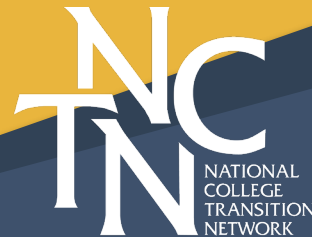




Creating Opportunities for Adult Learners through **CO-ENROLLMENT & DUAL ENROLLMENT**

Judy Mortrude
CAEP Summit 2020



A Part of World Education, Inc.



DISCUSSION TOPICS



CO-ENROLLMENT

WIOA Unified Partners

*California's Co-
Enrollment Directive
Why? How?*



DUAL ENROLLMENT

Ability to Benefit

*Federal Strategy
Why? What? How?
Work underway*



DUAL ENROLLMENT


SB554

*State Strategy
Work underway*

Workforce Innovation and Opportunity Act (WIOA) Co-Enrollment Requirements

States are required to report the number of participants enrolled in more than one core program:

- ✓ WIOA title I Adult, Youth, Dislocated Worker
- ✓ WIOA title II Adult Education & Family Literacy
- ✓ WIOA title III Wagner Peyser Job Service
- ✓ WIOA title IV Vocational Rehabilitation Services



Workforce Innovation and Opportunity Act (WIOA) Co-Enrollment Requirements

States are required to report the number of participants enrolled in more than one core program:

- ✓ California's Adult, Youth, Dislocated Worker
- ✓ California Department of Education – Adult Schools
- ✓ American Job Centers of California AJCC
- ✓ California Department of Rehabilitation

WorkforceGPS

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WIOA Co-Enrollment Cohort - Lessons Learned



[View Recording](#)

Virtual

Wednesday, July 18, 2018

2:00 PM ~ 3:30 PM ET

The U.S. Department of Labor's Employment and Training Administration, the U.S. Department of Education's Office of Career, Technical, and Adult Education, and the Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration collaborated to form a State Cohort on Co-enrollment among Workforce Innovation and Opportunity Act (WIOA) and partner programs.

OMB Control Number 1205-0526

Expiration Date: 03-31-2021

ETA-9169

Statewide Performance Report - WIOA Title II Adult Education Program PY 2018

PROGRAM		TITLE (select one):	
STATE: CALIFORNIA	Title I Local Area:	Title I Adult	<input type="checkbox"/> Title II Adult Education
REPORTING PERIOD COVERED (Required for current and three preceding years.)		Title I Dislocated Worker	<input type="checkbox"/> Title III Wagner-Peyser
From (07/01/2018):	To (06/30/2019):	Title I Youth	<input type="checkbox"/> Title IV Vocational Rehabilitation
		Title I and Title III combined	<input type="checkbox"/>

SUMMARY INFORMATION

Service	Participants Served (Cohort Period: 07/01/2018 - 06/30/2019)	Participants Exited (Cohort Period: 04/01/2018 - 03/31/2019)	Funds Expended (Cohort Period: 07/01/2018 - 06/30/2019)	Cost Per Participant Served (Cohort Period: 07/01/2018 - 06/30/2019)
Career Services	306,891	248,991	\$8,651,101.00	\$28.18
Training Services	8,124	5,011	\$2,634,120.00	\$324.23
Percent training-related employment ¹ :	Percent enrolled in more than one core program:		Percent Admin Expended:	
	0.00%			

STRATEGIC CO-ENROLLMENT – UNIFIED PLAN PARTNERS

EXECUTIVE SUMMARY

This policy provides the guidance and establishes the procedures regarding California's strategic co-enrollment. While this policy is not a mandate, this strategy is highly encouraged and supported under the *Workforce Innovation and Opportunity Act* (WIOA) and the California Unified Strategic Workforce Development Plan (State Plan). This policy applies to California Unified Plan Partners, and is effective immediately.

This policy has been written in coordination with, and is approved by, the following California state departments: Department of Rehabilitation, Department of Education, Department of Social Services, and the California Community College's Chancellor Office.



Utilize strategic co-enrollment to

- ❑ increase program and participant success,
- ❑ maximize resources,
- ❑ enable greater efficiencies in service delivery, and
- ❑ align services with regional sector pathways.

“By braiding resources and realigning program service delivery models, we can redefine participant flow and facilitate access to comprehensive services.”



Co-Enrollment: Expect Confusion and Resistance

My supervisor
has not told me
to co-enroll



Oh. You meant
start co-enrolling
now?



