



K-14 Education Consortium

MINUTES FOR Friday, November 4, 2016		8:30 a.m.	Public Safety Academy, PSA 18
Members Present:	<p>Pamela Ralston, Chair/Vice President of Student Learning, COD Christyann Anderson, CTE Transitions Specialist, COD Kevin Bibo, Assistant Principal CTE, Palm Desert High School George Bullis, Principal, Desert Hot Springs High School Jessica Enders, Director Education Centers, COD Carl Farmer, MESA Program Director, COD Brenda Gunderson, Counselor, Desert Learning Academy Teresa Haga, Assistant Principal, Rancho Mirage High School Bob Hicks, Principal, Palm Desert High School Bryan Lee, Energize College Fellow, COD Pam Mathis, Counselor, Mt San Jacinto High School John Mesicek, WBL, Desert Hot Springs High School Amanda Phillips, Interim Dean, Counseling Services, COD Steve Pinning, Director CTE, Palm Springs High School Todd Reed, Principal, Desert Learning Academy Carmezi Russell, WBL, Cathedral City High School Michael Schneider, Assistant Principal, La Quinta High School Karen Tabor, Interim Dean, Math & Science, COD Adrian Torres, Curriculum, Xavier College Prep Michelle Valenzuela, Counselor, Rancho Mirage High School Joe Wachsmuth, Workforce Development Training Tech, COD Ryan Woll, Principal, Palm Springs High School Leslie Young, Dean, COD</p>		
Recorder:	Mary Lou Marrujo		

AGENDA

1. Call to Order/Welcome and Self Introductions: Meeting was called to order at 8:37 a.m.			
2. Action Items			
2.1 Approval of Agenda			
DISCUSSION	<p>Pamela Ralston reminded everyone to:</p> <ol style="list-style-type: none"> 1. Submit agenda items prior to the meeting. Email to the recorder (Mary Lou Marrujo). 2. Email any information you would like to report out to the consortium prior to the meeting to the recorder and she will include your report with the agenda as an attachment. 		
CONCLUSION	Agenda approved as submitted.		
FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE	
None.			

2.2 Approval of November 4, 2016 Minutes			
DISCUSSION			
CONCLUSION	Approved as submitted		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
None.			
3. Consortium Goals – Pamela Ralston			
DISCUSSION	<ul style="list-style-type: none"> • Improve communication flow between the school and college districts. • Because we are such a large group and have such a broad set of objectives, we need to clarify our goals. (Copy of PowerPoint attached.) • In response to synchronizing our schedules with the high schools, COD is proposing to change our start date for summer classes and also, move up our enrollment date for Fall 2017. (Copy attached.) <ul style="list-style-type: none"> ○ Eight- and six-week courses will begin on June 12, which will allow most high school seniors in the Coachella Valley to attend summer classes at COD. ○ Move enrollment date for Fall back from August to May. ○ We understand we are still be missing one key group; those taking quarter classes. We hope to address that next year. • We are also working on improving our articulated outreach counseling support processes. 		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
None.			
3.2 Math and English collaboration – Amanda Phillips			
DISCUSSION	<ul style="list-style-type: none"> • Amanda presented the COD criteria to take English 001A and Math 010 for dual and concurrent enrollment. (Copy attached.) • She added that although the criteria is in writing, there may be some flexibility. • Although Ann Kalisek was unable to attend today’s meeting, she did express that she would like to participate on any Math workgroup. 		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
None.			
3.3 Concurrent/Dual Enrollment Orientation (parents, students, staff, faculty) – Pamela Ralston			
DISCUSSION	<ul style="list-style-type: none"> • Ryan Woll and Brian Hendra met with Pamela Ralston and her academic deans to discuss the expectations from Palm Springs High School and COD and how they could work together more effectively around dual enrollment. It was a very productive meeting. • Pamela invited other principals and vice principals working with curriculum to meet with her and her deans to address some of the issues that may be easily solved one-on-one. • Pamela gave a brief overview of AB 288, the College and Career Access Pathways Act (CCAP) and reviewed the different approaches. (Copy attached.) 		

