Strengthening Student Success Post-Conference Session
Wednesday, October 5th – Hyatt Garden Grove, CA – 11:30 am – 12:30 pm

Dual Enrollment and the Toolkit to Get You There

- Dr. Stephanie Rodriguez, El Camino College
- Tom Spillman, Mt. San Jacinto College
- Rogéair Purnell-Mack, RP Group
- Naomi Castro, Career Ladders Project
Agenda

1. Your Panel
2. Burning Questions
3. Dual Enrollment / Toolkit Overview
4. El Camino College
5. Mt. San Jacinto College
6. The Dual Enrollment Toolkit
7. Questions
Panel

- Dr. Stephanie Rodriguez, Dean, Industry & Technology, El Camino College
- Tom Spillman, Dean, Student Services, Mt. San Jacinto College
- Dr. Rogéair Purnell-Mack, Senior Researcher, RP Group
- Naomi Castro, Director, Career Ladders Project
Burning Questions

What is the most important thing you want to learn about dual enrollment in today’s session?

Please post it on the appropriate chart:

• Implementation
• Design
• Partnerships
• Student Support
Dual Enrollment: Toolkit

Goal & Purpose

- Offers additional resources to build the capacity of CCCs to support dual enrollment for historically underrepresented students
- Highlights and describes promising practices
- Provides specific and concrete guidance and evidence
- Complements Chancellor's Office’s legal opinion
El Camino College
El Camino College

Engineering Technology – Project Lead The Way
• Hawthorne High (CVUHSD)
• Lennox Academy (LUSD)
• El Segundo High School (ESUHSD)
• Torrance High, South High (TUSD)
• California Academy of Math and Science (LBUSD)
El Camino College

Engineering Technology – Project Lead The Way

- Approximately 1,000 students
- Precursor - college instructors, robotics course, after school, grant funded (non-FTES)
- Majority of courses taught by regular high school instructors who meet min quals.
- Some regular college instructors
- All are colleagues, all are ECC instructors
El Camino College

Engineering Technology – Project Lead The Way

- Some FTES generating courses – open, no seat saving, revenue sharing
- Most courses non-FTES generating, college incurs cost for personnel in A&R, coordinator, division office staff
- Transitioning to AB 288, but on a small scale
El Camino College

Engineering Technology – Project Lead The Way

- Most important to success of dual enrollment in this program = college and high school instructors are on the same page
Mt. San Jacinto
Components of Dual Enrollment

Mt. San Jacinto College District

2015 Dual Enrollment “Coaches Play Sheet”

Dual Enrollment Outcomes
- Alignment of 12- & Higher Education
  - Develop meaningful pathways
  - Align curricula
  - Expand remission options

Expanded Access to College Courseroom
- Improve time to degree completion
- College Cost Savings for Students & Families

Dual Enrollment Advisory Committee
Membership: Dual Enrollment Committee is made up of interested voting members, approved by the Executive Academic Senate. The Advisory Committee will meet twice per semester & report back to the Executive Academic Senate following each meeting. Meetings should provide a forum for dual enrollment planning. Service on the Dual Enrollment Advisory Committee is a 2-year term. The fiscal year is responsible for calling the committee to order.

Developed Vision Statement & Dual Enrollment Goal
- Develop and define roles of student services & instructional personnel
- (a) advising & overseeing the programs, processes, and activities of the Dual Enrollment Program at Mt. San Jacinto College, (b) reviewing and making recommendations regarding current program course offerings, as well as reviewing the requirements of making non-course offerings in the Dual Enrollment Program, (c) ensuring MSJC standards and or 2-year course are maintained, including adherence to current MSJC core-course outlines of record, Title V requirements & ED code.