My customers
don't need
partner services.



If I do the work,
why should I share
the credit?



WIN/WIN!

“So we've gotten lots of questions and concerns about which programs can receive credit for positive outcomes if participants are co-enrolled. In this question we're going to look at somebody who's enrolled in the VR program and is attending college, and VR is paying at least a portion of the college tuition. The participant is also co-enrolled in a Title I program. So if the participant earns a credential by attaining the degree and exiting the program, would Title I and Title IV programs both receive credit in the credential attainment rate indicator? And the answer is yes. All performance indicators can be shared between programs, and that's because programs may assist the participant in attaining their employment, a credential, or measurable skills gain. It doesn't matter who's funding the particular credential.”

WIOA 6 Performance Indicators

Employment
Rate
2nd Quarter
After Exit

Media Earnings
2nd Quarter
After Exit

Measurable Skill
Gain

Employment
Rate
4th Quarter
After Exit

Credential
Attainment
(recognized
postsecondary
credential)

Effectiveness in
Serving
Employers

How to show interim progress prior to
credential and employment outcomes?

WIOA Measurable Skill Gains

The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as **documented academic, technical, occupational, or other forms of progress**, towards such a credential or employment.

Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;

Documented attainment of a secondary school diploma or its recognized equivalent;

Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;

Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or

Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

California 2018 (July 1, 2018 - June 30, 2019) Table MSG Go

TABLE MSG: MEASURABLE SKILL GAINS

[TABLE MSG: MEASURABLE SKILL GAINS](#)

OMB Control Number 1205-0526

PROGRAM		TITLE (select one):	
STATE: California	Title I Local Area: N/A	<input type="checkbox"/> Title I Adult <input type="checkbox"/> Title I Dislocated Worker <input type="checkbox"/> Title I Youth <input type="checkbox"/> Title I and Title III combined	<input checked="" type="checkbox"/> Title II Adult Education <input type="checkbox"/> Title III Wagner-Peyser <input type="checkbox"/> Title IV Vocational Rehabilitation
REPORTING PERIOD COVERED (Required for current and three preceding years.)			
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :		
07/01/2018	06/30/2019		

SUMMARY INFORMATION

Skill Gain Type	Total Skill Gains (Numerator)
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	139,297
Attainment of a secondary school diploma or its equivalent	13,392
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	N/A
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	N/A
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	N/A



Table 11
Outcome Achievement for Participants in Integrated Education and Training Programs
 Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level Gain						
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG via Secondary or Postsecondary Transcript						
MSG via Progress Toward Milestones						
MSG via Passing Technical/ Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			



Revised

[illegible]