	<ul style="list-style-type: none"> The following link is a 16-page document that includes the legal requirements, best practices, etc. on dual enrollment. <p>Frequently Asked Questions about Dual Enrollment</p> <ul style="list-style-type: none"> Pamela pointed out that in Ed Code there is no mention of concurrent enrollment. Discussion ensued on dual enrollment versus concurrent enrollment. <ul style="list-style-type: none"> Dual enrollment – getting college credit and high school credit. Concurrent enrollment – enrolled in high school, but only getting college credit. To teach a college course you have to meet the college’s state level college minimum qualification requirements. If a college instructor is teaching a course that is eligible for high school graduation, the college instructor’s minimum qualifications and Masters degree qualifies that person to teach that course. Steve Pinning advised that he is on a state panel that is addressing the credential piece. One of the big issues being discussed is that college instructors may be qualified to teach adults, but may not necessarily have the credentials required to teach high school students, which includes students with disabilities and English as a Second Language. Dr. Ralston asked that Steve Pinning continue to share the information being discussed on the state panel he sits on, and invited him to share their final recommendations when available. This group will begin doing prep work in January-February 2017 to get ready to move forward in 2017-2018. That prep work will include working on formalizing partnership agreements and getting them approved by our appropriate boards.
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CONCLUSION	
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FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> If a student is enrolled in a dual enrollment class and they are thinking of going into a STEM career, can they participate in a MESA activity at COD campus? 	Pamela Ralston will get answer.	

4. Study Session

4.1 Concurrent/Dual Enrollment Orientation (parents, students, staff, faculty)

DISCUSSION	<ul style="list-style-type: none"> Dr. Ralston had everyone break up into groups to discuss and write down their answers to the following questions: <ul style="list-style-type: none"> What challenges have you experienced with dual or concurrent enrollment at your site? What is the ideal path forward with dual enrollment for your district’s student’s? What can we do together in the short term to address the stick parts of this work? Attached are challenges identified by this group.
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CONCLUSION	
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FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
None.		
5. Adjournment: The meeting adjourned at 10:02 a.m.		

NEXT MEETING:

Dark in January

Friday, February 3, 2017 – 8:30 a.m.

Location College of the Desert – Room PSA 18



**K-14
CONSORTIUM**

**WORKING TOGETHER TO SERVE COACHELLA VALLEY'S STUDENTS
NOVEMBER 4, 2016**

OUR PURPOSE

It is important to strengthen partnerships with K-12 to continue on-going communication and collaboration in regards to planning efforts for cross-functional discussions throughout the Districts. Discussions could include, but are not limited to, general education, Basic Skills classes, Career and Technical Education courses, linking classes to employment skills, encouraging categorical programs, faculty improvement, success rates of students, specific activities designed to reinforce key reading, writing, speaking, and computational competencies, increasing Student Services and addressing the needs of students from year to year.

CONSORTIUM GOALS

- Improved Communication flow
 - College Readiness Block Grant, K-14 Consortium, improved effort at responsiveness
 - Math and English collaboration
 - Concurrent/Dual Enrollment Orientation (parents, students, staff, faculty)
 - Specific role to oversee at COD level and specific contacts at USD level
 - Development of shared understanding of dual enrollment
 - Development of CCAP agreements with a slow rollout to a bigger program for 2017-2018
- Schedule synchronization
- Articulated counseling, outreach, support, consistency, including alternative education—outreach
- Assessment – Multiple measures and assessment awareness, preparation and college readiness

AB 288 AND OTHER LEGISLATION ENCOURAGING OUR COLLABORATION

- AB 288—clarifying policies for dual enrollment
- SB 828— establishing the College Readiness Block Grant for the purposes of providing California’s high school pupils, particularly unduplicated pupils as defined in Education Code (EC) sections 42238.01 and 42238.02, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years
- Strong Workforce Program—expanding the availability of quality community college career technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees.

DEFINING DUAL ENROLLMENT

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](#).

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WHAT INDICATES THAT A COMMUNITY IS READY FOR DUAL ENROLLMENT?

