



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 CCCCCO 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.

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

DEFINITIONS AND MODELS

There are various ways to offer dual enrollment – as part of a national model such as [early and middle college high schools](#); as part of an alternative or charter program for high school students such as [Gateway to College](#); as a part of a carefully designed and sequenced K14 career pathway; entry into more than one pathway; or simply as an opportunity for those students who are interested and ready to enroll in college courses while they complete the requirements for their high school diplomas. Below we offer definitions for key terms often associated with dual enrollment and a brief summary of the common dual enrollment models.

QUESTION: How is dual enrollment defined?

RESPONSE: For the first time in California’s Education Code, the term “dual enrollment” is identified in Assembly Bill (AB) 288 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 (see California Community Colleges Chancellor’s Office’s March 11, 2016 [Legal Opinion 16-02](#), page 1).

Access an overview of how “special admit” students at College of the Desert are defined for a non-AB 288 (College and Career Access Pathway) partnership [here](#).

QUESTION: What is the difference between dual enrollment and concurrent enrollment?

RESPONSE: There has been quite a bit of confusion around the [definition of the terms dual enrollment and concurrent enrollment in California](#) (see page 4). Across California, the terms [dual enrollment and concurrent enrollment](#) are often used interchangeably. This usage is technically accurate, but from this point forward, dual enrollment will be the preferred term. Students referred to as dual enrollment or concurrent enrollment students are all considered “special admit” students. Note, the term “concurrent enrollment” is not found in California Education Code (see California Community Colleges Chancellor’s Office’s March 11, 2016 [Legal Opinion 16-02](#), page 1).

QUESTION: What indicates that a community is ready for dual enrollment?

RESPONSE: Consider conducting research to explore the following questions to determine if dual enrollment would benefit your community.

- What are the college going rates for residents from our feeder communities and students from our feeder high schools?
- Are certain groups of students who are enrolling at our college(s) being disproportionately assessed into pre-collegiate (basic skills) levels in math or English?
- How could dual enrollment help us to address issues of equity as it relates to (1) access, (2) course completion, (3) ESL/basic skills course completion, (4) degree

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and certificate completion, and (5) transfer, as outlined in each California community college's Student Equity Plan?

- What collaborative efforts already exist between the college/district and our feeder K12 institutions/district that we can build on to support dual enrollment?
- How are we at the school or college/district level promoting college readiness? (Assess your school or district's college and career readiness score by clicking [here](#)).
- Do administrators, faculty/teachers, counselors, and staff for both potential partners understand the level of effort and support that will be needed to design and implement dual enrollment to ensure students' success?

QUESTION: What are the [benefits of dual enrollment](#) for [historically underrepresented](#) high school and college students?

RESPONSE: Dual enrollment participants, including those who are underrepresented, [often do as well or better than their non-dual enrollment peers](#) in the following areas:

- High school graduation rates ([Kirst, Venezia, & Nodine, 2009](#); [Rodriguez, Hughes, & Belfield, 2012](#))
- High school Grade Point Average ([The Colorado Department of Higher Education & the Colorado Department of Education, 2013](#); [Karp, Calcagno, Hughes, Jeong, & Bailey, 2007](#))
- High school retention and on-time graduation ([Kirst, Venezia, & Nodine, 2009](#))
- Assessment into college-level courses ([Rodriguez, Hughes, & Belfield, 2012](#))
- Proficiency on state assessments ([Kirst, Venezia, & Nodine, 2009](#))
- College grades and credit accrual ([Karp, 2013](#))
- Community college enrollment ([Speroni, 2011](#)), retention and persistence rates ([Allen & Dadgar, 2012](#); [Struhl & Vargas, 2012](#); [Thacker, 2014](#))

Review a [brief](#) from the Community College Research Center (CCRC) that provides an overview of key findings from its research on dual enrollment and offers recommendations for dual enrollment implementation.

QUESTION: How do you know if a high school student is likely to succeed in dual enrollment classes?

RESPONSE: The California Community Colleges system holds open access as a core principle: students who are [18 years old or older](#) and “[capable of profiting from instruction offered](#)” are eligible for admission. Incoming students do not need to earn a certain SAT score or to write a personal statement to be admitted by the college. Community colleges do have mechanisms for assessing math and English skills, but that is for placement purposes,

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not “college readiness.” There are, however, attributes that contribute to being successful in college.

In addition to having the academic skills to complete college level work, the most successful college students often also possess a level of confidence and maturity, strong study skills and internal motivation. One assessment of college readiness considers four factors of readiness including cognitive strategies, content knowledge, learning skills, and transitional knowledge and skills. However, other assessments exist that use multiple measures (e.g., high school Grade Point Average and/or common assessment test scores) to assess readiness and may include noncognitive variables. Find here a tool that offers an assessment for students who may have learning differences.

Colleges must have an application to allow high school students to apply as a special admit student. However, the **college readiness requirements differ for non-AB 288 agreements and the AB 288 College and Career Access Pathways (CCAP) agreements**.

- Existing non-AB 288 agreements require special admit students be determined or affirmed as being ready to undertake degree-applicable credit coursework as a precondition for the admission to a community college. This “readiness” is determined by the submission of a form that must be signed by the student, their parent or guardian, and the school principal or their designee. Each college’s form may be slightly different. Some colleges also include expectations and/or responsibilities of the student on this form. Review a sample Concurrent Enrollment Application from El Camino College.
- AB 288 CCAP Partnership Agreements as outlined in California Education Code 76004 offer eligibility and enrollment to students who may have struggled academically, with a focus on students who are underrepresented in higher education (see California Community Colleges Chancellor’s Office’s March 11, 2016 Legal Opinion 16-02, Section II. A., page 5).

QUESTION: What existing institutional practices and policies can help ensure the quality of dual enrollment courses?

RESPONSE: As with any other college course, adherence to the course outline of record is required. Dual enrollment courses introduce students to the rigors and demands of college-level work, grant college credit, and ensure that students have the knowledge and skills to continue their postsecondary journey. This article, by the National Alliance of Concurrent Enrollment Partnerships provides an overview of how various states have handled dual enrollment oversight.

QUESTION: What are some dual enrollment models?

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RESPONSE:

There are many different models of dual enrollment. They span a range from independent, single courses, to carefully designed sequences of courses along college and career pathways, to highly structured and supportive systems. Please see the following chart for some characteristics of these various models.

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SOME MODELS OF DUAL ENROLLMENT				
Courses Offered as Part of a Pathway ¹				
MODEL	INTENDED POPULATION	CORE COMPONENTS	STAFFING	LOCATION
<ul style="list-style-type: none"> Primarily 11th or 12th grade, but may be 9th and 10th as well Designed with high school, college, and industry partners See a sample linked pathway map that includes partners in Public Service and Law at Contra Costa College 	<ul style="list-style-type: none"> Students who are historically underrepresented on college campuses 	<ul style="list-style-type: none"> Pathways are carefully designed sequences of courses, of which dual enrollment is a part; pathways may: <ol style="list-style-type: none"> 1. Include multiple on-ramps and bridges 2. Span the entire range of programs 3. Be stackable in design 4. Contextualize foundational skills within a group of occupations or programs of study 5. Be aligned with industry 6. Engage with employers in development, training, internships, and placement 7. Focus on in-demand careers with family-sustaining wages 8. Incorporate work-based learning 9. Use data for continuous improvement 	<ul style="list-style-type: none"> High school teachers who meet the California Community Colleges' minimum qualifications to teach college courses Community college instructors 	<ul style="list-style-type: none"> Typically on the high school campus but can also be on the college campus

¹ For additional information and relevant references, see Purnell, R. (2014). [A Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California](#). Berkeley, CA: Research and Planning Group for California Community Colleges in collaboration with the California Community Colleges Chancellor's Office and the San Joaquin Delta Community College District, Stockton, CA.

