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EXPANDING COMMUNITY COLLEGE COURSES OFFERED ON HIGH SCHOOL CAMPUSES

Issue

Should the San Mateo County Community College District (Community College) and the districts with high schools within San Mateo County (the County) collaborate to offer more college credit courses on high school campuses?

Background

There are six districts in the County with high schools. Preparing students for college is one of the functions of high schools. Many college bound seniors in high school do not carry a full schedule of classes their senior year and then find that they are not fully prepared for college level classes. Concurrent enrollment in Community College courses offered on high school campuses can help fulfill this function.

The San Mateo County Civil Grand Jury reported in 2005-2006 that only two high schools offered college credit courses on their campuses. The success rate in college for those students taking these courses on high school campuses is higher than for those students taking the courses on college campuses.¹

Investigation

The 2007-2008 Civil Grand Jury (Grand Jury) sent questionnaires to all high school and community college superintendents within the County. All but one district responded. The responses were thoroughly reviewed. The Grand Jury interviewed superintendents and assistant superintendents of the high school districts that responded, the president of the teacher's union in one of the high school districts, and senior officials from the San Mateo County Community College District.

¹ The district's local research indicates that concurrently enrolled high school students perform uniformly better than do the average college students. From 2002 to 2006, high school students who concurrently enrolled in courses taught on college campuses achieved, on the average, a success rate of 80%; high school students concurrently enrolled in college courses taught on high school campuses had a success rate of 85%; and, the average college students in the Community Colleges had a success rate of 70%.

Findings

- The Community Colleges now offer courses on ten high school campuses in the County, whereas in 2005-2006 they offered courses on only two high school campuses in the County.
- Some of the advantages for high school students are: saving some of the costs of a college education (classes are tuition-free), possibly shortening the time needed for attaining college graduation, making the transition to college from high school easier and giving some students confidence in their ability to succeed in college.
- Although high school students can concurrently enroll in a community college at the college campus site, many do not have the transportation resources or scheduling flexibility that allows them to do so.
- The Community Colleges receive concurrent enrollment dollars from the state for the number of students enrolled in their courses on high school campuses, and the high schools receive Average Daily Attendance (ADA) for their funding.
- Offering Community College courses on high school campuses can expand the kinds of courses offered at high schools by enlisting the cooperation of the teacher unions when appropriate.

Conclusions

Offering Community College courses on high school campuses is an advantage for the students who take them before graduating from high school. Offering these courses benefits the students, the high schools and the Community Colleges.

Recommendations

The Grand Jury recommends that:

1. The Board of Trustees of the San Mateo County Community College District encourage the three colleges in the district--Canada, College of San Mateo, and Skyline--to expand the college courses offered on all the high school campuses in the County.
2. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District encourage their high schools to actively collaborate with the Community Colleges to offer college courses on their high school campuses.
3. The Board of Trustees of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District strongly urge their administrators and

counselors to publicize fully the opportunities offered to students by enrolling in college courses offered on high school campuses.

4. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District direct their administrators to ensure that adding college credit courses on their campuses supplements and does not displace traditionally offered courses taught by high school teachers.
5. The Board of Trustees of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District continue to work with the appropriate teacher unions to resolve any conflicts that may arise as concurrent enrollment programs are implemented.



Jefferson Union High School District

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June 3, 2008

The Honorable Joseph C. Scott
Judge of the Superior Court
Hall of Justice
400 County Center, 2nd Floor
Redwood City, CA 94063-1655

Dear Judge Scott:

The Jefferson Union High School District supports the findings of the Grand Jury and will continue to pursue our collaborations with the San Mateo County Community College District to facilitate innovative methods for students to take college classes. We currently offer several classes on several of our campuses.

The 2008-09 school year will see additional offerings on more of our campuses. We are working with Skyline College to find the most productive method to advertise the offerings. We will continue to be attentive to balance between traditionally offered Advanced Placement courses and community college courses. We have not had conflicts with the teachers' union because of any of these classes, but would work through any disagreements should they arise.

Sincerely,

Michael J. Crilly
Superintendent

C Board of Trustees

Sequoia Union High School District

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June 30, 2008

Honorable Joseph C. Scott
Judge of the Superior Court
Hall of Justice
400 County Center, Second Floor
Redwood City, CA 94063-1655

Re: Expanding Community College Courses Offered on High School Campuses Report

Dear Judge Scott:

In January 2008, the Sequoia Union High School District responded to questions from the San Mateo County Grand Jury Report regarding community college courses offered on high school campuses.

Below are the Grand Jury recommendations.

Recommendation Number 1

The Board of Trustees of the San Mateo County Community College District encourage the three colleges in the district—Cañada, College of San Mateo, and Skyline—to expand the college courses offered on all the high school campuses in the County.

The respondent agrees with the finding.

Recommendation Number 2

The Board of Trustees of the Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified District and La Honda-Pescadero Unified School District encourage their high schools to actively collaborate with the Community Colleges to offer courses on their high school campuses.

The respondent agrees with the finding. The recommendation is in the process of being implemented. The current and future courses offered at the various high school campuses are the following:

*Digital Audio
Digital Photography
History of Animation
College Calculus
Human Relations in Business
Interpersonal Communication
Careers in Health Science
Introduction to Sociology
Race, Ethnicity and Immigration in the U.S.A.*

*Digital Imaging
Careers in Multimedia
Math 252
Accounting Procedures
Life and Career Planning
Introduction to Health Science
Introduction to Human Sexuality
Physical and Cultural Anthropology*

Recommendation Number 3

The Board of Trustee of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District strongly urge their administrators and counselors to publicize fully the opportunities offered to students by enrolling in college courses on high school campuses.

The respondent agrees with the finding. The recommendation has been implemented. Administrators and counselors from SUHSD publicize college courses by utilizing the following methods:

1. List college courses in the school district program planning handbooks
2. Announce college courses in the school news letters
3. Announce college course offerings during daily announcements
4. Post flyers on campus
5. Schedule visits by counselors to promote college courses
6. Provide college brochures to students
7. Schedule college recruiters on campus to speak with students on regular basis

Recommendation Number 4

The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District direct their administrators to ensure that adding college courses on their campuses supplements and does not displace traditionally offered courses taught by high school teachers

The respondent agrees with the finding. The recommendation has been implemented.

College Courses are considered on the high school transcript as electives and are not core credits. Many of the community college classes are held following the traditional school day, starting at 3:15 or 3:30 p.m. and ending at 4:30 or 5:00 p.m.; thereby, college courses are offered to supplement and not displace traditional district course offerings.

Recommendation Number 5

The Board of Trustees of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District continue to work with the appropriate teacher unions to resolve any conflicts that may arise as concurrent enrollment programs are implemented.

The respondent agrees with the finding. The recommendation has been implemented.

The Sequoia district administration plans and develops concurrent enrollment programs in collaboration with the Sequoia District Teacher's Association and the community college faculty to avoid any conflicts.

Sincerely,



Patrick R. Gemma, Ed.D.
Superintendent

c: Board of Trustees
Superintendent's Staff

CABRILLO UNIFIED SCHOOL DISTRICT

Honorable Joseph C. Scott
Judge of the Superior Court
Hall of Justice
400 County Center, 2nd floor
Redwood City, CA 94063-1655

Re: Expanding Community College Courses Offered on High School Campuses Report

Findings:

1. The Community Colleges now offer courses on ten high school campuses in the County, whereas in 2005-06 they offered courses on only two high school campuses in the county.
 - We concur with the finding. Cabrillo has had a much more active partnership with CC in 2007-08.

2. Some of the advantages for high school students are: saving some of the costs of a college education (classes are tuition-free), shortening the time needed for attaining college graduation, making the transition to college from high school easier and giving some students confidence in their ability to succeed in college.
 - We concur with the finding. A limited number of our Cabrillo students are also participating in the San Mateo Union High School District/College of San Mateo Middle College Program and experiencing the advantages noted above.

3. Although high school students can concurrently enroll in a community college at the college campus site, many do not have the transportation resources or scheduling flexibility that allows them to do so.
 - We concur with this finding. As an isolated district on the coast, our students are in particular need of support in this manner.

4. The Community Colleges receive concurrent enrollment dollars from the state for the number of students enrolled in their courses on high school campuses, and the high schools receive Average Daily Attendance (ADA) for their funding.
 - We concur with the finding.

5. Offering Community College courses on high school campuses can expand the kinds of courses offered at high schools by enlisting the cooperation of the teacher unions when appropriate.
 - We concur with this finding.

Conclusions:

- Offering Community College courses on high school campuses is an advantage for the students who take them before graduating from high school. Offering these courses benefits the students, the high schools and the Community Colleges.
- Cabrillo agrees with the grand jury conclusion that the students, schools, and community colleges can all benefit from having CC classes at the high schools.

Recommendations:

The Grand Jury recommends that:

1. The board of Trustees of the San Mateo County Community College District encourage the three colleges in the district—Canada, College of San Mateo, and Skyline—to expand the college courses offered on all the high school campuses in the County.
 - At Half Moon Bay High School, CSM offers an Adobe Photoshop class and ELD class. Next year, they will offer a horticulture class and art class.
2. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District encourage their high schools to actively collaborate with the Community Colleges to offer college courses on their high school campuses.
 - Currently, the HMBHS administration is working with the CSM Coastside to establish a career mentoring program for the students at the high school. CSM Coastside is also looking at offering other courses at their new location or the high school to complement the high school's curriculum. We are looking at the broadcasting program, art program, and agriculture program.