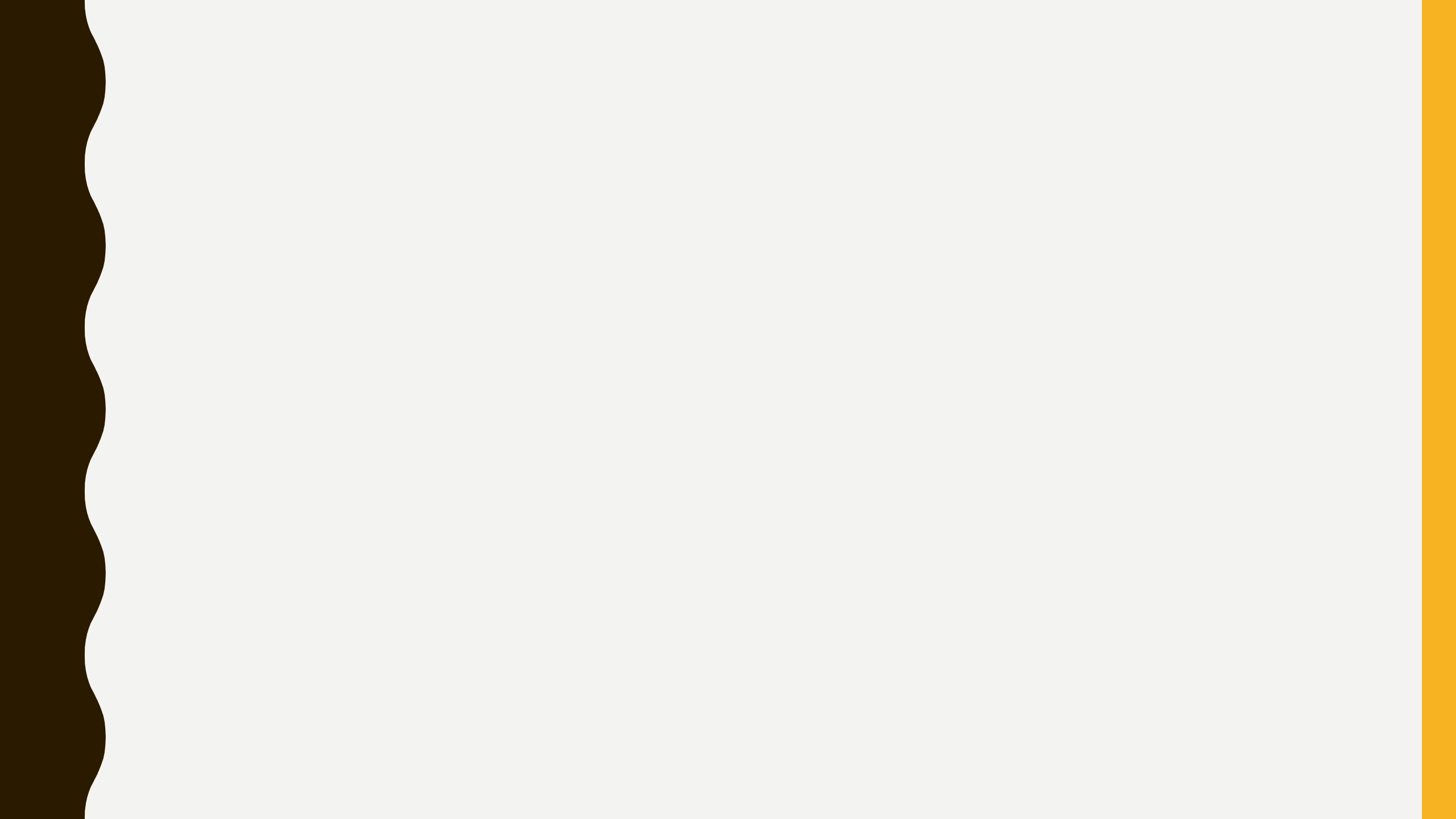
- What are the college going rates for residents from our feeder communities and students from our feeder high schools?
- Are certain groups of students who are enrolling at our college(s) being disproportionately assessed into pre-collegiate (basic skills) levels in math or English?
- How could dual 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 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?
- 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?

FORMALIZING OUR AGREEMENTS

- College and Career Access
Pathway Partnership Agreements
- Non-CCAP: formal partnerships or individual special admit
enrollment

IN GROUPS OF 3 OR 4:

- What challenges have you experienced with dual or concurrent enrollment at your site?
- What is the ideal path forward with dual enrollment for your district's students?
- What can we do together in the short term to address the sticky parts of this work?