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Single Courses				
<ul style="list-style-type: none"> Primarily 11th or 12th grade Often requested by the high school to meet a specific need/pathway 	<ul style="list-style-type: none"> Historically high-achieving students 	<ul style="list-style-type: none"> No established core components Courses usually meet a need of the local high school such as enrichment, college success, graduation requirements, etc. May not include developmental courses 	<ul style="list-style-type: none"> Community college instructor May be a high school teacher who meets the California Community Colleges' <u>minimum qualifications</u> 	<ul style="list-style-type: none"> Typically on the high school campus but can also be on the college campus
Structured Dual Enrollment Program on a College Campus				
<p>Middle College</p> <ul style="list-style-type: none"> National model with several participating schools in California 9th through 12th grade Established in 1974 at LaGuardia Community College in New York See Senate Bill 1316 and Ed Code 11300 See California Department of Education's <u>FAQs</u> on Early and Middle College High Schools 	<ul style="list-style-type: none"> Academically "middle performing" students Historically underserved and underrepresented students on college campuses Small enrollments (100 or fewer students per grade level) 	<ul style="list-style-type: none"> Student support services Rigorous academics Completion of high school diploma and some college credits College courses count for dual credit (both high school and college credit) No cost to students 	<ul style="list-style-type: none"> High school teachers who meet the California Community Colleges' <u>minimum qualifications</u> Community college instructors 	<ul style="list-style-type: none"> Typically on a college campus

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<p>Early College</p> <ul style="list-style-type: none"> National model with several participating schools in California 9th through 12th grade, although some enroll students in 6th through 12th or 11th and 12th grades only See Senate Bill 1316 and Ed Code 11302 See California Department of Education's FAQs on Early and Middle College High Schools 	<ul style="list-style-type: none"> Historically underserved and underrepresented students on college campuses Ideal for isolated or rural communities where transportation may be an issue Small enrollments (100 or fewer students per grade level) 	<ul style="list-style-type: none"> Student support services Rigorous academics Completion of high school diploma and a sequence of college courses; at least 12 college credits up to an associate's degree or 60 transferable credits within 4 to 5 years No cost to students 	<ul style="list-style-type: none"> High school teachers who meet the California Community Colleges' minimum qualifications Community college instructors 	<ul style="list-style-type: none"> On a college campus
<p>Gateway to College</p> <ul style="list-style-type: none"> Established in 2000 at Portland Community College in Oregon Over 40 programs nationally; 7 in California Works as a credit recovery model; recovering ADA from students who have left high school is an important aspect of the funding model 	<ul style="list-style-type: none"> Students between 16 and 21 years old who have left or are at risk of leaving high school without a diploma Low-income, historically underrepresented students and students of color who may have struggled academically 	<ul style="list-style-type: none"> Student support services Rigorous academics College courses count for dual credit (both high school and college credit) Completion of high school diploma and at least some college credits No costs to students 	<ul style="list-style-type: none"> High school teachers who meet the California Community Colleges' minimum qualifications Community college instructors 	<ul style="list-style-type: none"> On a college campus

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AGREEMENTS: INSTRUCTIONAL SERVICES AGREEMENTS (ISAs), MEMORANDA OF UNDERSTANDING (MOUs), AND PARTNERSHIP AGREEMENTS

Dual enrollment partnerships require legal contracts between secondary and postsecondary partners. Memorandums of Understanding (MOUs), Instructional Service Agreements (ISAs), and AB 288 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, monitoring, and withdrawal as well as which partner will be responsible for key tasks to ensure students' success. The following section provides responses to questions about agreements for both non-AB 288 and AB 288 partnerships.

QUESTION: Which type of agreement is appropriate for our dual enrollment courses?

RESPONSE: Dual enrollment courses offered under AB 288 partnerships are required to have an AB 288 College and Career Access Pathway (CCAP) Partnership Agreement. The term "AB 288 CCAP Partnership Agreement" is specifically referenced in the AB 288 legislation and triggers the authority of the legislation. The AB 288 CCAP Partnership Agreement Guidelines for Apportionment Eligibility memorandum highlights the mandatory and permissive agreement guidelines for AB 288 CCAP Partnership Agreements based on the existing "checklist" for Instructional Service Agreements (ISA).

Non-AB 288 dual enrollment also requires a legal agreement between educational partners. This agreement may be a special admit student agreement, an MOU, an ISA, or other type of official agreement between participating partners.

To avoid confusion between the types of agreements, AB 288 agreements must be referred to as "AB 288 CCAP Partnership Agreements" while non-AB 288 agreements may be referred to as "Agreements," "MOUs," or "ISAs." The requirements of CCAP Partnership Agreements are more specific than other agreements. View a table comparing and contrasting AB 288 CCAP Partnership Agreements and non-AB 288 agreements. Also, access a framework for AB 288 CCAP Partnership Agreements by clicking here.

QUESTION: If we are a multi-college district planning to partner with a multi-school site school district, how can we set up a single partnership agreement?

RESPONSE: According to Education Code Section 76004(a), an AB 288 CCAP Partnership Agreement must be between two district governing boards (i.e., a district-to-district level agreement). Annual reporting to the California Community Colleges Chancellor's Office by the community college district and school district shall include a breakout of information "by school site." In cases where a community college district is partnering with a school district and one or both of the districts have multiple sites, including detailed appendices for the individual school sites and corresponding college partners is an appropriate way for large community college districts and K12 districts to enter into an AB

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288 CCAP Partnership Agreement. The local legal counsels for each district would need to ensure that all required aspects, conditions, and limitations of an AB 288 CCAP Partnership Agreement—including meeting reporting requirements—are stipulated in the master agreement and appendices as appropriate.

QUESTION: What are some of the commitment requirements for high school faculty who teach dual enrollment courses?

RESPONSE: Besides meeting the applicable minimum qualifications to teach a college course, high school teachers should also be aware of other professional responsibilities as specified in the partnership agreement with the community college. Additional responsibilities may include the teacher's participation in meetings to support collaboration, use of email, recording and submitting student attendance information, and adherence to Student Learning Outcomes (SLO) assessment. See an overview of Reedley College's instructors' commitment requirements.

QUESTION: What are some of the requirements for college faculty who teach dual enrollment courses?

RESPONSE: If the college faculty are teaching on the high school campus, they should understand any specific requirements of the high school, such as emergency procedures, attendance tracking, and Family Educational Rights and Privacy Act (FERPA). Professional development to specifically address these issues and any other issues of concern to the high school and college partners is strongly suggested.

QUESTION: How will Family Educational Rights and Privacy Act (FERPA) affect data sharing and information that can be given to parents?

RESPONSE: Under FERPA, when a high school student enrolls in a college course, her/his rights are transferred from her/his parents/guardians to the individual student. Secondary and postsecondary partners are allowed to share student information with each other if a student is enrolled at both the high school and college. However, parents and guardians of students under 18 years of age retain the rights to high school data and therefore, parents should be allowed access to any student information sent by the college to the high school without the student's consent. Find more information on FERPA and dual enrollment here.

