

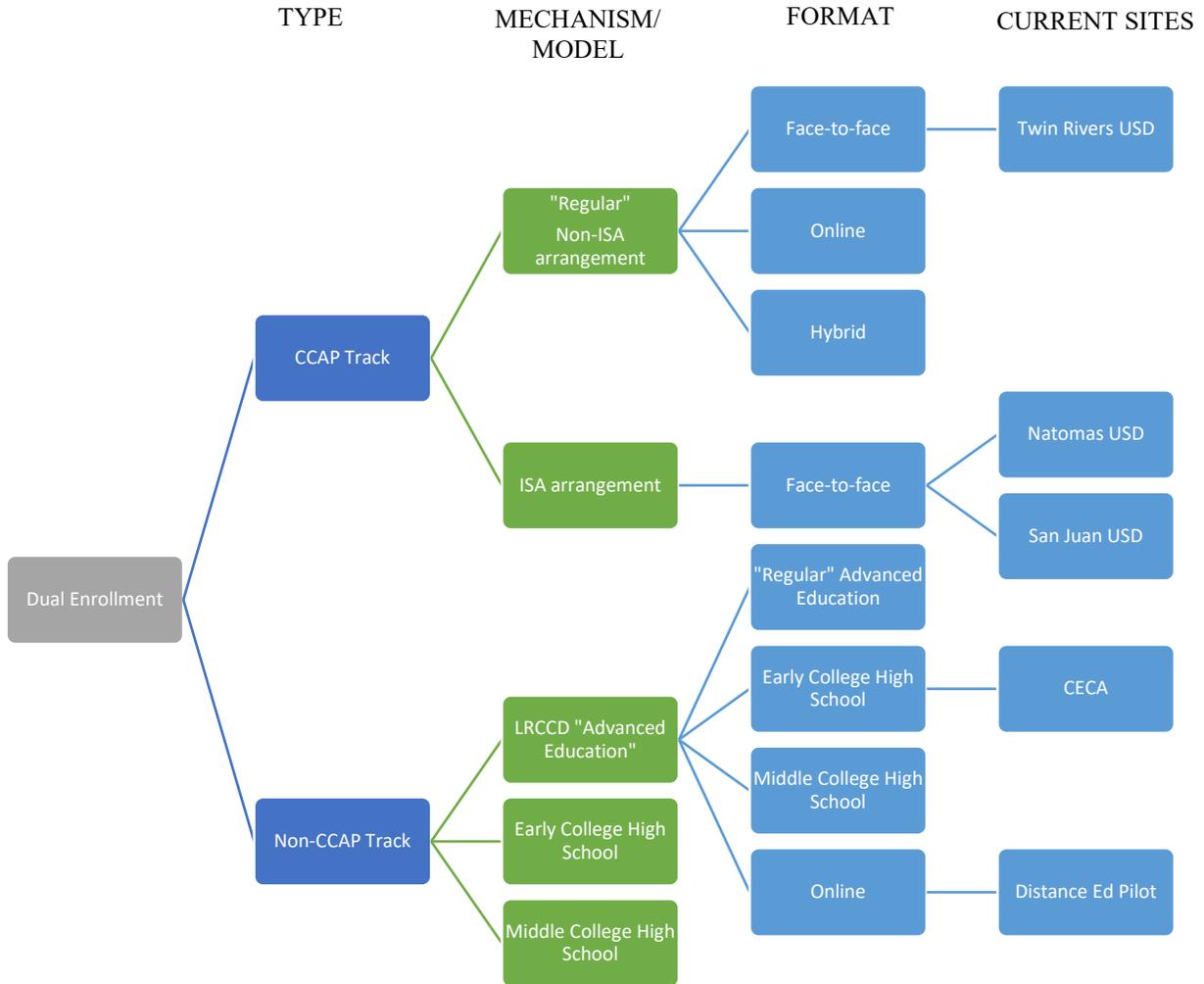
Dual Enrollment FAQs

Q: What is Dual Enrollment?

A: The term “dual enrollment,” in generic terms, refers to high school students taking college courses while they are still enrolled in a secondary school, or to the programs that allow high school students to take college-level courses.

According to California Education Code, “dual enrollment” is understood as and used to identify high school or other eligible special admit students enrolling in community college credit courses. AB 288, which was enacted on 1/1/16, created two tracks within dual enrollment:

1. CCAP track (under AB 288, Education Code section 76004); and
2. Non-CCAP track (Education Code sections 76001 and 76002).



Q: What is AB 288 and what was the legislative intent?

A: The California State Legislature found that:

- a. Research has shown that dual enrollment can be an effective means of improving the educational outcomes for a broad range of students.
- b. Dual enrollment has historically targeted high-achieving students; however, increasingly, educators and policymakers are looking toward dual enrollment as a strategy to help students who struggle academically or who are at risk of dropping out.
- c. Allowing a greater and more varied segment of high school pupils to take community college courses could provide numerous benefits to both the pupils and the state, such as reducing the number of high school dropouts, increasing the number of community college students who transfer and complete a degree, shortening the time to completion of educational goals, and improving the level of preparation of students to successfully complete for-credit, college-level courses.
- d. California should rethink its policies governing dual enrollment, and establish a policy framework under which school districts and community college districts could create dual enrollment partnerships as one strategy to provide critical support for underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.
- e. Through dual enrollment partnerships, school districts and community college districts could create clear pathways of aligned, sequenced coursework that would allow students to more easily and successfully transition to for-credit, college-level coursework leading to an associate degree, transfer to the University of California or the California State University, or to a program leading to a career technical education credential or certificate.
- f. To facilitate the establishment of dual enrollment partnerships, the state should remove fiscal penalties and policy barriers that discourage dual enrollment opportunities. By reducing some of these restrictions, it will be possible to expand dual enrollment opportunities, thereby saving both students and the state valuable time, money, and scarce educational resources.