Challenges/Ideas to Target

- The HS credential issue
- Full schedules of faculty on both sides
- Negative impact of poor grades
- HS academies, college certificates and industry expectations—not always aligned
- Consideration of other courses for alternative schools/sites
- Opportunities for HS and College faculty to partner, mentor and have dialogue for relationships and serve our high school students have a clearer sense of the pathway(s)
- How can we address the certification/minimum qual issue?
- Share information between USD and college about faculty previous qualifications
- Calendaring—weekly scheduling, block scheduling,
- Load for college faculty when teaching
- Who pays?
- How to we hire and assign faculty
- Bell scheduling
- What's the impact for closed classes—impact of small classes on HS master schedule, less exposure to college experience
- Opportunity for possible more units for special admit students
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Enrollment Services TIMELINE--last updated 10/2016--Moving Fall Forward (Full Term Capture)

COLLEGE OF THE DESERT--DATES FOR 2017-2018

TERM DATES Check SECT screen or WebAdvisor for all short-term classes	Summer 2017 (8-week course)	Summer 2017 (6-week course)	Fall 2017 (16-week course)	Winter 2018 (3-week course)	Spring 2018 (16-week course)
TERM BEGINS	June 12	June 12	August 25	January 3	January 29
TERM ENDS	August 3	July 20	December 15	January 24	May 25
Classes not in session (Holidays, Spring Vacation, etc.)	July 4		September 4 Nov 10, 23-24	January 15	Feb 16, 19 March 26-30
Refund Deadlines Short term class: 10% of class meetings	June 14	June 13	September 5	January 4	February 5
Add Deadline (most full term classes)	June 14	June 13	September 5	January 4	February 5
Drop without a "W" (day before 20% of Term)	June 19	June 15	September 10	January 5	February 12
Drop with a "W" (75% of Term)	July 20	July 10	November 17	January 18	April 27
Registration Dates	Summer 2017	Summer 2017	Fall 2017	Winter 2018	Spring 2018
Registration Opens	May 8			November 28	
Departments should be sure to flag special programs before registration begins (SLED screen; after deadlines, departments are responsible for flagging their own students in SREP)	April 5			November 7	
All departments should have holds in place	April 17			November 13	
All sections fees set	April 28			November 20	
APPLICATION OPENS	Summer 2017		Fall 2017	Winter 2018	Spring 2018
College Students (This designates the date in which the college application will open for the specific term. The college application will be available through www.cccapply.org)	February 7			September 8	
Graduation	Summer 2017		Fall 2017	Winter 2018	Spring 2018
Degrees/Certificates	Feb 15 for this year Commencement June 15 for next year Commencement		October 15	N/A	February 15
FINANCIAL AID IMPORTANT DATES	TBA Financial Aid priority file completion deadline for TBA disbursement		Fall 2017 -9/2/2017 Cal Grant GPA Submission Deadline for Community Colleges -TBA Financial Aid disbursement for students who met the priority file completion deadline. -TBA COD Scholarship Application opens for current COD Students Winter 2018 Apply for the 2018-2019 FASFSa beginning October 1 st . Spring 2018 -March 2 nd Cal Grant Priority Processing deadline -June 1 st thru July 31 st COD Scholarship Application open for High School Students		

College of the Desert English 001A Class Placement

For Dual and Concurrent Enrollment

College of the Desert criteria to take the class:

1. Must be enrolled in the 11th or 12th grade
2. Must have a cumulative 3.0 GPA (weighted or unweighted)

-OR-

A strong letter of recommendation from a teacher, counselor, or administrator

-AND-

3. Must have scored 100 or greater on the Accuplacer (Sentence Skills)

-OR-

Must have **"EXCEEDS" = 2682 or higher** on the EAP – CAASPP.

If the student does not meet the above criteria, College of the Desert may consider the following alternative measures to grant enrollment. Please note: this *must* be submitted and approved by the Dean of Counseling at College of the Desert.

1. Accuplacer Sentence Skills score of 85-99

-AND at least two of the following-

- a. Accuplacer Reading Assessment of 84 or higher
- b. AP Class – Grade must be an "A."
- c. English GPA – Must be 3.5 or higher
- d. SAT – English or verbal score must be 500 or higher.

College of the Desert College Math 010 Class Placement

For Dual and Concurrent Enrollment

College of the Desert criteria to take the class:

1. Must be enrolled in the 11th or 12th grade
2. Must have a cumulative 3.0 GPA (weighted or unweighted)

-OR-

A strong letter of recommendation from a teacher, counselor, or administrator

-AND-

3. Must have scored 43 or greater on the Accuplacer (College Level Math)

-OR-

Must have *"EXCEEDS" or higher* on the EAP – CAASPP.