DUAL ENROLLMENT

Higher Education Act
Ability to Benefit
Provision



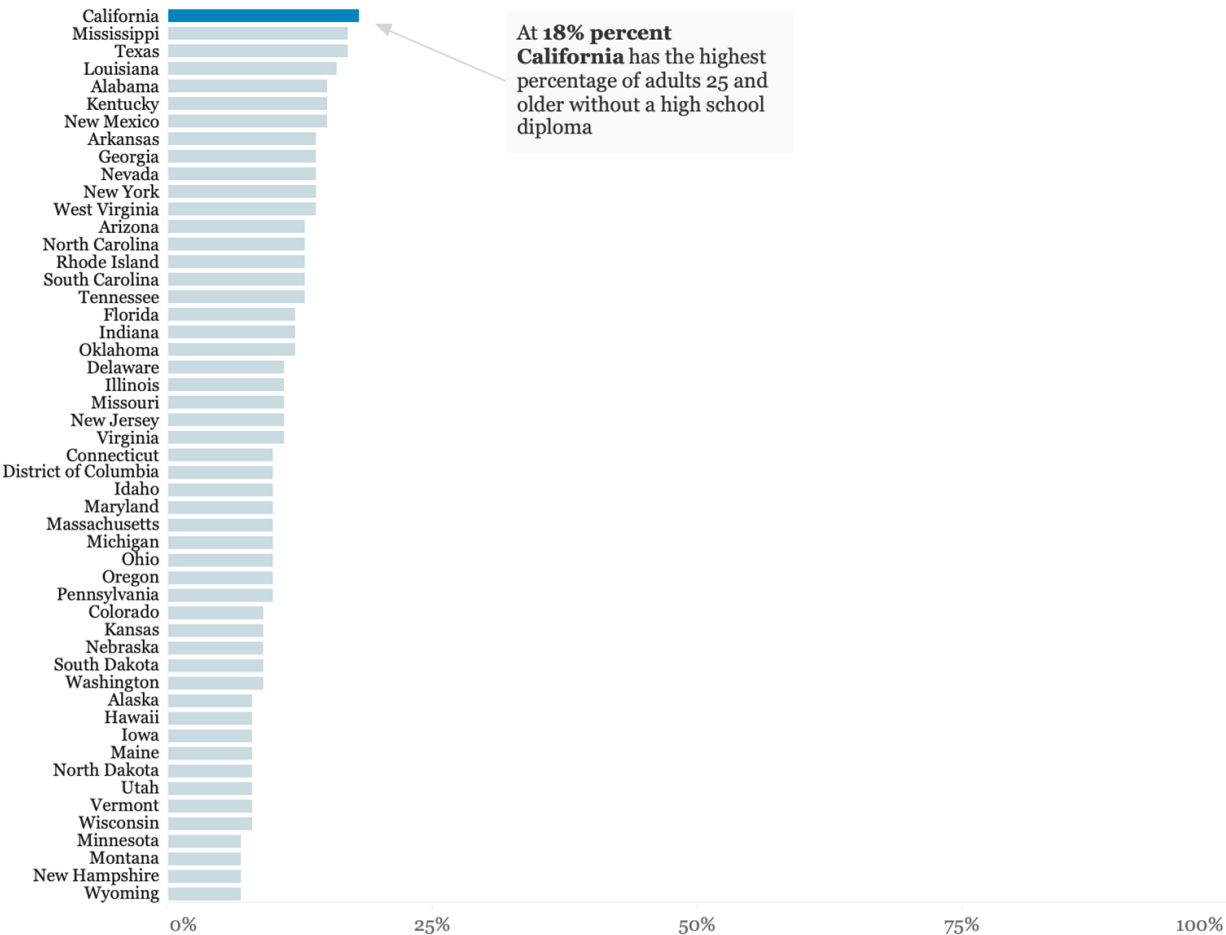


Dual Enrollment Impacts

- Completing high school
- General academic achievement
- College access and enrollment
- Credit accumulation
- College degree attainment



Percent of Population with Less than a High School Diploma



Source: American Community Survey 2013-2017 5-year estimates

Note: Excludes Puerto Rico



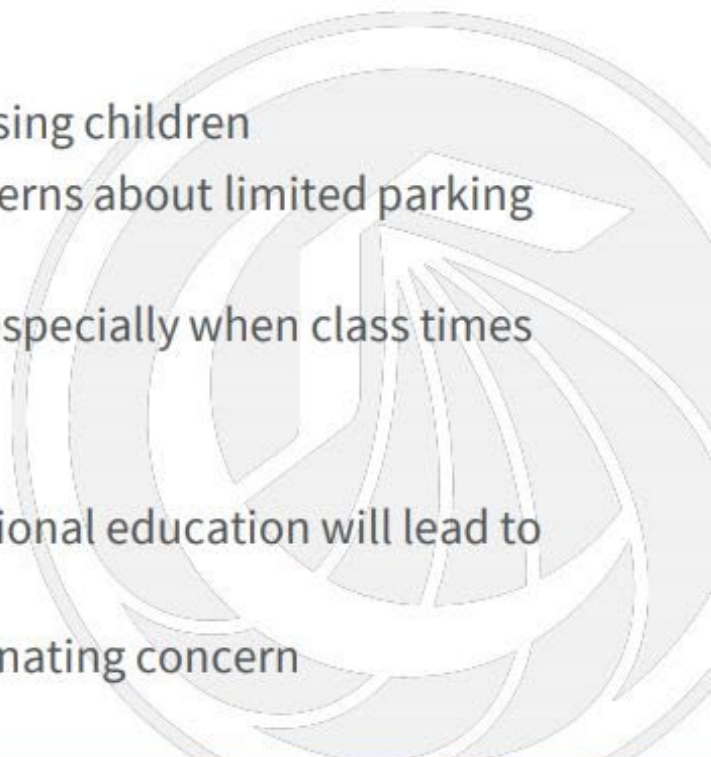
Findings: Barriers for Adult Learners

Time

- Working, some at multiple jobs, and many are raising children
- Lack of time exacerbates perceived and real concerns about limited parking or waiting to see a counselor
- Hard-pressed to fit courses into their schedules, especially when class times are unpredictable term-by-term