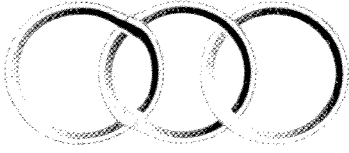
- Martha Tillman has done a great job with bringing greater coastside access to CC resources. Her schedule for the fall is ambitious though the current schedule of offerings would probably best serve our non-college bound students.
 - Additionally we can use CC in much the same way Carlemont does to offer some high level courses that our enrollment requirements would not sustain. Carlmont uses the CC to offer business management courses and international business courses that are linked to the new Mandarin Language program. There are a few other high level college track courses that are also offered on the campus. The school had to get used to some non-HS students attending but they worked through those issues with clear rules, placement and time of classes. I could see other languages, higher math courses, business courses being offered.
 - Sciences might be tougher as lab class availability is probably limited during the school day. CC might be interested in linking with our Ag program as it is fairly unique in the county.
 - Working with CC might also facilitate partnering/planning between CUSD and La Honda Pescadero on some HS offerings.
3. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District strongly urge their administrators and counselors to publicize fully the opportunities offered to students by enrolling in college courses offered on high school campuses.
- The high school administration and counseling department always encourage students to enroll in community college courses. Information about college courses can be found in the administration building, the counseling office, and career center.
 - Some of the CC offerings for the fall, such as the computer job skills classes will have a tough time meeting minimum enrollment during the daytime hours proposed on the current schedule and CUSD could possibly help by identifying students that would benefit from these classes; expanding our vocational capacity while providing a pool to maintain enrollment for the CC.
 - Some of the "trades" coastside vocational classes are planned for the evening, and some HMBHS students might be encouraged to enroll in those classes.

4. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District direct their administrators to ensure that adding college credit courses on their campuses supplements and does not displace traditionally offered courses taught by high school teachers.
 - Community college courses enable the administration to expand on the number of course offerings.
5. The Board of Trustees of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District continue to work with the appropriate teacher unions to resolve any conflicts that may arise as concurrent enrollment programs are implemented.
 - We continue to work with our teachers' association in support of concurrent enrollment implementation.

If you have any further questions, please feel free to contact me.

Sincerely,

Elizabeth Schuck, Ed.D.
Assistant Superintendent
Cabrillo Unified School District



*Cañada College, Redwood City
College of San Mateo, San Mateo
Skyline College, San Bruno*

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

Office of the Chancellor

July 9, 2008

The Honorable Joseph C. Scott
Judge of the Superior Court
Hall of Justice
400 County Center, 2nd Floor
Redwood City, CA 94063-1655

AGENCY RESPONSE TO REPORT ON EXPANDING COMMUNITY COLLEGE COURSES OFFERED ON HIGH SCHOOL CAMPUSES

We received a copy of the 2007-08 Civil Grand Jury's Report on "Expanding Community College Courses Offered on High School Campuses" and agree with its findings. In regards to the recommendations contained in this report, we have the following response:

Recommendation Number 1: The Board of Trustees of the College District has encouraged and will continue to encourage our Colleges to expand the college courses offered on high school campuses. One of the adopted Board goals for 2008 was to "...expand the number of concurrent enrollment classes on high school campuses. The District and Colleges will develop a comprehensive plan for concurrent enrollment with clearly defined targets and measurable performance outcomes." We drafted a white paper on the topic: "Enhancing High School to College Success"(See attached) which addresses the need, rationale and benefits for enhancing concurrent enrollment as well as guiding principles and strategic approaches for expanding concurrent enrollment opportunities—both on high school and college campuses. We have also streamlined the application and registration procedures for high school students in order to remove barriers to their attendance.

Recommendation Number 3: The College Board has urged the administration and faculty to fully publicize the opportunities offered to students enrolling in college courses on high school campuses. Toward that end, we have developed a new application/information publication on concurrent enrollment and re-published a brochure regarding concurrent enrollment opportunities that was mailed to every high school student in the County (see attached materials).

Recommendation Number 5: The College District is continuing its work with the American Federation of Teachers (AFT Local 1493) to resolve conflicts as they arise when concurrent enrollment programs are being implemented. We developed and signed a Memorandum of Understanding (MOU) with our local AFT that provided funding to the Academic Senates to be used in planning and expanding concurrent enrollment opportunities. This MOU (attached) has been in effect for one year and will be evaluated this summer.

Please contact me if you need any additional information about the College Districts programs or its response to this Report.

Sincerely,



Richard Holober
President, Board of Trustees
San Mateo County Community College District

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

PROPOSED MEMORANDUM OF UNDERSTANDING (MOU)

Concurrent Enrollment

JUNE 22, 2007

1. The proposal to utilize qualified high school faculty to teach college courses at a high school will be a one (1) year pilot project and evaluated at the end of the pilot year in May, 2008, by the Academic Senate and AFT and District. AFT and the District will jointly review draft agreements between SMCCCD and high school districts participating in concurrent enrollment being offered at high schools.
2. The District recognizes that the Academic Senate has primacy over academic and professional matters (Board Policy 2.06). For the purposes of the one year pilot, discipline faculty at the high school and college will meet to determine whether a college course may be offered at the high school (e.g. is an AP course suitable to meet the standards and rigor of college-level curriculum). SMCCCD discipline faculty retain the curriculum, text and course evaluation rights.
3. AFT agrees that high school teachers who meet minimum qualifications and other professional standards as determined by the college's Academic Senate may teach approved college level courses in the high school. For every section taught by a high school teacher, at a minimum, an equal number of sections shall be taught by SMCCCD faculty. The District will use existing hiring procedures for these faculty. To the extent that there are insufficient SMCCCD faculty who volunteer to teach such courses or cannot be hired, this ratio will not be required.
4. SMCCCD shall assign high schools to SMCCCD colleges and shall allocate \$1,500 for each college course taught by a high school teacher to a fund under the control of the Academic Senate at the assigned college. This money shall be used for course development, faculty collaboration, student support or any other activities related to concurrent enrollment.
5. The District will allocate \$20,000 to start the collaboration process between the Academic Senate and the high school faculty. This amount will be controlled by the Academic Senates. The use and sufficiency of resources allocated under sections 4 and 5 will be reviewed by the Academic Senate and Chancellor in January, 2008.
6. In signing this MOU AFT does not waive its position that it is legally entitled to represent all District academic employees providing academic services for the District, including but not limited to all District employees providing instructional or other academic services pursuant to a concurrent enrollment agreement. This excludes teachers from the high schools who teach concurrent enrollment courses at the high school as a part of their regular assignment.

For the AFT:

For the SMCCCD:



Enhancing “High School-to-College” Success

Enhancing High School and College Partnerships in San Mateo County

[This document addresses the need, rationale and benefits for enhancing concurrent enrollment as well as guiding principles and strategic approaches to dealing with program expansion. It emphasizes the importance of a student-centered and faculty-driven approach to concurrent enrollment. The document also addresses specific questions related to legal issues, student success and faculty and student services concerns.]

September, 2007
Revised January, 2008

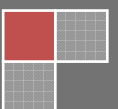


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SMCCCD CONCURRENT ENROLLMENT Whitepaper

Former SMCCCD Academic Senate President Nick Kapp first suggested and participated in drafting the original version of the whitepaper with Jing Luan, Vice Chancellor for Educational Services & Planning in January 2007. The first draft was shared with AFT President Ernie Rodriguez in March 2007 and later versions of the draft were reviewed at the Chancellor's Council and shared with SMCCCD Academic Senate President Patty Dilko, CSM Faculty Senate President Jeremy Ball, Cañada Faculty Senate President Martin Partlan and Skyline Faculty Senate President Carla Campillo. Portions of the white paper were presented at the SMCCCD Concurrent Enrollment Roundtable in May 2007. One version of the white paper was shared with The William and Flora Hewlett Foundation. Vice Chancellor for Human Resources Harry Joel and Director of Community and Government Relations Barbara Christensen should be specially thanked for their time and energy in reviewing and editing the drafts. Counselor Steve Morehouse should be thanked for his critique and edits of the document. Thanks also go to Skyline President Vicki Morrow, Cañada President Tom Mohr, and CSM President Mike Claire for their valuable input. The white paper would not have been possible without the vision and support from Chancellor Ron Galatolo and many faculty and staff who have taught concurrent enrollment, managed concurrent enrollment, provided counseling, and researched the subject.

Enhancing “High School-to-College” Success

- Enhancing High School and College Partnerships in San Mateo County

For most Americans, the transition from high school to college today is as chancy and vexing as crossing a bridge over a river where builders on one bank have ignored what those on the other are doing. Only the fortunate will be able to make it across.

- CHESTER E. FINN JR.

INTRODUCTION

The State economy, taxpayers, community colleges, high schools and students in particular will benefit if concurrent enrollment programs are expanded. These programs help meet the educational needs of high school students; enhance partnerships between high school and college faculties; make the transition from high school to college seamless; and reduce the financial obligations of students and parents by potentially eliminating a semester or more university tuition. In addition, concurrent enrollment programs expose many non-college bound students to higher education.

Our research shows the following about concurrent enrollment student success rates:

Table 1: Success and retention rates of concurrent enrollment students (fall 2006)

	Success	Retention
College courses taught on high school campuses	80.6%	92.1%
Concurrent enrollment students on college campuses	74.6%	88.9%
Middle College students	75.5%	87.7%
<i>All District Students</i>	69.1%	84.2%

Success rate is defined by grades of A, B, C, and CR (credit).

Retention rate is defined by all grades except Ws.

All district students include concurrent enrollment students as well.