“The Work”
- Textbook identification, faculty hiring & evaluations: Follow current MSJC hiring practices
- Student recruitment and orientation
- Student interest established and personal invites sent out to students
- H-12 Communication & Follow Up: A dual enrollment liaison is identified at both the college & participating high school
- Section development: Developed by Instructional Director in consultation with the dual enrollment liaison, approved & provided a pre-registration meeting by high school teachers (Course Title, Dates, Times, Room, Instructor, Name, Yearly School Calendar)

Supporting CA Legislation
- K-12, Section 68800 thru 68814
- Nondiscrimination of students who have attended a community college prior to the eleventh grade
- Courses for college credit
- Acceptable for student attendance as prescribed by law
- Limits on summer session

Community Colleges, Section 36001 thru 36003
- High school students admitted to special pathway community college students are limited to 11 units per term
- Courses can receive state apportionment
- College & H-12 district determine respective level of course credit
- Students assigned to enrollment priority, except for Middle College High School students
- Community college classes must be open 8 advertised to the general public, including classes taught at a high school campus
- Classes held on a high school campus shall be held during the time the campus is closed to the general public
- P.E. classes limited to 10% high school enrollment & college can claim only 5% of total P.E. for state apportionment

Title 5, Section 51046
- Open courses “Minimum Condition required” normal board policy must be published to ensure that waived specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, whenever offered & maintained by the district, shall be fully open to enrollment & participation by any person who has been admitted to the college & who meets such prerequisites as may be established in section 53030.
- Title 5, Section 51046(a)
- Conditions for granting apportionment-Course must be open to enrollment by the general public.
- Title 5, Section 51046(b)
- Type of courses that may not be charged for state apportionment: Facilities & ensuring access to the general public (military base or institution)
- Title 5, Section 51046(c)
- Advertising courses in course catalog & schedule of class, prohibition against preferred enrollment, limiting accessibility, or exclusion of qualified students
- Title 5, Section 51046(d)(1)(2)
- Dues to enrollment, accessibility to off-campus sites

I - Individualized
P - Planning
L - Linked
A - Achievement
N - Networking
Access, Equity, & Success
Barriers to Dual Enrollment

- College Administrative Barriers
  - Purpose!!!
  - Enthusiasm by College President
  - Instructional Vice President’s Leadership
  - Middle management sabotage
  - Establishing a team
  - Too many “chefs in the kitchen”
  - “A win, win attitude”
  - Communication
  - MOU Language development
  - Contract issues
  - An informed faculty
  - Vetting/Evaluations
  - Lack of faculty input
  - Growth of program
  - Elitism

- College Faculty Barriers
  - CCAP vs. Non-CCAP
  - “Truly open to the public”
  - Unit limitations
  - Populations to serve

- Legislative Barriers
  - MPAA Language Development
  - Limited scope
  - Lack of faculty input
  - Growth of program
  - Elitism

Program Operational Duties

- Student Services
  - Student Services Coordinator / Liaison
  - Outreach
  - Co-Chair Planning Team and Pre-Registration Meetings
  - Collaborate to complete Bell schedule and calendar
  - Assess Students
  - Register Students
  - Resolve Student/Counselor and Counselor/Administration Issues
  - Collaborate to organize and offer site orientations for all partner schools, counselors, instructors, students and parents.

- Instruction
  - VP of Instruction
    - Executive Management and Oversight
  - Instruction Coordinators / Liaison
    - (Academic & CTE)
  - Co-Chair Planning Team and Pre-Registration Meetings
  - Collaborate to complete Bell schedule and calendar
  - Develop sections, select and monitor books
  - Identity, review and select prospective faculty
  - Train, mentor, and evaluate faculty

- Academic Senate Advisory Committee
  - Meets twice per semester
  - Advises and oversees the program’s processes, activities, as well as any proposed changes
  - Reviews and makes recommendations regarding current program course offerings as well as review the requirements of adding new courses

- Academic Senate Planning Team Meetings
  - Assists and ensures MSAC standards and goals for course is maintained, including adherence to current MSAC course outlines,课 outline requirements, and Ed. Code
Management of Dual Enrollment

Enrollment Workflow

High School
- Guidance/Faculty
- Alerts
  - Enrollment reports
  - Registration status
  - Course status
  - Faculty coordination

