

# Dual Enrollment & College/Career Readiness



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“No substantial change will occur in education unless we overhaul the traditional systems of education”

-Terry O'Banion

# Moving Beyond Research

“We need great leadership; we need more resources; we need better evidence; we need more will.”

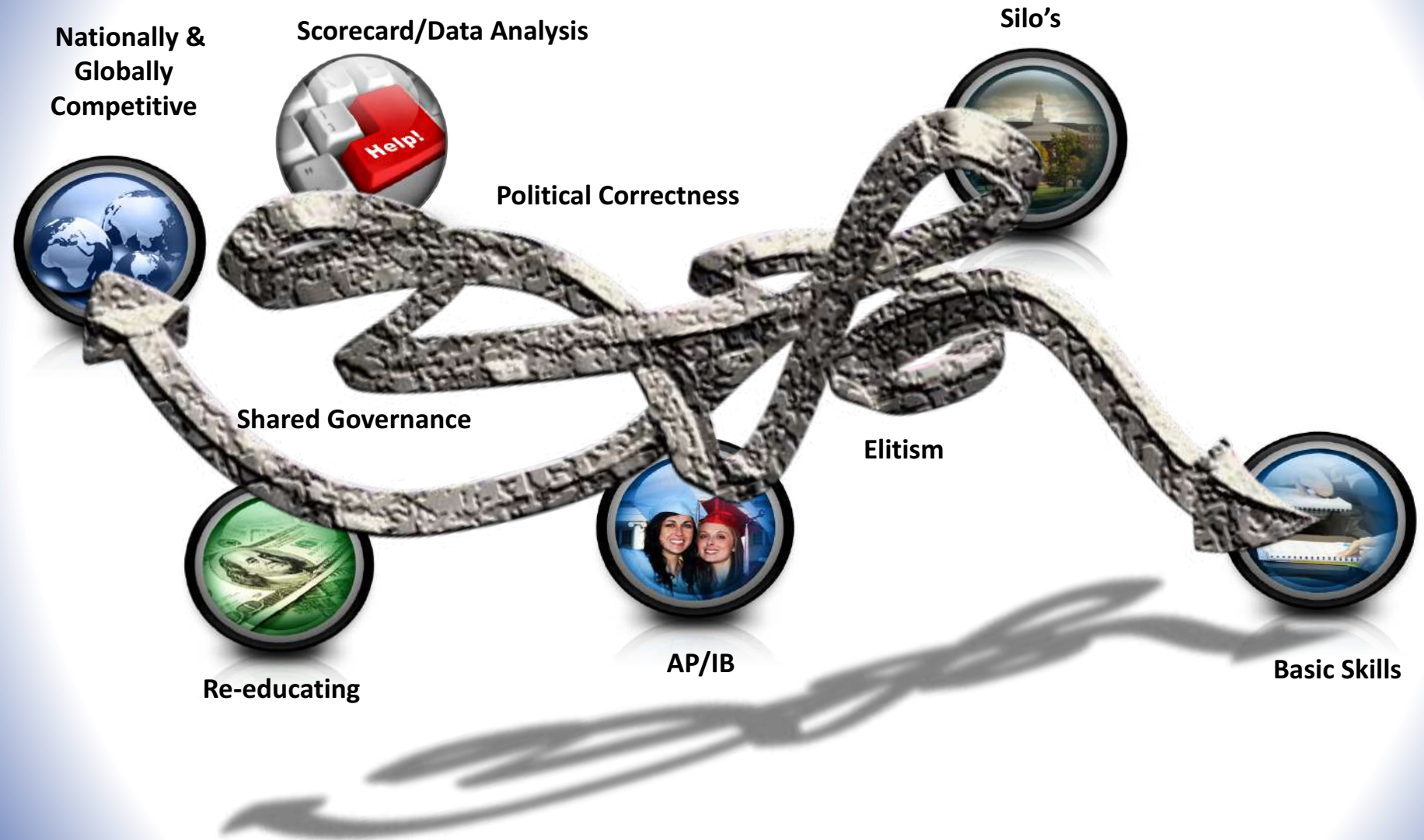
-Terry O'Banion





# College and Career Readiness...Really!

*Educational Mal Practice in Action*



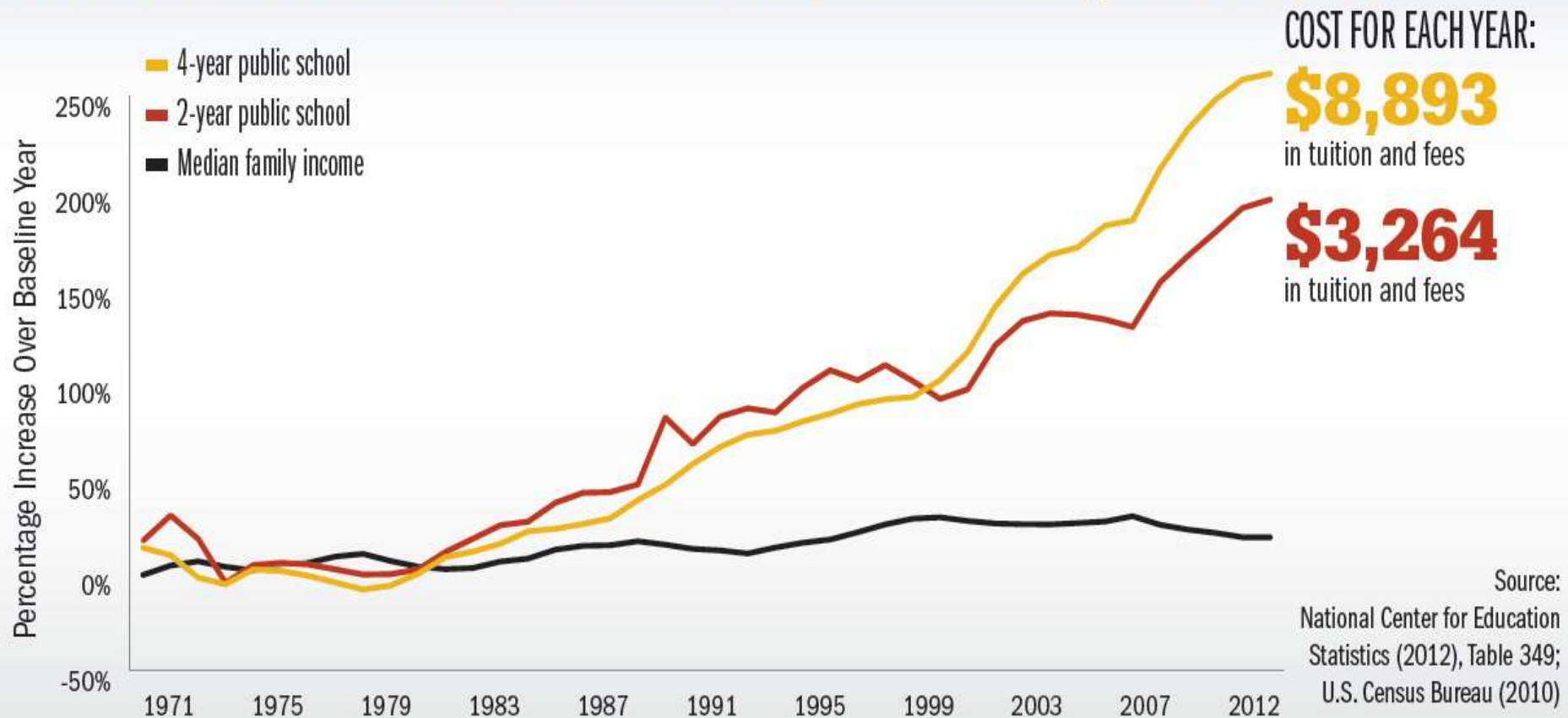
Which urban area in the country has the lowest proportion of adults with college degrees in the nation?