As early as 2001, 19 states had adopted statutes on concurrent enrollment and 14 more had state board policies in place encouraging concurrent enrollment (Boswell 2001). Research has shown substantial success in learning outcomes of concurrent enrollment beyond the economic benefits to parents and society. In a study published by researchers from the National Research Center for Career & Technical Education and the Community College Research Center at Columbia University, concurrent enrollment students, particularly students of color, in the state of Florida and City of New York were found to have benefited from taking college courses while in high school. Specifically, the study found

that concurrent enrollment students were more likely than their peers to graduate from high school, to enroll in college, to persist to a second semester while in college, and to pursue a bachelor's degree (Karp, Calcagno, Hughes, Jeong, Bailey, 2007).

All types of concurrent enrollment are trending upward. Research and position papers have demonstrated that other states are steaming ahead in supporting concurrent enrollment (Kirst 2006, Boswell 2001, and Chapman 2001). Parents have come to embrace concurrent enrollment.

Yet, certain issues remain. Some of the issues expressed are concerns about faculty availability and qualifications, teaching minors vs. adults, as well as concerns about union issues and financing. Some of these notions may gradually dissipate when concurrent enrollment continues to be refined and is proven to be a successful educational strategy. As concurrent enrollment is poised for more growth in our district, these issues must be addressed and resolved through a genuine belief in partnerships and trust.

This document will examine the concurrent enrollment practices in this county, identify opportunities and challenges, and provide guidelines and goals in enhancing the bridge between high schools and our community colleges: Cañada, College of San Mateo, and Skyline.

Three Types of Concurrent Enrollment

When a high school student takes a college course, s/he is considered a concurrent enrollment student or dual enrollment student. There are three types of concurrent enrollment in our district: Students taking courses on a college campus, high school students taking college classes on a high school campus, and Middle College students who study primarily on a college campus for all their courses. For more information, please also consult the Q&A at the end of this document.

THE NEED FOR BUILDING BRIDGES

In 1983, the publication of a landmark article called *A Nation At Risk* touched off a national debate on how best to pull America out of complacency with mediocrity in education and how to increase Math and English completion rates in high schools. Since then, change in the policies, practices, and pedagogy of American high schools and colleges have escalated dramatically, but problems still exist. High school dropout rates remain high, large numbers of students leave high school unprepared for college, and various societal forces and subcultures compete for students' attention.

In 2007, an article commissioned by the Educational Testing Services called "Perfect Storm – Three Forces Change Our Nation's Future" effectively summarized the issues K-12 and postsecondary education professionals currently face. Our economy is going global, leaving the government less able to protect and support its own workforce and masses. America is the only developed nation that has a growing population and is becoming increasingly diverse. Students of color, particularly African American and Latino youths, are increasingly lagging behind Whites and Asians in academic readiness measured by various means. These three forces, not necessarily negative, jointly exert pressure on our educational system. The convergence of these three forces meant divergent skill distributions among U.S. population groups, a fast changing economy submitting to global influences and a nation in search of common grounds among diverse cultures and values.

Locally speaking, in San Mateo County, the shift in demographics and competitiveness is clear over time. While the overall population growth has stagnated at less than 1% a year, dramatic changes among ethnicities have occurred. At 47% in 2006, Whites are no longer the majority. Latinos are projected to become the majority in less than 20 years, which is just one generation from now. At the same time, high school age students attending our colleges are increasingly underprepared. At SMCCCD, more than 70% or 7 in 10 incoming high school graduates are placed in remedial math courses and over 60% in basic skill English classes and many are placed in both.

To search for a remedy, policy makers and scholars have increasingly begun to look at the disconnected education pipeline. Katherine Boswell, Executive Director of the Office of Community College Research and Leadership, stated succinctly: "America has the most disconnected education pipeline in the world" and we are now beginning to see the consequences. Again, directly quoting Boswell, "An oft-cited example of this disconnect is the high-stakes standards and tests that states have increasingly mandated for secondary students to demonstrate certain skills mastery before being allowed to graduate from high school. These standards and tests however, bear little or no relationship to college admittance tests (typically the SAT or ACT). And the college admittance tests in turn, have little or no relationship to tests that determine the placement of students in college-level general education courses." High school faculty and counselors teach and inform students in ways very different than the students will actually experience once they step on a college campus (Finn, 2006).

The disconnect between secondary and postsecondary systems causes many issues, including preventing students from using their senior year to fully prepare for college level work. Instead, many

high school seniors take easy classes, cut corners, or work long hours at after-school jobs. Tedrow called the high school senior year teenagers' wasteland (Tedrow, 2007), which was based on research conducted by McCarthy and Kuh in 2005. As a solution, Tedrow stated "At the very least, senior year should include dual-enrollment courses that result in community college credit." In the book *Minding the Gap – Why Integrating High School with College Makes Sense and How to Do It* (Harvard Education Press), Anthony Carnevale (2007) discussed why grade 12 is not the right end point for anyone anymore.

The most significant disconnect is the lack of a meaningful relationship between what the high school curriculum emphasis is and what the college teachers will expect. The greatest manifestation of this disconnect is the unacceptable number of students who cannot take college level classes. Kirst in 2006 wrote in the Chronicle and called this disconnect a chasm and listed several strategies to immediately and effectively rectify the situation (Kirst, 2006):¹

1. Stimulate high schools and colleges to align their courses and assessments to improve college readiness
2. Provide incentives in state budgets for increasing the proportion of students who complete high school and enroll in college
3. Create data systems to track student progress across educational levels and institutions.
4. Publicly report on student progress and success from high school to postsecondary education.

Conklin and Sanford (2007) promoted the idea of a college-ready nation. They commented on the refocus of the mission of the nation's high schools to increasing college readiness and advocated for setting a bold public goal for integrating various aspects of high school and college/university as a way to realize the new mission. A high school diploma is no longer the ticket to guaranteed success in life. It's commonly known that a college degree would boost an individual's lifelong earnings. Conversely, having a college degree would also reduce one's chances of unemployment. The unemployment rate in 2006 showed that a person with only a high school diploma was twice as likely to be unemployed as someone with a college degree (U.S. Bureau of Labor Statistics). Students of color and student from low income families are more likely to end their education at the high school level and are more likely to be unemployed. Therefore, high school students must be encouraged to progress to college with the right support, tools, and a bridge that leads them from high school to college. To this end, Tell and Cohen (2007) argued that "the Academic Standards for college and work must be embedded in the high school curriculum".

¹ In an op-ed piece for Palo Alto Weekly, Kirst opined that unless postsecondary education and high schools work more closely together, many of the high school students' college dreams will evaporate (Kirst, 2005).

San Mateo County high schools and the three community colleges have long recognized the need for building bridges between high schools and college. SMCCCD currently offers a number of college classes at selected local high schools. In fall 2006, there were 28 sections offered at the high schools. Even with a relatively small number of sections (28), the subject areas were broad (Table 5). No matter where the classes are offered and by which college faculty, the success rates are all higher than the overall success rates in our district (Table 3). Recently, the Sequoia, San Mateo, and Jefferson Union High School Districts have all expressed interest in expanding the effort to make the blending of high school and college academic life of students seamless and transition from high school to college easier.

As an additional impetus, in a 2005 San Mateo County Civil Grand Jury report SMCCCD was asked to increase the academic opportunities to high school students through vocational education and Middle College programs. The Grand Jury further recommended that SMCCCD colleges “offer college-level academic courses on a high school campus.” As a result, the Board of Trustees’ goals for 2007 Goals state that “In response to direction from the Board, Chancellor, the San Mateo County Grand Jury and growing national trends, the District will encourage the Colleges to form task forces with their feeder high schools to address high school-college curriculum articulation and devise strategies for offering college classes on high school sites.”

CONCURRENT ENROLLMENT LANDSCAPE

Figure 1 below shows that in SMCCCD in fall 2006, 50% (560 of 1,120²) of all concurrent enrollment students were high school students taking classes on high school campuses.

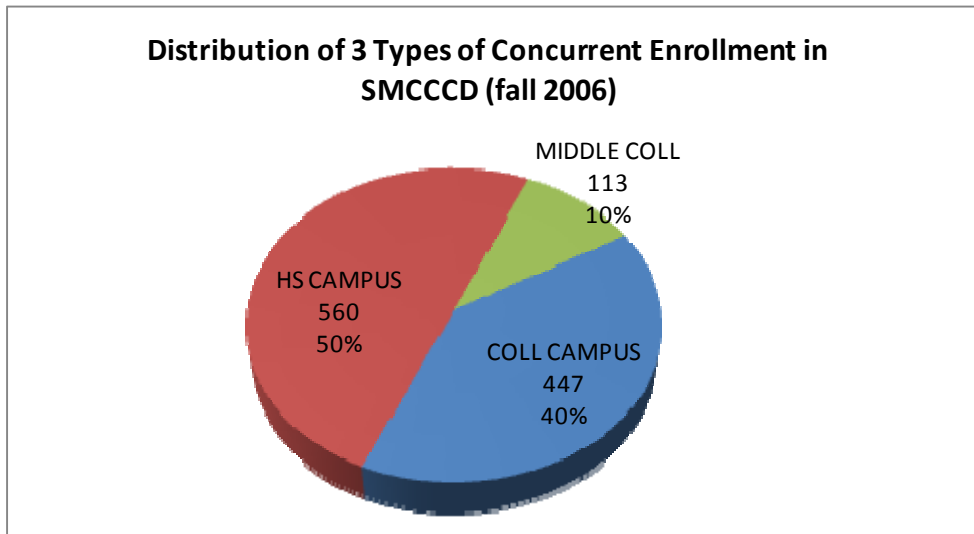
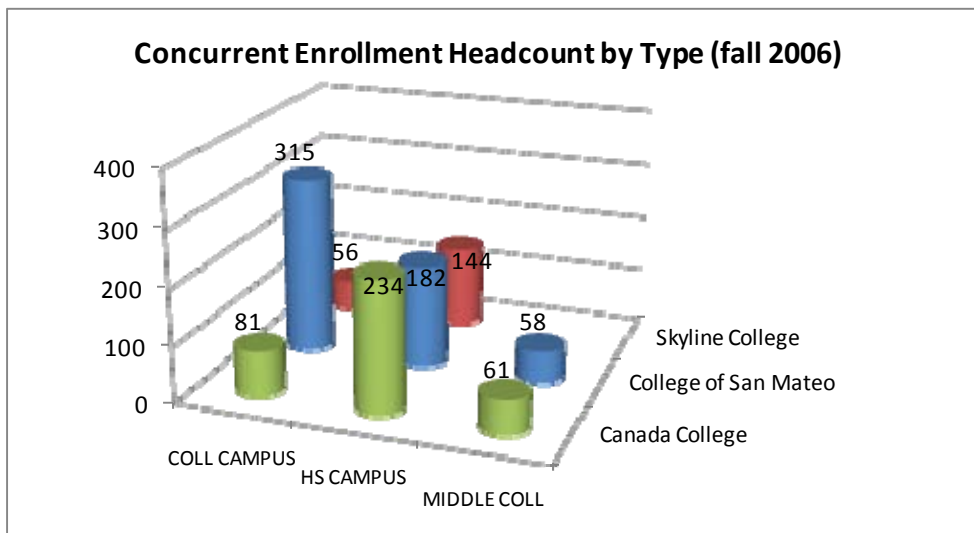