If the student does not meet the above criteria, College of the Desert will consider the following alternative measures to grant enrollment. Please note: this *must* be submitted and approved by the Dean of Counseling at College of the Desert.

1. Accuplacer College Level Math score of 38-42

-AND at least one of the following-

- a. Precalculus – Grade must be a "B"
- b. Math GPA – Must be 3.5 or higher
- c. SAT – Math score must be 500 or higher.



High School Concurrent Enrollment Policy

College of the Desert (COD) will consider students in the **11th and 12th** grades only for concurrent enrollment as part-time Special Admit Students. Such admissions must be with the recommendation of the counselor and principal of the high school in which the student is enrolled. (CA Ed Code 48800-48002 & 76000-76002).

The Concurrent Enrollment Application is valid for **only one term**. The process must be repeated each term. High School concurrent enrollment students are **not** eligible to participate in priority registration.

The Concurrent Enrollment Program is specifically designed to accelerate the academic or vocational career of high school students. Admission is **NOT** allowed for:

- Any class that can be taken at the local high school.
- Beginning music performance or art activity courses.
- Remedial work (Any classes in any discipline that are not college level and cannot be applied to an associate degree or higher are disallowed).
- PE classes
- Recreation or hobbies

Steps for Concurrent Enrollment

1. A student must be enrolled in the 11th or 12th grade.
2. Minimum 3.00 high school cumulative grade point average (GPA).
 - a. If cumulative gpa is below 3.00, you must include a strong letter of recommendation from a counselor, principal, or teacher
 - b. Vocational classes (e.g. Auto) require permission of COD instructor instead of recommendation letter.
3. Review the class schedule and choose a course you want; discuss with your high school counselor.
4. Complete HS Concurrent Enrollment Application; obtain high school counselor's signature.
5. Obtain your high school principal's signature.
6. Get your parent's approval for attending a college class and have them sign the application.
7. Go online at www.collegeofthedesert.edu and click on "Getting Started". Follow instructions to apply online.
8. Take the COD Assessment test. You must adhere to any prerequisite requirements.
 - a. The assessment test is not required for courses that do not have a prerequisite (e.g. Auto)
9. Activate student email account at www.collegeofthedesert.edu.
10. Submit the High School Concurrent Enrollment Application with:
 - Picture I.D.
 - All required signatures (student, parent, counselor, and principal)
 - Official high school transcripts in a sealed envelope
 - Copy of Assessment Test scores (if requesting a course with prerequisites)
 - Personal statement written by the student explaining why he/she wants to take the course and why permission to do so should be granted.*
 - Letter of recommendation if cumulative GPA is less than 3.00
 - Copy of parent's Home School Affidavit required for home schooled students

Exception: Students who have auditioned and been accepted for a performing role in a theatre arts or musical production need only submit the COD Application for Admission, the completed *High School Concurrent Enrollment Application* and written permission from the appropriate COD Instructional Dean and a faculty member.

Deadlines: The deadlines are set to allow students to complete the application process prior to open enrollment. COD classes fill quickly. Students are encouraged to start the process as soon as possible because of limited space available for assessment testing and availability of high school officials for signatures. Concurrent enrollment application will not be accepted after the deadlines: Summer—April 3; Fall—June 5; Spring—December 6

PARENTS: College of the Desert accepts no responsibility for any extraordinary supervision of student less than 18 years of age. Your son/daughter will be exposed to a diverse population in educational programs designed for the adult learner which may involve sensitive topics that might be considered controversial or offensive to some. Your signature on the application acknowledges your receipt of this information and stipulates your permission for your child to enroll in a college level course and participate in all required activities that may include field trips off campus. Course work taken at College of the Desert by concurrently enrolled high school students will be placed on a COD transcript and become part of the student's permanent record.

*Personal Statement not required for courses taught at your High School during normal High School hours.