- 1. Houston**
- 2. Phoenix**
- 3. Tampa**
- 4. San Antonio**
- 5. Riverside-San Bernardino**



# COSTS THEN AND NOW

## THEN AND NOW: Cost of tuition vs. median family income



# The Costs Associated With Student Debt

**75%**

student loan debt has affected decision to purchase a home

A college-educated household with student debt runs about \$137,010 in the hole

**63%**

student loan debt has impacted ability to purchase a car

**50%**

student loan debt has impacted ability to start a small business

**73%**

student loan debt has prompted the delay of contributing to retirement savings

# National Averages

## ON-TIME GRADUATION RATES ARE FAR TOO LOW

1- TO 2-YEAR CERTIFICATE



**15.9%**  
ON TIME

2-YEAR ASSOCIATE



**5%**  
ON TIME

4-YEAR BACHELOR'S  
(NON-FLAGSHIP)



**19%**  
ON TIME

4-YEAR BACHELOR'S  
(FLAGSHIP/VERY HIGH RESEARCH)



**36%**  
ON TIME

FULL-TIME STUDENTS



# What does all this mean?

For example, at California State University, Long Beach

A student who graduates...	Spends approximately this much out of pocket*	...this amount more than graduating on time	Will earn this much more over his/her lifetime as a result of having a baccalaureate degree...	...this amount less than graduating on time	Combination of extra educational expense and lost wages
...in 4 years	\$72,600	—	\$1,348,600	—	—
...in 5 years	\$99,300	\$26,700	\$1,325,800	(\$22,800)	\$49,500
...in 6 years	\$130,600	\$58,000	\$1,295,700	(\$52,900)	\$110,900
...in 7 years	\$167,400	\$94,800	\$1,285,300	(\$90,300)	\$185,100

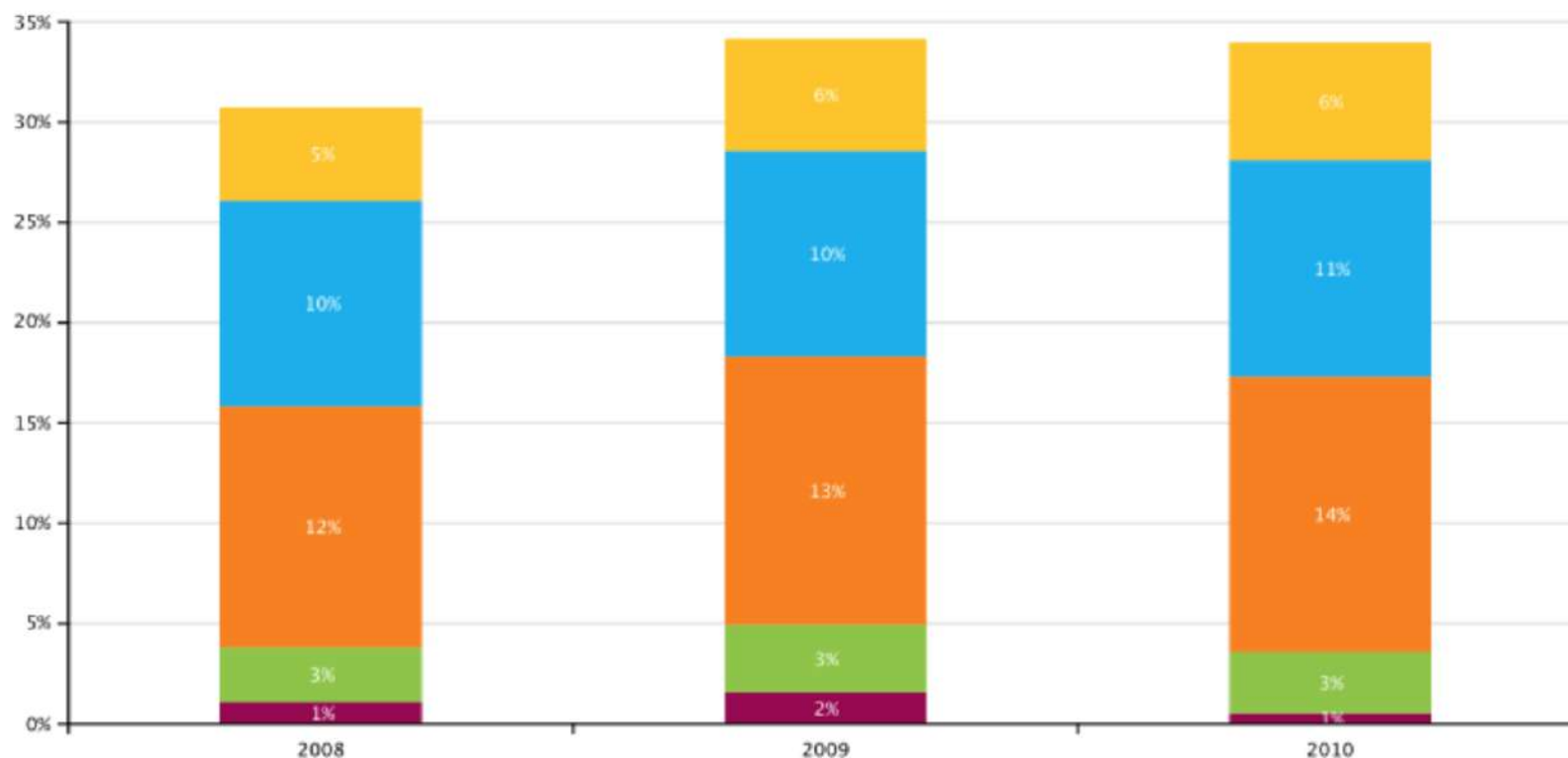
Notes: 1) Estimates are for an 18 year old student who will attend full-time and will not work during college; 2) The tool assumes the retirement age at 64 and no unemployment throughout one's lifetime once the degree was earned. 3) Figures in table have been rounded.