Money

- Worried about going into debt and whether additional education will lead to better paying jobs
- Childcare (availability and affordability) is a dominating concern



Findings: Ranking Support Services (continued)

Ranked as most important:

1. Financial aid (50%)
2. Counseling about required courses by degree (41%)
3. Apprenticeships, internships, and other work-based learning opportunities to achieve immediately applicable job skills (37%)
4. Online courses (32%)
5. Food, childcare, or other benefits for student parents (26%)
6. Taking assessments to get credit for what they already know (25%)
7. Tutoring, counseling, or other supports for low-income learners (22%)
8. Professors trained in teaching both high-achieving and low-achieving learners (10%)
9. Enroll directly into transfer-level English and Math without taking a placement test (4%)
10. Resource center for veteran or active duty/reserves military learners (3%)
11. Education for people in prison (3%)





Offsets Opportunity Costs of Learning

Allows an Adult Learner to also be a College Student

- With Federal student aid, students can work less and likely be more successful in their education
- FT Pell Grant = \$6,345 That's equivalent to working 20 hours per week over 26 weeks at \$12 per hour



Ability to Benefit (ATB)

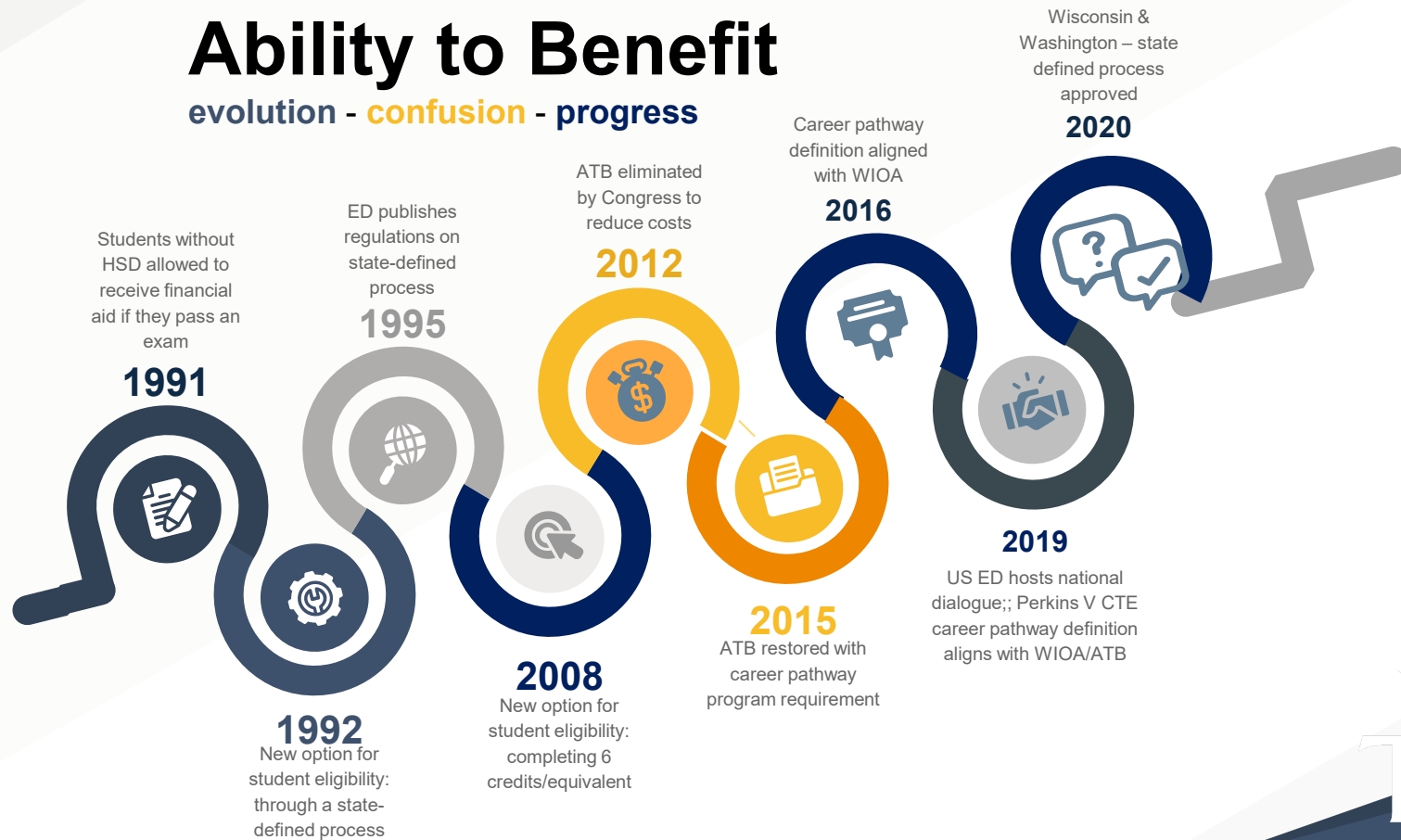
What Benefits do People Receive?