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REGISTRATION, ENROLLMENT, AND SCHEDULING

Formerly known as matriculation services, the process to enroll and register at a California community college is now governed by the Student Success and Support Program as the result of [Assembly Bill 1456](#). Commonly known as “SSSP,” this legislation outlines how admissions, orientation, assessment, and education planning are to be structured. This section provides responses to questions about what may be required for students to enroll and register in courses offered at the community college. Find also insights on scheduling courses to meet daily mandatory instructional minutes.

QUESTION: What steps does a student need to take to enroll in dual enrollment courses?

RESPONSE: Registering for college is very different from enrolling at a high school. Some colleges have developed [checklists](#) that help to ensure that students know where to go on the campus and have the documentation they need to successfully enroll. Most often students are required to complete:

- 1) Community college application (usually done online at www.cccapply.org);
- 2) [A special admit student form](#) or other [registration form](#) (samples from Peralta Community College District and Shasta College) that is signed by the student’s high school principal or designee [and](#) the student’s parent or guardian; additional examples of special admit student forms and student registration forms can be found in the [resource list](#);
- 3) Assessment test offered at the college to inform course placement;
- 4) College orientation (online or in person);
- 5) [Student Education Plan](#), such as this example from Fresno City College, should be developed with the help of a college counselor that will take into account assessment test scores to inform course placement *and* with a high school counselor to ensure the minimum instructional high school minutes are met and how and if the college courses will also count for high school credit; and
- 6) Enroll in courses usually at the Admissions and Records office (often students will need their completed “special admit student form” to register for their courses).

QUESTION: Are dual enrollment students eligible for priority registration?

RESPONSE: For students in AB 288 programs or Middle College High Schools, the college may assign them priority under [enrollment Tier III](#) (after legislated priority groups such as Veterans or former foster youth, as examples). Dual enrollment students who are not a part of an AB 288 partnership, unless qualifying under the Middle College High School exception provided by CA Ed Code [76001\(e\)](#), are statutorily required to have a low priority so they do not displace regular college students.

QUESTION: Can international and undocumented students participate in dual enrollment?

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RESPONSE: Both international and undocumented students can enroll in dual enrollment courses, but may be required to pay nonresident fees. College boards have the option, but are not required to, waive these fees for special admit part-time students outside of a non-AB 288 dual enrollment course. Under AB 288 partnerships, districts are required to exempt special admit part-time nonresident students from fee requirements.

In AB 288 dual enrollment courses, special admit part-time students must meet the requirements:

- 1) Per legislation a total of no more than 15 college units (up to four community college courses) per term.
- 2) College units are part of an academic program that is part of the established AB 288 CCAP Partnership Agreement.
- 3) College units are “part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential” (AB 288 legislation).

QUESTION: What do I need to know about enrolling AB 540 (Dream Act) (undocumented) students as special admit students?

RESPONSE: One of the requirements of AB 540 (Dream Act) is students must have graduated from a California high school or have obtained the equivalent. Students who are still attending high school are not yet qualified for the benefits of AB 540. Under non-AB 288, dual enrollment colleges may elect to waive tuition for nonresident special part-time students. Under AB 288 dual enrollment, colleges may not charge tuition to nonresident special part-time students (see California Community Colleges Chancellor’s Office’s March 11, 2016 Legal Opinion 16-02 Section II. K. page 11-12).

QUESTION: Can we claim apportionment for exempt (nonresident) special part-time students in dual enrollment programs?

RESPONSE: No. Please see the See California Community Colleges Chancellor’s Office’s March 11, 2016 Legal Opinion 16-02, Section II. K., page 11-12.

QUESTION: Can we incorporate developmental English and math (basic skills or remedial) courses into the dual enrollment pathways?

RESPONSE: Only AB 288 College and Career Access Pathways (CCAP) partnerships are able to incorporate pre-collegiate level English and math coursework into a pathway for special admit students in a program that generates FTES (see pages 40-42). To offer developmental-level coursework, the college and high school districts must accept *all* the

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terms of AB 288 including an AB 288 CCAP Partnership Agreement on file with the California Community Colleges Chancellor's Office, a defined pathway, and special evaluative reporting. (See the AB 288 CCAP [Partnership Agreement Guidelines for Apportionment Eligibility](#) memorandum Section 7.g. on page 3 for additional information.)

QUESTION: How is dual credit awarded?

RESPONSE: Credit for a college course is awarded through a college transcript after successful completion of the course. If the college course meets a high school graduation requirement, the high school may award high school credit after successful completion of the college course.

California Education Code [51225.3\(b\)](#) requires school boards to adopt alternative means for students to complete their course of study for graduation including demonstrating skills, courses from regional occupational centers and programs, courses from postsecondary institutions, supervised work experience, and other means outside of their regular high school experience. If the local school board has approved such a process, a student may be awarded credit from a postsecondary institution and the high school may count that college credit towards the student's high school graduation requirements. (See California Community Colleges Chancellor's Office's March 11, 2016 [Legal Opinion 16-02](#), Section II. H., page 10.)

QUESTION: How can we address the AB 288 requirement that a community college course that is oversubscribed or has a waiting list shall not be offered on the high school campus as an AB 288 CCAP partnership course when enrollment status cannot be determined until almost the start of the term?

RESPONSE: Consider the following steps when deciding on which courses to include as part of your dual enrollment program.

- 1) As part of your enrollment management, analyze for the previous term the number of sections and slots available for courses that are often overenrolled.
- 2) Outline a plan for how the number of sections and student slots for these courses will be scheduled for the subsequent term to ensure that all students have access to these courses.
 - a. If you decide as a result of your analysis that the courses in question will continue to be oversubscribed, then these courses should *not* be offered as part of the CCAP pathway.
 - b. However, if your analysis determines that the proposed changes will ensure that most likely all students will have access to these courses, then consider these courses as part of your CCAP pathway.
- 3) If you find that, in spite of your best-laid plans, the courses in question are still oversubscribed, you will not have to drop the course, but will need to consider

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whether to offer this course in subsequent terms. **A CCAP course does not have to be cancelled if the same course offered at the community college campus is waitlisted after registration has closed and instruction has begun for the CCAP course.** (See California Community Colleges Chancellor's Office's March 11, 2016 [Legal Opinion 16-02](#), Section II. L., pages 12-13.)

- 4) Be prepared to include your analysis and the outcome of your enrollment plans as part of your AB 288 CCAP annual report to the California Community Colleges Chancellor's Office.

QUESTION: What are the scheduling requirements for dual enrollment courses?

RESPONSE: High school students must be enrolled in high school classes for a minimum number of minutes per day in order for the high school to receive ADA. [An interview with Wendi McCaskill](#) offers details on K12 instructional minutes. Completing college courses and passing minutes (time needed to go from class to class) cannot count towards these minutes. When scheduling college courses, keep in mind the need to meet the minimum number of instructional hours for the college course.

In cases where a course that counted towards the instructional minutes is cancelled, the partners will need to have an alternative for those students—such as another high school course in which the student can enroll on the same days and times—so that the instructional minute requirements are met.

QUESTION: How can we include the course times as required for an AB 288 CCAP Partnership Agreement when our K12 partner does not finalize their master calendar until June?