Figure 2 below shows that the distribution of college courses taught on high school campuses (HS Campus) varies by the 3 colleges in SMCCCD, with Cañada College leading in the total number of concurrent enrollment students at high schools.



² The count is from querying Banner tables in spring 2007. Banner tables are dynamic with changes happening, even after a semester has ended. This is due to the fact that concurrent enrollments involve multiple entities, parents, high school counselors, and applications sometimes are input manually. The official count of fall 2006 concurrent enrollment was 1,278 reported as of Jan 15, 2007.

Figure 3 below illustrates the five year trend in student headcount (fall semesters only) for all three types of concurrent enrollment. Due to the expansion of course offerings (sections) in fall 2006, the number of students rose by a large margin in fall 2006.

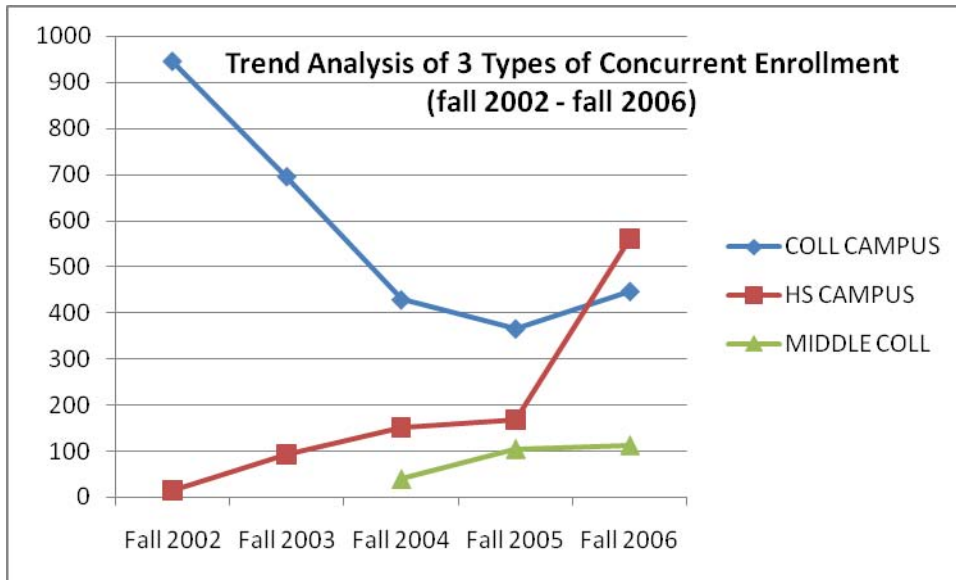


Table 2: Average units of concurrent enrollment students (fall 2006)

	HeadCnt	Units Taken	Avg Units
College courses taught on high school campuses	560	1,891.5	3.4
Concurrent enrollment students on college campuses	448	1,735.0	3.9
Middle College students	112	1,306.5	11.7
All District Students*	27,005	173,964	6.4

*Including concurrently enrolled students.

Table 3 indicates the success rates of College Campus (high school concurrent enrollment students on college campuses) and HS Campus (concurrent enrollment students in college courses taught on high school campuses) courses using combined data from fall 2002 to fall 2006.

Table 3: Success and retention rates of concurrent enrollment students (fall 2006)

	Success Rate	Retention Rate
College courses taught on high school campuses	80.6%	92.1%
Concurrent enrollment students on college campuses	74.6%	88.9%
Middle College students	75.5%	87.7%
All District Students	69.1%	84.2%

Success rate is defined by grades of A, B, C, and CR (credit).

Retention rate is defined by all grades except Ws.

All district students include concurrent enrollment students as well.

Table 4: Historical success and retention rates of concurrently enrolled students and all district students

		Success	Retention
Fall 2002	College courses taught on high school campuses	75.5	85.5
	Concurrent enrollment students on college campuses	92.9	92.9
	All District Students	69.8	81.5
Spring 2003	College courses taught on high school campuses	77.3	87.4
	Concurrent enrollment students on college campuses	87.5	95.2
	All District Students	70.9	81.9
Fall 2003	College courses taught on high school campuses	66.3	78.1
	Concurrent enrollment students on college campuses	93.5	94.6
	All District Students	67.9	80.1
Spring 2004	College courses taught on high school campuses	70.1	82.9
	Concurrent enrollment students on college campuses	94.2	96.1
	All District Students	68.7	81.7
Fall 2004	College courses taught on high school campuses	80.3	91.5
	Concurrent enrollment students on college campuses	82.0	91.3
	Middle College Students	58.8	88.7
	All District Students	70.1	85.0
Spring 2005	College courses taught on high school campuses	75.4	88.9
	Concurrent enrollment students on college campuses	86.9	95.6
	Middle College Students	71.9	91.0
	All District Students	70.5	84.1
Fall 2005	College courses taught on high school campuses	71.9	81.1
	Concurrent enrollment students on college campuses	89.7	94.3
	Middle College Students	60.2	80.7
	All District Students	64.4	77.6
Spring 2006	College courses taught on high school campuses	86.0	93.3
	Concurrent enrollment students on college campuses	83.7	87.9
	Middle College Students	79.5	91.1
	All District Students	68.4	82.6

Success rate is defined by grades of A, B, C, and CR (credit).

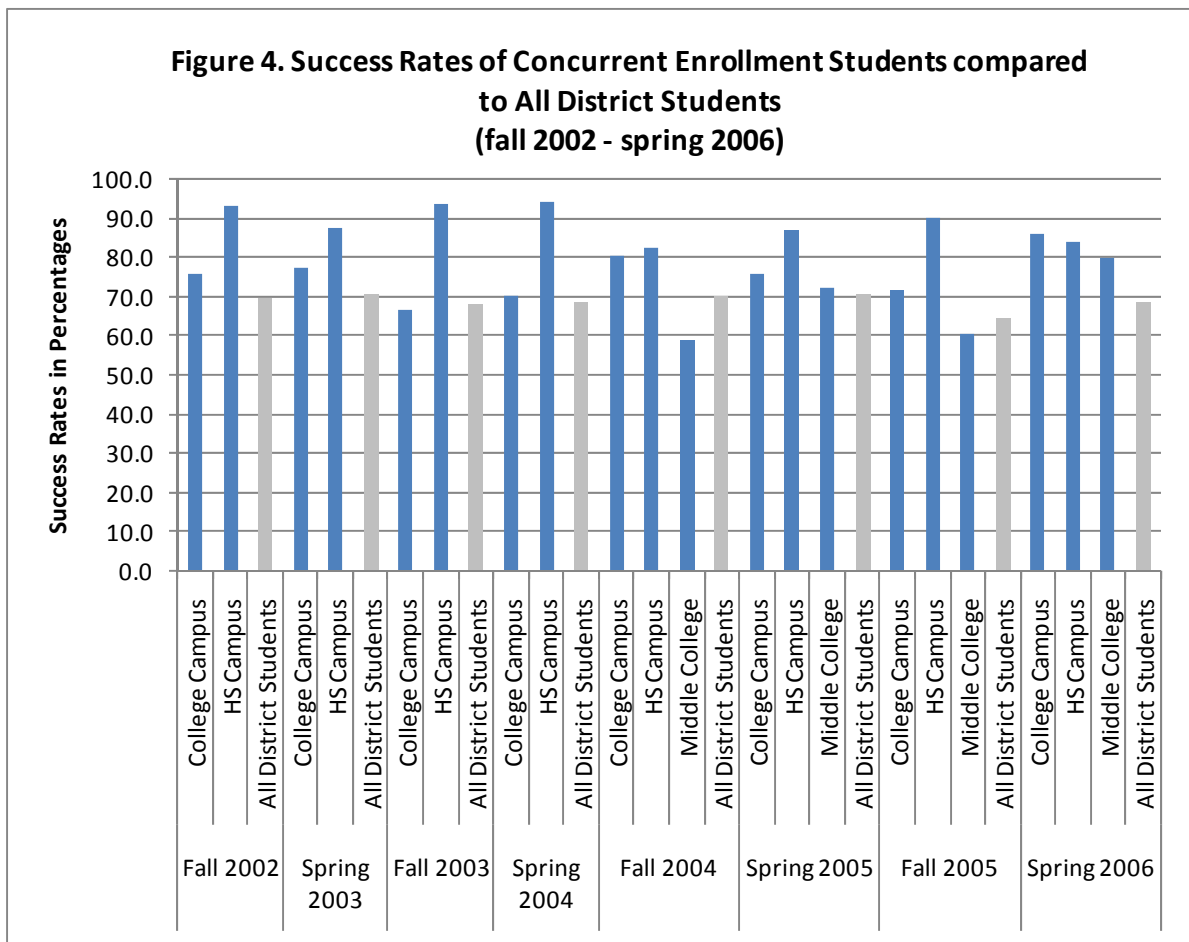
Retention rate is defined by all grades except Ws.

