



**K-14 Education Consortium**

<b>MINUTES FOR Friday, March 2, 2018</b>		<b>8:30 a.m.</b>	<b>Public Safety Academy, PSA 19 A&amp;B</b>
<b>Members Present:</b>	<p>Adkins, Scott – Interim Director, Education Centers-West Valley, COD            Allan-Bentley, Beth – Director of Research, OneFuture Coachella Valley            Aviña, Steven – Counselor, Palm Springs High School, PSUSD            Bailey, Prudence – CTE Transitions Specialist, COD            Bibo, Kevin – Assistant Principal/CTE, Palm Desert High School, PSUSD            Bleza, Michelle – Manager, Career &amp; College Access Planning, COD            Bullis, George – Principal, Desert Hot Springs, PSUSD            Chartier, Katie – Assistant Director, First Year Experience, COD            Enders, Jessica – Director, Education Centers, COD            Espinoza-Parra, Oscar – Dean of Enrollment Services, COD            Farmer, Carl – MESA Director, COD            Gustafson, David – Principal, Amistad High School            Haga, Teresa – Principal, Rancho Mirage High School, PSUSD            Keuilian, Deanna – CTE Administrator, DSUSD            Luttrell, Curt – Director, Admissions and Records, COD            Mannes, Ben – Counselor, Rancho Mirage High School, PSUSD            Mathis, Pam – Counselor, Mt. San Jacinto High School, PSUSD            Mendoza, Rosalia – Adult Education Counselor, District Parent Center, PSUSD            Mesicek, John– Work Based Learning Coord, Desert Hot Springs HS, PSUSD            Nery, Anabelle – Vice President, Student Success, COD            Peregrina-Kretz, Diliaana – Director, Talent Search Grant Programs, COD            Perotti, Marie – CTE Coordinator, CVUSD            Pimentel, Richard – Principal, West Shores High School, CVUSD            Pinning, Steve – Director of Linked Learning, CTE, PSUSD            Ralston, Pamela – Chair/Vice President of Student Learning, COD            Schneider, Michael – Assistant Principal, La Quinta High School, DSUSD            Spears, Amy – Assistant Principal, Palm Desert High School, PSUSD            Strange, Serina – Asst Principal, Horizon School/Summit High School, DSUSD            Tabor, Karen – Dean, Math &amp; Science, COD            Torres, Adrian – Curriculum, Xavier College Preparatory High School            Webb, Sean – Assistant Principal-CTE, La Quinta High School, DSUSD            Wells, Leslie – Vice Principal-CTE, Shadow Hills High School, DSUSD            Woll, Ryan – Principal, Palm Springs High School, PSUSD</p>		
<b>Guest:</b>	Maureen Sinclair, Ed.D., Dual and Concurrent Enrollment Coach		
<b>Recorder:</b>	Mary Lou Marujo		

**AGENDA**

**1. Call to Order (8:34 a.m.)**

<b>2. Action Items</b>			
<b>2.1 Approval of Agenda</b>			
DISCUSSION	None.		
CONCLUSION	Agenda approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<b>2.2 Approval of February 2, 2018 Minutes</b>			
DISCUSSION	None.		
CONCLUSION	Minutes approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<b>3. Group Discussion</b>			
<b>3.1 Presentation on pLEDGE and EDGE (Nery, Chartier)</b>			
DISCUSSION	<p>At the February meeting Dr. Annabelle Nery was asked to follow up on her discussion of the pLEDGE and EDGE Programs by presenting a synopsis of the PowerPoint shown at the Bellwether Awards, where College of the Desert won the Instructional Programs &amp; Service category. A few highlights included:</p> <ul style="list-style-type: none"> <li>• The idea of EDGE is to breakdown the basic skills barrier and a pathway from onboarding to completion.</li> <li>• EDGE = Engage, Develop, Grow, Empower</li> <li>• EDGE started as a summer bridge. A six week session which has been drilled down to a three week session.</li> <li>• pLEDGE, which started last spring (2017), was started to remove the financial barriers for students attending higher education.</li> <li>• After annual evaluations where we did qualitative, quantitative and student surveys, we discovered students needed more assistance, e.g., mandatory Student Educational Plans, student success coaching, an early alert system, mandatory orientation and counseling appointments. While the summer bridge removed the barriers, we ended up giving them first year and second year support as a result of the needs of the students.</li> <li>• EDGE started with 22 students in 2012, and is up to 1,250 students in 2017. Of the 1,250 EDGE students, 1,004 are pLEDGE students.</li> </ul> <p>Katie Chartier discussed recruitment, COD Campus Visit Day, and the wrap-around services for students.</p> <p>Please see PowerPoint attached which includes statistics on the EDGE program.</p> <p><a href="#">EDGE and pLEDGE website</a></p>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE

**3.2 Presentation and Discussion (Sinclair)**

DISCUSSION	<p>Maureen Sinclair, Ed.D, is currently a Director at Norco College and is a Certified Dual Enrollment Coach through the California Coalition of Early and Middle Colleges funded by the James Irvine Foundation which supports the growth and implementation of dual enrollment programs across California. She is here to discuss dual enrollment with an emphasis on AB 288 CCAP (College and Career Access Pathways) agreements.</p> <p>The purpose of AB 288 CCAP is the offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in high 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 students achieve college and career readiness.</p> <p>Every K-12 district and every college is different, and each institution needs to use what works for their district to make it their own. She stressed the following:</p> <ul style="list-style-type: none"> <li>• Planning is everything to get everyone on the same page.</li> <li>• First thing to do it appoint a point person at each campus. They need to be part of the process from the beginning.</li> <li>• You need buy-in from everyone, e.g., parents, students, faculty, counselors, department chairs, registrars’ staff, administration.</li> <li>• You have to have wrap-a-round services, which include intrusive counseling to make sure students are staying on task.</li> <li>• You need to market the classes to help fill them.</li> <li>• Hold application and registration workshops, and follow-up with students.</li> <li>• Under AB 288 a student can take up to 15 college units or four classes a semester; basically a full load.</li> </ul> <p>Dr. Sinclair shared three models that have worked at different institutions (see attached PowerPoint).</p> <p>Dr. Sinclair’s bio is attached.</p>
CONCLUSION	

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE

**3.3 Follow up active dual and concurrent enrollment sections (Bleza)**

DISCUSSION	<p>As a follow up to an agenda item at the last meeting, Dr. Michelle Bleza handed out a list of dual and concurrent enrollment sections currently at each site, which includes the Fall 2017 classes.</p>
CONCLUSION	

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE

<b>3.4 Follow up on the “5% HS Enrollment in College Summer Courses” (Bleza)</b>			
DISCUSSION	<p>Dr. Bleza distributed the, “Highlights from the Education Code Specific to Summer Enrollment,” (copy attached). She pointed out the following:</p> <p><u>For any particular grade level, a principal shall not recommend for community college summer session attendance more than five percent (5%) of the total number of pupils who completed that grade immediately before the time of recommendation.</u></p> <p>College of the Desert is not offering any CCAP summer courses, although the college may choose to do so in the future.</p>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<b>3.5 Update on new High School Dual and Concurrent Enrollment application (Bleza)</b>			
DISCUSSION	<p>Dr. Bleza reported that she continues to work with enrollment services, counseling, and admissions and records to update the high school dual and concurrent enrollment application form. College of the Desert is also building up their pathways which will include classes we are articulating. One major revision effectively immediately is that COD no longer requires students to submit personal statements for concurrent enrollment. An updated concurrent enrollment application will become available before the COD summer schedule is released the third week of April. The new form will be available on the website when the form is updated. An email with the updated form will also be sent out to all Consortium participants.</p>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<b>3.6 Query about email outreach to high school seniors (Nery)</b>			
DISCUSSION	<p>Dr. Nery advised that COD will be doing reverse transfers beginning this summer through the National Student Clearinghouse. It is the transfer of credits from a four-year institution to any two-year institution from which a student transferred. COD will be able to exchange course and grade data between institutions.</p> <p>Dr. Nery asked our K-12 partners if they would be interested in entering into a data sharing agreement with COD. Benefits would include COD’s research team developing their data analysis for their transfer-ready students, as well as reporting after they leave:</p> <ul style="list-style-type: none"> <li>• What college they attended</li> <li>• The time it took them to complete their higher education</li> <li>• What degrees, certificates they completed</li> </ul>		

	Dr. Nery added that with our current capacity for data analysis, we are able to target services to our students to help them retain and persist.		
CONCLUSION	Decisions on data sharing agreements will have to be made at the district level.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>Desert Sands Unified School District will share a draft copy of their data sharing agreement with Dr. Nery.</li> <li>Data Sharing Memorandum of Understanding (MOU) draft to be prepared for review and approval by COD Superintendent/President and Executive Cabinet. Upon approval, submit MOU through regular process for approvals at the district levels.</li> </ul>		Deanna Keuilian  Annebelle Nery	
<b>3.7 Good of the Order</b>			
DISCUSSION	<p>At the last meeting it was suggested that an “Information Release” section be added to the dual and concurrent enrollment application in order for COD’s registrar to report the students’ grades to the appropriate high school registrar. Curt Luttrell asked who the point person is for each district that should receive the college credits earned so that they can be posted. He was advised to send the information to the Director of Curriculum at each district.</p> <p>Dr. Nery informed Ryan Woll that her staff is putting together the relevant statistics and outcomes of the EDGE and pLEDGE programs he suggested at the last meeting. Mr. Woll responded that Dr. Nery should also consider sharing the PowerPoint presented at the Bellwether Awards ceremony to all of the valley school board meetings. It is imperative that the most current data be shared.</p>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<b>4. Adjournment:</b> The meeting adjourned at 9:58 a.m.			

