Dual Enrollment Toolkit:

Webinar

The Research and Planning (RP) Group for California Community Colleges

Career Ladders Project

California Community College Chancellor’s Office

June 7, 2016
10 am to 11:30 am
Call-in Information

• Telephone Conference Line: **888-886-3951**
• Participant Passcode: **742510**

CCC Confer Client Services
1-760-744-1150 ext. 1537 or 1554
Agenda

• The partnership
• The toolkit development
• A toolkit overview
• Responses to questions received
• Next steps
  – Decision trees
• AB 288 CCAP Agreement submission process
The Partnership
The Partners

Dr. Pamela Walker
Vice Chancellor of Educational Services
CCCCCO

Dr. Rogéair Purnell
Senior Researcher
The RP Group

Naomi Castro
Director
Career Ladders Project

Thuy T. Nguyen
Interim General Counsel/Vice Chancellor
CCCCCO

Vincent Stewart
Vice Chancellor for External Relations
CCCCCO

Elias Regalado
Director of Fiscal Standards and Accountability
CCCCCO
The RP Group

• Strengthens the ability of California community colleges to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for all students

www.rpgroup.org
Career Ladders Project

• Works in partnership with CCCs statewide to improve educational and career advancement for all Californians—via research, policy initiatives, and strategic assistance to community colleges, and their K16 education, community and employer partners.

www.careerladdersproject.org
Who has joined us?

Please enter the letter that best describes you:

A. Community college administrator, program / project director, or coordinator
B. Community college faculty
C. K12 administrator, program director, or coordinator
D. K12 teacher
E. Other

Welcome!
The Toolkit Development
Toolkit Development

- Document review
- Literature review and research
- Interviews
- Advisory committee
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
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<tr>
<td><strong>Advisory Committee Members</strong></td>
<td></td>
</tr>
<tr>
<td>Lori Bennett</td>
<td>President, Clovis College</td>
</tr>
<tr>
<td>Audrey Green</td>
<td>Associate VP, Acad. Affairs, College of the Canyons</td>
</tr>
<tr>
<td>Wendi McCaskill</td>
<td>Fiscal Consultant, School Fiscal Services, California Dept. of Ed</td>
</tr>
<tr>
<td>Jerry Buckley</td>
<td>Vice President of Instruction, College of the Canyons</td>
</tr>
<tr>
<td>Carolyn Hamilton</td>
<td>Ed Programs Consultant, California Dept. of Ed</td>
</tr>
<tr>
<td>John Means</td>
<td>Associate Vice Chancellor, Economic &amp; Workforce Kern CC District</td>
</tr>
<tr>
<td>Dolores M. Davison</td>
<td>Professor &amp; Chair, Foothill College, Academic Senate for CCC</td>
</tr>
<tr>
<td>Debra Jones</td>
<td>Director, Workforce and Adult Education, CCCCCO</td>
</tr>
<tr>
<td>April Moore</td>
<td>Dir. Curriculum &amp; Instruction, Corona-Norco Unified School District</td>
</tr>
<tr>
<td>Sylvia Dorsey-Robinson</td>
<td>VP Student Services, West Hill College Lemoore</td>
</tr>
<tr>
<td>Sara Lundquist</td>
<td>VP Student Services, Santa Ana College</td>
</tr>
<tr>
<td>Meridith Randall</td>
<td>Assoc. Sup., Instruction &amp; Institutional Effectiveness, Chaffey College</td>
</tr>
<tr>
<td>Jill Marks</td>
<td>California Director, Gateway to College National Network</td>
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<tr>
<td>Kim Schenk</td>
<td>Dean of Career/Technical Ed and Economic Development, Diablo Valley College</td>
</tr>
<tr>
<td>Sandra Sanchez</td>
<td>Dean of Economic &amp; Workforce Development, Los Angeles Harbor College</td>
</tr>
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</table>
A Toolkit Overview
The Dual Enrollment Toolkit is a resource for secondary and community college partners. This resource will highlight and describe promising practices related to providing historically underrepresented high school students with opportunities to earn college credits at California Community Colleges (CCC) while they complete the requirements for their high school diplomas. The intent is to provide specific, concrete guidance and evidence to interested college administrators, faculty and staff who are planning to build partnerships with K12 districts to support dual enrollment efforts on their campuses and/or within their districts.