High School Concurrent Enrollment Application

Application Deadlines: Summer-April 3 Fall-June 5 Spring-December 6

Choose one: Summer Fall Spring Year _____ Choose High School Grade Level: 11 12

High School Student's Information

Name: _____ Student ID # _____
Last First M.I.
Phone _____ Age _____ Date of Birth _____ Email Address _____

Parent Authorization

I hereby certify that I am the parent/guardian of the above named student and I am in agreement with and give my consent for his/her attendance at COD. I have read and understand the H.S. Concurrent Enrollment Policy including the special note to parents. I give my permissions for emergency first aid and treatment for my minor child/legal ward. I acknowledge that my child will be creating a permanent college academic record at College of the Desert.

Parent/Guardian print name _____

Parent/Guardian Signature _____ Date _____

High School Authorization

Permission is granted for the above-named student to enroll in courses at College of the Desert.

Name of High School _____ City _____

High School Counselor print name _____ Phone # _____

High School Counselor Signature _____ Date _____

High School Principal's Signature _____ Date _____

***For summer session K-12 principals may not recommend more than five percent of the number of pupils who have completed a particular grade immediately prior to the time of the recommendation. (Ed Code 48800)**

Home School Students who are not affiliated with a school district accredited private school or Riverside County Office of Education must submit copies of forms their parents have submitted to the CA State Superintendent of Public Instruction verifying they have notified the state appropriately of your home school status.

Requested Class Schedule

Course Code	Sect. #	Course Title	Hours	Days	Instructor	Units

If approved for enrollment, I give my permission for A&R to register me in these classes. I understand that approval does not guarantee enrollment in the course. If the class is filled, I will need to obtain an Add Permit Code from the instructor once the term begins. *Initial* _____

I acknowledge that A&R will email me my enrollment status, but I am responsible to check my class schedule on WebAdvisor. I accept full responsibility for the grade I will receive or for dropping a class I will not attend. *Initial* _____

I will activate my @mycod.us email account and monitor regularly. I acknowledge that failure to activate and monitor my college email account does not exempt me from responsibility to act upon college related matters. *Initial* _____

I understand this application is valid for the current term only and must be resubmitted for following terms. *Initial* _____

I understand that I am eligible only for the open enrollment period and may not participate in priority registration. *Initial* _____

High School Student Signature _____ Date _____

Office Use Only

- Current application on file
- Official HS transcript in sealed envelope
- Personal Statement
- Copy of COD Assessment Scores
- Letter of Recommendation (GPA <3.0)

Revised 10/11

Approved Denied Registrar _____ Date _____

A comparison of approaches

College and Career Access Pathway Partnerships Agreement Requirements	Individual Special Admit/Concurrent Enrollment Requirements	Legal Analysis	Action Plan
Specific purpose of serving student underrepresented (can be locally defined)	Individual enrollments	Does not explicitly state must be cohort program—suggests a more structured program	
Ability to offer closed courses during regular school day	Must comply with open access and be advertised at least 30 days	May limit enrollment to strictly HS students during the “regular school day” and part of a CCPT; eligible for FTES	
May allow a student participating in CCAP to enroll in a max of 15 units. If all conditions are met: College has to waive all fees (ASCC, nonresident/processing, transcript, course enrollment, apprenticeship and child development center fees)	Can only allow up to 11 units	If all conditions are met: no more than 4 college courses, part of an academic program in the CCAP, units are designed to award a HS diploma and degree/certificate/credential. Must waive all fees if conditions are met.	
10% statewide cap on ALL special admits	5% cap on physical ed and summer session	Physical Ed and Summer caps still apply	
Cannot enter into a CCAP with a private school	Would need clarifications	Charter school is considered public education—must be chartered within the college boundary	Would need to verify FPCS and where they are chartered. Grizzly should be fine

<p>Agreement must be clearly defined as CCAP and must contain the following information:</p> <ul style="list-style-type: none"> • Total number of students to be served • Total Number of FTES projected • Scope, nature, time location and listing of courses to be offered • Criteria to assess ability of pupils to benefit • Compliance with College/K12 teacher union • All state and federal requirements for teacher qualifications • Must be filed with CCCCCO/CDE <u>before the start of the agreement</u> • Must be presented to both board twice 	<p>Agreement is local and is approved annually by each board.</p>	<p>Should we change the name of Dual enrollment to CCAP? This would give us an option to run ISAs if we wanted at some point.</p> <p>Entire list of agreement components listed in bill language and contains all ISA language in addition to several new conditions.</p>	
<p>CCAP students shall not be assessed a fee</p>	<p>Nonresident fees/guardian non compliance</p>	<p>Unclear if nonresident fees are waived if a student is not eligible for “15 unit” conditions</p>	
<p>Districts may voluntarily agree to share ADA or FTES once received</p>	<p>No change</p>	<p>Must not double dip—cannot receive funding for the same instructional activity. K12 can petition CDE to decrease attendance time in a school day</p>	
<p>Students may receive credit at both K12 and college</p>	<p>No change</p>	<p>No change</p>	
<p>Course repeatability rules apply</p>	<p>No change</p>		