RESPONSE: Ed Code [76004\(c\)\(1\)](#) requires that the “time” of CCAP courses be indicated in the AB 288 CCAP Partnership Agreement. The partnership agreement should indicate whether the courses will or will not be occurring during the “regular school day” for the high school campus and have a range of hours indicated (e.g., to occur between the hours of 7:00 am and 3:00 pm) and affirmatively indicate that these courses will be offered at that specified high school campus. The key compliance aspect in terms of the AB 288 CCAP Partnership Agreement is for all parties, including the California Community Colleges Chancellor's Office, to know which courses will be occurring on a high school campus and if they are to occur during the “regular school day.” By this “time” and “location” designation, all parties will know which courses can be appropriately “closed.” Designating a precise or fixed starting and ending time for each course is not necessary for the finalization of a CCAP Partnership Agreement, especially considering that individual course meeting times may change from term to term. It would be unreasonable to expect that CCAP Partnership Agreements would need to be modified each time that this occurs.

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QUESTION: How do we assure compliance with the open course requirements if a course is offered on a high school campus?

RESPONSE: For non-AB 288 dual enrollment courses offered on a high school campus for which the college claims apportionment, courses must be open to the public. The California Community Colleges Chancellor's Office's March 11, 2016 [Legal Opinion 16-02](#) (Section III. B. pp. 18-21) offers details on compliance. The course must be included in the regular, published college schedule. If the course is scheduled too late to meet the publishing deadline, there are other conditions that must be met including advertising the course at least 30 days prior to the first meeting of the class both in print and online.

The board of the K12 district must also take action to ensure the course is offered at a time when the campus is not closed to the general public. There are additional requirements to ensure open access to the public (also outlined in California Community

Colleges Chancellor's Office March 11, 2016 [Legal Opinion 16-02](#) Section II. B, pages 18-21) including the following:

- Insurance of no barriers to enrollment including not being required to consult with anyone who is not an employee of the college for enrollment (except for recommendation of the principal for special part-time students)
- No preregistration activities not required of regular college students
- No special effort to enroll students in the class beyond what is required of regular students
- A clearly identified location
- Announcement of the course not limited to a specific population
- No course enrollment limitations
- Adequate advertisement of the course to the general public

STUDENT SERVICES

Dual enrollment offers high school students an opportunity to earn college credit and begin their college careers, but there must be safeguards to make sure that students have the support they need to be successful. To ensure that students do not become discouraged by the demands of the college coursework, directors of dual enrollment programs stress the importance of providing comprehensive, accessible, and embedded wraparound supports. This section offers examples of student support services that are associated with successful dual enrollment efforts.

QUESTION: Which student support services have been found to be important for the success of students in dual enrollment programs?

RESPONSE: Researchers and practitioners recommended the following approaches, strategies, and activities to help students prepare for and receive the support necessary to complete their college coursework (see table below). These services are under the umbrella of the Student Success and Support Program (SSSP), and include student orientation, assessment, and educational planning.

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PRACTICES, APPROACHES, AND STRATEGIES	<i>At the High School</i>	<i>At the College</i>
<p>Student Orientation (Commitment activities)</p> <ul style="list-style-type: none"> • Develop community-building activities prior to the start of courses to promote relationships between new and continuing students, staff, and instructors. • Focus on helping students understand the various procedures, protocols, and paperwork required to be a special admit/dually enrolled student. • Manage expectations as to the level of effort required to be a successful college student by <u>highlighting the differences between high school and college (see this example from Cooper Mountain College).</u> 	<ul style="list-style-type: none"> • Inform students about program expectations, requirements, structure, approaches, and strategies <u>as part of a high school orientation.</u> (View a Shasta College <u>video</u> used to orient their dually enrolled students.)² • Ensure students have completed the necessary registration forms such as the partnering college district's or college's "concurrent enrollment form," which must be signed by the school principal and the student's parent or guardian and in some cases, submitted with a course add slip. (Find examples from <u>College of San Mateo</u> and <u>Solano Community College.</u>) • Make students aware of available student support services at the college (e.g., tutoring, library hours, financial aid, DSPS), including online resources, and work to connect students to needed supports. • Identify available resources for students with <u>Individual Education Plans (IEPs)</u> or <u>504 plans</u> (e.g., ensure these students complete a DSPS application for services). • Stress that students take advantage of <u>priority registration (Tier III)</u> and remind them of the deadline to do so. 	<ul style="list-style-type: none"> • Include special admit students as part of mandatory college orientations. • Ensure students have completed the necessary registration forms such as the "concurrent enrollment form," which must be signed by the school principal and the student's parent or guardian and in some cases, submitted with a course add slip. (Find examples from <u>College of San Mateo</u> and <u>Solano Community College.</u>) • Ensure students understand how and to whom to report discrimination, harassment, or assault. (See an example from Diablo Valley College regarding <u>Title IX / Jeanne Cleary reporting requirements</u>, which provides guidance on reporting sex discrimination.) • Identify available resources for students with <u>Individual Education Plans (IEPs)</u> or <u>504 plans</u> (e.g., ensure these students complete a DSPS application for services).

² Want this example to reflect your college? Please contact Bret Christensen of West Coast Innovations at bret@westcoastinnovations.com.

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PRACTICES, APPROACHES, AND STRATEGIES	<i>At the High School</i>	<i>At the College</i>
<p>Parent Orientation</p> <ul style="list-style-type: none"> Focus on helping parents and guardians support their students as they navigate the various procedures, protocols, and paperwork required to be a special admit / dually enrolled student. Help prepare parents and guardians to manage expectations as to the level of effort required to be a successful college student by <u>highlighting the differences between high school and college (see this example from Cooper Mountain College).</u> 	<ul style="list-style-type: none"> Consider a separate parent or guardian orientation that focuses on the <u>differences between high school and college</u>, including what information can be shared with them related to the child's college course (i.e., <u>FERPA</u> regulations), the deadlines, and students' responsibilities associated with: <ul style="list-style-type: none"> Registering for classes (e.g., deadlines and process such as the need to be prepared to submit a special enrollment form (see above) with the principal's and a parent or guardian's signature), Adding a class given the unit cap per term for special admit students (e.g. deadlines and process), Needing to complete <u>pre-requisites (see page 2)</u> in order to enroll in certain courses, and Dropping or withdrawing from courses and the consequences for doing so (e.g. <u>deadlines and process</u>, see this example of an Admission and Records Petition from Solano College, impact on financial aid eligibility). Highlight the limits on financial aid eligibility and the importance of maintaining <u>Satisfactory Academic Progress</u> and the consequences of not doing well in their college classes (e.g., academic probation and how it may have a negative effect on student's eligibility for financial aid, ability to register for classes, and college Grade Point Average). Provide access to and an overview of the differences in the high school and college's academic calendars (e.g., start dates, winter/spring break). (See examples from <u>Oakland Unified School District</u> and <u>Glendale Community College.</u>) 	<ul style="list-style-type: none"> College partners should be a part of the parent orientation at the high school.