\* Net price of tuition, fees, books, supplies, room and board, transportation and other expenses.

Source: Student Cost Model Tool (IPEDS average net price by income level and American Community Survey state-level wage estimates).



### Time to College Graduation Within Six Years (Associate's, Bachelor's and Higher)



■ Graduated in 2 Years or Less
 ■ Graduated in 3 Years
 ■ Graduated in 4 Years
 ■ Graduated in 5 Years
 ■ Graduated in 6 Years

# Program Goals

- Create access for high school students college ready for post secondary educational opportunities
- Improve college credit rates for high school students
- Reduce college costs for students and families
- Reduce the length of time it takes for a student to obtain a degree

# VMHS Course Offerings 2016 -2017

<u>Course Offering</u>	<u>Sections</u>
English 101: English Comp	4
English 103: Critical Thinking	4
Math 105 College Algebra	2
Math 110 College Pre-Calculus	2
Psychology 101	4
History 111 Pre Civil War	3
History 112 Post Civil War	3
Bio 115 Topics in Biology	2
Chemistry 100 Intro to Chem	2
Music 100 Music Appreciation	1
Music 103 Music Theory	1
American Sign Language 103	1
American Sign Language 104	1

# Proposed Offerings 2017 -2018

<u>Course Offering</u>	<u>Sections</u>
English 101: English Comp	6
English 103: Critical Thinking	6
Math 105 College Algebra	2
Math 110 College Pre-Calculus	2
Psychology 101	4
History 111 Pre Civil War	3
History 112 Post Civil War	3
Bio 115 Topics in Biology	2
Chemistry 100 Intro to Chem	2
Music 100 Music Appreciation	1
Music 103 Music Theory	1
American Sign Language 103	1
American Sign Language 104	1
Environmental Science 101	6
Bio 134 Genetics and Evolution	4



# Unexpected Outcomes:

AP course offerings and student enrollment continues to grow in an upward swing

Vista Murrieta High School AP Data									
	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total AP Students	419	463	557	568	512	536	555	598	734
# of exams	723	784	942	944	877	873	953	1006	1250
% of 3 +	64.2	73.2	62.5	61.6	69.3	67.2	70.5	69	67

# AP Offerings 2016 -2017

<u>Course Offering</u>	<u>Sections</u>
AP English / AP English Lit	7
AP Statistics	3
AP Calc AB / AP Calc BC	4
AP US History	4
AP Studio Art	1
AP Spanish Lit / Language	3
AP Psychology	5
AP Physics	2
AP Micro / Macro Economics	4
AP Human Geography	3
AP Government & Politics	5
AP European History	3
AP Environmental Science	3
AP Chemistry	1
AP Biology	2

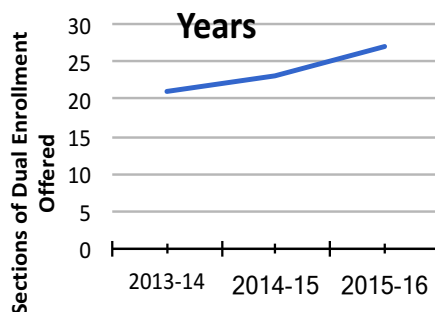
# VMHS Dual Enrollment Three Year Data

	2013-14	2014-15	2015-16
# of sections of Dual Enrollment classes	21	23	27

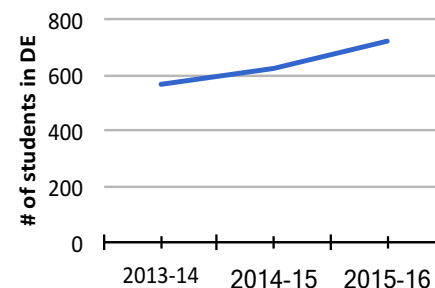
	2013-14	2014-15	2015-16
# of students in DE	566	622	721

	2013-14	2014-15	2015-16
# of Different DE classes	10	11	13

# of DE sections over 3



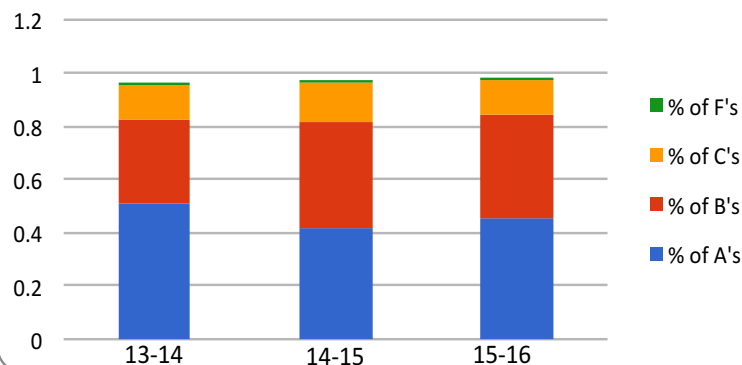
# of Students in DE



Grades Earned	2013	2013	2014	2014	2015	2015
A	289	51.1%	258	41.5%	326	45.2%
B	178	31.4%	248	39.9%	281	38.9%
C	73	12.9%	94	15.1%	93	12.9%
D	22	3.9%	19	3.0%	19	2.6%
F	4	0.7%	3	0.5%	3	0.4%
	566		622		722	

	% of A's	% of B's	% of C's	% of D's	% of F's
2013-14	51.1%	31.4%	12.9%	3.9%	0.70%
2014-15	41.5%	39.9%	15.1%	3.0%	0.5%
2015-16 (1 sem)	45.2%	38.9%	12.9%	2.6%	0.4%

DE Grade distribution by school year



# Units Completed:

What does that mean for students and families

Vista Murrieta H.S. DE Cost of Attendance Savings				
<u>Credits Earned</u>	<u>CCC(\$5,804)</u>	<u>CSU(\$23,995)</u>	<u>UC(\$33,100)</u>	<u>Private(\$44,235)</u>
7,632	\$3,691,344	\$15,260,184	\$21,051,600	\$28,133,460