**NEXT MEETING:**

Friday, April 6, 2018 – 8:30 a.m.

Location College of the Desert – Public Safety Academy (PSA),

Room 19 A&B



# Breaking Down the Basic Skills Barrier

A Pathway from  
Onboarding to  
Completion





COLLEGE  
*of the* DESERT

# EDGE

Engage. Develop. Grow. Empower.



# Summer Bridge

- Three week intensive review
  - Math
  - English/Reading
  - Student development workshops



# PLIEGE

**Changing Lives  
Starts with a  
pLIEGE**



# PL **EDGE**

- 1,004 Students 2017-2018
- One of the largest promise program cohorts in California



# Lack of College Preparation

Nationwide: 60%

## California

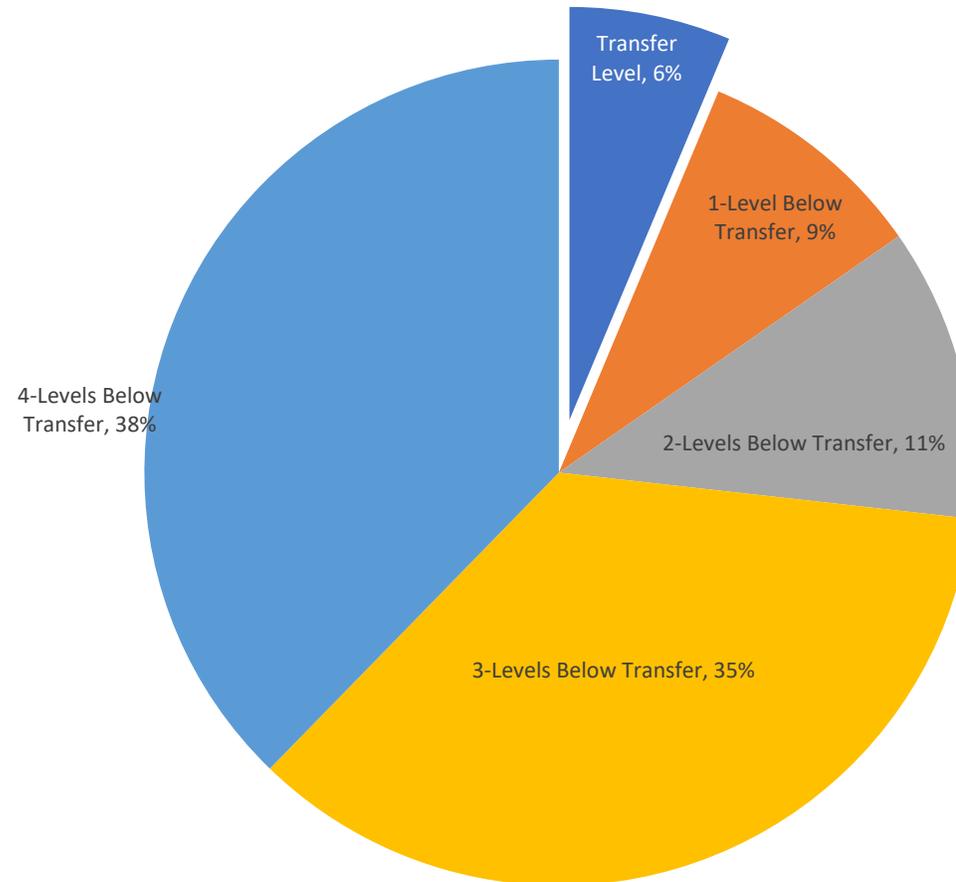
- 85% Math
- 70% English

## College of the Desert

- 93.7% Math
- 81.1% English

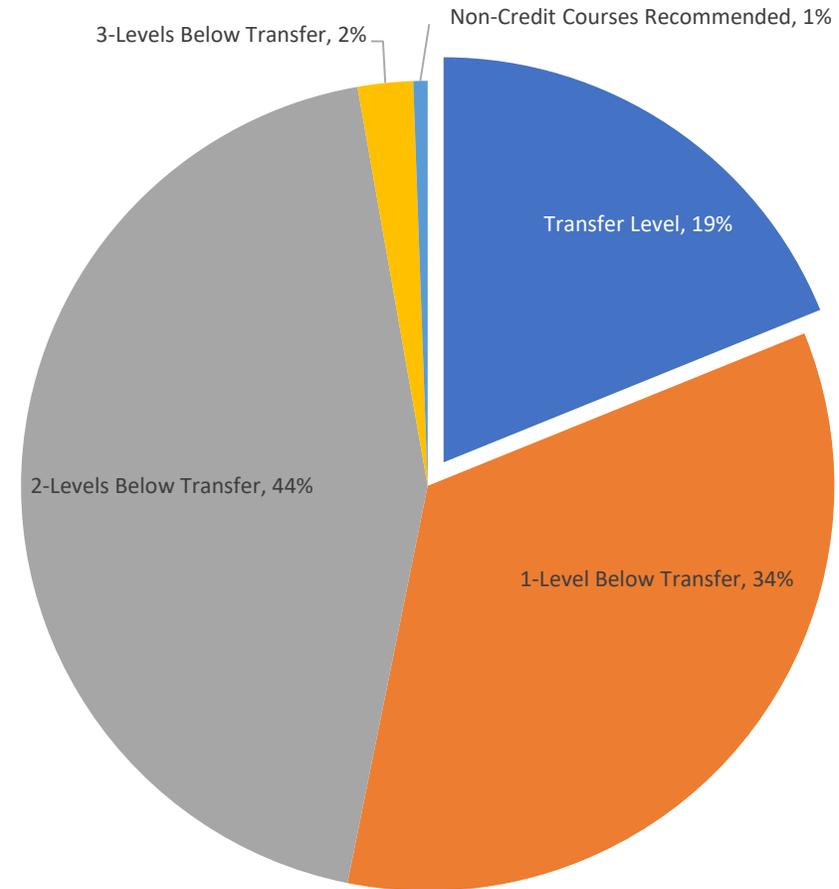


# Math Placement Fall 2016



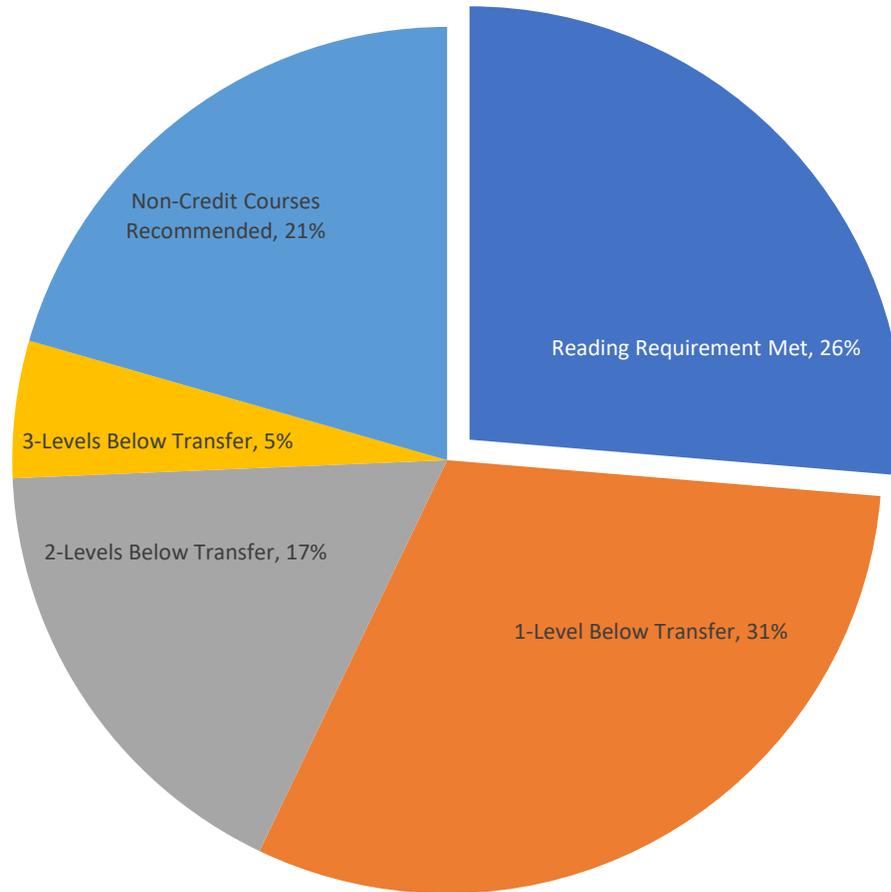
**Math Placement, Fall 2016**

# English Placement Fall 2016

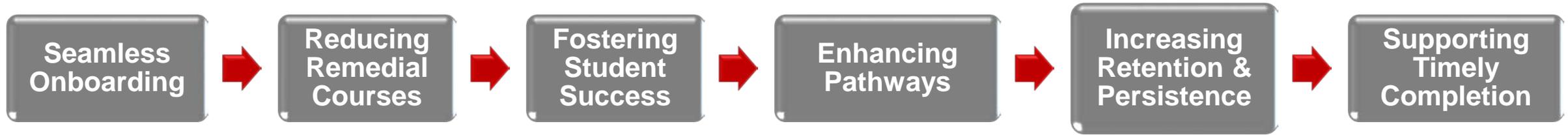


**English Placement, Fall 2016**

# Reading Placement Fall 2016



**Reading Placement, Fall 2016**



# EDGE Combines National Best Practices

- Individual education plans
- Student success coaching/early alert
- Orientation / counseling
- Summer bridge to remove basic skills barrier
- Peer mentoring
- Building a community