Application
- Registration
- Parent Consent
- Payment

Permissions
- Payment Terms
- Transcript/GPA
- Grades

Reminders
- Consent Request
- Payment Request
- Registration Status

Course Data
- Section Data
- Acceptance
- Registration

Student Application
- Student Registration
- Permissions
- Transcripts
- Payment

*automated process via API integration or data exchange

jvanpelt@dualenroll.com
DE Toolkit

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

- CCCCO Advisory Committee and CCCCO Announcement
- Dual Enrollment and Assembly Bill 288 (CCAP) – Legal Opinion 16-02
- AB 288 College and Career Access Pathways (CCAP) Partnership Agreement
- Apportionment 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:

http://www.careerladdersproject.org/ccccode/
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 289 (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 CCCC0 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.
STATE OF CALIFORNIA

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SACRAMENTO, CA 95811-8549
(916) 445-8792
http://www.cccee.edu

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
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.
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...
DE Toolkit
AB 288 vs. non-AB 288

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 (SPTH) students can enroll in more units per term and colleges can claim apportionment even on courses offered at the high school that are close to the public.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Providing advanced scholastic and vocational training to students who are determined to be ready to undertake college credit coursework.</th>
<th>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 student allowed to enroll in up to 11 units per term. • HS students have lowest enrollment priority, with the exception of Middle College HS students.</td>
<td>• SPTH students allowed to enroll in up to 15 units (4 courses) per term. • 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 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 04/2016.

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Legal Opinion 16-02

AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility:
<table>
<thead>
<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>Partnership Related</td>
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<td></td>
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<tr>
<td>Secondary-postsecondary collaboration</td>
<td>48810, 48814, 76003</td>
<td>288</td>
<td></td>
</tr>
<tr>
<td>Long Beach Promise</td>
<td></td>
<td>650</td>
<td></td>
</tr>
<tr>
<td>Early College High Schools²</td>
<td>11302, 46141 &amp; 46145.5, 76300</td>
<td>379, 1315</td>
<td></td>
</tr>
<tr>
<td>Middle College High Schools</td>
<td>11300, 46141, 46146.5, 76001</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Instruction-Related</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned sequences of coursework</td>
<td>48800, 76004</td>
<td>288</td>
<td>650</td>
</tr>
<tr>
<td>Attendance tracking</td>
<td>46140-46147, 48802, 76001</td>
<td></td>
<td></td>
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<tr>
<td>Average Daily Attendance (ADA)</td>
<td></td>
<td>292</td>
<td></td>
</tr>
<tr>
<td>Required minutes of instruction</td>
<td>46144, 46142, 46146</td>
<td></td>
<td>1316</td>
</tr>
<tr>
<td>Teacher / instructor qualifications</td>
<td>51225.3</td>
<td>288</td>
<td></td>
</tr>
<tr>
<td>Course offerings (e.g., open or closed to public, advertisement of, when offered)</td>
<td>76002</td>
<td>288</td>
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<tr>
<td>Student-Related</td>
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<td>Nonresident students</td>
<td>68130.5, 76000, 76140</td>
<td>540, 150</td>
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<td>Residency for Tuition Status</td>
<td>68000, 76140, 76140.5</td>
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<tr>
<td>Exemption of enrollment fees and nonresident tuition</td>
<td>76300, 76140, 76141</td>
<td></td>
<td>150</td>
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<tr>
<td>Participation eligibility / requirements</td>
<td>48800, 76001, 76002, 76003, 76004</td>
<td>288, 338</td>
<td></td>
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<tr>
<td>Enrollment / FTES caps</td>
<td>48800, 76001, 76002, 76004</td>
<td>288, 1540</td>
<td>1303</td>
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<td>Assessment</td>
<td>48810.5</td>
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<td>948</td>
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<td>Priority Registration</td>
<td>76001, 76004</td>
<td>288, 967</td>
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<td>Noncredit Coursework</td>
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<tr>
<td>Funding-Related</td>
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</tr>
<tr>
<td>Funding streams</td>
<td>48813</td>
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</tbody>
</table>

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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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>AGREEMENT</td>
<td></td>
<td></td>
</tr>
<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 boards⁴ of the partnering community college (CC) district and school district; only public school districts⁵ are eligible to participate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Must identify employer of record⁶ for purposes of assignment.</td>
</tr>
</tbody>
</table>