- CCCC Advisory Committee and CCCC Announcement
- Dual Enrollment and Assembly Bill 288 (CCAP) – Legal Opinion 16-02
- AB 288 College and Career Access Pathways (CCAP) Partnership Agreement
- Appropriation Eligibility Checklist for Community College Districts
- Frequently Asked Questions
- Dual Enrollment: Considerations for AB 288 Agreements and Non-AB 288 Partnership
- AB 288 Partnership Agreement Framework
- Comparison of Non-AB 288 Agreements and AB 288 Partnership Agreements for Dual Enrollment
- Legal Table – California Education Codes and State Active Legislation Influencing Dual Enrollment as of January 26, 2016
- Instructional Minutes – Interview with CDE’s Wendi McCaskill

Resources:
- Legislation
- CCCC Legal Opinion
- College Documents
- Research

DUAL ENROLLMENT TOOLKIT WEBINAR
JUNE 7th, 2016
A webinar with members of the California Community Colleges Chancellor’s Office and the authors of the Toolkit will be held on June 7th at 10:00-11:30 a.m. to walk participants through the Toolkit and answer questions about dual enrollment in California.

You do not need to register ahead of time for the webinar, however you do need to ensure that your computer will be able to access the webinar, which will involve downloading and installing a large file.

Please follow the steps below to participate in the webinar:
1. To ensure that you have the correct files downloaded, please go to this link at least 24 hours prior to the webinar and follow the instructions listed.
2. On June 7th at 10:00 a.m. PDT go to this link and fill in the requested information. When prompted, please enter the access code: 742510

If you are having issues connecting, please contact CCCCConfer’s Technical Support:
DE Toolbox

— Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners

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Resources:
DATE: March 11, 2016

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Admissions and Records Officers
Transfer Center Directors
Matriculation Coordinators
Financial Aid Directors

FROM: Thuy Thi Nguyen, Esq.
Interim General Counsel

SUBJECT: Dual Enrollment and Assembly Bill 288 (CCAP)
Legal Opinion 16-02

Assembly Bill 288 (Holden) was enacted January 1, 2016 and added to the California Education Code section 76004. Assembly Bill 288 enables the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district. For the first time in California’s Education Code, the term “dual enrollment” is identified to define “special part-time” or “special full-time” students – that is, high school or other eligible special admit students enrolling in community college credit courses.¹

The purpose of this Legal Opinion is two-fold: to opine on the key legal issues regarding:

☐ CCAP partnerships under AB 288; and
☐ Districts’ ability to operate outside of the CCAP framework (that is, either develop or continue existing non-CCAP partnership agreements and other dual enrollment, non-cohort programs in general).

¹ The term “concurrent enrollment” is not found in California Education Code.
DE Toolkit

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**DUAL ENROLLMENT TOOLKIT: A RESOURCE FOR COMMUNITY COLLEGES AND SCHOOL DISTRICT PARTNERS**

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**Resources:**
DE Toolkit
Partnership Agreement Guidelines

Community college districts may claim full-time equivalent student (FTES) and state apportionment for courses given through AB 288 (dual enrollment) College and Career Access Pathways (CCAP) Partnership Agreements provided that California Education Code (EC) and California Code of Regulations, Title 5 requirements are met as outlined in this document. Other regulations and/or statutes may apply, and other subject matters (e.g., facilities and student code of conduct) not related to state apportionment eligibility may also be covered in such partnership agreements.