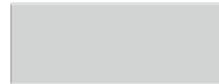
**2012:** 22 Students  
**2013:** 69 Students  
**2014:** 265 Students  
**2015:** 459 Students  
**2016:** 690 Students  
**2017:** 1250 Students





- 1,250 EDGE students in 2017
- 1,004 pLEDGE in 2017
- 905 Remedial levels removed
  - 750 Math levels
  - 155 English / reading levels

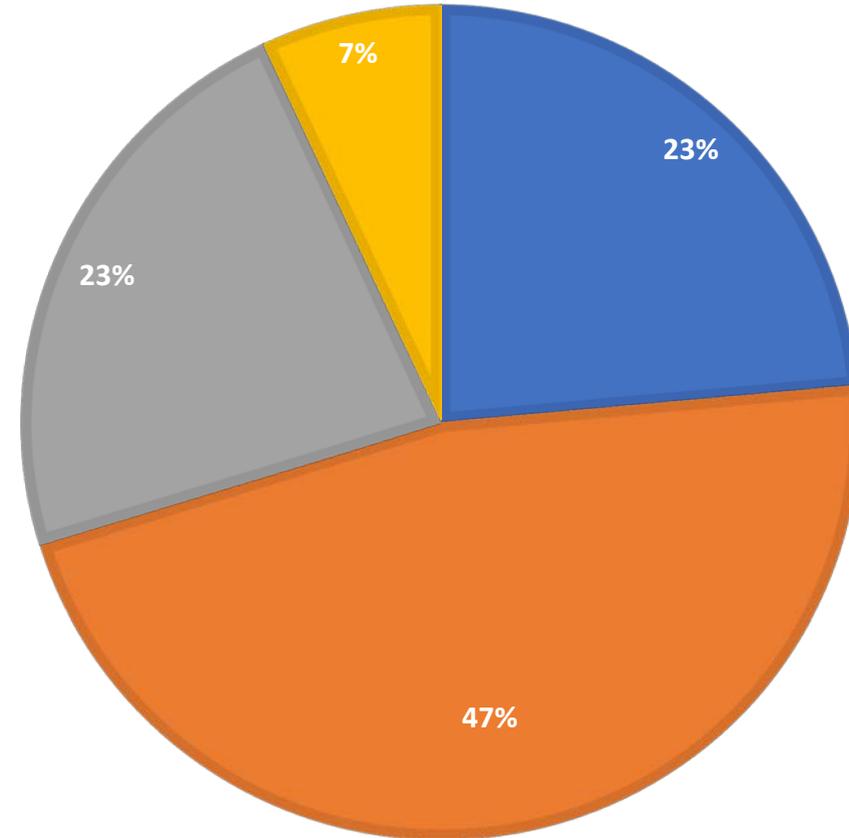
- Serving 5 locations –  
Morning, Noon & Night
- Meeting the students  
where they are with the  
greatest need



# Recruitment

- Collaboration with local high schools

■ CV Unified ■ Desert Sands ■ Palm Springs Unified ■ Other

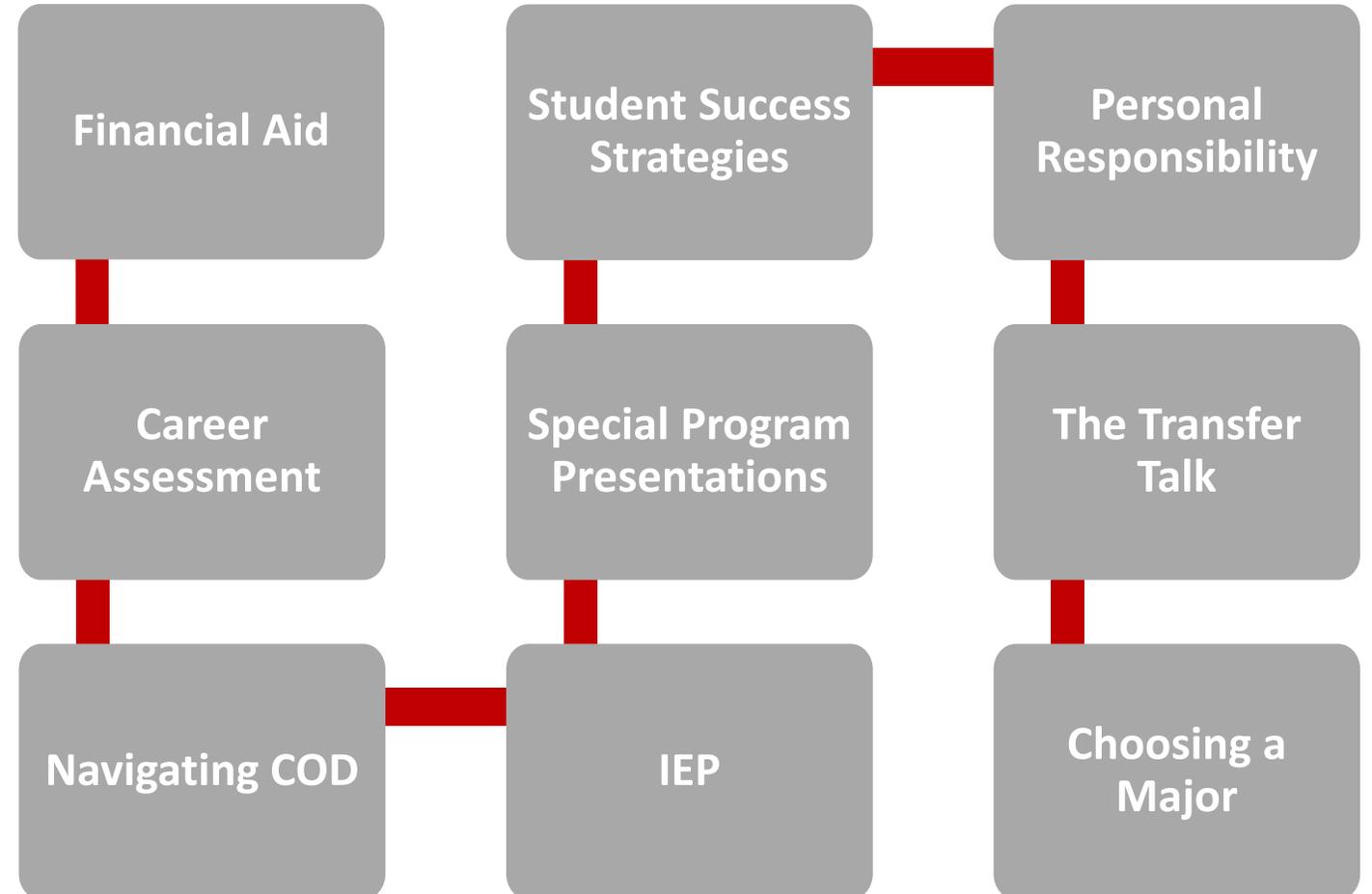


# COD Campus Visit Day

- On-site orientation
- Required matriculation steps
- Individualized education plan
- Apply for **EDGE** & **pLEDGE**



# Student Development & Intrusive Counseling



# Wrap-Around Services

- Student success coaching
- 3 Follow-up phone calls per semester
- College informational emails
- Dedicated **EDGE** counselor
- Workshops & Referrals
- Early Alert Monitoring



# Benefits to the Student

- No cost
- Priority registration
- FREE access to textbooks
- Supplemental Instructional Leaders (SI)
- Dedicated faculty & staff
- Financial aid support
- New connections & friends



