



FOOTHILL  
COLLEGE



FOOTHILL COLLEGE  
SUNNYVALE CENTER

# Dual Enrollment

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12345 El Monte Road  
Los Altos Hills, CA 94022  
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# Legislative History

**SB 338 (2003)**

**AB 967 (2005)**

**AB 230 (2011)**

**SB 150 (2013)**

**AB 288 (2015) CCAP Pathways**

**AB 2364 (2016)**

**SB 554 (Adult Ed DE)**

**AB 1729 (Expanded summer DE options and units)**

**AB 30 (2019)**

**AB 102 (2022)**

**All legislation has progressively expanded and strengthened  
dual  
enrollment and positioned it as a key component of the State's  
equity work**

# State Initiatives to Remove Barriers and Promote Degree, Certificate, and Career Pathway Completion

**AB 705**

**Guided Pathways**

**AA-T Degrees**

**Student-Centered Funding Formula**

**Dual Enrollment**

**Strong Workforce Funding**



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## **Sonya Christian (New CCC Chancellor)**

**"Our work today is creating the future of learning where there will be many more flexible on-ramps to educational pathways that lead to quality jobs."**



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# Governor's Budget for 2022-23 FY and DE

Governor's Budget for 2022-23 includes major policy decisions around "Road Map to California's Future" to prepare students for California's future, which includes:

- Development of goals around closing equity gaps in DE programs
- Supporting workforce preparedness by increasing the percentage of K-12 students who graduate with 12 or more college units through dual enrollment by 15%
- Establishment of DE pathways from HS through university that address workforce needs in healthcare, climate response, education and early education
- DE opportunities that ensure transfer of CC credits toward degree programs

CCAP (AB288) Partnerships and MOU  
Agreements are intended to serve historically  
under-represented students in higher education.  
The partnerships:

- Improve course success rates in HS and college
- Improve HS graduation rates
- Improve transfer rates
- Improve college graduation rates
- Create a college-going identity and record of early success
- Lead to first-time college student enrollment at College
- CCAP partnerships are now in year #4



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# Two Tracks: CCAP vs Non-CCAP

Attributes	Non-CCAP	CCAP
<b>Partners</b>	Can continue to provide dual enrollment opportunities to students individually, or continue or enter into option formal partnership agreements with local HS districts or other partners.	Must be a community college district and a school district. The governing body of a <u>charter school</u> may also enter into a CCAP partnership agreement with a CCD.
<b>Approval Process</b>	If the school district and CCD enter into an agreement, it is advised that it be approved by both boards.	Present, take comments from the public on, and approve or disapprove the CCAP partnership agreement at an open public meeting of the governing board of each district. <u>Two separate board meetings to take public comments and approve or disapprove no longer required.</u>



# Two Tracks: CCAP vs Non-CCAP

Attributes	Non-CCAP	CCAP (ECS 76004)
<b>Purpose</b>	Advance scholastic or vocational training to students determined ready to undertake degree-applicable credit courses at the college	Offering or Expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education
<b>Goals</b>	Providing opportunities for a limited # of eligible K12 students to benefit from advanced scholastic or vocational course work	Goal of seamless pathways to community college for CTE or transfer, improving HS graduation rates, or college and career readiness
<b>Courses</b>	College level academic and CTE	Must be a part of a pathway, may be college level and/or developmental math or English under certain circumstances and CTE

# Two Tracks: CCAP vs Non-CCAP

Attributes	Non-CCAP	CCAP
<b>Apportionment Eligibility (Open/Closed Courses)</b>	<p>Course must be open to the general public. If the course is offered at a high school campus, the course shall <u>not</u> be held during the time the campus is closed to the general public.</p> <p>All other applicable statutory or regulatory requirements must be met</p>	<p>CCD may close courses that occur on HS campus during regular school day, <u>either in person or using an online platform</u>, and must be offered pursuant to a CCAP partnership agreement.</p> <p>All other applicable statutory or regulatory requirements must be met</p>
<b>Enrollment for purposes of Special Part-Time Student (SPTS) Status</b>	<ul style="list-style-type: none"> <li>• SPTS allowed to enroll in <u>up to 11 units</u> per term. (prior CCCCO guidance referenced up to 11.99 units, so 11 unit max is a change)</li> <li>• SPTS have <u>lowest</u> enrollment priority.</li> </ul>	<ul style="list-style-type: none"> <li>• SPTS allowed to enroll in up to 15 units (4 courses) per term,</li> <li>• SPTS may have same priority enrollment as Middle College HS students.</li> <li>• Exemption of specified fees for qualified SPTS (ECS 76004(f),(g)).</li> </ul>
<b>Reporting</b>	COMIS system	Delineated state reporting requirements

Palo Alto USD

Gunn HS, Palo Alto HS

Mountain View-Los Altos UHSD

Freestyle Academy, Los Altos HS, Mountain View HS, Alta Vista HS

Khan Lab School

Fremont UHSD

Cupertino HS, Fremont HS, Monta Vista HS

Metro Ed (SVCTE)

Cristo Rey HS

East Side Prep

Sequoia HSD

Sequoia HS, TIDE Academy, Menlo Atherton HS, Woodside HS, East

Palo Alto Academy

BGCP – Redwood City

Oakland USD

Emiliano Zapata Street Academy



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# Dual Enrollment

Middle College – Two cohorts of juniors and seniors taking classes on campus

College Now – local high school students taking classes independently, but supported by a dedicated HS counselor

Individual students enrolling

CCAP and MOU agreements at local high schools

Adult Ed. Dual Enrollment (FHDA Board Policy)



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## 2021 -22

Student Populations	CCAP Students	College Students
Asian	30%	28%
Black	4%	5%
Latinx	34%	29%
Filipinx	1%	5.0%
White	27%	28%
Pacific Islander	1%	2%
Native American	0%	1%

Student Populations	CCAP Students Success rate	College Students Success rate
Asian	96%	86%
Black	94%	71%
Latinx	84%	75%
Filipinx	92%	80%
White	95%	85%
Pacific Islander	78%	69%
Native American	100%	81%



	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
<b>Unduplicated Headcount</b>	568	1,113	1,248	1,231	1,545	172.0%
<b>Census Enrollment</b>	1,008	2,288	2,835	2,492	3,602	257.3%
<b>Sections</b>	39	85	115	117	149	282.1%
<b>WSCH</b>	1,312	3,030	4,111	3,183	3,189	143.1%
<b>FTEF (end of term)</b>	86	200	271	209	208	141.9%
<b>FTEF (end of term)</b>	2.3	3.6	3.9	3.9	4.6	98.2%
<b>Productivity (WSCH/FTEF)</b>	561	845	1,048	818	688	22.7%

## **Fremont HS**

**Female: 125 Male 52**

**African American 3 (2%)**

**Asian 33 (19%)**

**Filipinx 23 (13%)**

**Latinx 88 (50%)**

**Pacific Islander 3 (2%)**

**White 21 (12%)**

**No Native American students**

**First Gen 35%**

**Low Income 31%**

**Success Rate 92%**



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