<p>Can be enrolled in physical education courses. Must meet on the following:</p> <ul style="list-style-type: none"> • Developing seamless pathways from HS to college for CTE or transfer • Improving grad rates • Helping HS achieve college and career readiness 	<p>District can only claim 5% of district FTES equivalent enrollment of special PT and FT students</p> <p>Kinesiology courses are considered PE. However for this purpose, not considered for courses in program approved for athletic trainer, sports medicine, or similar program specific occupational outcome</p>	<p>CCAP courses would be included in the 5% cap as previously delineated.</p>	
<p>Agreement must be within its service area</p>	<p>Agreement must be within its service area</p>	<p>Must be sure that FLCS understands we can't serve SB County students—unless they enroll in DE on their own</p>	
<p><u>Required</u> to exempt nonresident special PT students from nonresident tuition fee and CANNOT claim apportionment</p>	<p>Permitted, not required</p>	<p>Bill being discussed to create eligibility for funding these students</p>	
<p>Must not displace or reduce access for adults at college</p> <p>Agreement must include certification that the following is true:</p> <ul style="list-style-type: none"> • Course offered at HS does not reduce access to the same course at college campus • Course that is oversubscribed or has a waiting list shall not be offered 	<p>No language</p>	<p>Determination shall be made at the time registration close for the specific CCAP course in question and before the instruction at the HS begins. Doesn't need to be cancelled if college course becomes oversubscribed after registration is closed and instruction at HS has begun.</p> <p>If the college course becomes oversubscribed during the life of a CCAP agreement, the course may not be offered in any subsequent term until the college addresses the waiting list issue.</p>	

<ul style="list-style-type: none"> • Participation is consistent with core mission and will not lead to enrollment displacement 		<p>Advises to have mechanism for determining course oversubscription, notification procedure, and process of resolution at college campus.</p>	
<p>CCAP <u>may</u> assign priority for enrollment seeking to enroll in college course that is required for program that is equivalent to priority for middle college HS</p>	<p>Priority not given</p>		

11/04/16 14-K Educational Consortium meeting:

What challenges have you experienced with dual or concurrent enrollment at your site?

What is the ideal path forward with dual enrollment for your district's students?

What can we do together in the short term to address the sticky parts of this work?

Simply transcribed from group members' notes:

- Credential issue – not awarding high school credit.
- Already have full schedules for CTE faculty.
- The negative impact of D or F.
- The struggle with academies in that the industry does not recognize paths.
- Consideration for other classes at alternative schools.
- Third party exams so it's equivalent.
- Odyssey online program.
- CASAS – layered certifications
- Better partner with academies.
- Certifications are aligned—high school academies, college certificates and industry expectations.
- Start of school year.
- Late start on Wednesday so calendars don't match up.
- Bell schedule challenge.
- Number of units that adjuncts can teach.
- Who pays the teacher? COD? School? Both?
 - If during prep school – COD pays
 - If paid by school – can close the class
 - If paid by COD – cannot close the class
- CCAP – Allow us to close class to public.
- What would be the impact of closed classes taught by high school teachers? There may be a small class put into the master schedule, which then would impact the size of other classes in the same subject area.
- Student can only take 11 units per semester which prevents them from getting a high school diploma and an A.A. (CCAP allows up to 15 credits)
- AP English & English 1A?
- COD class with less than 34 students.
- Need for opportunities for college faculty and high school faculty to partner and mentor. Develop a stronger relationship.
- Help high school student understand pathways and motivate them.
- Want college Business class for seniors.
- Want college Physics and Chemistry classes at Palm Desert High School.
- Equivalency process for high school teachers
- More interaction with college personnel to understand the pathway (reference to HVAC). More than a visit; regular involvement (lab presentations).