# Peer Mentoring



# Students Who Qualify

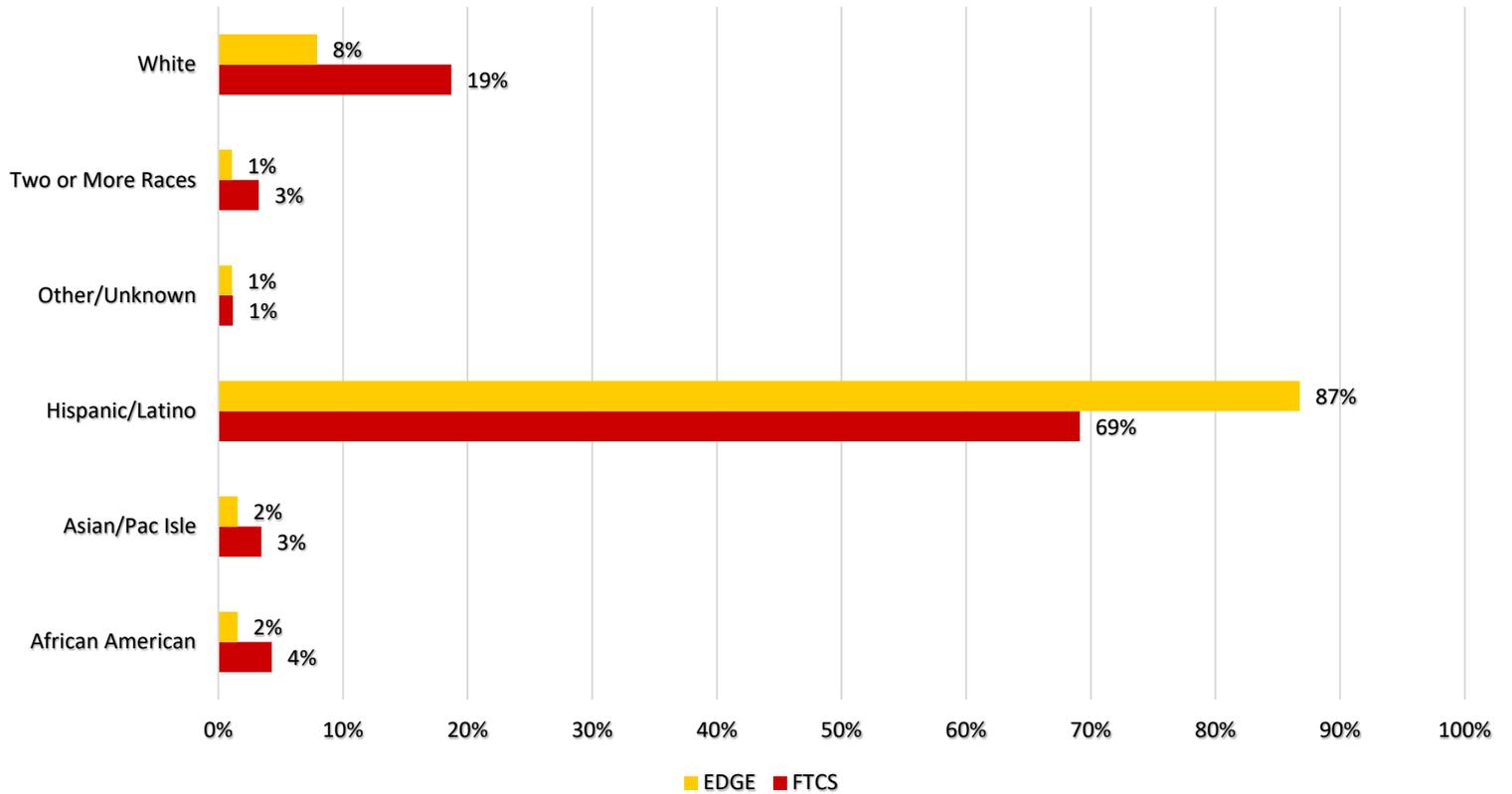
- Enroll full-time
- Serve their community
- Maintain high academic standards



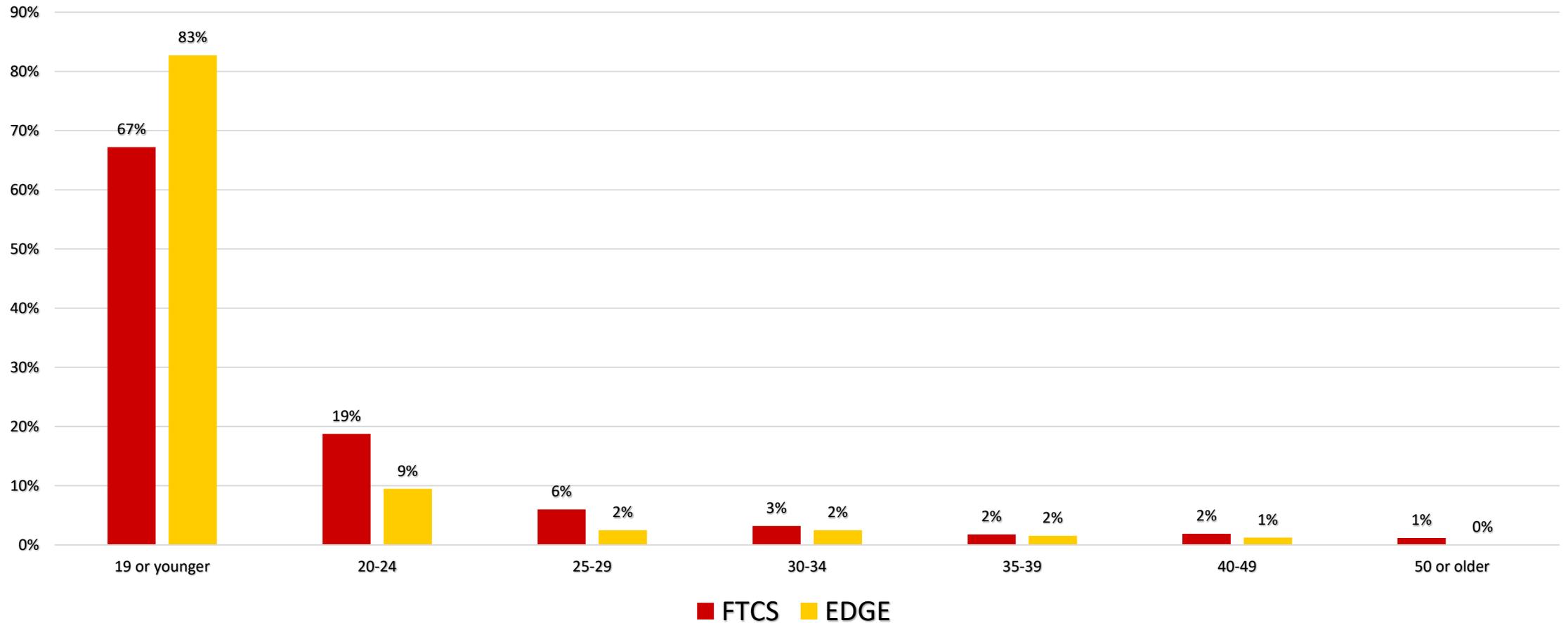
# Addressing Equity Gap

- Hispanic/Latinos disproportionately impacted
- 87% Latinos served
- 26% Increase from general student population

## Ethnicity for First-Time College Students and EDGE Students Fall 2016



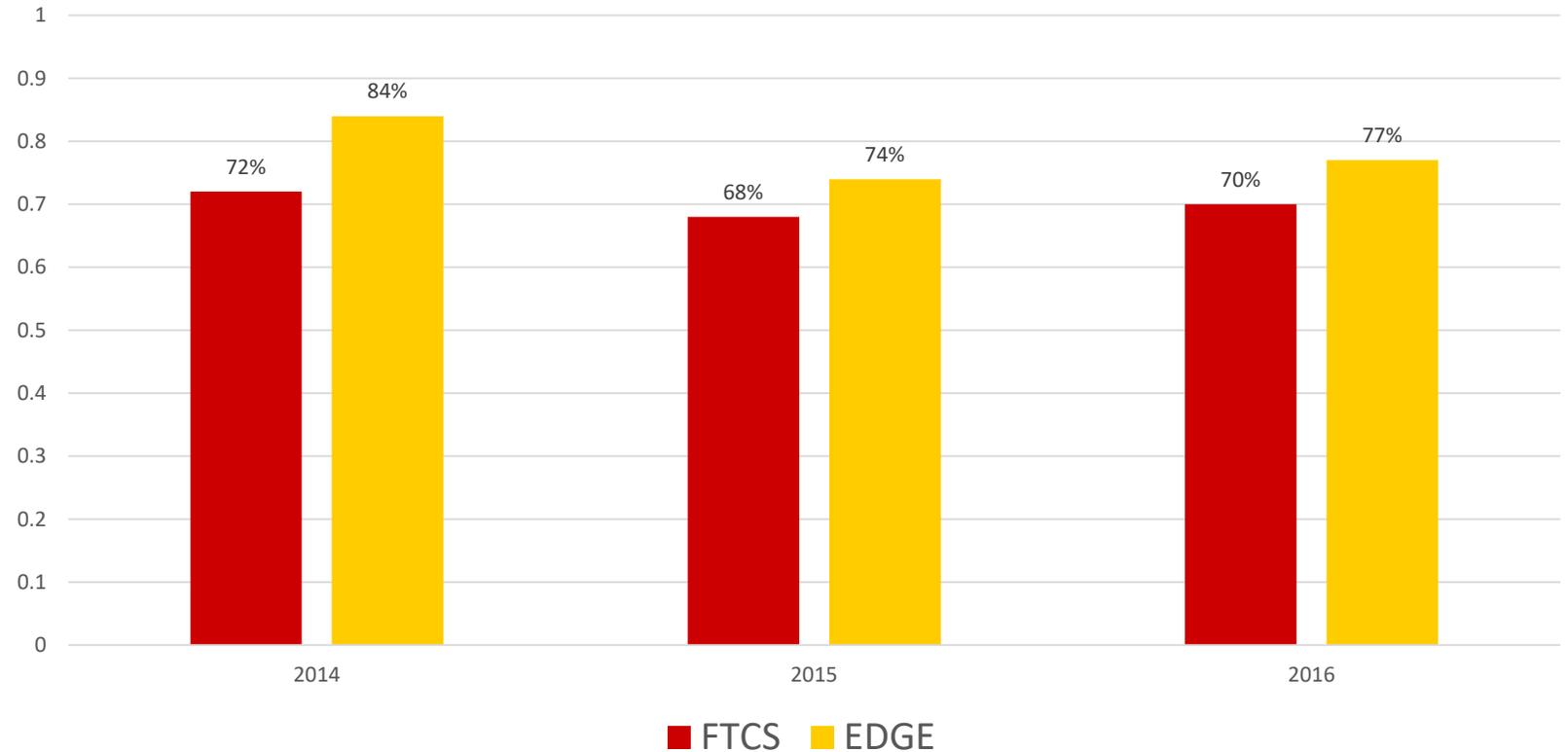
## Age for All COD Students and EDGE Students Fall 2016