These guidelines paraphrase applicable sections of Education Code and Title 5 and apply only to programs and/or courses conducted in an AB 288 CCAP Partnership Agreement with a California public school district. The following list of required elements should be used as a guide in the preparation of these agreements/contracts. Please also refer to Legal Opinion 16-02 (Dual Enrollment and AB 288) for legal guidance on some of these elements.

Legal Authority, Adoption, and Terms

1. A participating community college district may enter into a CCAP partnership with a public school district partner that is governed by an AB 288 CCAP Partnership Agreement approved by the governing boards of both districts. EC § 76004(a)

2. The AB 288 CCAP Partnership Agreement shall be for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The community college district shall not provide physical education course opportunities to high school pupils participating in the AB 288 CCAP Partnership Agreement or any other course opportunities that do not assist in the attainment of at least one of these goals. EC §§ 76004(a) and 76004(d)

3. A community college district shall not enter into an AB 288 CCAP partnership with a school district within the service area of another community college district, except...
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Resources:
DE Toolkit FAQ

This Frequently Asked Questions (FAQ) section of the Dual Enrollment Toolkit is a first step in addressing important questions affecting dual enrollment implementation, raised by California Community College Boards of Trustees, School Boards, secondary and postsecondary administrators, teachers, and faculty. This toolkit links to the California Community College Chancellor’s Office’s (CCCCO) official documents and offers guidance for practitioners based on practices in the field and current research, and draws on information provided in California Community Colleges Office’s Legal Opinion 16-02 released on March 11, 2016 (and the AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility). Wherever possible throughout this FAQ section (and in future iterations of the Toolkit), we include resources, documents, and materials currently being used by California community college administrators and faculty as well as their secondary partners to attend to these issues and deliver dual enrollment offerings.

ORGANIZATION OF THE INFORMATION
We organize the toolkit around key topics and themes, identified through the input of an advisory committee established by the CCCCO which included administrators, faculty and representation from the California Department of Education with experience leading dual enrollment efforts at both the secondary and postsecondary level. They identified the following 10 topics as well as related key questions addressing important challenges and opportunities:

- Definitions and Models
- Agreements: Instructional Service Agreements (ISAs), Memoranda of Understanding (MOUs), and Partnership Agreements
- Registration, Enrollment, and Scheduling
- Student Services
- Policies, Regulations, and Legislation
- Strategies and Approaches
- Budgeting and Funding
- Monitoring and Evaluation
- Marketing, Communications, and Messaging
- Professional Development

For each topic, the responses to relevant questions were drafted based on input from and interviews with the advisory committee members, other community college administrators and faculty as well as secondary administrators and teachers who have experience designing, managing, and implementing large-scale dual enrollment efforts. This resource complements and reinforces the information highlighted in the California Community Colleges Office’s Legal Opinion 16-02 released on March 11, 2016. If you would like to repurpose or adapt any of the embedded resources and documents, please be sure to cite the original source.

Download a separate resource list with additional sample documents, articles, and agreements (including those highlighted throughout the FAQ) here.
DE Toolkit FAQ

• Definitions and Models
• Agreements
• Registration, Enrollment, and Scheduling
• Student Services
• Policies, Regulations, and Legislation
• Strategies and Approaches
• Budgeting and Funding
• Monitoring and Evaluation
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DE Toolkit

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Resources:
# Dual Enrollment: Considerations for AB 288 Agreements and Non-AB 288 Partnership