# College Readiness & Educational Concerns

K-12

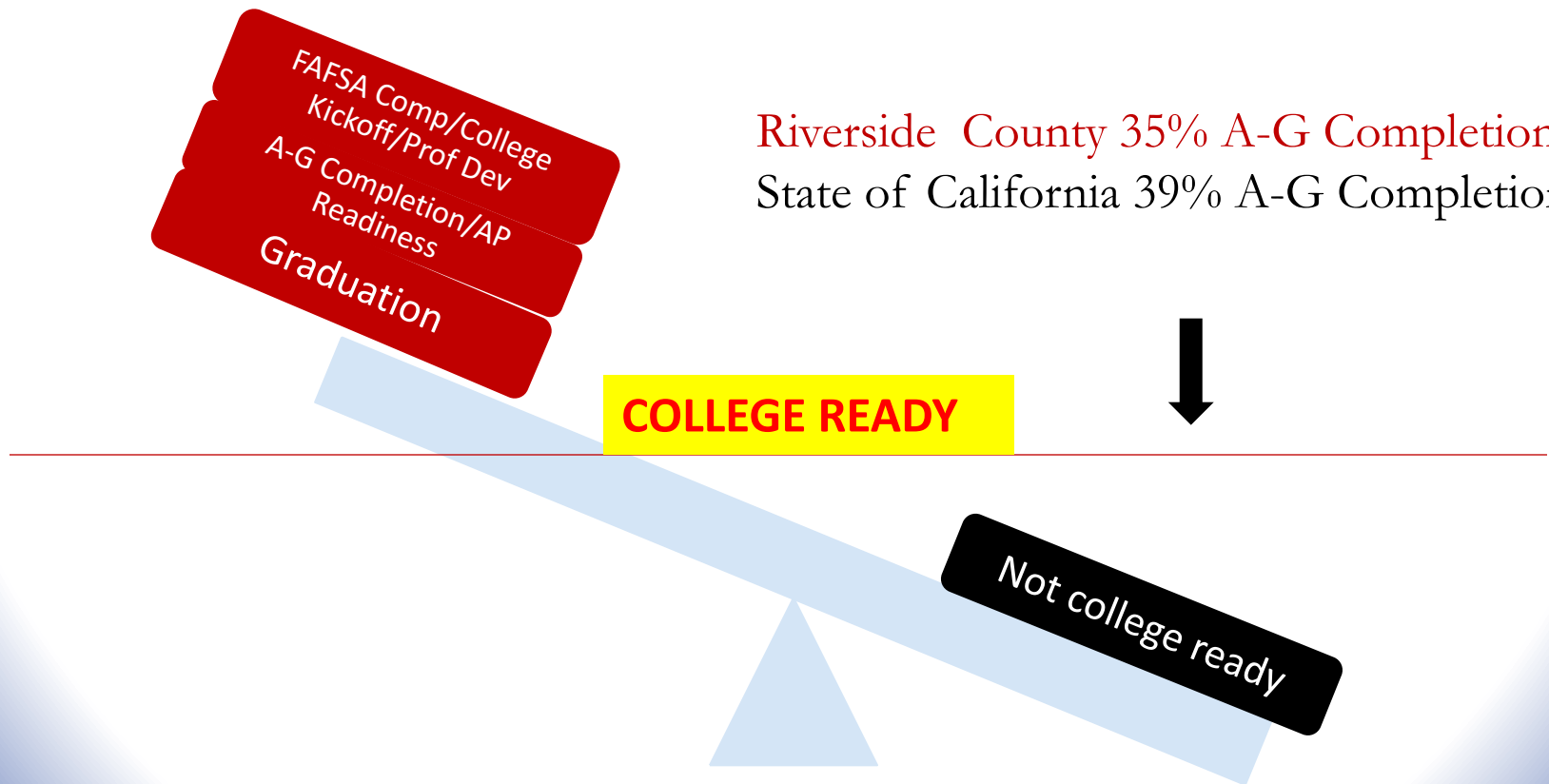
Higher Education

Riverside County 87% Grad Rate

State of California 80% Grad Rate

Riverside County 35% A-G Completion

State of California 39% A-G Completion



K-12

Higher Education

# What Alignment Looks Like

FAFSA Comp/College  
Kickoff/Professional Dev

College Transition  
Counseling/College  
Kickoff/FAFSA  
Comp/Professional Dev

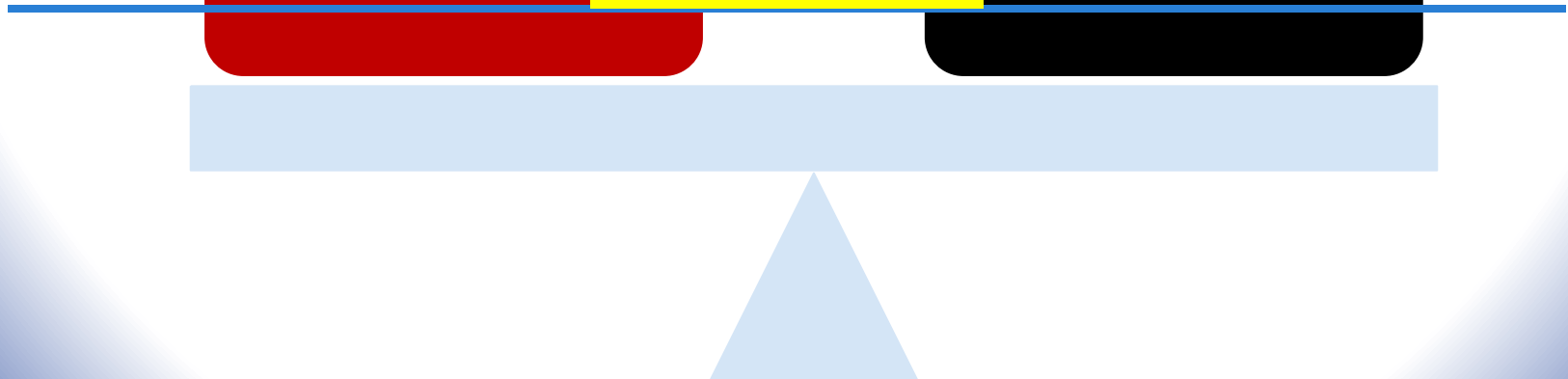
A-G Completion/AP  
Readiness

Curriculum  
Alignment/ERWC/EAP/  
Multiple Measurements

Graduation

**COLLEGE READY**

Dual Enrollment



# White House Initiative Selection 2014

## MSJC's Role



### RIVERSIDE COUNTY OFFICE OF EDUCATION

Kenneth M. Young  
Riverside County Superintendent of Schools

Home » Newsroom » President Barack Obama Praises Innovative Riverside County Education Collaborative at White House College Opportunity Day of Action

## President Barack Obama Praises Innovative Riverside County Education Collaborative at White House College Opportunity Day of Action

Posted on December 4, 2014

COLLEGE OPPORTUNITY  
DAY OF ACTION

DECEMBER 4, 2014

WASHINGTON, D.C. – In comments at today's White House College Opportunity Day of Action in Washington, D.C., President Obama recognized the Riverside County Education Collaborative (RCEC)—an innovative partnership in the Inland Empire that was formed in response to the White House request to help more students prepare for and graduate from college.