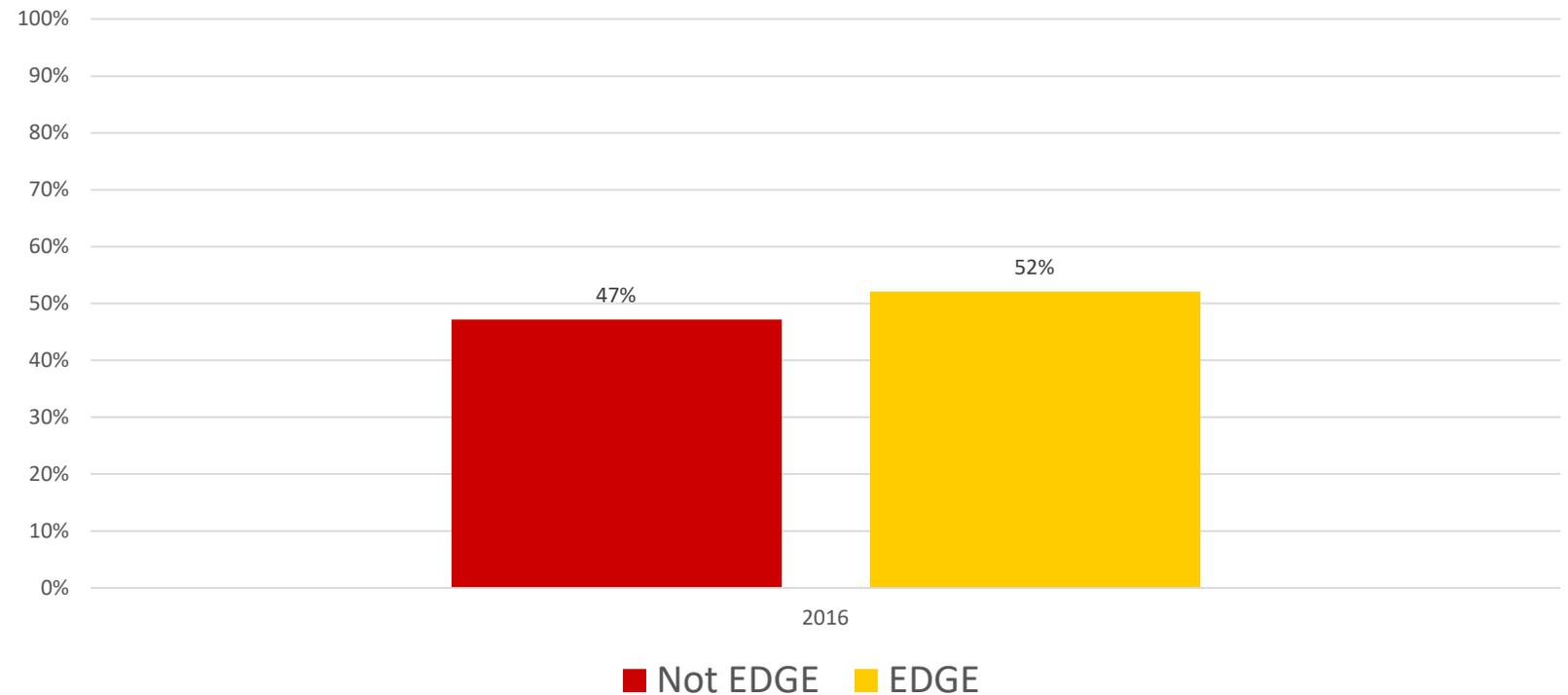
# Higher English Success Rates

## EDGE Success Rate in College Level English Courses in the 1st Year



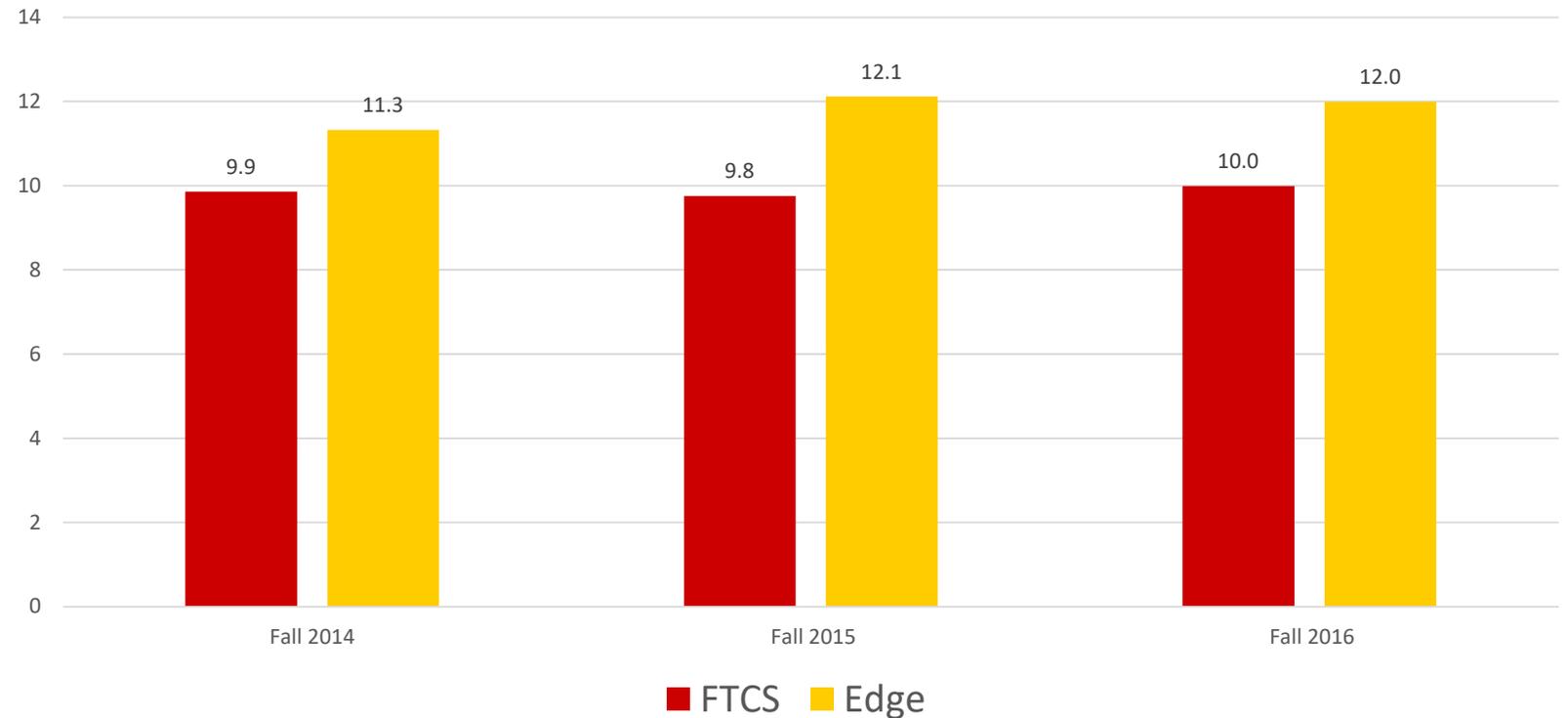
# Higher Math Success Rates

## EDGE Success Rate of First-Time College Students in Degree-Applicable Math, Fall Terms



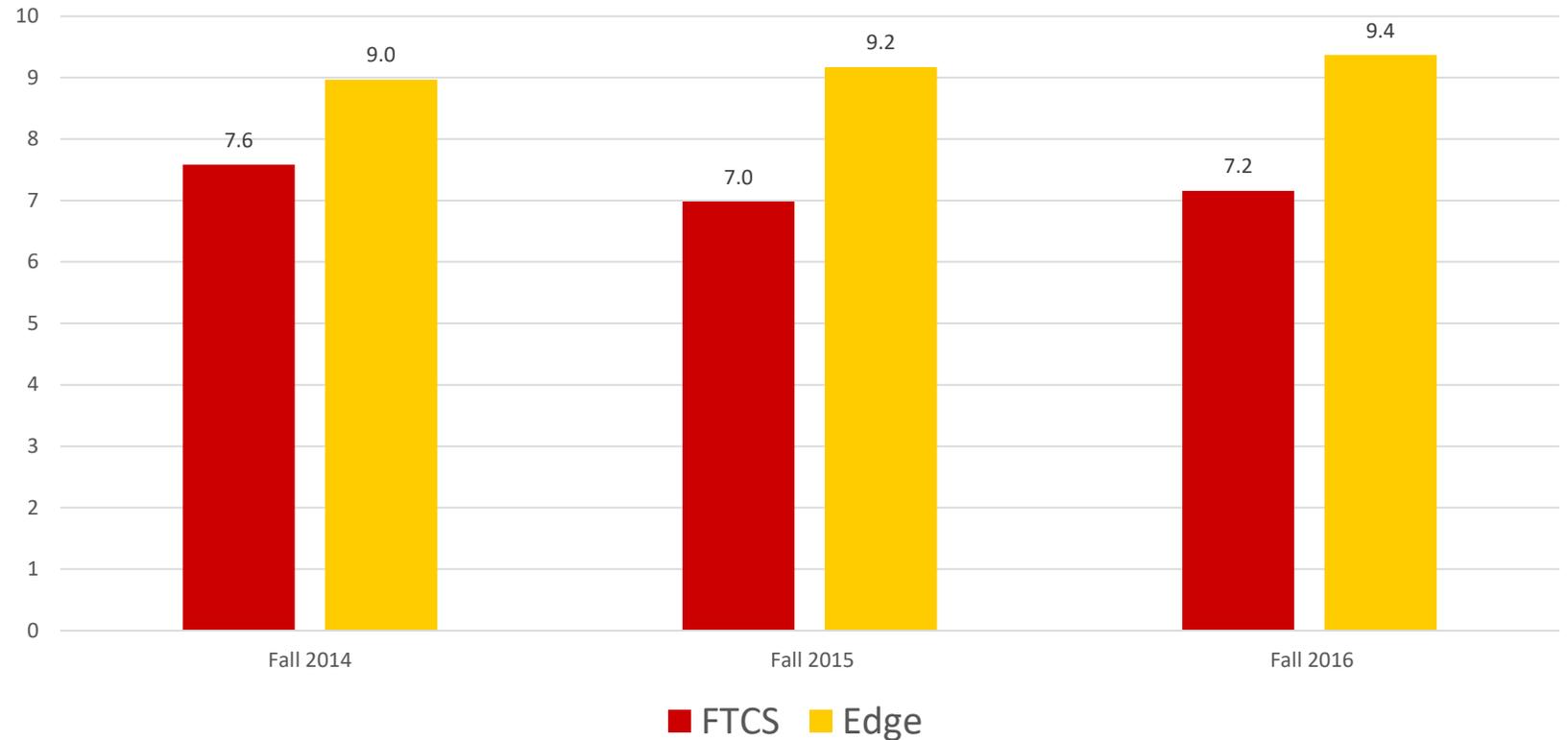
# More Units Attempted

## Units Attempted, First Time College Students vs. EDGE Students



# More Units Completed

## Units Completed, First Time College Students vs. EDGE Students

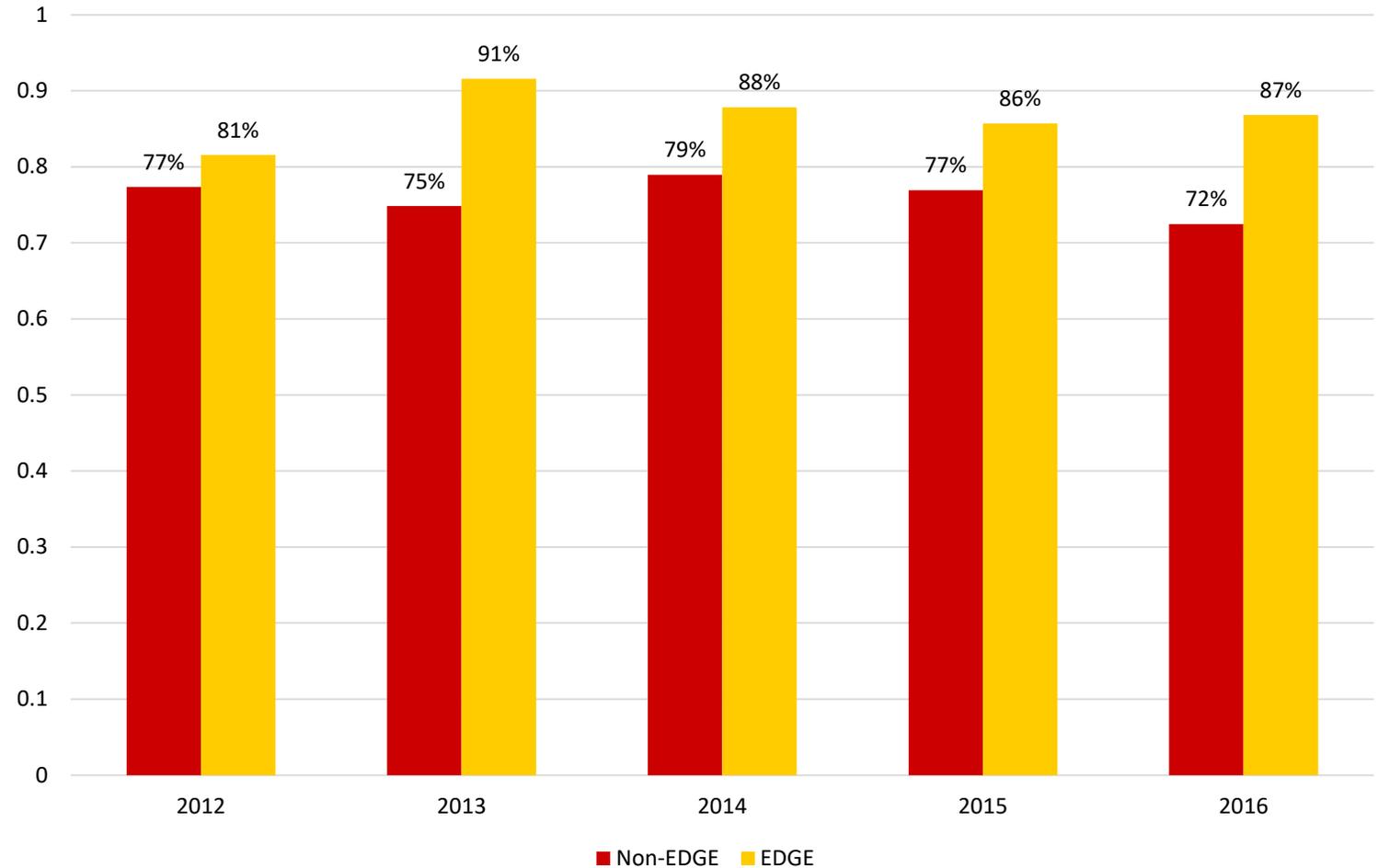