Both AB 288 and previous legislation allow for dual enrollment of high school students in college courses. AB 288 is an option, not a mandate. Colleges and their partners may: (1) continue non-AB 288 agreements, (2) enter into new non-AB 288 agreements, and (3) enter into AB 288 partnership agreements. If a college district enters into an AB 288 partnership agreement with a school district, and abides by the requirements, special part-time high school (SP/HS) students can enroll in more units per term and colleges can claim apportionment even on courses offered at the high school that are closed to the public.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Non-AB 288 Providing advanced scholastic and vocational training to students who are determined to be ready to undertake college credit coursework.</th>
<th>AB 288 Expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Not explicitly stated.</td>
<td>Goal of seamless pathways to community college for CTE or transfer, improving high school graduation rates, or college and career readiness.</td>
</tr>
<tr>
<td>Partners</td>
<td>A community college and a local high school or a community college district and a school district.</td>
<td>Must be a community college district and a school district within its service area.</td>
</tr>
<tr>
<td>Courses</td>
<td>College level academic and CTE.</td>
<td>Must be a part of a pathway, may be college level and/or developmental math or English under certain circumstances and CTE.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>SPTH students allowed to enroll in up to 11 units per term.</td>
<td>SPTH students allowed to enroll in up to 15 units (4 courses) per term.</td>
</tr>
<tr>
<td></td>
<td>HS students have lowest enrollment priority, with the exception of Middle College HS students.</td>
<td>Participating students may have same priority enrollment as Middle College HS students.</td>
</tr>
<tr>
<td>Apportionment</td>
<td>College may claim apportionment if course is open to the general public.</td>
<td>Colleges may claim apportionment and course may be offered at the high school campus for high school students and closed to the general public.</td>
</tr>
<tr>
<td>Approval Process</td>
<td>Agreement must be approved by K12 and college boards.</td>
<td>Agreement must be presented to each district’s board twice at subsequent meetings that are open to the public—once as an information item and again for public comments and a board vote to approve or disapprove AND submitted to CCCCCO for approval before students are enrolled.</td>
</tr>
<tr>
<td>Reporting</td>
<td>MIS</td>
<td>Additional reporting requirements including data sharing agreement.</td>
</tr>
</tbody>
</table>

This is not intended as comprehensive guidance. For more detailed information, including requirements of agreements and other requirements, see the following:


This document is a part of the [Dual Enrollment Toolkit](#), created by the Career Ladders Project and the RP Group in partnership with the California Community Colleges Chancellor’s Office (CCCCO). Funded by the CCCCCO, Rancho Santiago Community College District, and the James Irvine Foundation. Rev 04/28/16.
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Resources:
This document provides a framework to assist community college districts and their partners in crafting College and Career Access Pathways (CCAP) Partnership Agreements. As with any legal agreement, colleges and their partners should review all agreement language with their legal counsel. Please use this framework in conjunction with Legal Opinion 16-02 and the AB 288 CCAP Partnership Agreement Eligibility Guidelines for Apportionment issued by the CCCCO, and all applicable statutes and regulations. Numbering under references corresponds to the numbering of sections in the AB 288 CCAP Partnership Agreement Apportionment Eligibility Guidelines.

SECTION

REFERENCE

A CCAP Partnership Agreement must be titled “College and Careers Access Pathways Partnership Agreement.” See Legal Opinion (LO) 16-02, sec 2.1, p.9

RECATALS

Example:
Whereas the purpose of dual enrollment ...

2. CCAP Partner Agreements be district-to-district. The purpose and goals are required elements and may be listed in the recitals. See Apportionment Guidelines (AG) sec. 2., p 1.

LEGAL AUTHORITY AND ADOPTION

1. A community college district may enter into a CCAP partnership with a school district governed by a CCAP Partnership Agreement that is approved by both districts (AG sec. 1 p 1).
2. A community college district shall not enter into an AB 288 CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that AB 288 CCAP partnership (AG sec. 2. p. 1).
3. Before adopting the AB 288 CCAP Partnership Agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item EC § 78004(b).
4. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed AB 288 CCAP Partnership Agreement. A copy of the approved AB 288 CCAP Partnership Agreement shall be filed with the Chancellor’s Office of the California Community Colleges. The Chancellor of the
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Resources:
Dual enrollment partnerships require legal contracts. Memorandums of Understanding (MOUs), Instructional Service Agreements (ISAs) and College and Career Access Pathway (CCAP) Partnership Agreements are all contracts or agreements. These agreements outline the procedures and conditions governing student enrollment and fees, support and monitoring and withdrawal as well and which partner will be responsible for key tasks to ensure students’ success.