All district students include concurrent enrollment students as well.

In Table 4, success and retention rates for all four groups of students are shown (Middle College data available starting fall 2004). Without first considering Middle College students, in all instances, except fall 2003, All District Students' success rate was lower than the concurrently enrolled students either on a college campus or on high school campus. This information is visually displayed in Figure 4. Keep in mind, concurrent enrollment students are also included in the All District Students, which may have raised the success and retention rates of all district students slightly. Middle College students'

success rate was lower in the first two years after the program started in the district, but has remained higher than that of the All District Student since then³.

Figure 4 shows historical success rates of concurrent enrollment compared to that of All District Students dating back to fall 2002. Data came from Table 4. By removing the retention rates to show only the success rates, it helps the reader to see the differences historically over a span of 5 years that success rates of concurrent enrollment have been generally higher than that of All District Students. In earlier years, success rate of students enrolled in college classes on high school campuses were higher than those enrolled on college campuses. But in recent years, the rate for both these types of concurrent enrollment has been appearing to be similar.



³ Data for spring 2007 is available by contacting the Office of Vice Chancellor, Educational Services & Planning. Phone 650.358.6880.

Table 5 below indicates the course enrollments in the college courses offered on high school campuses in our county as of fall 2006.

		Enrollment*	Percent
ART	Ceramics	90	15%
MATH	Analytical Geometry/Calculus I	66	11%
CHIN	Elementary Chinese I	57	10%
CRER	College Success	56	9%
ANTH	Cultural Anthropology	29	5%
ART	Sculpture	26	4%
CRER	Life and Career Planning	26	4%
ESOL	English Comp-Nonnative Speaker	26	4%
GEOG	Cultural Geography	25	4%
MUS.	Advanced Chorus	23	4%
MUS.	Choir	24	4%
MUS.	Music of the Americas	27	4%
TAGA	Elementary Tagalog I	23	4%
CIT	PC Maint/Systems Upgrades, I	17	3%
ENGL	Basic Writing Skills	16	3%
CRER	Hermanos Seminar	13	2%
EDUC	Introduction to Education	14	2%
ENGL	ENGL Prep-HS Exit Exam	14	2%
GRA	Adobe Illustrator I	18	2%
GRA	Adobe Photoshop I	13	2%
ENGL	Writing Development	10	1%
PLSC	American Politics	10	1%

*End of Term enrollment.

** All data provided by ITS.

GUIDING PRINCIPLES

It is important as we expand our concurrent enrollment program that we clearly state our fundamental beliefs in the name of Guiding Principles. We believe that four guiding principles reflect our core values. They are Being Student-Centered, Deference to Curriculum and Faculty, Being Responsive to Community Needs, and Evidence-Based Decision Making. Each of them is described below.

Being Student-Centered

Students are the reason educators choose the teaching profession. Nothing can replace the pride and joy of seeing students succeed. To be student-centered is to ask questions on every action we take, “Will this action serve the learning needs of the students we serve? “

Deference to Curriculum & Faculty

Curriculum belongs to faculty in both systems. Faculty senates are consulted in all aspects of curriculum development. Curriculum and the teaching process is within the purview of the faculty.

Being Responsive to Community Needs

A key element of our college and district mission statements is to respond to the needs of the communities we serve. Our communities expect a closer working relationship between the colleges and San Mateo County high schools, and an expansion of concurrent enrollment opportunities for high school students. As a community supported organization, we have an obligation to fulfill this need.

Evidence-Based Decision Making

In developing concurrent enrollment with our feeder schools, we will use the best data and evidence to ensure that the partnership is student- centered and that the partnership provides measurable outcome benefits for both high schools and colleges. Assessment of the work of the partnership will be continuous using various means and research methods available.

RECOMMENDED RESPONSIBILITIES

Curriculum is the responsibility of the faculty. Resource development and allocation are the responsibility of the SMCCCD.

The three colleges will initiate contact with the high schools to form partnerships and plan for course delivery.

Recommended College Responsibilities

- It is recommended that each of the three colleges form taskforces with their feeder high schools.
- It is recommended that the taskforce carryout the following duties:
 - o Identify a taskforce leader or concurrent enrollment coordinator/liaison for the purpose of fostering a collaborative partnerships of both systems, communicating concerns and decisions and coordinating concurrent enrollment processes
 - o Address high school-college curriculum articulation issues by developing course crosswalk and communicating to high schools the offering of college credit courses per Ed Code 48800(a) and Title 5 55002(a).
 - o Examine curriculum offerings in both systems and develop course offering proposals
 - o Work with the District Curriculum Committee and District Faculty Senate in new course approval (as needed), articulation proposals, and program review
 - o Comply with existing laws governing concurrent enrollment practices
 - o Ensure the quality of the courses offered
 - o Determine resource needs
 - o Work with college and high school authority in planning for meetings, reviewing marketing materials, and communicating with parents
 - o Encourage faculty to participate in teaching concurrent enrollment courses
 - o Draft operational and performance reports

Recommended District Responsibilities

- It is recommended that the Vice Chancellor of Educational Services and Planning co-chair a taskforce with faculty formed by members from the district to provide the following:
 - o Work with the Educational Services Council to review and recommend plans for concurrent enrollment regarding resource allocations
 - o Review, provide legal counsel and recommend for approval any contracts and MOUs (Memorandum of Understandings) between the high schools and the district
 - o Work with the District Research Council, Cal-PASS, and the County Office of the Superintendent and high schools and districts in collecting, analyzing and reporting educational outcome data
 - o Report to the Chancellor's Cabinet and update the shared governance entities in the district on an ongoing basis

Q & A

The following questions and answers are grouped by the types of questions. They are:

- Legal questions
- Faculty related questions
- Student services questions
- Student success questions

Legal Questions

What are the laws governing concurrent enrollment?

Myers in 2002 provided a brief review of the legislative history of concurrent enrollment in California. Myers wrote “The formal work of the legislature was enumerated primarily in SB 292 signed into law in July, 1996, and subsequent changes to the State Educational Code Sections 76000-76002 and 48800-48802. The Senate bill and the Code changed the way community colleges handle high school students in the following ways:

- Permitted community colleges to obtain apportionment for special part-time students,
- Permitted students to count coursework for both college and high school credit,
- Permitted community colleges to waive enrollment fees for this special part-time population.

A key provision of the changes in the Code related to the determination that the student must have “the ability to benefit from the advanced standing work”. The Code also provided the appropriate definitions of terms and processes. The State Chancellor’s Office provided a written advisory (October 28, 1998, from Ralph Black, Vice Chancellor and General Counsel; Admission of Minors to Community Colleges; “Provisions to Admission & Attendance of K-12 Students”) to community colleges to both interpret legislative language and intent necessary to implement these regulatory changes.”

SB338, Scott (Chapter 786, Statutes of 2003) establishes that the ability of a pupil to benefit from “advanced scholastic or vocational work” as the only basis for concurrent enrollment. Title 5, 55002(a) establishes that college courses taken by high school students are for college credit and must be properly approved by high school principals. 48800(a) states the determination of whether a pupil is prepared to undertake degree-applicable credit coursework rests with the high school district. Minors are allowed to take noncredit courses and the determination of their eligibility rests with the college. SB338, Scott (Chapter 786, Statutes of 2003) further states that a class held at a high school is fully open

to the public, is so advertised and is held during hours in which the campus is not specifically closed to the public. SB338 also amends Ed Code 76002.

Title 5, 58056 clarifies the concept of authorized supervision of an academic employee for accounting purposes, which may serve as the notion of Teacher of Record under the section of Immediate Supervision and Control.

For further legal questions of SB338, please consult Questions & Answers Related to Implementation of Senate Bill 338 provided by the State Chancellor's Office in 2003.

Does SB 338 prohibit holding a college course on a high school campus during the hours the high school operates classes? (Original Q&A in State Chancellor's Office Legal Advisory 05-01, Question 8.)

No. The law has long provided that a course which is claimed for state apportionment by the community college district must be open to the general public. SB 338 merely emphasized this point by amending Education Code section 76002 so that it now provides that if a course is held on a high school campus, "the class may not be held during the time the campus is closed to the general public, as defined by the governing board of the school district." Thus, the issue is when the high school campus is specifically closed to the general public, rather than whether or not high school classes are offered during the same time period. However, it must be emphasized that this restriction only applies if state apportionment is to be claimed for the class. If the class is conducted as contract education and paid for by the K-12 school district, then it may be housed at the high school campus and be held at any time of day, regardless of whether or not the campus is open to the general public.

Can pupils receive credit at both the K-12 and the college level? (Original Q&A in State Chancellor's Office Legal Advisory 05-01, Question 27.)