# 15% Higher Fall to Spring Persistence

First-time college  
students

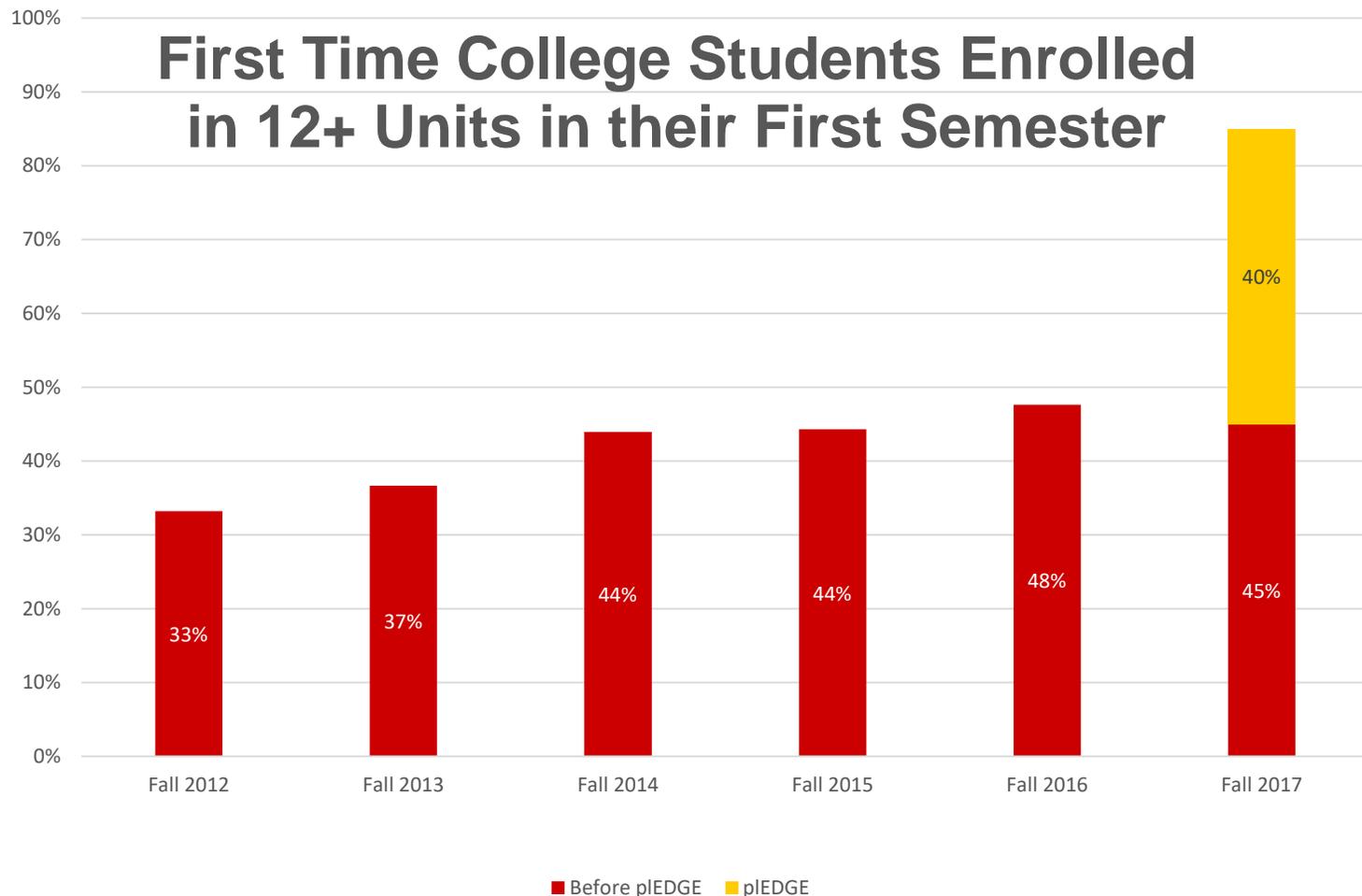
- VS -

**EDGE** students



# PL<sup>ED</sup>GE

- 77% Increase in first time college students enrolled in 12+ units



# Students Making a Difference in the Community!



# Student Savings Since 2012

- 2,731 Students completed **EDGE**
- 2,812 Pre-collegiate courses removed
- \$923,601 Savings in tuition and books