Dual enrollment courses that are offered under AB 288 partnerships are required to have a College and Career Access Pathway (CCAP) Partnership Agreement. The name College and Career Access Pathway (CCAP) Partnership Agreement is specifically referred to in the legislation and this name, AB 288 CCAP Partnership Agreement, is what triggers the authority of the legislation.¹

Dual enrollment courses offered under non-AB 288 legislation need a legal agreement. This agreement may be an MOU, an ISA, or more simply an “Agreement.” To avoid confusion between the types of agreements a suggested best practice is to refer to AB 288 agreements only as CCAP Partnership Agreements and non-AB 288 agreements as Agreements. The requirements of CCAP Partnership Agreements are more specific than other agreements, please see the table below, the latest legal opinion from the California Community college Chancellor’s Office (dated March 11, 2016) and the AB 288 Partnership Agreement Guidelines for Apportionment Eligibility for details.

<table>
<thead>
<tr>
<th>Element</th>
<th>Agreements for non-AB 288 dual enrollment</th>
<th>College and Career Access Pathways (CCAP) Partnership Agreement under AB 288 **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Agreement Between Partners</td>
<td>Agreement must include: responsibilities of each party; procedures, terms and conditions for enrollment period, student fees, class hours, supervision and evaluation of students’ progress, withdrawal of.</td>
<td>Requires agreement between the governing boards of of the partnering community college (CC) district and school district; only public school districts are eligible to participate. Must identify employer of record for purposes of assignment.</td>
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</tbody>
</table>

¹ See March 11, 2016 Legal Opinion Section II. F (page 9).
² See March 2016 Partnership Agreement Guidelines for Apportionment Eligibility n.4 and #5 (page 2).
³ See March 11, 2016 Legal Opinion Section III. F & P (pages 7-9) and Partnership Agreement Guidelines for Apportionment Eligibility #1 (page 1).
⁴ See March 2016 Partnership Agreement Guidelines for Apportionment Eligibility #6 g. (page 2).
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Resources:
## California Education Codes and State Active Legislation Influencing Dual Enrollment¹ as of January 26, 2016

<table>
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<tr>
<th>Relevant Topic / Issues</th>
<th>Ed Code(s)</th>
<th>Assembly Bill</th>
<th>Senate Bill</th>
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<tr>
<td>Secondary-postsecondary collaboration</td>
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<td>Long Beach Promise</td>
<td>11392, 46141 &amp; 46146.5, 75300</td>
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<td>Early College High Schools²</td>
<td>11392, 46141, 46146.5, 76001</td>
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<td>Middle College High Schools</td>
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<tr>
<td>Instruction-Related</td>
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<tr>
<td>Aligned sequences of coursework</td>
<td>48800, 76004</td>
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<td>650</td>
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<td>Attendance tracking</td>
<td>46140-46147, 48802, 76001</td>
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<td>Average Daily Attendance (ADA)</td>
<td>46144, 46142, 46146</td>
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<td>Required minutes of instruction</td>
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<td>Teacher / Instructor qualifications</td>
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<td>Exemption of enrollment fees and nonresident tuition</td>
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<td>Participation eligibility / requirements</td>
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<td>Enrollment / FTES caps</td>
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<td>Priority Registration</td>
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<td>Funding-Related</td>
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<td>Funding streams</td>
<td>48813</td>
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<td>76, 1070</td>
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¹ This table is not exhaustive and there may be relevant legislation and ed codes that are not included.
² See overview of relevant legislation provided by the California Coalition of Early and Middle Colleges.