PRACTICES, APPROACHES, AND STRATEGIES	<i>At the High School</i>	<i>At the College</i>
<p>Academic advisement, counseling, and educational planning</p>	<ul style="list-style-type: none"> High school counselor should help each student 	<ul style="list-style-type: none"> Community college counselor should help each student complete a <u>Student Education Plan (SEP).</u>

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<ul style="list-style-type: none"> Help students identify courses and educational pathways that are aligned with their interests and long-term career and/or education goals, and provide information on the unique requirements and demands of college coursework. 	<p>select courses that can contribute to the student's long-term goals and if appropriate, can help the student complete high school graduation requirements. For AB 288 CCAP partnerships, these courses can be geared to help the student improve foundation skills in English and math</p> <ul style="list-style-type: none"> Identify available resources for students with <u>Individual Education Plans (IEPs)</u> or <u>504 plans</u> (e.g., ensure these students work with a DSPS counselor to complete assessment and receive recommended accommodations). 	<ul style="list-style-type: none"> Ensure students understand the deadlines and their responsibilities associated with: <ul style="list-style-type: none"> Registering for classes (e.g., deadlines and process such as the need to be prepared to submit a special enrollment form (see above) with the principal's and a parent or guardian's signature), Adding a class given the unit cap per term for special admit students (e.g. deadlines and process), Needing to complete <u>pre-requisites (see page 2)</u> in order to enroll in certain courses, and Dropping or withdrawing from courses and the consequences for doing so (e.g. <u>deadlines and process</u>, impact on financial aid eligibility). Highlight the limits on financial aid eligibility and the importance of maintaining <u>Satisfactory Academic Progress</u> and the consequences of not doing well in their college classes (e.g., academic probation and how it may have a negative effect on student's eligibility for financial aid, ability to register for classes, and college grade point average). Provide access to and an overview of the differences in the high school and college's academic calendars (e.g., start dates, winter/spring break) (See examples from <u>Oakland Unified School District</u> and <u>Glendale Community College.</u>) Make students aware of available services at the college (e.g., tutoring, library hours, financial aid, Disability Students Programs and Services [DSPS]), including online resources, and work to connect students to needed supports Identify available resources for students with <u>Individual Education Plans (IEPs)</u> or <u>504 plans</u> (e.g., ensure these students complete a DSPS application for services) Stress that students take advantage of <u>priority registration (Tier III)</u> and remind them of the deadline to do so.
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PRACTICES, APPROACHES, AND STRATEGIES	<i>At the High School</i>	<i>At the College</i>
Assessment <ul style="list-style-type: none"> Non-AB 288 agreements require that the K12 district determine whether students are prepared 	<ul style="list-style-type: none"> Help students understand the importance of the assessment (e.g., course 	<ul style="list-style-type: none"> Help students understand the importance of the assessment (e.g., course placement decisions which can affect time to completion) and how best to prepare for the assessment test by providing links to

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<p>to undertake college-level coursework as a precondition of recommending them for special admit status (see California Community Colleges Chancellor's Office's March 11, 2016 Legal Opinion 16-02, Section III. A., pages 14-17).</p> <ul style="list-style-type: none"> AB 288 agreements "have a specific purpose of serving students who may not already be college bound or who are underrepresented in higher education" and which students meet these criteria can be defined by the college district's governing board (see Legal Opinion 16-02, Section II. A., pages 5-6) 	<p>placement decisions can affect time to completion) and how best to prepare for the assessment test by providing links to practices tests for the assessment instrument used by the college partner. (View a practice test for the Accuplacer).</p> <ul style="list-style-type: none"> Work with college counselor to schedule assessment. 	<p>practices tests for the assessment instrument used by the college partner. (View a practice test for the Accuplacer).</p> <ul style="list-style-type: none"> Ensure students are aware of assessment requirement and how to schedule their assessment. Work with high school counselor to schedule assessment
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PRACTICES, APPROACHES, AND STRATEGIES	<i>At the High School</i>	<i>At the College</i>
<p>College success or preparation and career exploration classes or courses</p> <ul style="list-style-type: none"> Consider offering courses geared towards helping participants improve their academic skills and acclimate to the social aspects of being a college student, navigate available resources, and learn about the pace of the work and the habits and behaviors necessary to be successful. Consider courses that allow students to explore career options within a pathway. 	<ul style="list-style-type: none"> Offer high school advisory or college preparation classes to help students navigate the college environment, meet expectations, and complete requirements prior to or during the first term they are dually enrolled. 	<ul style="list-style-type: none"> Enroll special admit students as part of their SEP into a college success course specifically designed to help students learn how to navigate college, strengthen their study skills, manage their time, access available academic and financial resources, and explore career and educational options. <ul style="list-style-type: none"> For non-AB 288 agreements, college success courses may be considered. For AB 288 partnerships, these courses would need to be part of a pathway.

PRACTICES, APPROACHES, AND STRATEGIES	<i>At the High School</i>	<i>At the College</i>
<p>Early warning/alert system</p> <ul style="list-style-type: none"> Establish a process and system to monitor students' attendance and academic progress, and provide additional personal and/or academic support and 	<ul style="list-style-type: none"> Work closely with college counselor to provide additional support at the high school (e.g., tutoring) 	<ul style="list-style-type: none"> Use of software (e.g., Starfish) that allows faculty to flag students for appropriate interventions such as academic counseling, student support services, and supplemental instruction.

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remediation throughout the term at points when students are struggling and not on track to complete courses successfully.	to students who may be struggling academically.	
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PRACTICES, APPROACHES AND STRATEGIES	<i>At the High School</i>	<i>At the College</i>
<p>Supplemental instruction or labs</p> <ul style="list-style-type: none"> • Offer additional instruction designed to help students strengthen skills and knowledge so they can successful complete their college coursework. 	<ul style="list-style-type: none"> • Provide an advisory seminar led by high school teacher, college instructor, or counselor with support from tutors that focuses on helping students with study skills, navigating available resources, and completing homework and assignments. 	<ul style="list-style-type: none"> • Consider enrolling special admit students into Supplemental Instruction (SI), such as a one- or two-unit lab, that runs parallel to the dual enrollment course to provide additional instruction and guidance, if the student is struggling or if historically students have struggled in the particular college course.

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QUESTION: How are students with disabilities supported and what are the roles of the high school and the college?

RESPONSE: High school students with [Individual Education Plans \(IEPs\)](#) or [504 plans](#) can receive accommodations (e.g., more time to complete tests) after completing an assessment at the college's Disabled Students Program and Services (DSPS) office. However, unlike at the high school where the services are provided for any student with an IEP or 504, students at the college must advocate for and seek out these services. Also, the accommodations available for students such as modifications to the curriculum, grading, and test taking scenarios, and the support offered varies at the high school and college levels. As a result, the high school counselor should work closely with the college counselor to identify those students who should be assessed by the DSPS counselors as soon as possible so these students can receive needed accommodations early. For an overview of the differences between high school and college accommodations for students with disabilities, see this [table provided by West Chester University \(PA\)](#).

POLICIES, REGULATIONS AND LEGISLATION

California Education Code and a number of Assembly and Senate Bills offer guidance related to dual enrollment implementation. This [table](#) provides an overview of legislation that has been passed and the various ways these policies affect how dual enrollment is implemented with a special focus on the secondary-postsecondary partnership, instructional requirements, student eligibility and participation, funding streams and requirements, and evaluation and reporting related requirements. This section will respond to the most common questions related to dual enrollment policy.

Teacher Qualifications

QUESTION: What are the instructor qualifications for dual enrollment?