### Riverside County Strengthening Partnerships Across K-12 Higher Education and Communities 2014

#### Getting it Done

#### HERE'S WHAT THE PARTNERSHIP WILL DO FOR GRADUATING HIGH SCHOOL SENIORS

##### INCREASE COLLEGE APPLICATION SUBMISSIONS BY:

- Redirecting resources to support College Transition Counselors to be placed on high school campuses
- College Counselors facilitating the completion of the college application process, assessment, orientation and long range college transitional plans

##### GROW THE NUMBER OF FAFSA COMPLETIONS BY:

- Coordinated planning with Riverside County community colleges and high schools, California State University San Marcos, University of California Riverside, Riverside Office of Education and city leaders to offer FAFSA submission workshops
- Tracking the number of graduating high school seniors who have completed the FAFSA and actively reach out to those who have not

##### EXPAND COLLEGE ACCESS BY:

- Expanding dual enrollment throughout the County of Riverside to foster college readiness, access, equity, and student success

##### AGGRESSIVELY ADDRESS THE REMEDIATION CRISIS BY:

- Developing faculty to faculty agreements with higher education and the K-12 system
- Aligning Math and English college remediation curriculum with local high school districts
- Directing high school seniors who have been determined "not college ready" into the approved curriculum alignment agreements

# A Variety of Models

- **Concurrent Enrollment Umbrella**
  - High school students taking college coursework for college credit
- **Dual Enrollment**
  - Typically college coursework offered to high school students, on high school campuses, with Non-CCAP or CCAP model
- **Early/Middle College**
  - Typically high school students taking college coursework on the college campus during high school hours
- **Articulation**
  - High school curriculum closely aligned to college curriculum and approved for college credit with a certain level of academic achievement and comprehensive exam passed



# Non-CCAP Components of Dual Enrollment

Mt. San Jacinto College District



## 2016 Dual Enrollment "Coaches Play Sheet"

### Dual Enrollment Outcomes

- Alignment of K-12 & Higher Education:
- Develop meaningful pathways
  - Align curriculums
  - Expand remediation options

Expand Access to College Coursework

Improve Time-to-Degree Completion

College Cost Savings for Students & Families

### Dual Enrollment Advisory Committee

Membership: Dual Enrollment Committee is made up of at least 7 voting members, approved by the Executive Academic Senate. The Advisory Committee will meet twice per semester, & report back to the Executive Academic Senate following each meeting. Meetings should precede & follow each Dual Enrollment Planning meeting. Service on the Dual Enrollment Advisory Committee is a 2-year term. The faculty chair is responsible for calling the committee to order.

Developed Vision Statement & Dual Enrollment Faculty

Org Chart: Defines roles of Student Services & Instructional Divisions

(a) advising and overseeing the programs, processes, and activities of the Dual Enrollment Program at Mt. San Jacinto College; (b) reviewing and making recommendations regarding current program course offerings, as well as reviewing the requirements of adding new courses to the Dual Enrollment Program; (c) ensuring MSJC standards and rigor of courses are maintained, including adherence to current MSJC course outlines of record, Title 5 requirements and ED Code.

### Educational Reform Initiatives

President Obama's 2020 Graduation Initiative:  
Expand Dual Enrollment Offerings  
Improve Remediation Options

Community College League of California 2020 Vision:  
Access, Equity & Success

California's Community College Student Success Act 1456:  
Collaborate with K-12

MSJC's Strategic Plan:  
Expand Dual Enrollment, Implement Curriculum Alignment and Address Basic Skills Crisis

**INNOVATION**  
+  
**EXECUTION**  
=  
**SUCCESS**

### On-Site & Off-Site Offerings

Dual Enrollment (Off-Site): Taught by qualified high school faculty, at the high school campuses

Early College (On-Site): Made up of Charter and Private Schools. Courses taught on the College campus. Primarily invoiced sections

### Supporting CA Legislation

#### K-12, Section 48800 thru 48814:

- Need principal recommendation & parental consent (some exceptions)
- Courses for college and/or high school credit
- Receive ADA for student attendance as prescribed by law
- Limits on summer session

#### Community College, Section 76001 thru 76003:

- High school students admitted as special part-time community college students are limited to 11 units per term
- College can receive state apportionment
- College & K-12 districts determine respective level of course credit
- Students assigned low enrollment priority, except for Middle College High School students
- Community college classes must be open & advertised to the general public, including classes taught on a high school campus
- Classes held on a high school campus shall not be held during the time the campus is closed to the general public
- P.E. classes limited to 10% high school enrollment & college can claim only 5% of total FTES for state apportionment

#### Title 5, Section 51006:

Open Courses "Minimum Condition": required board policy (must be published) to ensure that "unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered & maintained by the district, shall be fully open to enrollment & participation by any person who has been admitted to the college & who meets such prerequisites as may be established to section 55003..."

#### Title 5, Section 58050(a)(3):

Conditions for Claiming Apportionment – Course must be open to enrollment by the general public

#### Title 5, Section 58051.5(a)(3):

Types of courses that may not be claimed for state apportionment: facilities & ensuring access to the general public (military base or installation)

#### Title 5, Section 58104:

Advertising courses in course catalog & schedule of classes; prohibition against preferential enrollment, limiting accessibility, or exclusion of qualified students

#### Title 5, Section 58108(l);(m):

Barriers to enrollment; accessibility to off-campus sites

# AB 288 CCAP Dual/Concurrent Enrollment

## College and Career Access Pathways



### AB 288 – College and Career Access Pathways

As Introduced: February 11, 2015

Assembly Members Holden (D-Pasadena) and Olsen (R-Modesto)  
Principal Co-Authors: Assembly Members Alejo, Baker, Chavez, McCarty, Santiago,  
and Weber

*The California Community Colleges Urge A "YES" Vote on AB 288*

#### Purpose of AB 288:

AB 288 seeks to facilitate the development and promotion of K-12 and community college dual enrollment programs that target a broader range of high school students.

