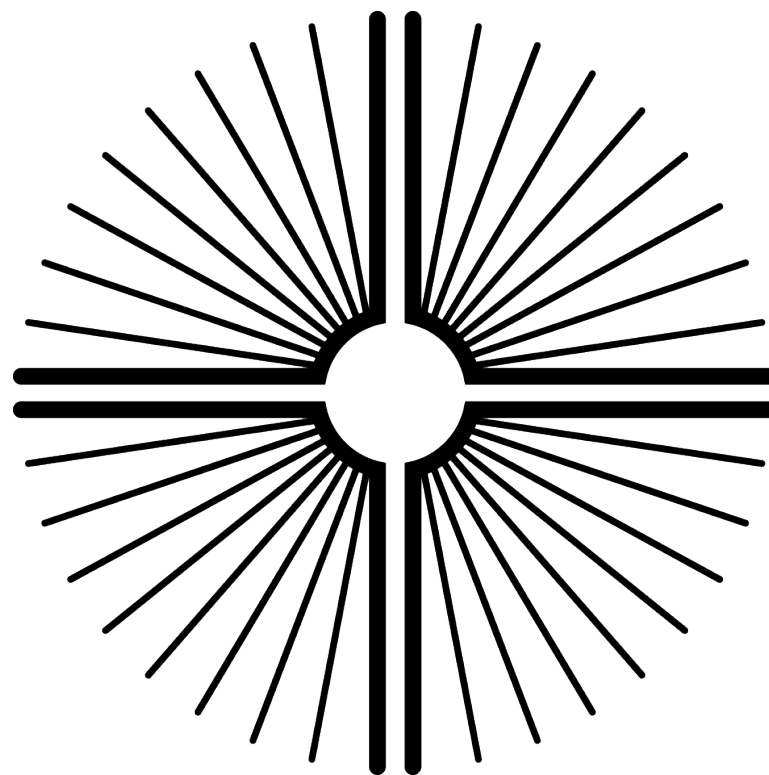
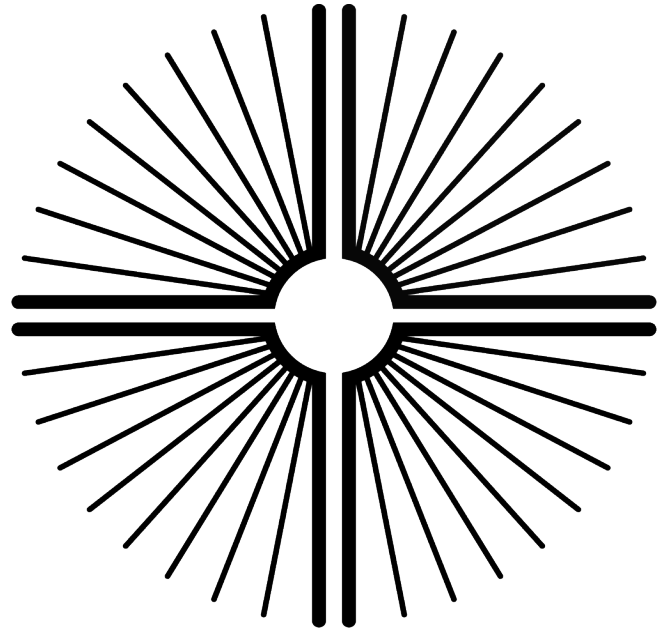


Table Discussions



Question and Answers

**FROM TABLE
DISCUSSIONS**



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CONTRACT EDUCATION AS AN ALTERNATIVE REVENUE SOURCE

PRESENTED BY:

Dr. Regina Stanback Stroud, Chancellor
Peralta Community College District

Mr. Andrew Suleski, Vice President of Administrative Services
Butte College



What is Contract Education?

A California community college may contract with a public or a private entity, corporation, association, person or body, for the purposes of providing instruction, services, or both, by the College. This is contract education.

Ed Code §78021(a)



How Could Contract Education Benefit My Community? Through Job Training



Contract Education's mission is to assist businesses locally, regionally, and statewide to enhance the transferable skills of the California's workforce. By collaborating with employers to develop a high-performance workforce, contract education's goal is to contribute to building strong regional economies and improve the State's global competitiveness.

How Can Contract Education Contribute to Student Success?

Students can earn unit credits and, when applicable, receive certificates and degrees for work completed through contract education.

California Code of Regulations,
Title 5, §55170



So, how is this different from regular classes?

- Depends on the Delivery
 1. Not-for credit – No FTES
 2. Credit/Noncredit – No FTES
 3. Credit/Noncredit – FTES *

* No FTES/Apportionment unless ALL statutory and regulatory conditions for generating FTES are met



And Wait, What? A Contract Education course is free for the student and provides money for the College?

Student enrollment fees do not apply to a contract education program if the entire cost of a course, including administrative costs, is paid by a public or private agency, corporation, or association with which the District contracts.



Ed Code §76300 (e) (3)

Operational Details - Know the Delivery

- Apportionment Generating

- Credit or Noncredit FTES
- Open to the public
- Faculty meets min. quals.
- Curriculum approved per Title 5
- Employer may pay costs & fees
- Contract may require # enrolled

- Non-Apportionment Generating

- May be Credit or Noncredit FTES, or Not-for-credit
- Closed to general public
- Employer pays full costs and fees

Operational Details – Non-Appportionment / No FTES

- Credit or Noncredit

- Curriculum must be approved
- Closed to general public
- Agency pays total costs, so no enrollment fees
- Faculty must meet min. quals.
- Faculty compensated, hired and evaluated the same as faculty in noncontract education classes

- Not-for-credit

- Customized to employers' needs
- Curriculum approval not needed
- Closed to general public
- Agency pays total costs
- Faculty min. quals. not needed
- If course meets credit program standards, then faculty compensation the same

Managing the Process



Institutional Operations



Workforce Development



Industry Advisory Committees

Policy and Governance



The Trustees set the “big picture” educational mission for the institution in service to the geographical service area.



The administrative policies and procedures such as refunds, registration, staffing, student conduct ,and course standards are established through internal



operations involving the faculty and administration.

Models of Success

So what does
that mean for you as trustee

- ambassador

Question & Answer Session

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