# College Savings Since 2012

- 224,960 Savings in hours of instruction
- \$13+ Million in college costs



**Chancellor's Office  
Success Award  
Recipient 2016**

**Bellwether Award  
Recipient 2018**





## **Maureen Sinclair, Ed.D.**

Dr. Sinclair comes from Norco College with over 20 years' experience in various educational settings including community college, K12, private college and adjunct faculty at USD and UCLA. She currently is a Director at Norco College and is a Certified Dual Enrollment Coach through the California Coalition of Early and Middle Colleges funded by the James Irvine Foundation. Previously, she spent over 18 years in the medical field. Her educational expertise is in dual enrollment, pathway development, instructional design, CTE credentialing, and grant writing and administration. She holds a Bachelor of Science in Business Management, Masters in School Administration and a Doctorate from the University of La Verne in Organizational Leadership. She enjoys all water sports and philanthropy projects involving children and medical research.



# Dual Enrollment

Presented by: Maureen Sinclair, Ed.D.  
Dual Enrollment Coach  
[maureen.sinclair@norcocollege.edu](mailto:maureen.sinclair@norcocollege.edu)



# Dual Enrollment Coaching

## Mission Statement

The mission of CCEMC's Dual Enrollment Coaching is to

Build understanding of dual enrollment possibilities throughout California;

Assist districts, schools, and county offices in building capacity for planning, launching, and implementing effective dual enrollment programs;

Grow a strong network of professionals implementing dual enrollment programs across the State of California thereby enabling significant numbers of high school students to transition successfully to post-secondary institutions college and career ready, with substantial college units earned through dual enrollment;

Grow the number of dual enrollment programs in California with an emphasis on AB 288 CCAP agreements.

## Funding

Currently California Coalition of Early and Middle Colleges is partially supported by the James Irvine Foundation providing selected schools and colleges 10 hours of free coaching.



# Best Practices

Planning is ***Everything!***

Have a Point Person on Each Campus

Get buy-in from Everyone K-12 and College

- Faculty including Dept. Chairs
- Counselors
- Administration
- Admissions and Records
- Oh and Don't Forget Students and Parents

Wrap-A-Round Services

Marketing...The Classes Won't Fill Themselves

Application Workshops

Registration Workshops

Follow-up with Students

<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>
Requires agreement (CCAP) between governing boards Must be presented twice	Requires agreement (CCAP) between governing boards Must be presented twice	Requires agreement (CCAP) between governing boards Must be presented twice
Must identify employer of record	Must identify employer of record	Must identify employer of record
Identify point of contact Identify scope, nature, time, and location and listing of courses to be offered	Identify point of contact Identify scope, nature, time, and location and listing of courses to be offered	Identify point of contact Identify scope, nature, time, and location and listing of courses to be offered
File approved agreement with CCCCCO	File approved agreement with CCCCCO	File approved agreement with CCCCCO
Developing seamless pathways from HS to CC	Developing seamless pathways from HS to CC	Developing seamless pathways from HS to CC
Must stay within service area unless agreement with other CC	Must stay within service area unless agreement with other CC	Must stay within service area unless agreement with other CC
RCCD priority enrollment Tier 3 Same as middle college HS students	RCCD priority enrollment Tier 3 Same as middle college HS students	RCCD priority enrollment Tier 3 Same as middle college HS students
Protocols for sharing data	Protocols for sharing data	Protocols for sharing data
High school teacher teaches class on HS campus meeting minimum CC qualification Teacher is not CC employee	High school teacher teaches class on HS campus meeting minimum CC qualification Teacher is part time Associate Faculty (RCCD employee)	College faculty teaches class on HS campus must follow Ed Code 87010 or 87011
HS teacher teaches class during day block (students still must meet minimum min.) (FTEs are collected)	HS teacher teaches before or after day block not part of HS teaching assignment (FTEs are collected)	College faculty teaches before or after school or day block after minimum minutes are meet. Classes are part of faculty load. (FTEs are collected)
HS teacher receives a small Stipend	HS teacher is paid by CC for assignment	CC faculty cannot displace HS teacher
Faculty mentor receives small stipend		





# Questions



## Contact Information:

Maureen Sinclair, Ed.D.

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951-738-7746

**COD Dual and Concurrent Enrollment for 2017-18-ALL-courses offered**

Type	Course	Term	COD Course	Section	School	District	Room #	Instructor	Dean	Start Date	End Date	Units	Start Time	End Time	Days Meeting
Concurrent	Air conditioning/Refrigeration 1	17/FA	ACR-060	6708	AMSD	DSUSD	MPR	Benke, Daniel	Becker	9/5/2017	10/20/2017	3	1:00 PM	3:20 PM	MTWRF
Concurrent	Safe Refrigerant Handling & Management	17/FA	ACR-078	6706	AMSD	DSUSD	MPR	Benke, Daniel	Becker	10/23/2017	12/15/2017	3	1:00 PM	3:00 PM	MTWRF
Dual	Digital Photography	17/FA	DDP-030	6782	CCHS	PSUSD	12:00 AM	Cauthron, Matt	Becker	8/28/2017	12/15/2017	3	11:17 AM	12:16 PM	MTR
Dual	Digital Photography	17/FA	DDP-030	6784	CCHS	PSUSD	12:00 AM	Cauthron, Matt	Becker	8/28/2017	12/15/2017	3	2:03 PM	3:02 PM	MTR
Concurrent	Emergency Medical Response	17/FA	EMT-080	6158	CVHS	CVUSD		Moore, Simon	Becker	8/28/2017	12/15/2017	3	1:00 PM	4:20 PM	MW
Dual	Fundamentals of Music	17/FA	MUS-010	6794	DHSHS	PSUSD		Bukraba, Michael	Hall	8/25/2017	12/15/2017	3	9:05 AM	10:04 AM	MTR
Dual	English 001A	17/FA	ENG-001A	6748	DHSHS	PSUSD	228	Debalski, Thomas	Papas	8/9/2017	12/15/2017	4	9:05 AM	10:04 AM	MTRF
Concurrent	Safe Refrigerant Handling & Management	17/FA	ACR-078	6712	HEMT	HEMET	603	Helsing	Becker	9/13/2017	12/14/2017	3	5:00 PM	7:20 PM	MTWRF
Dual	English 001A	17/FA	ENG-001A	6746	PDHS	DSUSD	6208	Davis, Annette	Papas	8/25/2017	12/15/2017	4	7:40 AM	8:39 AM	MTRF
Dual	English 001A	17/FA	ENG-001A	6758	PDHS	DSUSD	6208	Davis, Annette	Papas	8/25/2017	12/15/2017	4	12:41 PM	1:40 PM	MTRF
Dual	Psychology 001	17/FA	PSY-001	6732	PDHS	DSUSD	7201	Elliot, Georgiana	Hall	8/25/2017	12/15/2017	3	9:50 AM	10:48 AM	MTRF
Dual	US History Through Reconstruction	17/FA	HIST-017	6742	PSHS	PSUSD	250	Bingham, Greg	Hall	8/10/2017	12/15/2017	3	11:18 AM	12:15 PM	MTRF
Dual	Astronomy 001	17/FA	A-001	6752	PSHS	PSUSD	503	Goehring, Curtis	Tabor	8/10/2017	12/15/2017	3	7:40 AM	8:20 AM	MTRF
Dual	Astronomy 001-LAB	17/FA	A-001L	6754	PSHS	PSUSD	503	Goehring, Curtis	Tabor	8/10/2017	12/15/2017	1	8:20 AM	8:57 AM	MTRF
Dual	English 002	17/FA	ENG-002	6726	PSHS	PSUSD	603	Graham, Erin	Papas	8/10/2017	12/15/2017	4	8:00 AM	8:57 AM	MTRF
Concurrent	Adobe Photoshop	17/FA	DDP-001A	6728	PSHS	PSUSD	Library	Patterson, Mike	Becker	8/28/2017	12/15/2017	3	6:45 AM	7:50 AM	MTWRF
Dual	History of Rock and Roll	17/FA	MUS-005	6734	PSHS	PSUSD	Strings	Powell, Jason	Hall	8/10/2017	12/15/2017	3	8:00 AM	8:57 AM	MTRF
Dual	Gas Metal Arc Welding (GMAW)	17/FA	WELD-012	6764	PSHS	PSUSD	806	Pratt, Rory	Becker	8/25/2017	12/15/2017	3	11:18 AM	12:15 PM	MTRF
Dual	Intro to Theatre	17/FA	TA-001	6736	PSHS	PSUSD	Blackbox	Sawyer, Allyson	Hall	8/10/2017	12/15/2017	3	1:59 PM	2:56 PM	MTRF
Dual	First Aid and Safety (KINE-001)	17/FA	KINE-001	6766	PSHS	PSUSD	804	Ventura, Mike	Young	8/10/2017	12/15/2017	3	10:15 AM	11:12 AM	MTRF
Dual	First Aid and Safety (KINE-001)	17/FA	KINE-001	6768	PSHS	PSUSD	804	Ventura, Mike	Young	8/10/2017	12/15/2017	3	12:56 PM	1:53 PM	MTRF
Concurrent	First Aid and Safety (Kine 001)	17/FA	KINE-001	6756	RMHS	PSUSD	665	(Calderon) Mason, Kendra	Young	8/28/2017	12/15/2017	3	2:10 PM	3:15 PM	MTR
Concurrent	English 001A	17/FA	ENG-001A	6722	SHHS	DSUSD	101	Brook, Tiffany	Papas	8/28/2017	12/15/2017	4	3:00 PM	5:05 PM	TR
Dual	Chemistry 003	17-18	CHEM-003	6786	PDHS	DSUSD	8201	Alou-Hicks, Mercedes	Tabor	8/25/2017	6/13/2018	4	7:40 AM	8:39 AM	MTRF
Dual	Chemistry 003	17-18	CHEM-003	6788	PDHS	DSUSD	8201	Alou-Hicks, Mercedes	Tabor	8/25/2017	6/13/2018	4	9:50 AM	10:49 AM	MTRF
Dual	Chemistry 003	17-18	CHEM-003	6790	PDHS	DSUSD	8201	Alou-Hicks, Mercedes	Tabor	8/25/2017	6/13/2018	4	1:46 PM	2:45 PM	MTRF
Dual	Geology (Earth Sciences)	17-18	G-010	6704	PDHS	DSUSD	8217	Sterling	Tabor	8/25/2017	6/13/2018	4	8:45 AM	9:44 AM	MTRF
Dual	Chemistry 003	17-18	CHEM-003	6714	PSHS	PSUSD	704	Gonzalez, Alicia	Tabor	8/25/2017	6/9/2018	3	8:00 AM	8:57 AM	MTR
Dual	Auto-010	17-18	AUTO-010	6778	RMHS	PSUSD	611	Holland, David	Becker	8/9/2017	6/8/2018	4	11:16 AM	12:15 PM	MTRF
Dual	Auto-010	17-18	AUTO-010	6776	RMHS	PSUSD	611	Holland, David	Becker	8/9/2017	6/8/2018	4	2:06 PM	3:05 PM	MTRF