RESPONSE: When a college and high school enter into a dual enrollment partnership where the courses are held on the high school campus, there are generally two ways to staff the course: (1) with a college instructor, who is an employee of the college, who teaches the course at the high school, or (2) with a high school teacher who meets the California Community Colleges' [minimum qualifications](#) and who is hired as an adjunct college instructor, teaches the course at the high school, *and* completes a separate agreement allowing the teacher to serve as a college instructor pursuant to [Title 5 Section 58058](#). (See [CCAP Partnership Agreement Guidelines for Apportionment Eligibility](#), Section 14, page 7 for more details.) Generally, [minimum qualifications](#) at a community college are a master's degree in the subject area being taught, or for teaching career technical education (CTE) courses, a combination of an associate's or bachelor's degree and years of experience in the CTE discipline. [Equivalencies may be established at the](#)

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discretion of the Academic Senate, according to state guidelines and local policy and procedure.

QUESTION: What are the credentialing requirements when a college instructor is teaching a dual enrollment course at the high school?

RESPONSE: According to Ed Code 51225.3, a college faculty member is not required to hold a relevant high school teaching credential when the college course being taught offers college credit that will also fulfill high school graduation requirements. For elective high school courses, contact the Human Resource department of your K12 partner to confirm credential requirements for college instructors that may teach these courses. CCAP partners have the option of hiring high school teachers that meet the California Community Colleges' minimum qualifications and that meet other applicable qualifications and completing a separate agreement allowing the teacher to serve as a college instructor pursuant to Title 5 Section 58058. (See CCAP Partnership Agreement Guidelines for Apportionment Eligibility Section 14, page 7 for more details.) In all cases, collective bargaining agreements must be honored, and instructors for either partner may not displace a current teacher or faculty member of the partner institution.

Instructor or Teacher Workload

QUESTION: Will the dual enrollment courses count toward the community college faculty members' course loads?

RESPONSE: If a community college instructor teaches the course for college credit, then the course should count as a part of his/her overall teaching load. For part-time faculty, the teaching load is limited to 67% of the hours per week considered a full-time assignment. Local collective bargaining agreements should be consulted.

Relevant Legislation

Assembly Bill 288: College and Career Access Pathways (CCAP) Partnerships

QUESTION: What are the benefits of AB 288 (College and Career Access Pathways), and do we have to adopt the new guidelines and requirements if we already have an ISA or MOU in place?

RESPONSE: AB 288 (College and Career Access Pathways) is designed to ensure that more low-income and initially non-college bound high school students from groups that are historically underrepresented on college campuses have the opportunity to be dually enrolled. The bill supports community college districts and school districts partnerships in building pathways that include college success, general education, basic skill level math and English, and/or CTE courses to ease the transition between high school and

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community college, and/or prepare students for transfer to four-year institutions. Benefits of the new legislation are that “part-time special admit” high school students:

- 1) Are exempt from college fees;
- 2) Are provided priority enrollment (Tier III);
- 3) Can enroll in a Career and Technical Education (CTE) or transfer pathway;
- 4) Can complete basic skills level math and English courses as part of the pathway; and
- 5) Can register for 15 college credits (up to four courses) per term versus the current limit of 11 units per term.

Additionally, courses offered on a high school campus for dual enrollment can be “closed” to non-high school students and the college may still claim FTES.

However, AB 288 partnerships require an agreement between a community college *district* and a school *district* vs. a college to school contract. These partnership agreements 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. The final agreement will require approval of both districts’ boards of governors and the California Community Colleges Chancellor’s Office, along with an annual report to the Chancellor’s Office on student and program outcomes.

QUESTION: Are we required to develop an AB 288-compliant CCAP Partnership Agreement if we already have an ISA or MOU in place?

RESPONSE: Existing ISAs, MOUs, and partnership agreements are still in effect, as AB 288 is additive, and does not replace previous legislation. There is no need to update your existing ISA or MOU if it meets previous legislative requirements *and you do not* plan to adopt the new requirements and opportunities outlined in AB 288. (See California Community Colleges Chancellor’s Office’s March 11, 2016 Legal Opinion 16-02 Section II, page 5.) This table compares AB 288 CCAP Partnership Agreements with guidelines for existing, non-AB 288 Agreements.

QUESTION: Are dually enrolled (“special admit”) students required to pay college fees?

RESPONSE: Under non-AB 288 legislation, part-time special admit students *may* be exempted from fees by local board policy (CA Ed Code 76300). Assessing other fees, such as health fees, for non-AB 288 special admit students is a local decision.

Under AB 288, CCAPs colleges may not assess student fees, and the partnership must fund all student supplies and materials, although it is not legislated whether the school district or the college district is responsible for these costs. (See California Community Colleges Chancellor’s Office’s March 11, 2016 Legal Opinion 16-02, Section II. C., pages 6-7.)

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QUESTION: Given AB 288’s focus on academically underprepared students, how will the legislation ensure that students with Individual Education Plans (IEPs) or 504 plans or those with learning differences will be included and supported in dual enrollment efforts?

RESPONSE: While the processes of serving students with disabilities may vary among colleges, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 does not allow colleges to discriminate on the basis of disability. Many colleges have programs specifically designed to assist students with disabilities. Student selection criteria are specific to different types of dual enrollment programs. These criteria should be addressed as school districts and colleges/districts are developing their dual enrollment programs. The US Department of Education Office of Civil Rights has prepared the following guide to help you develop this portion of your agreement: *Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators*.

QUESTION: Which partner district’s insurance policy covers instructors and students for courses that are offered at a high school or on a community college campus? Which partner is liable when and where?

RESPONSE: This issue should be decided on in the context of the agreement by the two partner districts. If a college already offers other courses or services at remote locations, the partners can look to those agreements as models.

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STRATEGIES AND APPROACHES

There is no singular way to offer dual enrollment. Strong programs often incorporate a college success course, embedded advising and tutoring, carefully designed sequences of courses along with career and educational advising and planning for cohorts of students. A cohort can be the grouping of students in courses but also implies a cohort for data purposes: that is, a grouping of students who are identified and can be tracked for data and reporting purposes. The following section provides a response to questions about promising and best practices related to dual enrollment implementation. For an overview of recommendations and suggestions related to strong dual enrollment programs for underrepresented minority students, see the RP Group's dual enrollment guide.

QUESTION: Is dual enrollment a good strategy to increase FTES or support large scale enrollment growth?

RESPONSE: Dual enrollment is best seen as a student success strategy, not an enrollment management strategy. Dual enrollment must be implemented in a high quality manner, and in accordance with state law and regulation. Interviews with key stakeholders as well our research on dual enrollment stressed that these programs should do all they can to offer dual enrollment in ways that do no harm to participating students. For example, students must be made aware that grades in their dual enrollment courses will be part of their permanent academic record. Without strategic and thoughtful consideration as to how to ensure students' success—prior to program implementation—dual enrollment could have long-term detrimental effects on students' GPA and access to financial aid. In many cases, the college is responsible for identifying and monitoring students' progress and providing supportive services and resources to students so they can drop the course (if necessary) by the drop deadline or improve their grade in the course before the end of the term. Many students may need additional academic support and accommodations to be able to do their best work, which may put additional strain on many colleges' existing supportive services and programs. All of these additional considerations and supports make dual enrollment different, and more complex, from simply adding a section for additional FTES.

QUESTION: What are some promising and best practices associated with dual enrollment efforts?