#### Background:

Dual enrollment has proven to be an effective strategy to help advanced high school students begin college early. This practice serves an important purpose, however, increasingly dual enrollment is viewed as a strategy to help a broader range of students' transition from high school to college, particularly students from backgrounds for which a college education is not a given.

California's community colleges utilize an open door admission policy for all students, including those academically underprepared for college-level coursework. Many high school educators see dual enrollment as a promising strategy to improve college-readiness skills. Dual enrollment offers students the opportunity to acquire core academic skills necessary to be successful in college, and participants gain confidence as a result of early exposure to a college environment.

#### Policy Solutions: What Does the Bill Do?

AB 288 establishes the College and Career Access Pathways (CCAP) partnerships to offer dual enrollment to a broader range of students by reducing policy barriers that hinders the development of such programs. The pathways would be uniquely customized to the needs of local student populations and AB 288 would save students and the state time, money, and scarce educational resources.

#### **DUAL/CONCURRENT ENROLLMENT**

##### DEFINITIONS:

These two terms are often used interchangeably.

Dual and concurrent enrollment offer high school students access to college-level coursework. In some cases students earn both high school and college credit depending on approval from school and community college governing boards.

#### Key Provisions of AB 288:

##### Expands Dual Enrollment Partnerships:

**-Authorizes** a school district and community college district to enter into a CCAP partnership with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, or helping high school students achieve college and career readiness.

**-Requires** CCAP partnership agreements to be approved at regularly scheduled open public meetings of the governing boards of both districts, and calls for additional reporting requirements regarding the scope of the partnership, list of community college courses to be offered, and criteria to assess the ability of students to benefit from those courses.

##### Removes Statutory Barriers to Dual Enrollment:

**-Authorizes** community college districts to assign a higher priority enrollment to CCAP participants equivalent to students attending a Middle College High School;

**-Allows** a community college district to limit enrollment in a course offered on a high school campus solely to CCAP students;

**-Allows** a CCAP student to enroll in a maximum of 15 units (limited to 4 courses per term) if certain conditions are satisfied; and,

**-Prohibits** assessing any fees to high school students in CCAP courses.



# K-12 & HIGHER EDUCATION PLANNING IS ESSENTIAL FOR REFORM!





# Dual Enrollment Access, Equity, and Success

BANNING HIGH SCHOOL, BEAUMONT HIGH SCHOOL, CHAPARRAL HIGH SCHOOL, COLLEGE PREP HIGH SCHOOL, CALIFORNIA MILITARY INSTITUTE, HEMET HIGH SCHOOL, HERITAGE HIGH SCHOOL, ELSINORE HIGH SCHOOL,

## Dual Enrollment

### "The Mechanism Bringing K-12 & Higher Education Together"

#### College Cost Savings 2009-2016



## Dual Enrollment Growth



## Access

- ✓ 11,448 added seats to higher education since 2009
- ✓ 3,940 FTES Generated

## Success

- ✓ 47,274 units awarded
- ✓ 3.4 Avg. GPA
- ✓ 85-90% credit rate

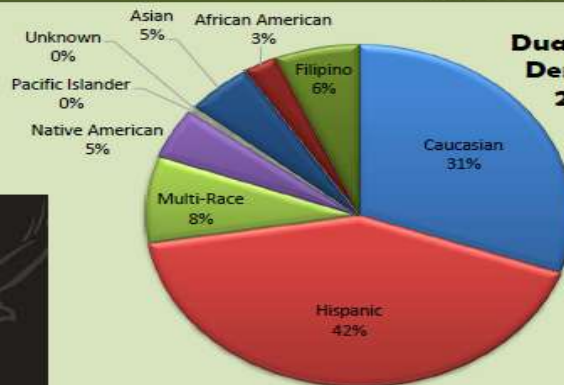
Mt. San Jacinto College

## 2020 Vision

"Advancing Educational Achievement"

Bringing K-12, Industry, and Higher Education  
Together for Student Success

## Dual Enrollment Demographics 2015-2016



## Equity

- ✓ Closing the achievement gap
- ✓ 85-90% credit to all cultural groups



LAKESIDE HIGH SCHOOL, NUWEEN EARLY BRIDGE HIGH SCHOOL, ORTEGA HIGH SCHOOL, PALOMA VALLEY HIGH SCHOOL, PERRIS HIGH SCHOOL,

RIVER SPRINGS CHARTER SCHOOL, SAN JACINTO HIGH SCHOOL, SAN JACINTO VALLEY ACADEMY, SANTA ROSA ACADEMY, TAHQUITZ HIGH SCHOOL, TEMECULA VALLEY HIGH SCHOOL, VISTA MURRIETA HIGH SCHOOL

# 2020 Vision: Report Card



“The Mechanism to Bring it all Together”

## Success:

- ✓ Time to Degree Completion Reduced (4yr?)
- ✓ Students Nationally & Globally Competitive
- ✓ Millions of College Cost Savings for Students & Families (avoids debt)
- ✓ Sustainable Funding Model
- ✓ College Credit Rate for High School Students Dramatically Improved

## Equity:

- ✓ 85-90% Credit Rate Among All Cultural Groups closing the Achievement Gap
- ✓ Provided Multiple Pathways for All Students

## Access:

- ✓ 6,387 lower division seats in higher education increased due to the MSJC Dual Enrollment Program since 2009

# Barriers to Dual Enrollment



## Administrative Barriers

- Purpose!!!
- Enthusiasm by College President
- Instructional Vice President's Leadership
- Middle management sabotage
- Establishing a team
- Too many “chefs in the kitchen”
- “A win, win attitude”
- Communication
- MOU language development
- Contract issues



## Faculty Barriers

- An informed faculty
- Vetting/Evaluations
- Lack of faculty input
- Growth of program
- Elitism
- “busy bodies”