AB 288 was enacted to allow 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 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.**

To eliminate certain fiscal and policy barriers, AB 288 authorizes specified special part-time students to enroll in up to 15 units per term, waives certain college fees for those students, and allows closed courses that occur on high school campuses during the regular school day. At the same time, AB 288 requires that the program be for a specified purpose (e.g., cohort program for underrepresented students) and adhere to delineated state reporting requirements.

Q: What is a CCAP Agreement?

A: A CCAP Agreement is an MOU between a community college district a school district partner that establishes a CCAP partnership. CCAP Agreements (“MOUs”) must be approved by the governing boards of both districts. Currently, partners are required to present the MOU twice to their respective board (once as an information item, and another for public comment and board approval. Once approved, CCAP MOUs must be filed with the CCCCCO in order to be deemed official by the State.

The CCAP MOU outlines the terms of the CCAP partnership and includes, but is not necessarily be limited to, the total number of high school students to be served, the total number of FTES projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; criteria to assess the ability of pupils to benefit from those courses; and protocols for joint facilities use, parental consent for high school pupils, etc.

In order for a college to partner with a school district, the school district must be within the service area of that college. Otherwise, the school district must present evidence (e.g. a letter) that its feeder college allows them to work with another college.

Within LRCCD, once a CCAP MOU is in place between a college and a partner, the MOU can be renewed through the standard district contract routing process and does not have to return to the board for approval.

Currently, ARC has approved CCAP MOUs with the following school districts: Natomas, San Juan, and Twin Rivers. Moreover, we are exploring potential CCAP Agreements with Center Unified School District, Placer County Office of Education, and an independent charter school.

Q: Are online CCAP classes allowable?

A: Yes.

Q: Where does the FTE come from for online general education CCAP classes?

A: General college FTE which comes from the District (funded through Growth dollars).

Q: Where does the FTE come from for CTE CCAP classes?

A: There are different ways that CTE CCAP classes are funded. They are either 95% Strong Workforce funded, plus 5% from the college’s General Fund, or, in the case of school district partners under a CCAP Instructional Service Agreement, the school district is the employer of record and compensation is provided to the school district at the lowest adjunct rate.

Q: What is an Instructional Service Agreement (“ISA”)?

A: An agreement with another agency which provides instructional services to the college through a contract.

Q: When are Instructional Service Agreements used?

A: Historically, the Public Safety Center has used ISAs for Public Safety training. More recently, we have used ISAs for CCAP partnerships when the K-12 teacher meets community college minimum qualifications for a discipline and is a 1.0 FTE teacher at the school district.

Q: Is the hiring process for an Instructional Service Agreement different?

A: Yes. CCAP instructors operating under an ISA are not officially hired by LRCCD. Instead, they go through a verification process to ensure they meet minimum qualifications.

Q: How are students enrolled into CCAP classes?

A: Students are block enrolled by college staff.

Q: What services are available for CCAP students?

A: Under CCAP, comparable student service shall be offered to CCAP track students.

Q: What is the difference between Advanced Education and CCAP track dual enrollment?

A: There are several differences between Advanced Education and Dual Enrollment:

Differences	CCAP	Non-CCAP, “Advanced Education” in LRCCD			
		Regular Advanced Ed	Early College HS	Middle College HS	Online/ Distance Ed Pilot
<i>Intent</i>	Offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented, and develop seamless pathways from high school to community college.	Provide high school students with educational enrichment opportunities at a community college.			
<i>Focus</i>	Students who may not already be college bound or who are underrepresented in higher education.	High-achieving students, or if part of academy or special college-based program.	Underserved Students	High-potential, high-risk students	High-achieving students, or if part of academy or special college-based program.
<i>CCAP agreement?</i>	Required.	Not required.			
<i>Application</i>	Students use a new, locally developed CCAP Dual Enrollment Application which eliminates and/or replaces fields/steps that are not applicable to CCAP.	Students use the Advanced Ed Application and follow its steps.			
<i>Courses</i>	Students follow a prescribed course sequence and they are block enrolled by college staff.	Students enroll and select classes individually, or they follow a prescribed sequence, and are block enrolled by college staff if they are part of a special Advanced Ed program or project.			

Differences	CCAP	Non-CCAP, “Advanced Education” in LRCCD			
		Regular Advanced Ed	Early College HS	Middle College HS	Online/ Distance Ed Pilot
<i>Class location</i>	High School or online with a high school face-to-face component.	College	College, Stand-alone high school, or a hybrid	College	College
<i>Classes open to the public?</i>	No	Yes			
<i>Maximum courses students can take</i>	3 courses, with no more than four community college courses/term; must be part of academic program designed to award students both HS diploma and AA/AS degree, certificate, or credential.	2 courses			
<i>Minimum age</i>	14	Completed 10 th grade or 16			
<i>Minimum GPA (at LRCCD)</i>	2.0	2.7			
<i>Who’s responsible for paying for books for CCAP classes?</i>	The Williams Act requires K-12 partners to provide books for CCAP classes.	Students are generally responsible for paying for their books. For some special programs arrangements are made to provide students with books.			
<i>Who orders books for CCAP classes?</i>	School district partner.	Student or special program.			