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- Comparison of Non-AB 288 Agreements and AB 288 Partnership Agreements for Dual Enrollment
- Legal Table – California Education Codes and State Active Legislation Influencing Dual Enrollment as of January 26, 2016
- Instructional Minutes – Interview with CDE’s Wendi McCaskill

Resources:
INTERVIEW WITH WENDI MCCASKILL

Wendi McCaskill
Fiscal Consultant, School Fiscal Services
California Department of Education
Interviewed on December 10, 2015

Wendi McCaskill works in the School Fiscal Services department of the California Department of Education (CDE). When the CDE receives questions on instructional minutes and dual or concurrent enrollment they refer them to Wendi. She graciously took some time to explain the basics of instructional minutes for us.

QUESTION: Can you give an overview of the basic instructional minute requirements for K12 students in high school who are also in a dual or concurrent enrollment program?

RESPONSE: All school districts and charter schools have instructional minute requirements. Per state statute school districts and charter schools must offer students a minimum number of minutes per year and students must be scheduled for no less than a minimum number of minutes per day in order to claim Average Daily Attendance (ADA). Annual instructional minute and daily minimum minute requirements vary by grade span. For the purposes of this conversation I am referring to the requirements for grades 9 through 12. The minimum instructional minutes for a noncharter, public school grades 9-12 are 64,800 annual minutes and at least 240 per day.

Statute allows for students that are concurrently enrolled in a CSU, UC, or community college to be scheduled for less than the 240 minimum day.

The minimum day requirements for students concurrently enrolled in a school district and on a part time basis in a California State University, University of California, or California community college setting are as follows:

- For students in grades 11 and 12 that are not enrolled in an Early/Middle College High School but are enrolled part time in classes of a California State University or a University of California, the minimum day per Education Code Section 46146(a) is 180 minutes. Per Education Code Section 46146(c), students that are scheduled for 180 minutes generate ¾ of an ADA.

- For students in grades 9 through 12 that are not enrolled in an Early/Middle College High School but are enrolled as special part time students at a community college, under Article 1 of Chapter 5 of Part 27 the minimum day per Education Code Section 46146(b) is 180 minutes. Per Education Code Section 46146(c) students that are scheduled for 180 minutes generate a maximum ¾ of an ADA.

- For students in grades 11 and 12 that are enrolled in an Early/Middle College Non-Charter High School and are enrolled part time in courses of a California State University or a University of California, the minimum day is 180 minutes and students that are scheduled for at least 180 minutes of instructional
Questions & Responses
Articulation

• How is dual enrollment different from articulation?
Credits Earned & Transcripts

- When are transcripted grades generated for DE students?
Fees

• Are HS students in an AB-288 partnership subject to health fees?
• Can CCDs claim apportionment for non-resident special part-time students who are attending CC under a CCAP partnership agreement?
Apportionment

• Can CCs claim apportionment for non-resident students in an AB-288 partnership?
• Can HSs claim full ADA for DE students who still meet the minimum number of instructional minutes?
Statewide FTES Cap

- Can you clarify the operation of the 10% FTES statewide cap of EC section 76004(W)? In particular, how can individual districts know if they are enrolling special admit students in excess of the 10% FTES statewide cap?
Other Questions?

- Use the discussion forum on the toolkit page to pose additional questions
# DE Toolkit Decision Tree – draft

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<th>Considerations</th>
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## DE Toolkit Decision Tree – *draft*

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AB 288 CCAP Agreement Submission
AB 288 CCAP Agreement Submission

• Agreements that have been approved by the community college and school district boards should be submitted to Debbie Velasquez, Specialist for Fund for Student Success at the Chancellor’s Office, at dvelasqu@cccco.edu

• You will receive an acknowledgment of receipt
Thank you!

• A link to the webinar recording will be available on the Toolkit webpage on the Career Ladders Project’s and RP Group’s websites
• Use the discussion forum on the toolkit page to pose questions
• Send us relevant materials and documents
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