RESPONSE: Promising practices associated with dual enrollment programs hold true for any educational program. Members of the advisory committee for this project and research on dual enrollment efforts here and nationally highlight the following key activities, strategies, and approaches.

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- **Offer proactive counseling and advising** to help students make critical and informed decisions about which courses will help them complete requirements related to their long-term career and educational goals.
- **Use multiple methods to assess students' readiness** to ensure that students who may not shine academically have an opportunity to learn about the benefits of and how to enroll in dual enrollment courses; consider GPA and course taking pattern instead of testing alone, consider measures of noncognitive traits such as motivation, self-direction and discipline, and perseverance to identify students who could benefit from dual enrollment opportunities.
- **Ensure continuous monitoring of student progress** by both the K12 and community college partners to ensure that students are making adequate progress, and in cases where students need to drop or withdraw from their college courses, that they are able to do so without penalty.
- **Provide opportunities for students to complete coursework that provides dual credit** to allow students to take courses that will help them earn their high school diplomas while they are completing college credits.
- **Outline sequenced educational pathways** to ensure students are completing a series of linked courses will help them to complete needed requirements without extra time or expense.
- **Engage community-based organizations and partners** to provide additional supports (e.g., health services, mental health counseling) that students might need to be able to focus on their academic responsibilities, and link students to other creative outlets (e.g., extracurricular activities, work-based learning opportunities) that can inspire them and reinforce what is learned in the classroom.
- **Use pedagogical approaches that focus on engaging the student in their learning**, avoiding a sage-on-the-stage approach and employing small group activities and team projects that allow students to work with their peers and draw on their personal experiences and interests.
- **Mirror an authentic college experience for students taking courses at the high school** by hiring community college instructors and by enrolling a mix of students—regular college students and not just special admit students if possible.

Additional information about promising strategies and approaches can be found in the *Definitions and Models* and *Student Services*- ADD INTERNAL LINKS TO THESE TWO

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SECTIONS HERE sections of this FAQ. For other promising practices, see this [case study](#) of a dual enrollment program involving City College of San Francisco.

QUESTION: What are some promising practices for career technical education (CTE)-focused dual enrollment pathways?

RESPONSE: The [Community College Research Center \(CCRC\)](#) evaluated eight CTE-focused dual enrollment programs for California students who were struggling academically. They analyzed different aspects of each program including location of courses, type of instructor, course offerings, student mix, how credits were earned, and the time of day courses were offered to determine the effects of these factors on the authentic nature of the college experience and student outcomes. CCRC found that while students may gain in college persistence and completion, there is a range to the benefits. The highest gains for students were present in programs in which college instructors taught courses, courses were both college success and hands-on CTE classes, courses took place on the college campus with a mix of high school and other community college students, and courses occurred during the school day for both high school and college credit. [This article](#) highlights the advantages and disadvantages of each of these program elements for each of the eight secondary-postsecondary partnerships.

QUESTION: How do we ensure that the courses offered are rigorous and authentic college-level courses?

RESPONSE: Each college has processes in place to approve and monitor course content and to ensure that all courses meet certain learning outcomes and standards. Dual enrollment courses are subject to the same review, approval, and evaluation procedures. A [study](#) of secondary-postsecondary partnerships offers some recommendations from teachers on practices and strategies they employed to ensure the success of all students—even those who were struggling.

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BUDGETING AND FUNDING

Partnerships must determine how instructors are paid and how student support services, supplies, and textbooks for students will be covered. This section offers responses to commonly asked questions related to dual enrollment funding and budgets.

QUESTION: Can both the secondary and postsecondary partners receive funding for the same instructional activity for dual enrollment courses?

RESPONSE: No, they may not. “Double dipping” is not allowed. This is often confused because the way K12 and community college claim funding is different. Average Daily Attendance (ADA) the mechanism that generates K12 funding, and Full Time Equivalent Student (FTES), which generates community college funding, are similar, but not the same. To claim ADA the key is how many instructional minutes a student is offered and scheduled for, as well as that student’s attendance during the K12 school day. If a high school student has been scheduled for the minimum instructional minutes per day under the immediate supervision and control of a certificated employee of the school district and has been offered a full schedule, the district may claim attendance towards apportionment for that student for each day the student attends at least some part of the instructional day at the high school. Please see the interview with Wendi McCaskill for details on K12 instructional minutes. If that student then goes to a college course that meets the requirements to claim FTES (see pages 40-42), the college may also claim full apportionment for that student in that college course. Both institutions must meet further requirements, such as yearly instructional minutes for the high school and the college must meet either prior dual enrollment legislation for open courses or have adopted all the requirements for an AB 288 partnership. Each institution is receiving full apportionment, but it is not for the same educational activity.

In all cases, individual K12 and community college districts should review all pertinent statutes, regulations, legal advisories/opinions, and other detailed administrative guidance issued by the State Department of Education or the State Chancellor’s Office, as applicable, related to properly claiming state apportionment funds for student attendance in dual enrollment programs, including those that intend to operate under the provisions that apply under AB 288.

QUESTION: What are the rules governing how apportionment is shared between the secondary and postsecondary partners?

RESPONSE: Any sharing of revenue between school district and college district partners is not precluded by legislation. Details of revenue sharing should be detailed in the agreement between partners.

QUESTION: Is it mandatory to pay for special admit students’ textbooks and supplies?

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RESPONSE: In non-AB 288 partnerships, students may be required to cover the costs of their own college textbooks and supplies. Under AB 288 CCAP Partnership Agreements, all textbooks and supplies for special admit students must be provided (CA Ed Code [76004](#)). In some cases, the community college foundation as well as local community foundations may provide opportunities to apply for grants to cover students' books and supplies. In some partnerships, students are required to return their books at the end of each term so that the books can be loaned to other students the following term. In addition, some partners agree not to update the textbook editions for at least three years to help manage textbook costs. Agreements should outline how and whether textbooks and supplies will be covered for the dual enrollment courses.

QUESTION: What are the enrollment limitations for special admit students that may affect apportionment under non-AB 288 dual enrollment partnerships?

RESPONSE: The MIS reporting system at each college flags special admit students. Additionally, the [Apportionment Attendance Report \(CCFS-320\)](#) includes an addendum where districts are required to report information that allows the California Community Colleges Chancellor's Office to monitor the enrollment limits on physical education following legislative requirements.

Non-AB 288
<p>Separate from the information collected via the MIS system, the Apportionment Attendance Report (CCFS-320) is also required; includes an addendum where districts are required to report information that allows the California Community Colleges Chancellor's Office to monitor that the following caps have been maintained.</p> <ul style="list-style-type: none">• Five (5) percent limit on the number of part-time or full-time special admit students enrolled for Physical Education has not been exceeded for fiscal year; documentation necessary for potential attendance accounting review. (See the California Community Colleges Chancellor's Office's March 11, 2016 Legal Opinion 16-02, Section III. E., pages 24-25.)

QUESTION: What are the enrollment limitations for special admit students that may affect apportionment for AB 288 partnerships?

RESPONSE: In addition to the reporting required under non-AB 288 legislation, AB 288 CCAP partnerships will also be required to submit an annual report to the California Community Colleges Chancellor's Office that outlines:

- The community college courses in which CCAP students enrolled by course category and type and by school site, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws;

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- The number and percentage of successful course completions, by course category, and type and by school site, of CCAP students; and
- The number of FTES generated by an AB 288 CCAP partnership community college district participants. The statewide 10% FTES cap on special admit students should include both non-AB 288 *and* AB 288 students (*if* the district has both types of agreements).