Yes. The Chancellor's Office has issued several legal opinions holding that this is permissible (e.g., Legal Opinion M 98-17, available at <http://www.cccco.edu/divisions/legal/opinions/opinions.htm>). However, an outdated regulation adopted many years ago by the state Board of Education has never been changed to conform to current law. This may lead some K-12 districts to conclude that they cannot grant high school credit for coursework completed at a community college.

Can a district restrict admission or enrollment based on high school GPA? (Original Q&A in State Chancellor's Office Legal Advisory 05-01, Question 14.)

No. Section 76002(b) authorizes restricting admission or enrollment on three grounds. One of the bases is the use of assessment instruments, methods or procedures used in accordance with the regulations

implementing the Matriculation Act of 1986. California Code of Regulations, title 5, section 55521 prohibits placement based only on a single measure. Thus, a college could evaluate a pupil's high school GPA as part of its assessment, but some other assessment instrument, method or procedure would also have to be used. This might include an appropriate assessment test, which is on the list of instruments approved by the Chancellor's Office.

It is also important to note that once a K-12 pupil has been admitted, the ability to limit enrollment in particular courses or programs based on use of assessment procedures must be carried out consistent with the regulations adopted by the Board of Governors concerning the establishment of prerequisites. In other words, after admission, an assessment involving the use of multiple measures can only be used to restrict enrollment in a particular course or program if the assessment is tied to a properly established prerequisite.

Are there any implications for our district related to the case a few years ago involving mismanagement of concurrent enrollment in southern California and caused the legislature to put a cap on concurrent enrollment?

First, the cap only applies to summer courses and PE courses. The legislature through SB338 (Scott) tightened up the requirement of concurrent enrollment and only allows no more than 5% of a grade level at high school can be enrolled in summer sessions to be enrolled in college. It further restricted concurrent enrollment in college PE classes to be no more than 10% of the total enrollment of these classes. We have been and continue to be compliant with these provisions and we will continue to obey the law.

Is this program part of an effort to increase the student enrollment in the SMCCCD?

Yes, but it is not the primary reason for expanding concurrent enrollment. As stated earlier, concurrent enrollment may allow students to shave off time spent in college so that s/he can join the workforce sooner; it may reduce remedial work, so the state does not have to pay twice; it may give high school students an early exposure to college experience and the course rigor, so they may seriously think about going to college and not to dropout; it may help the parents by because they will pay less for their children's college tuition, in some cases in the tens of thousands of dollars; and it may allow much better articulation between faculty of the two systems. Taking all of the above into account, the state and taxpayers stand to gain by allowing the educational partners to earn their fair share because of these indirect savings to the state and society.

Student Success Questions

What data do you have to show concurrent enrollment helps with student success?

Please consult the figures and tables on page 5 in the Concurrent Enrollment Landscape section of this document.

I'm a high school teacher and I teach an AP class, and my students are going straight to four year colleges. Why should my class also be a community college class?

Community college credit courses are an alternative to the AP courses with equally outstanding quality and rigor. Our records show that a number of former AP students indeed attended our three colleges. We have also developed degree audit policies that if an AP class is articulated with a community college course, we will directly credit the students with their college course without credit by exam. All this will also reduce cost to the students as well as stress and testing anxieties.

Some students may not be academically or emotionally ready for college level work. What happens to these students?

Ed Code 48800 (a) contains specific requirements for high schools to determine if a pupil is ready for taking college courses. There are more specific requirements for summer sessions. The principal may only recommend a student if that pupil meets all of the following criteria, which are specific to summer session only:

1. The pupil demonstrates adequate preparation in the discipline to be studied.
2. The pupil exhausts all opportunities to enroll in an equivalent course, if any, at his or her school of attendance.

Further, a community college district may restrict admission based on the criteria of subsection (b) of Education Code section 76002 in some classes. Section 76002(b) clearly authorizes districts to restrict either "admission" or "enrollment" based on age, grade level, or results of an assessment. The law allows a district to admit pupils and then impose such limitations on a course by course basis. (Consult Q&A in State Chancellor's Office Legal Advisory 05-01, Question 13.)

In addition, should a pupil be deemed in need of academic remedial work, once admitted to college, the law allows the pupil to take non degree applicable courses in either summer or regular sessions. (Consult Q&A in State Chancellor's Office Legal Advisory 05-01, Question 18.)

There is no specific law addressing the emotional readiness of pupils, except that the pupils must obtain parental/guardian consent to attend college courses. There are various counseling services available for pupils provided by professional college counselors.

Why would students and their parents be interested in concurrent enrollment?

Katherine Boswell in 2001 listed the following:

- Reducing college tuition costs for students and their families
- Accelerating student progress towards a degree in order to free up space on campus to meet the projected growth of new students coming to college
- Providing greater academic challenge to high school students to help overcome "senioritis"
- Removing the artificial barriers that get in the way of students moving seamlessly between systems by encouraging greater collaboration between high school and college faculty
- Increasing student aspirations to go to college
- Providing greater academic opportunities for students at small rural schools
- Building closer ties between colleges and their communities

In 2007, Brian Chapman stated the following:

“Concurrent enrollment programs enable students to earn college-level credit while enrolled in high school. These collaborations have served to make college less financially burdensome for the student participants and their parents. Students who otherwise might not have even begun a college education because of financial concerns or a variety of other factors have achieved this heretofore unreachable goal. Concurrent enrollment also brings substantial benefits to the participating educational institutions.”

Faculty Questions

I am an adjunct faculty. Would I be eligible to teach college courses in high schools?

The usual assignment practices will be followed. We will follow the provisions of the collective bargaining agreements with the high school and the colleges.

Will high school faculty be allowed to teach college courses?

The determination of high school faculty qualifications to teach a college class must be in compliance with the regulations from the State Chancellor’s Office entitled “Minimum Qualifications for Faculty and Administrators in California Community Colleges”

(http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min%20quals%20revJan122006.pdf)

and other relevant district policies.

Are there examples of contracting the teaching to high school faculty while allowing them to remain on high school payroll?

There are examples where high school faculty have been reviewed and approved to teach college for credit courses on their high school campuses by the faculty senates. For example, in the Maricopa Community College District in Arizona, the law allows such an arrangement, provided that the high school teachers meet the qualifications. Feather River College also had a similar arrangement.

Who will evaluate and supervise faculty?

No matter which system a faculty member belongs to, if s/he is teaching a college course, the evaluation will be conducted by his or her peers from the community college and the first person in line to perform the evaluation and supervised by the appropriate dean.

Student Services Questions

How do you handle high school students' transcripts if they have taken college courses while in high school?

In general, the high school transcripts of the student will show two lines. One line to indicate that it is a high school class with the appropriate grades and units and the other line will show it as a college course.

Since the law requires concurrent enrollment classes on high school campuses to be open to the public, how do you advertise and deal with adults who may enroll in classes filled with minors?

In instances when the decision for opening a course is made so late that it cannot even be listed in the last addendum to the schedule of classes, Title 5, 58104 still requires that the course be "reasonably well publicized" to the general public.

Adults who desire to come to a high school classroom will be first informed of the location of the course and then perhaps verbally by the admissions and registration professional. There has never been a case when an adult attempted to enroll into a high school class and adults typically do not enroll into a high school class. Should an adult attempt to enroll into a high school class, we will counsel them to locate an appropriate class offered elsewhere. Further, SB338 48800.5, in conjunction with Ed Code 76002(b) as interpreted by the state Chancellor's Office also allows a community college district to impose age or

grade level restrictions on pupils. Further clarification may be necessary for its application to adults and method of notifying the denial.

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County Data:

<http://quickfacts.census.gov/qfd/states/06/06081.html>

YOUR FUTURE IS COLLECTIVE CONNECTION

**COLLEGE
CONNECTION**
Concurrent Enrollment Program

FIND IT AT

<http://www.smccd.edu/collegeconnection>

**Cañada College
College of San Mateo
Skyline College**



(650) 574-6561 <http://www.smccd.edu/collegeconnection>

**COLLEGE
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**Cañada College
College of San Mateo
Skyline College**



ER SCHOOL REGISTRATION IS

have a high school student at home to take classes at any of our colleges this summer. Students who participate in the Summer High School Student Intern Program can earn high school credit. For more information, contact us at 951-941-3333 or visit our website at <http://www.smccd.edu/>

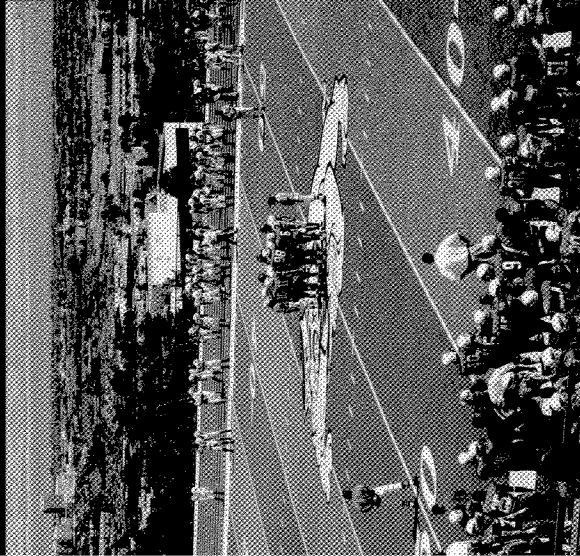


<http://www.smccd.edu/college>



FACT: You can enroll in college now, earn high school and/or college credit, and even earn an Associate Degree or certificate while completing high school. Plus, college classes are FREE for high school students.

FACT: Community colleges are "tuition free" for California residents and enrollment fees are waived for high school students taking fewer than 12 units. By starting at a community college rather than a university, students and their parents can save more than \$10,000 a year in tuition and housing costs.