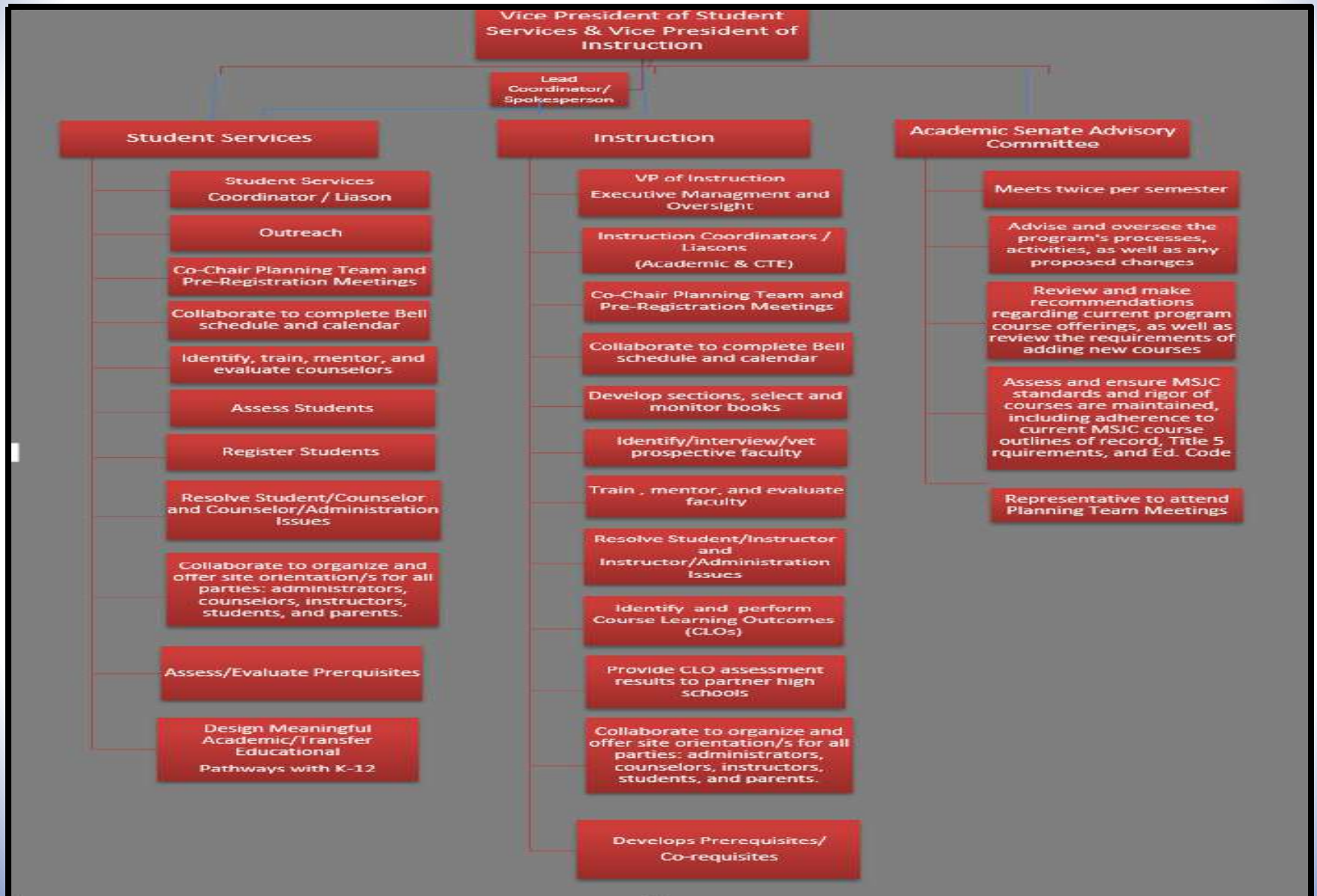


## Legislative Barriers

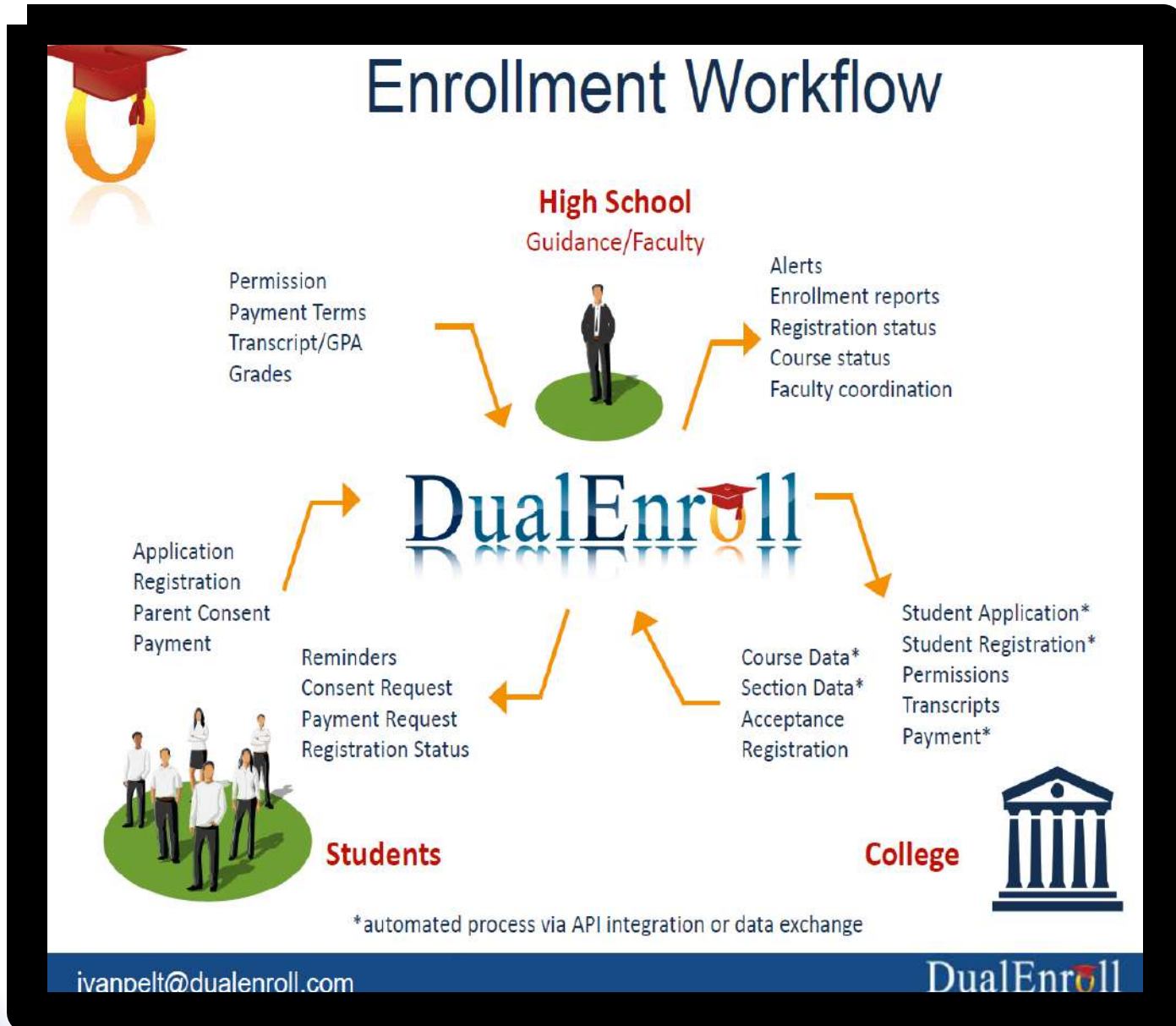
- CCAP vs. Non-CCAP
- “Truly open to the public”
- Unit limitations
- Populations to serve