MONITORING AND EVALUATION

For dual enrollment under non-AB 288 legislation, there are no additional reporting requirements. Under AB 288, partners are required to evaluate students' progress and to report at least annually to the California Community Colleges Chancellor's Office (CCCCO), which audits dual enrollment efforts across the state. To ensure compliance, the CCCCCO will occasionally release [legal opinions / advisories](#) that respond to audit findings and questions regarding dual enrollment implementation. This section offers responses to key questions related to the monitoring and evaluation of dual enrollment efforts.

QUESTION: How can the high school and community colleges share student data to monitor students' progress?

RESPONSE: The use of data to evaluate and improve dual enrollment courses and pathway programs is important. Sharing data between institutions that share students is key to this effort. There are various ways to do this, but they all begin with a [data sharing agreement](#) (see [this example from Santa Ana Unified School District](#))—which is also a required component of AB 288 partnership agreements. One innovative model comes from Santa Ana College. Santa Ana has an intersegmental research team of administrators, researchers, and counselors from the four public educational segments—the community college, the local California State University, University of California and the school district—that upload data to a central [scorecard](#). The team meets regularly to monitor students' progress from entry to completion. (Data can be disaggregated locally by race and ethnicity.) This scorecard allows systems to be aware of the challenges these students may be facing so that they can be addressed early and to also be aware of early successes that can be celebrated to keep students motivated.

QUESTION: What indicators should we track to monitor the success of our dual enrollment efforts?

RESPONSE: The success and effectiveness of dual enrollment can be examined at the student, program, and institutional level. At the student-level, common indicators of success may include short-term course persistence, retention, and completion as well as long-term persistence, retention, and completion of certificates and degrees. For programs, the strength of the partnership, curriculum and course design, student support services, and program evaluation for continuous improvement could be useful indicators. At the institutional level, indicators can include the quality of the overall effort, its relationship to

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improvement in student access and success, particularly for underrepresented groups, and the institutionalization and sustainability of dual enrollment efforts. A [guide](#) (see Appendix C, D, and E) on dual enrollment offers some examples of how to monitor success at these levels.

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MARKETING, COMMUNICATION, AND MESSAGING

Messaging and outreach to students and parents about dual enrollment opportunities should highlight the benefits, but should also offer caution about the risks. Students, parents, and guardians should understand the differences between college and high school expectations for learning, academic skills, and the types of information that can be shared about the students between institutions and parents and guardians. The following section responds to questions about how best to market and communicate about dual enrollment.

QUESTION: Why should a community support dual enrollment?

RESPONSE: At the community level, dual enrollment may serve to:

- Provide an additional path to college and postsecondary education; and
- Highlight the community college as a resource to help all residents prepare for college and/or career.

QUESTION: Why should a board of trustees at the college support dual enrollment?

RESPONSE: For a college board of trustees, dual enrollment may serve to:

- Help address student equity gaps by providing additional opportunities for students to be prepared to successfully transition from feeder high schools/school districts to college(s)/district.
- Accelerate students through basic skills, if needed, and shorten time to completion of college degrees and certificates.

QUESTION: Why should a high school board support dual enrollment?

RESPONSE: For the high school board, dual enrollment may serve to:

- Ensure that more students are aware of and prepared for college.

QUESTION: Why should college and high school faculty support dual enrollment?

RESPONSE: For college and high school faculty, dual enrollment may:

- Encourage collaboration to strengthen alignment between local K12 district and the local community college curriculum, particularly in math and English, so that more students arrive at college ready and able to succeed.

QUESTION: Why should high school students and their parents or guardians consider dual enrollment?

RESPONSE: Dual enrollment provides an opportunity for students—before they complete high school—to experience being a postsecondary student and complete college-level

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coursework. Studies highlight the following goals and objectives related to dual enrollment:

- Introduction to and preparation for college life ([Karp, 2007](#))
- Smoother transition from high school to college ([WestEd, 2010](#))
- Ability to explore interests, careers, and majors ([Karp, Calcagno, Hughes, Jeong, & Bailey, 2007](#))
- Opportunity to address skill gaps ([CLASP, 2011](#); [Jobs for the Future, 2014](#); [Rutschow & Schneider, 2011](#))
- Motivation to persist and pursue a postsecondary credential or degree ([Hoffman, Vargas, & Santos, 2009](#))
- Understanding the benefits of postsecondary education ([College Readiness Consortium, n.d.](#))
- Accelerated pathway through college that can save time and money ([Hoffman, 2005](#); [Kirst, Venezia, & Nodine, 2009](#))

See also a [presentation](#) from Melinda Karp at the Community College Research Center for an overview of dual enrollment as a model for acceleration.

QUESTION: What do students and parents need to know before participating in dual enrollment?

RESPONSE: Students should be aware that dual enrollment offers many benefits—a chance to begin college early, master college level coursework, learn to navigate the college environment—but they should be clear that the **grades they earn will be part of their permanent student record and college transcript**. Poor grades in dual enrollment courses can hamper their ability to access financial aid and their eligibility to enroll in a four-year college or university once they leave high school. Additionally, dual enrollment courses may count towards a total unit cap on financial aid or course enrollment limits. Be sure that students are clear that they should take these courses very seriously and seek out and use available student support services to do their best. Also, students may be responsible for arranging their own transportation to and from the campus, purchasing needed textbooks and supplies (for non-AB 288 partnerships), and paying for their meals while attending courses at the campus depending on the agreement. Review an outline of key talking points Shasta College uses with parents, and view a poster the college uses to interest and engage students in dual enrollment opportunities.

QUESTION: What about putting filters on web access so that minors are not able to pull up inappropriate content?

RESPONSE: Parents and guardians should understand that their students, even if they are minors, will be treated like any other college student and that colleges do not normally censor website access.

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QUESTION: Who handles student discipline when students are attending courses at the college?

RESPONSE: The agreement between the college and/or districts should clearly outline who has responsibility for monitoring and addressing student behavior while they are enrolled in college courses and which Student Code of Conduct—that of the college, the school district, or both—applies.

QUESTION: Are community college administrators, counselors, and faculty mandated to report suspected instances of abuse or neglect involving students who are minors?

RESPONSE: Yes. Both college and high school personnel are considered mandated reporters and can access free training on their responsibilities.

PROFESSIONAL DEVELOPMENT

Administrators, faculty, staff, and parents supporting dual enrollment students need to understand the legislative requirements and regulations guiding work with, teaching strategies geared to, and resources available for high school students. This section will highlight resources and materials and summarize professional development and training opportunities for various dual enrollment implementers. If you have information or a relevant document or resource you would like to share to be included in this section of the FAQ, please mail it with a brief description to dualenrollmenttoolkit@rpgroup.org.

DO YOU HAVE A RESOURCE OR ADDITIONAL INFORMATION TO SHARE OR A QUESTION YOU NEED ANSWERED?

If you have information you feel would be useful to include or a question we should be sure to address in the toolkit, please send an email to DualEnrollmentToolkit@rpgroup.org.

We are particularly interested in examples of:

- AB 288 CCAP Partnership Agreements
- Data sharing agreements
- Revenue sharing agreements
- Case studies
- Original research reports, articles, and presentation slides
- Orientation presentations
- Professional development or continuing education documents
- College readiness inventories

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