Federal student aid (e.g., Pell Grants) to pay for postsecondary coursework (not basic skills, or remedial work) and living expenses

Allows individuals to enroll in postsecondary without a requirement to first obtain a high school diploma or the equivalent (e.g., GED, HSED)

Ability to Benefit

evolution - **confusion** - progress





ATB Eligibility Requirements

For a Person

A person without a high school diploma/equivalency can qualify for federal financial aid by completing an ATB Alternative

For a Program

An eligible career pathway program allows students to concurrently enroll in connected adult education and federal Title IV eligible postsecondary programs



Federal Financial Aid Requirements

To be eligible for federal student financial aid, a student must meet all of the following:

- Have a high school diploma or GED or equivalent **or** be enrolled in an eligible career pathway program
- Be enrolled in an eligible degree **or** certificate program
- Have a valid Social Security number
- Be a U.S. Citizen **or** Eligible Non-citizen
- Not be in default on a federal student loan **or** owe a refund on a federal grant



Federal Financial Aid Requirements

To be eligible for federal student financial aid under ATB, a student must meet all of the following:

- ~~Have a high school diploma or GED or equivalent or be enrolled in an eligible career pathway program~~
- Be enrolled in an eligible degree or certificate program
- Have a valid Social Security number
- Be a U.S. Citizen or Eligible Non-citizen
- Not be in default on a federal student loan or owe a refund on a federal grant



ATB Alternatives

- Achieve a passing score on one of the Department of Education approved ATB tests. Tests must be administered according to ATB Test Policy published by the US Department of Education:
<https://ifap.ed.gov/fsahandbook/attachments/1819FSAHbkVol1Ch1.pdf>.
- Complete at least 6 credit hours or 225 clock hours that are applicable toward a Title IV-eligible degree offered by the postsecondary institution.
- Participate in the State's process approved by the Secretary of Education ("State-defined process"). California is exploring this option.



Eligible ATB Career Pathway Program

7 elements (*paraphrased*):

1. Aligns with state/regional economic skill needs
2. Prepares a person for a full range of educational experiences
3. Includes educational and career counseling
4. Integrates foundational & occupational education & workforce preparation
5. Is organized for acceleration
6. Enables attainment of secondary and postsecondary credential
7. Helps a person enter or advance in an occupation/occupational cluster

Same definition in 3 federal education laws: HEA/WIOA/Perkins V

Institution must document...

The student completed an ATB alternative and is enrolled in both adult education and postsecondary