# Dual Enrollment Operational Duties



# Management Components of Dual Enrollment



# Why Concurrent Enrollment

Dual (a.k.a. Concurrent) enrollment has become a viable and effective method to prepare any student...to complete high school and enter college (CCRC, 2012)

The data is clear:

- Elevated high school graduation rates & higher GPA
- Less likely to take basic skills courses in college
- More likely to attend and persist in college
- More likely to earn more college credits (CCRC, 2012)
- More likely to graduate with a degree in six years (Student Tracker)

# What Does Current Law Say?

Two controlling sections of Education Code:

- 48800-48814 K-12
- 76001-76002 Community Colleges

General purpose of concurrent enrollment: advanced scholastic or vocational work...educational enrichment...ensure a smoother transition from high school to college

# K-12

Sections 48800 thru 48814 says...

- Need principal recommendation & parental consent
- Courses for college and/or high school credit
- Received ADA for students attendance as prescribed by law
- Limits on summer session:
  - Students must be adequately prepared
  - Students must exhaust all other opportunities for equivalent course at high school

# Community College

Sections 76001 thru 76003 says...

- High school students admitted as special part-time community college students limited to 11 units per term
- College can receive state apportionment
- College & K-12 districts determine respective level of course credit
- Students assigned low enrollment priority, except for Middle College High School Students
- Community college classes must be open and advertised to the general public (30 days prior to the start of classes), including classes taught on a high school campus
- Classes held on a high school campus shall not be held during the time the campus is closed to the general public
- P.E. classes limited to 10% high school enrollment and college can claim only 5% of total FTES for state apportionment



# What Does Title 5 Say?

- **Section 51006- Open Courses “Minimum Condition”:** required board policy (must be published) to ensure that “unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established to section 55003...”
- **Section 58050(a)(3)-Conditions for Claiming Apportionment:** Courses must be open to enrollment to the general public
- **Section 58051.5(a)(3)-** Types of courses that may not be claimed for state apportionment: facilities and ensuring access to the general public (military base or installation)
- **Section 58104- Advertising courses** in course catalog and schedule of classes; Prohibition against preferential enrollment, limiting accessibility or exclusion of qualified students
- **Section 58108(I); (m)-** Barriers to enrollment; Accessibility to off-campus sites

# AB 288 Objective

To create greater college access for students who historically have struggled academically or who are at-risk of dropping out of high school.

- Reduce the number of high school dropouts.
- Increase the number of community college students who transfer and complete a degree, shorten time to completion of educational goals.
- Improve level of college preparation of high school students by completing college level coursework while in high school.
- For students seeking advanced studies or a career technical certificate or degree while in high school.
- Create clear pathways for transfer, career education, and/or remediation.
- The legislation removes fiscal and programmatic access barriers with the intent to save students time and money (Sec 2, section 76004).
- Partnership approved by both governing boards for **students who may not be college bound or who are underrepresented** in higher education.
- The terms of the agreement must outline the number of high school students participating, FTES generated, the scope, nature, time, location, and courses offered.
- Must establish protocols for information sharing, use of facilities, and parental consent.
- The CCAP must establish a point of contact.
- Must not offer a physical education course that does not lead to educational goal.
- The community college must not enter into an agreement with a school within the service area of another community college unless agreed upon by both community colleges.
- The high school pupil may not be assessed any fee that is prohibited by Section 4901.1.
- The community college can assign priority registration equivalent to the middle college agreements, Section 11300 and 76001.

# AB 288 Objective

To create greater college access for students who historically have struggled academically or who are at-risk of dropping out of high school.

- The community college must certify that the faculty instructor must not have been convicted of a sexual offense as defined by Section 87010 or controlled substance Section 87011.
- The CCAP agreement must certify that the partnership has not displaced or resulted in the termination of an existing high school or college faculty member teaching the same course on that high school or college campus.
- The agreement must certify the following:
- Course offered for college credit at the partnering high school do not reduce access to the same course offered at the partnering community college campus.
- A course that is oversubscribed or has a waitlist at the community college shall not be offered in the CCAP.
- The CCAP is consistent with the mission of the community colleges and will not lead to enrollment displacement of adults in the community college.
- Both partners must comply with their respective collective bargaining agreements and hiring practices
- The CCAP partnership agreement shall specify the following:
- Which participating district will be the employer of record.
- Which district will assume the reporting responsibilities.
- Remedial courses taught by college faculty shall be offered only to high school students who do not meet grade level standards in math and/or English based off an interim assessment in grades 10,11, or senior year.
- The course being offered in the CCAP plan can be limited to participating high school students if it is offered on the high school campus and within the regular school day.
- Students to take no more than 15 college units and must be a part of the CCAP Program.
- A maximum of 4 college courses taken in a term and must be a part of the CCAP Program.

# New Legislation – AB 288

- College and Career Access Partnerships (CCAP)
  - District level agreement to offer Dual Enrollment
  - Intended to reach broader range of students, not just highly gifted or advanced scholastic or vocational work
  - Emphasis on college and career readiness and CTE and transfer pathways
  - Reduce the number of students needing remedial math and English instruction at the community college level

# New Legislation – AB 288

- Provides added flexibility in three areas
  - Limit enrollment in college courses taught on high school campus during regular school day to high school students
  - Raise maximum units per term for special part-time admits to 15 (but no more than 4 courses)
  - Provide CCAP students same enrollment priority as Middle College High School students

# New Legislation – AB 288

- In exchange for added flexibility, districts must
  - Review and approve CCAP agreements in two open board meetings of both districts
  - Comply with all existing state and federal reporting requirements and local collective bargaining agreements
  - Ensure faculty are not displaced and that “traditional” community college students have access to the courses they need
  - Report on student outcomes in CCAP courses



# Questions