**COD Dual and Concurrent Enrollment for 2017-18-ALL-courses offered**

Type	Course	Term	COD Course	Section	School	District	Room #	Instructor	Dean	Start Date	End Date	Units	Start Time	End Time	Days Meeting
Concurrent	AIR COND/REF/ELEC I	18/SP	ACR-064	6707	AMSD	DSUSD	MPR	Benke, Daniel	Becker	1/29/2018	3/23/2018	3	1:00 PM	3:05 PM	MTWRF
Concurrent	BLDG AUTOMATION FUND	18/SP	ACR-090	6705	AMSD	DSUSD	MPR	Benke, Daniel	Becker	4/2/2018	5/25/2018	3	1:00 PM	3:05 PM	MTWRF
Concurrent	EMergency Medical Response	18/SP	EMT-080	6759	CVHS	CVUSD		Moore, Simon	Becker	1/29/2018	5/25/2018	3	1:00 PM	4:20 PM	MW
Dual	History of Rock and Roll	18/SP	MUS-005	6777	DHSHS	PSUSD		Bukraba, M	Hall	1/29/2018	5/25/2018	3	9:05 AM	10:04 AM	MTR
Dual	English 002	18/SP	ENG-002	6745	DHSHS	PSUSD	41	Debalski, Thomas	Papas			4	9:05 AM	10:04 AM	MTRF
Concurrent	Air conditioning/Refrigeration 1	18/SP	ACR-060	6711	HEMT	HEMET	603	Helsing	Becker	1/29/2018	5/25/2018	3	5:00PM	6:36PM	TWTH
Dual	ARG. WRIT. AND CRIT.	18/SP	ENG-002	6747	PDHS	DSUSD	6208	Davis, Annette	Papas	1/29/2018	5/25/2018	4	7:40 AM 8:35 AM	8:35 AM 9:25 AM	MTRF W
Dual	ARG. WRIT. AND CRIT.	18/SP	ENG-002	6741	PDHS	DSUSD	6208	Davis, Annette	Papas	1/29/2018	5/25/2018	4	12:41 PM 12:59 PM	1:40 PM 1:49 PM	MTRF W
Dual	DEVELOPMENTAL PSYCH	18/SP	PSY-003	6721	PDHS	PSUSD		Elliott, Georgina	Hall	1/29/2018	5/25/2018	3	9:50 AM	10:48 AM	MTRF
Dual	History 018	18/SP	HIST-018	6731	PSHS	PSUSD	250	Bingham, Greg	Hall	1/29/2018	5/25/2018	3	11:18 AM	12:15 PM	MTRF
Concurrent	Medical Dosage	18/SP	HS-067	3135	PSHS	PSUSD	705	Campbell, Cathy	Young	1/29/2018	5/25/2018	3	3:15 PM	5:00 PM	W
Dual	Math 14-STATISTICAL METHODS	18/SP	MATH-014	6773	PSHS	PSUSD	503	Goehring, Curtis	Tabor			4	8:00 AM 9:14 AM	8:57 AM 9:40 AM	MTRF W
Dual	English 001A	18/SP	ENG-001A	6743	PSHS	PSUSD	603	Graham, Erin	Papas			4	8:00 AM	8:57 AM	MTRF
Concurrent	Adobe Illustrator	18/SP	DDP-001B	6725	PSHS	PSUSD	Library	Patterson, Mike	Becker	1/29/2018	5/25/2018	3	6:45 AM	7:50 AM	MTWRF
Dual	Fundamentals of Music	18/SP	MUS-010	6723	PSHS	PSUSD	Strings	Powell, Jason	Hall	1/29/2018	5/25/2018	3	8:00 AM	8:57 AM	MTRF
Dual	Shielded Metal Arc Welding/MIG Welding (SMAW)	18/SP	WELD-011	6771	PSHS	PSUSD	806	Pratt, Rory	Becker	1/8/2018	6/8/2018	3	11:18 AM	12:15 PM	MTRF
Concurrent	Care and Prevention of Athletic Injuries	18/SP	KINE-003	6765	RMHS	PSUSD	665	(Calderon) Mason, Kendra	Young	1/29/2018	5/25/2018	3	2:10 PM	3:15 PM	MTR
Concurrent	ARG. WRIT. AND CRIT.	18/SP	ENG-002	6727	SHHS	DSUSD	101	Brook, Tiffany	Papas	1/29/2018	5/25/2018	4	3:00 PM	5:05 PM	TR
Dual	Business Research	18/WI	CIS-006	6717	AMSD	DSUSD	MPR	Benda, Lois	Becker	1/3/2018	1/24/2018	3	1:00 PM	3:15 PM	MTR

**Highlights from the  
Education Code**  
*Specific to Summer Enrollment*

EDC 76001 is the post-secondary code that allows community colleges to enroll high school students pursuant to the complementary high school EDC 48800. Included below are portions of the Education Code that affect community college enrollment when enrolling high school students in general via special part-time enrollment or CCAP (College and Career Access Pathways).

**Summer High School Enrollment (general)**

EDC 48800 (Amended by Stats. 2017, Ch. 641, Sec. 8. (AB 830) Effective January 1, 2018) allows high school students to recommend enrollment in community college courses, with some restrictions. A provision exists that limits the number of students high school principals can recommend for enrollment to 5% of completers from each grade level under subdivision (d) of this code.

**Paragraph (2)**

For any particular grade level, a principal shall not recommend for community college summer session attendance more than 5 percent of the total number of pupils who completed that grade immediately before the time of recommendation

The above condition for summer enrollment is not new. The EDC was only updated to include specific implementation instructions about CCAP. College of the Desert is not offering any CCAP summer courses, although the college may choose to do so in the future.

**Paragraph (3)**

A high school pupil recommended by his or her principal for enrollment in a course shall not be included in the 5-percent limitation of pupils allowed to be recommended pursuant to paragraph (2) if the course in which the pupil is enrolled is part of a College and Career Access Pathways (CCAP) program established pursuant to Section 76004 in which a majority of the pupils served are unduplicated pupils, as defined in Section 42238.02, the course meets one of the criteria listed in subparagraphs(A) and (B), and the high school principal who recommends the pupil for enrollment provides the Chancellor of the California Community Colleges, upon the request of that office, with the data required for purposes of paragraph (4).

The above information was prepared by Michelle Gonzales Bleza, Ed.D. in order to highlight portions of the Educational Code that pertain to enrolling high school students during summer sessions. It is not meant to supplant a complete interpretation of the Education Code by the appropriate administrators.