¹ See March 11, 2016 Legal Opinion; Section II, F (page 9).
² See March 2016 Partnership Agreement Guidelines for Apportionment Eligibility #4 and #5 (page 2).
³ See March 11, 2016 Legal Opinion; Section II, E & F (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).
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.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>RECITALS</td>
<td>Example: Whereas the purpose of dual enrollment …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REFERENCE</th>
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</table>

<table>
<thead>
<tr>
<th>LEGAL AUTHORITY AND ADOPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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 where an agreement exists, or is established, between those community college districts authorizing that AB 288 CCAP partnership (AG sec 2. p 1).</td>
</tr>
<tr>
<td>4. 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 § 76004(p).</td>
</tr>
</tbody>
</table>
| 5. 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
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 ¼ 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 ¼ 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
DE Toolkit Discussion Thread

20 Comments

Career Ladders Project

Login

Recommend Share

Join the discussion...

Richard • a month ago
Great web site ...
A couple of questions:
1) Can all or a portion of a dual enrollment class held at a high school site be distance education? Does that meet the 'immediate supervision' requirement?
2) Calendar differences, high school bell schedules, school district half-days, and contact hours - how are differing holiday and non-instructional days to be addressed in respect to calculating contact hours? Differing term/semester lengths? One partnering district has a 15-week fall session followed by a 22-week spring session. Scheduling all 22-weeks in the spring will generate a crazy amount of contact hours for the community college. And... it may be difficult to find faculty who will teach 4+ weeks past the end of the college term. Can dual enrollment classes held at a high school end prior to the school district's end of session if maximum college contact hours have been reached?

Naomi Castro • Richard • a month ago
Hi Richard-

1) I will have to ask about the distance education question. Have you
New legislation: AB 2364 (Holden)

Exemption from nonresident tuition

• Exempts a nonresident special part-time student, other than a nonimmigrant alien*, who lives in California from the nonresident tuition fee for dual enrollment community college coursework. (Nonresident special full-time students are excluded from this exemption.)

  ▪ As per Education Code 76001(d), the legal definition of a special part-time student in a non-CCAP dual enrollment program is limited to a credit unit load of 11.99 units per term.

  ▪ As per Education Code 76004(p), a special part-time student participating in a CCAP partnership is legally permitted to retain his/her part-time status up to a maximum of 15 credit units. The units cannot constitute more than 4 courses per term.
New legislation: AB 2364 (Holden)

- Allows community college districts to claim apportionment for attendance generated by these students.
- AB 2364 takes effect on January 1, 2017.

* It is interpreted that T and U visa holders are not precluded from this exemption.
New legislation: AB 526 (Holden)

Pupils: attendance at community college

• AB 526 exempts CCAP participants from the 5 percent cap on community college summer session enrollment if the student is recommended by the principal, the course meets specified criteria, and the principal provides the CCCCCO with the data it requires to report to the Department of Finance.

• AB 526 includes an urgency clause and was signed by the governor on September 21, 2016. The bill becomes effective immediately.
New legislation: AB 526 (Holden)

To qualify for this exemption the summer course must meet any one or more criteria listed below:

a. The course is a lower division, college-level course for credit.

b. The course is designated as part of the IGETC or applies toward the CSU Gen Ed breadth requirements.

c. The course is a college level, occupational course for credit assigned a priority code of "A," "B," or "C," and is part of a sequence of vocational or CTE courses leading to a degree or certificate in the subject area covered by the sequence.
New legislation: AB 526 (Holden)

d. The course is necessary to assist a student with the CA High School Exit Exam and does not offer college credit in English language arts or mathematics, and the student is a senior and has completed all other graduation requirements prior to the end of his or her senior year or will complete all remaining requirements during the recommended community college summer session.
Round-Robin

Let’s revisit some of your burning questions!
Dual Enrollment: Presentations

• Statewide Collaboration: Dual Enrollment Programs, Early & Middle Colleges conference
  - Oct 27-28 – Doubletree Ontario

• Institutional Effectiveness Partnership Initiative (IEPI) presentations
  - Nov 10 – Feather River College (Quincy)
  - Dec 1 – TBD (Sacramento)
  - Dec 8 – Ventura College
  - Jan 12 – Clovis Community College (Fresno)
  - Jan 19 – Chabot College (Hayward)
  - Feb 2 – Long Beach City College
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