How it meets the 7 elements of a career pathway



Who's using ATB in CA: 2015-2018

CALIFORNIA				
CABRILLO COLLEGE	2	\$3,101.00		
SAN JOSE STATE UNIVERSITY	10,804	\$45,034,713.52		
COLLEGE OF MARIN	1	\$2,166.00		
CONTRA COSTA COLLEGE	2	\$3,442.00		
CYPRESS COLLEGE	3	\$6,406.00		
EL CAMINO COLLEGE	8	\$17,386.00		
EL CAMINO COLLEGE - COMPTON COMMUNITY				
EDUCATIONAL CENTER	10	\$31,468.00		
GLENDALE COMMUNITY COLLEGE	10	\$27,766.00		
GOLDEN WEST COLLEGE	3	\$3,785.00		
SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES	3	\$13,087.00		
MOUNT SAN ANTONIO COLLEGE	2	\$2,710.00		
SAN JOAQUIN DELTA COLLEGE	6	\$24,554.00		
SANTA MONICA COLLEGE	10	\$28,380.00		
SIERRA COLLEGE	9	\$34,316.00		
VENTURA COLLEGE	6	\$21,014.00		
CITY COLLEGE OF SAN FRANCISCO	6	\$27,256.00		
SADDLEBACK COLLEGE	83	\$231,330.00		
LOYOLA MARYMOUNT UNIVERSITY	1	\$722.00		
OXNARD COLLEGE	8	\$21,829.00		
AMERICAN CAREER COLLEGE	23	\$77,815.00		
CENTER FOR EMPLOYMENT TRAINING	569	\$2,240,940.20		
DIVERSIFIED VOCATIONAL COLLEGE	48	\$233,349.00		
ENGLISH CENTER (THE)	41	\$106,940.00		
			CENTER FOR EMPLOYMENT TRAINING	569 \$2,240,940.20
			DIVERSIFIED VOCATIONAL COLLEGE	48 \$233,349.00
			ENGLISH CENTER (THE)	41 \$106,940.00
			AMERICAN CAREER COLLEGE	1 \$2,888.00
			NEW YORK FILM ACADEMY	23 \$88,651.00
			COAST CAREER INSTITUTE	77 \$251,481.21
			NORCO COLLEGE	3 \$10,790.00
			ANTELOPE VALLEY COLLEGE	7 \$17,381.00
			BARSTOW COMMUNITY COLLEGE	4 \$14,889.00
			CALIFORNIA STATE UNIVERSITY, LOS ANGELES	68 \$344,976.28
			CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO	125 \$390,609.00
			CALIFORNIA STATE UNIVERSITY, FRESNO	10 \$41,887.00
			SAN FRANCISCO STATE UNIVERSITY	173 \$751,038.00
			SONOMA STATE UNIVERSITY	23 \$74,610.00
			CHABOT COLLEGE	1 \$4,037.00
			CHAPMAN UNIVERSITY	5 \$19,125.00
			HOLY NAMES UNIVERSITY	34 \$140,603.00
			FOOTHILL COLLEGE	1 \$3,771.00
			UNIVERSITY OF LA VERNE	4 \$21,637.00
			AMERICAN RIVER COLLEGE	15 \$42,334.00
			SACRAMENTO CITY COLLEGE	2 \$7,321.00
			MODESTO JUNIOR COLLEGE	1 \$2,619.50
			ORANGE COAST COLLEGE	2 \$6,376.00
			PASADENA CITY COLLEGE	1 \$1,433.00
			POINT LOMA NAZARENE UNIVERSITY	6 \$19,420.00
			SAN JOSE CITY COLLEGE	2 \$8,316.00

Who's using ATB in CA: 2015-2018

SANTA BARBARA CITY COLLEGE	5	\$16,970.00
SOLANO COMMUNITY COLLEGE	1	\$2,624.00
FRESNO CITY COLLEGE	1	\$5,815.00
REEDLEY COLLEGE	2	\$6,336.00
UNIVERSITY OF CALIFORNIA, RIVERSIDE	15	\$65,702.00
VICTOR VALLEY COMMUNITY COLLEGE	1	\$4,362.00
WESTMONT COLLEGE	11	\$39,213.00
COSUMNES RIVER COLLEGE	2	\$9,301.00
SKYLINE COLLEGE	1	\$2,181.00
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD	5	\$13,378.00
UNIVERSITY OF SAN DIEGO	4	\$12,175.00
MTI BUSINESS COLLEGE	5	\$20,563.00
EVERGREEN VALLEY COLLEGE	1	\$2,220.00
EAST SAN GABRIEL VALLEY ROP AND TECHNICAL CENTER	1	\$5,815.00
AMERICAN COLLEGE OF HEALTHCARE	17	\$73,374.00
ADVANCED COLLEGE	1	\$669.00
HEALTHCARE CAREER COLLEGE	37	\$123,650.72
MORENO VALLEY COLLEGE	5	\$12,464.47
CALIFORNIA STATE UNIVERSITY MARITIME ACADEMY	1	\$5,920.00
IMPERIAL VALLEY COLLEGE	1	\$740.00
ASSOCIATED TECHNICAL COLLEGE	1	\$2,960.00
WOODLAND COMMUNITY COLLEGE	1	\$2,590.00
<u>TOTAL</u>	<u>12,365</u>	<u>50,889,691.90</u>

US ED FSA
2015-16, 2016-17 &
2017-18 award years



Approving a Career Pathway Program

- Institutions make their own determination whether a career pathway program is ATB-eligible and must *document* the basis for this determination.