FACT: We can help you succeed in College. We have top-notch professors, small classes, excellent support for students, and state-of-the-art classrooms and labs – all of which contribute to your success.

FACT: The diversity of our colleges makes them great places for high school graduates who are undecided about a major. We offer hundreds of instructional programs and majors for students to explore.

FACT: We also offer more than 80 training programs leading to high-wage and high-skill jobs. For further information, please visit <http://www.smccd.edu/careers>





FACT: Our colleges rank highly among the State's community colleges in university transfer and program completion rates and we offer Guaranteed Transfer Programs to UC, CSU and other private colleges and universities.

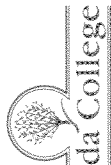
FACT: More than 55% of California State University graduates are community college transfer students who, on the average, earn grades higher than those students who entered a CSU as freshmen.

FACT: Our top-ranked athletic teams, active student government, hundreds of student clubs, and frequent events on campus assure a very active student life at our Colleges. We even have a study abroad program. We currently have nearly \$1 billion in facilities improvements underway.



ER SCHOOL REGISTRATION IS HAPPENING NOW!

I have a high school student at home, he or she may be able to take classes at any of our colleges for free—including this summer. Students who participate in the Concurrent Program can earn high school and/or college credit. Find out more about this program call (650) 574-6561 or visit our website at <http://www.smccd.edu/collegeconnection>



<http://www.smccd.edu/collegeconnection>

<http://www.smccd.edu/collegeconnection>

**San Mateo County
Community College District**

3401 CSM Drive
San Mateo, CA 94402

Non-Profit Org.
US Postage PAID
San Mateo, CA
Permit No. 27

COLLEGE CONNECTION

Concurrent Enrollment Program
2008-2009

Course Enrollment Packet

College Connection is an enrichment program that provides an opportunity for high school students to benefit from advanced scholastic or vocational work.

<http://www.smccd.edu/collegeconnection>



General Information

College Connection is a special program designed to provide current high school students, who are enrolled in the 9th grade or above, the opportunity to get an “early start” on their college experience. College enrollment fees may be **free** to California residents (see Fees section on the next page for more information).

It is important to list requested and alternative courses on the attached *College Connection* Course Request Form. Students should understand that all courses selected, and/or any changes, must be approved (in writing) by the parent or guardian and the high school principal or designee. Please note the important information about admissions requirements and course prerequisites on the next page. College policy gives first priority for enrollment to college students; therefore, concurrent students are enrolled on a space available basis as determined by the College. The final decision regarding admission of any student to any course rests with the College.

Please check the following sites for College and program specific updates and information:

Cañada College: www.canadacollege.edu/ce

College of San Mateo (CSM): www.collegeofsanmateo.edu/ce

Skyline College: www.skylinecollege.edu/ce

Responsibilities

The primary responsibility for determining which classes a student should choose rests with the student and the high school counselor. The high schools and Colleges will coordinate counseling services to maximize educational benefits for students. The student assumes the responsibility of obtaining high school counselor/principal and parental permission when applying for admission and participating in the College Connection Program. The application for Admission and the College Connection Course Request Form must be fully completed with all required signatures. Incomplete forms will not be processed.

APPLICATION CHECKLIST

PLEASE USE THIS CHECKLIST TO MAKE SURE YOU HAVE ALL THE NECESSARY FORMS COMPLETED AND SIGNED.

INCOMPLETE FORMS WILL CAUSE DELAY.

- APPLICATION (ELECTRONIC OR PAPER)
- COURSE REQUEST FORM
 - PARENT/GUARDIAN SIGNATURE
 - COUNSELOR/PRINCIPAL DESIGNEE SIGNATURE
- HIGH SCHOOL TRANSCRIPT
- SUBMIT ALL MATERIALS TO THE COLLEGE YOU PLAN TO ATTEND

College Records

All college coursework for which a grade is issued becomes part of the permanent, academic college record of the student. Once enrolled in college, all rights to access student education records belong to the student. This includes registration information, class attendance, class performance, grades, transcripts, and test scores. The student has the right to privacy of records or to authorize others to have access to their education records. Students wishing to release education records to a third party must sign and submit a release form to the Office of Admissions & Records.

Code of Conduct/Academic Standards

A concurrently enrolled student is expected to complete all class requirements, maintain a 2.0 grade point average or better in all college classes, and adhere to the College's Code of Conduct (refer to the College Catalog and/or Student Handbook).

STEPS TO ENROLLMENT

1

APPLY

Apply online at: <http://smccd.edu/collegeconnection> or download & submit paper application.

2

SEE HIGH SCHOOL COUNSELOR

Meet with high school counselor for advice, for course recommendation and to discuss courses eligible for credit towards high school graduation.

3

TAKE PLACEMENT TEST (IF REQUIRED)

Prior to enrolling, students must meet course prerequisite requirements based on transcripts, placement test scores or appropriate measures. See *Schedule of Classes* for specific course prerequisites, placement testing dates, times, and locations.

4

SUBMIT COURSE REQUEST FORM AND HIGH SCHOOL TRANSCRIPT

Submit via mail, fax or in person the completed and signed *College Connection* Course Request Form and a copy of your high school transcript to the Office of Admissions and Records at the College you wish to attend. (See reverse for address)

5

REGISTER FOR CLASSES ON OR AFTER YOUR REGISTRATION APPOINTMENT DATE

View your appointment date and register for classes at: <https://websmart.smccd.edu>

Important Information

Important Dates

The College Connection Program forms, including high school transcripts, should be on file in the Office of Admissions and Records as early as possible for best consideration for classes. Registration will begin as of the dates below:

Summer Session 2008

Registration begins on May 19, 2008

Classes begin on June 16, 2008

Fall Semester 2008

Registration begins on May 19, 2008

Classes begin on August 18, 2008

Spring Semester 2009

Registration begins on December 4, 2008

Classes begin on January 20, 2009

Transcripts/Grades

Grades are not mailed upon completion of the semester. It is the responsibility of the student to provide transcripts to requesting institutions, including high schools. Students may request official college transcripts online via WebSMART, by fax, or in person at the Office of Admissions and Records. Grades and unofficial records can be accessed on-line through WebSMART at: <https://websmart.smccd.edu>.

Enrollment Fee

High school students enrolled in 11.5 units or less are not required to pay the Enrollment Fee or Health Fee. Some courses may require payment of a materials fee (see course description in class schedule).

Parking Fee

To park a motor vehicle (excluding motorcycles) on campus Monday-Friday, students are required to pay a parking fee. Students may purchase semester-length or 9 month parking permits. Daily permits are also available at permit dispensers on campus. See class schedule for types of parking fees, dispenser locations and designated student parking.

Non-Resident Tuition Fee

Students who have not been a California resident for at least one year before the beginning of the semester of attendance, or who are attending as an International Student with an F-1 visa, are required to pay non-resident tuition. See current class schedule for fee information.

(Fees are subject to change. Do not submit payment with your application. Payment for any assessed fees should be submitted to the Cashier's Office following receipt of confirmation of enrollment.)

Registration Delays

The following conditions might affect or delay college admission: insufficient time for application processing, placement testing, prerequisite verification and college counselor review of program before classes begin, and/or limited college course offerings.

Withdrawals

Official withdrawal is the responsibility of the student. A student who does not withdraw in accordance with established procedures may receive a penalty grade. Details on these policies are in the class schedule.

Note: Grades earned and withdrawals processed at the college become part of your permanent College record.

Using College Credits for H.S. Graduation

College Connection students will receive college credit for all college coursework completed. College coursework may be applied towards high school graduation requirements. College courses accepted by your high school towards meeting high school graduation requirements will be calculated in your high school GPA.



SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

Cañada College
4200 Farm Hill Blvd.
Redwood City, CA 94061
Phone: 650-574-6561
Fax: 650-306-3113
canadacollege.edu

College of San Mateo
1700 West Hillsdale Blvd.
San Mateo, CA 94402
Phone: 650-574-6561
Fax: 650-574-6506
collegeofsanmateo.edu

Skyline College
3300 College Drive
San Bruno, CA 94066
Phone: 650-574-6561
Fax: 650-738-4200
skylinecollege.edu

San Mateo Union High School District



David Miller, Ph.D., Superintendent

Elizabeth McManus, Deputy Superintendent ~ Business Services

Kirk Black, Associate Superintendent ~ Human Resources & Administrative Services

Matthew Biggar, Associate Superintendent ~ Instruction

650 North Delaware Street - San Mateo, CA 94401-1795

(650) 558-2299

(650) 762-0249 FAX

July 11, 2008

The Honorable Joseph C. Scott
Judge of the Superior Court
Hall of Justice
400 County Center, 2nd Floor
Redwood City, CA 94063-1655

RE: Expanding Community College Courses Offered on High School Campuses Report

Dear Judge Scott:

On May 8, 2008, the Grand Jury filed a report which contained findings and recommendations pertaining to our school district. The Board of Trustees agrees with the findings. Please find our specific responses to the recommendations in the paragraphs below:

District's Response to Grand Jury Recommendations:

1. The Board of Trustees of the San Mateo County Community College District encourage the three colleges in the district-Canada, College of San Mateo, and Skyline-to expand the college courses offered on all high school campuses in the County.
Response - The district supports this recommendation.
2. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District encourage their high schools to actively collaborate with the Community Colleges to offer college courses on their high school campuses.
Response - The district has implemented this recommendation and continues to encourage other district schools to offer college courses at their school sites. San Mateo Union High School District has community college professors teaching community college courses on the Hillsdale High School campus. The course include: Ceramics, Instrumental music, Vocal Music, Business, Psychology, American Sign Language, and Planning for Student Success. None of the courses are considered remedial, although Planning for Student Success is considered a support class.
3. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District strongly encourage their administrators and counselors to publicize fully the opportunities offered to students by enrolling in college courses offered on high school campuses.
Response - This recommendation has been implemented. The Superintendent has encouraged

schools, administrators and counselors to publicize the opportunities offered to students enrolled in college courses offered on high school campuses. All college courses that were offered on the campuses in 2007-2008 were fully enrolled. However, since there are limitations to what can be offered on high school campuses, the district schools continue to encourage students to participate in concurrent enrollment and take community college classes. Approximately 30 percent of the district students participate annually in concurrent enrollment with the community colleges in addition to the college classes that are offered on campus.

4. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District direct their administrators to ensure that adding college credit courses on their campuses supplements and does not displace traditionally offered courses taught by high school teachers.

Response - This recommendation has been implemented. The Superintendent in spring 2008 encouraged schools to offer community college classes on district campuses as long as they supplement and do not displace traditionally offered courses taught by high school teachers. The collaborations between the district and the community college district have many levels of detail that are necessary to reach agreement and understanding between the participating districts so that smooth implementation of programs results for the students and staff. Some of the issues that the district has identified are issues of curriculum articulation and agreement between both districts on the content of the articulated courses and teacher qualifications to teach community college level courses which are different from the qualifications for high school courses. The district and community colleges need to continue to discuss these issues to allow for a smooth implementation of college courses on district campuses.

5. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District continue to work with the appropriate teacher unions to resolve any conflicts that may arise as concurrent enrollment programs are implemented.

Response - This recommendation has been implemented. The San Mateo Union High School district staff, San Mateo Union High School District union representatives and San Mateo Community College district union representatives met in fall 2007 to discuss the union issues that impact the offering of the community college classes on high school campuses. The issues with the unions include contract issues in identifying which bargaining unit staff members belong to, evaluation of staff under union contracts, and the coordination of scheduling because of differences in district calendars. These discussions with the teacher unions will continue as college courses are offered on the high school campuses.

In closing, while these collaborations can be complex in nature, as mentioned above, and require much attention to numerous details, in the long-run, they help the high school district expand offerings and opportunities for students and also allow the community college district to articulate in a very meaningful way with the feeder high school districts. However, working out all of the details of the partnerships continues to be a very important step during the implementation process. The San Mateo Union High School District sees these collaborations as a win-win situation for both districts involved as well as for students and their parents and will continue to support the expansion of community college courses offered on high school campuses.

Sincerely,

/s/

David Miller, Ph.D., Secretary
Board of Trustees

South San Francisco Unified School District

Response to San Mateo County Grand Jury Report

Expanding Community College Courses Offered on High School Campuses Report

Finding 1:

The Community Colleges now offer courses on ten high school campuses in the County, whereas in 2005-2006 they offered courses on only two high school campuses in the County.

SSFUSD Response: **Agrees**

Finding 2:

Some of the advantages for high school students are: saving some of the costs of a college education (classes are tuition-free), possibly shortening the time needed for attaining college graduation, making the transition to college from high school easier and giving some students confidence in their ability to succeed in college.

SSFUSD Response: **Agrees**

Finding 3:

Although high school students can concurrently enroll in a community college at the college campus site, many do not have the transportation resources or scheduling flexibility that allow them to do so.

SSFUSD Response: **Agrees**

Finding 4:

The Community Colleges receive concurrent enrollment dollars from the state for the number of students enrolled in their courses on high school campuses, and the high schools receive Average Daily Attendance (ADA) for their funding.

SSFUSD Response: **Agrees**

Finding 5:

Offering Community College courses on high school campuses can expand the kinds of courses offered at high schools by enlisting the cooperation of the teacher unions when appropriate.

SSFUSD Response: **Agrees**

Recommendation 1:

The Board of Trustees of the San Mateo County Community College District encourage the three colleges in the District—Canada, College of San Mateo, and Skyline—to expand the college courses offered on all the high school campuses in the County.

SSFUSD Response: **South San Francisco High School currently offers one community college course on its campus and plans to expand offerings for the 2008-2009 school year. These courses have been instituted through an active collaboration with Skyline College. The Hermanos Program and a Cosmetology course will both be offered and have been fully publicized. These courses do not displace courses traditionally taught by our high school teachers.**

Recommendation 2:

The Boards of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District encourage their high schools to actively collaborate with the Community Colleges to offer college courses on their high school campuses.

SSFUSD Response: **The SSFUSD Board of Trustees has recognized the programs listed in the response to Recommendation #1. In addition, the administrators of Skyline College and SSFUSD meet at least once a year to discuss areas of mutual interest, including student performance, services that can be implemented either by the college or the District that would benefit students. Programs that could be implemented by the college that would benefit our students are also discussed.**

Recommendation 3:

The Board of Trustees of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District strongly urge their administrators and counselors to publicize fully the opportunities offered to students by enrolling in college courses offered on high school campuses.

SSFUSD Response: **See response to recommendations 1 and 2 above.**

Recommendation 4:

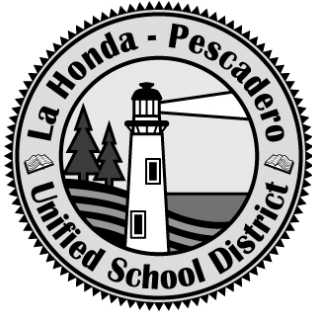
The Boards of Trustees of Jefferson Union High School District, South San Francisco Unified School district, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District direct their administrators to ensure that adding college credit courses on their campuses supplements and does not displace traditionally offered courses taught by high school teachers.

SSFUSD Response: **See response to recommendations 1 and 2 above.**

Recommendation 5:

The Board of Trustees of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District continue to work with the appropriate teacher unions to resolve any conflicts that may arise as concurrent enrollment programs are implemented.

SSFUSD Response: **This has not been an issue in SSFUSD.**



LA HONDA-PESCADERO UNIFIED SCHOOL DISTRICT
P.O. Box 189 • 620 North Street, Pescadero, CA 94060
650-879-0286 • FAX 650-879-0816

Timothy A. Beard, Superintendent

September 3, 2008

Honorable Joseph C. Scott
Judge of the Superior Court
Hall of Justice
400 County Center, 2nd floor
Redwood City, CA 94063-1655

Hon. Judge Scott:

This letter is in reference to the 2007-08 County Grand Jury report on Expanding Community College Courses Offered on High School Campuses. The La Honda-Pescadero Unified School District has considered the Grand Jury's findings and submits this letter in response to the recommendations to school districts in the County.

Findings:

1. The Community Colleges now offer courses on ten high school campuses in the County, whereas in 2005-06 they offered courses on only two high school campuses in the county.
 - We concur with the finding. Greater outreach to La Honda-Pescadero Unified School District occurred in the 2007-2008 school year.
2. Some of the advantages for high school students are: saving some of the costs of a college education (classes are tuition-free), shortening the time needed for attaining college graduation, making the transition to college from high school easier and giving some students confidence in their ability to succeed in college.
 - We concur with the finding. A limited number of students are concurrently enrolled in community college courses at Pescadero High School and are attaining the benefits listed above.
3. Although high school students can concurrently enroll in a community college at the college campus site, many do not have the transportation resources or scheduling flexibility that allows them to do so.
 - We concur with this finding. Our district is isolated and many of our students do not have the transportation resources to attend community college.
4. The Community Colleges receive concurrent enrollment dollars from the state for the number of students enrolled in their courses on high school campuses, and the

high schools receive Average Daily Attendance (ADA) for their funding.

- We concur with the finding.

5. Offering Community College courses on high school campuses can expand the kinds of courses offered at high schools by enlisting the cooperation of the teacher unions when appropriate.

- We concur with this finding.

Conclusions:

Offering Community College courses on high school campuses is an advantage for the students who take them before graduating from high school. Offering these courses benefits the students, the high schools and the Community Colleges.

- We concur with this finding. La Honda-Pescadero Unified School District students benefit from community college offerings but do not currently have community college courses on the Pescadero High School campus.

Recommendations:

The Grand Jury recommends that:

1. The Board of Trustees of the San Mateo County Community College District encourage the three colleges in the district—Canada, College of San Mateo, and Skyline—to expand the college courses offered on all the high school campuses in the County.

- La Honda-Pescadero and Pescadero High School is open to discussion regarding broadening community college offerings on the coast.

2. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District encourage their high schools to actively collaborate with the Community Colleges to offer college courses on their high school campuses.

- Currently, the Pescadero High School administration is working with CSM Coastside and Martha Tillman to encourage and support students in pursuit of community college coursework.

3. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District strongly urge their administrators and counselors to publicize fully the opportunities offered to students by enrolling in college courses offered on high school campuses.

- The high school administration encourages students to enroll in community college courses. Information about college courses can be found in the school office and the counseling office/career center. Coastside offerings were mailed to each upper grade student at the end of June 2008 to inform parents and students of the local offerings.

4. The Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District,

Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District direct their administrators to ensure that adding college credit courses on their campuses supplements and does not displace traditionally offered courses taught by high school teachers.

- Community college courses enable the administration to expand on the number of course offerings.

5. The Board of Trustees of the San Mateo County Community College District and the Board of Trustees of Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, Cabrillo Unified School District and La Honda-Pescadero Unified School District continue to work with the appropriate teacher unions to resolve any conflicts that may arise as concurrent enrollment programs are implemented.

- Concurrent enrollment programs are supported by administration at LHPUSD. Any conflicts with teacher unions will be addressed.

If you have any further questions, please feel free to contact me.

Sincerely,

Timothy A. Beard,
District Superintendent