- Nothing in the law says ED has to “approve or endorse” career pathway programs in order for them to offer ATB.



State-defined ATB Process

- State must submit plan to US Department of Education Secretary
- Define criteria to demonstrate “ability to benefit” other than test
- List of all institutions that will participate in State-defined process
- Affirm data-tracking capacity to demonstrate that ATB-admitted students have success rate within 95% of success rate of non-ATB students
- Mandated support services



Support Services Mandated in State Plan

“A State process must require institutions participating in the process to provide each student they admit without a high school diploma or its recognized equivalent with the following services”:

1. **Orientation** regarding the institution’s academic standards and requirements, and student rights.
2. **Assessment** of each student’s existing capabilities through means other than a single standardized test.
3. **Tutoring** in basic verbal and quantitative skills if appropriate.
4. **Assistance** in developing educational goals.
5. **Counseling**, including counseling regarding the appropriate class level for that student given the student’s individual’s capabilities.
6. **Follow-up by teachers and counselors** regarding the student’s classroom performance and satisfactory progress toward program completion.



ATB State-defined Plans Across USA

State	Status
Wisconsin	APPROVED
Washington	APPROVED
Iowa	Submitted. Pending
Mississippi	In Development
Louisiana	Considering
Maryland	Considering
Idaho	Considering
California	WHY NOT?



Other ATB Developments

- States use variety of funds for the required 6 units: Promise, Perkins, grant funds, WIOA Title I, etc.
- In Washington State, if one completes AA/AS, "checking box" will get student high school diploma
- In Wisconsin 5.09 Program, students can receive a high school diploma by earning 16 community college credits + pass 100-question citizenship exam
- Many localities – La Guardia/NYC, City Colleges of Chicago, South Texas, elsewhere – offering contextualized GED/HSE programs. Fits hand-in-glove with Ability to Benefit process



Ad Hoc ATB Planning Group in California

- Ability to Benefit Planning Group comprised of representatives from Edge Campaign, Career Ladders Project, World Education, State Adult Education Leaders, Chaffey College
- Organized to examine current practices and foster greater utilization of Ability to Benefit by adult education consortia, community colleges, and other post-secondary institutions
- Early stages of investigation, research, and conceptualization focused on development of State-defined ATB Process



Why Dual Enrollment?



Dual enrollment students are more likely to...

- graduate high school
- enroll in college full time
- maintain higher GPAs in college
- persist and complete baccalaureate degrees in four to six years

Positive effects are proportionally greater for students who are first generation and low socioeconomic status



Special Admit: The California Dual Enrollment Tool

([Title 3 76000-76004](#), [Legal Opinion 16-02](#))

- ❖ Students may take up to 11 units if concurrently enrolled in high school.
- ❖ Colleges may waive student fees and tuition if the students receive permission from their high school district to participate in college coursework.
- ❖ Colleges may waive tuition for nonresidents and international students.
- ❖ Colleges receive enhanced apportionment for FTES at approx. 1/3 higher rate than general population apportionment.
- ❖ Special admit students do not begin the clock on their California Promise grant until they transition to first time college students.



Chaffey College Fall 2017- Fall 2018

- Co-location of classes greatly facilitated Chaffey College enrollment of students in ASE programs
- Students successfully completed classes
- More opportunities were created for the community due to more class locations
- Increased student support services are necessary to reduce barriers to college enrollment
- College application and financial aid processes are barriers without support
- Current structure is not compatible with dual enrollment and student accessibility

Legislation & Policy

SB 554(Roth):

Public schools: adult school students: Advanced Scholastic and Vocational Training Program

One year

Senate Bill No. 554

CHAPTER 528

An act to amend Sections 76001 and 76002 of, and to add Article 7 (commencing with Section 52620) to Chapter 10 of Part 28 of Division 4 of Title 2 of, the Education Code, relating to public schools.

[Approved by Governor October 04, 2019. Filed with Secretary of State October 04, 2019.]

LEGISLATIVE COUNSEL'S DIGEST

SB 554, Roth. Public schools: adult school students: Advanced Scholastic and Vocational Training Program.

Existing law authorizes the governing board of a school district to allow pupils whom the district has determined would benefit from advanced scholastic or vocational work to attend community college as special part-time or full-time students, subject to parental permission.

This bill would authorize the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college, as provided. The bill would credit or reimburse the community college through the apportionment process for the student's attendance at the college, as specified.


Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Article 7 (commencing with Section 52620) is added to Chapter 10 of Part 28 of Division 4 of Title 2 of the Education Code, to read:

Article 7. Advanced Scholastic and Vocational Training Program

52620. The governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program may authorize a student pursuing a high school diploma or a high school equivalency certificate, upon recommendation of the administrator of the student's adult school or noncredit program of attendance, to attend a community college during any session or term as a special part-time student, and the community college district shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. The intent of this section is to better facilitate streamlined enrollment in selected credit college courses on adult education and noncredit program sites and to help ensure



What's different?

Unique
elements of
adult ed
special admit
according to
SB 554.

“...the governing board of a community college district overseeing a non-credit program may authorize a student pursuing a high school diploma or a high school equivalency certificate, **upon recommendation of the administrator of the student's adult school or noncredit program of attendance...**”

“...to better facilitate streamlined enrollment in collocated credit college courses on adult education and noncredit program sites and to help ensure a smoother transition from secondary education to college...”

“...for a pupil who is identified as highly gifted...”



Governor Supports Dual Enrollment



Dual Enrollment

To expand dual-enrollment opportunities, the Governor signed three bills that allow K-12 and adult education students the opportunity to pursue their higher education goals.

- AB 30 by Assemblymember Chris Holden (D-Pasadena) removes barriers to dual enrollment by extending the College and Career Access Pathways program for an additional five years. The bill also simplifies the process for dual-enrollment applications and makes it easier for K-12 schools and community college districts to form partnerships.
- SB 554 by Senator Richard Roth (D-Riverside) provides a streamlined approach for adults enrolled in High School Equivalency programs to concurrently enroll in one or more community college course without tuition or fees.
- SB 586 by Senator Richard Roth (D-Riverside) requires the governing board of a school and community college district to consult with the appropriate local workforce development board to ensure their career technical education program is aligned with regional and statewide employment needs.

Guidance from CCC

MIS data elements

For example, the current SB11 STUDENT-EDUCATION-STATUS coding specification for non-high school graduates...

Not A High School Graduate	
00000	Not a graduate of, and no longer enrolled in high school
10000	Special Admit student currently enrolled in K-12
20000	Currently enrolled in adult school

would become...

Not A High School Graduate	
00000	Not a graduate of, and no longer enrolled in high school
10000	Special Admit student currently enrolled in K-12
20000	Currently enrolled in adult school
21000	Currently enrolled in adult school and authorized as a special part-time community college student



Wait for
guidance from
CCC

Application
Change?

CCCApply Application's enrollment status drop down question does not allow students to indicate that they are attending high school and college at the same time if they are over the age of 22.





Older and working
California Community
College students are
often left behind in the
system, lacking services
and financial aid that suit
their needs.



California Community
Colleges are more
expensive than they
appear—both to students
and taxpayers— because
of slow time-to-
completion and a lack of
financial aid
to cover students' living
expenses.

CCC Vision for Success

<https://vision.foundationccc.org/executive-summary>



► Organized **for** Acceleration



WORKFORCE

Co-enrollment to deliver aligned services across public workforce development system partners



EDUCATION

Dual enrollment to simultaneously work on secondary and postsecondary education



Questions?

Keep in touch!



Judy_mortrude@worlded.org
World Education, Inc
National College Transition Network



Referenced Resources

- Dear Colleague Letter GEN-16-09 and Eligible Career Pathway Programs-Questions and Answers attached, published May 9, 2016
 - <https://ifap.ed.gov/dear-colleague-letters/05-09-2016-gen-16-09-subject-changes-title-iv-eligibility-students-without>
- Electronic Announcement – Lists the approved Ability-to-Benefit tests, published June 24, 2015
 - <https://ifap.ed.gov/sites/default/files/attachments/2019-08/1920FSAHbkVol1Master.pdf>
- [Federal Student Aid Handbook](#) – Select the current Award Year, then Volume I (Student Eligibility) which contains ATB information and other important student eligibility concerns that would be helpful for anyone working with ATB students to know
 - <https://ifap.ed.gov/>
- CLASP ATB page: <http://www.clasp.org/issues/postsecondary/pages/resources-on-ability-to-benefit>
- CLASP IET Paper: <http://www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf>
- Career Pathways Toolkit from U.S. Department of Labor: https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf
- OCTAE Career Pathway Checklist <https://lincs.ed.gov/publications/topic/wioa/careerpathways-checklist.pdf>