



995 N. Reed Avenue., Reedley, CA 93654
T: 559-638-3641 F: 559-638-5040
www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
T: 559-675-4800 F: 559-675-4820
www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
Oakhurst, CA 93644
T: 559-683-3940 F: 559-683-4193
www.oakhurstcenter.com

STATE CENTER COMMUNITY
COLLEGE DISTRICT
Equal Opportunity Employer

Reedley College

Innovation in Higher Education Award Application

Cover Page – January 7, 2015

Contact Information:

Reedley College
Jan Dekker, Vice President of Instruction
jan.dekker@reedleycollege.edu
phone #: 559-638-3641
995 North Reed Avenue
Reedley, CA 93654

List of Participants:

Reedley College, including its Madera and Oakhurst Centers, has entered into a partnership with the following school districts: Kings Canyon Unified, Selma Unified, Kingsburg Joint Unified, Sanger Unified, Parlier Unified, Dinuba Unified, Fowler Unified, Madera Unified, Yosemite Unified, Kerman Unified, as well as the Valley Regional Occupation Program (VROP). Together we are building a robust dual enrollment program for the students in the Central Valley, a highly impoverished region of California.

Application Abstract:

Since January 2014, the president and the vp of instruction have met with superintendents of the above high school districts and VROP. All signed a memorandum of understanding that articulated the sections of Education Code covering dual enrollment education. We then followed up with an instructional service agreement (ISA) describing the academic rigor, time frame, duties and responsibilities of faculty, and other important details of the courses being taught. Once the ISAs were executed, teacher-faculty meetings were scheduled and will be ongoing in the spring 2015 and subsequent semesters.

At the college level, an advisory council was recommended to the Academic Senate to vet each dual enrollment proposal so that faculty and counselors could anticipate new developments. An instructional dean and faculty member are currently co-chairing this active council. Best practices from other community college districts were used to create the ISA. A positive arrangement in this ISA is that high school teachers who meet college minimum qualifications can teach the college level course on the high school campus. The college reimburses the high school district with an amount equal to what a college adjunct faculty would receive if the course was taught on the college campus. Currently, all of our feeder high school districts have agreed to this structure and we are often called by high schools outside of our district to set up dual enrollment agreements for unique programs, such as our state and nationally recognized Forestry and Natural Resources program.

Assurance and Signature:

Please see attached.



995 N. Reed Avenue., Reedley, CA 93654
T: 559-638-3641 F: 559-638-5040
www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
T: 559-675-4800 F: 559-675-4820
www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
Oakhurst, CA 93644
T: 559-683-3940 F: 559-683-4193
www.oakhurstcenter.com

January 7, 2015

To Whom It May Concern:

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

If you have any questions, please do not hesitate to contact my office at (559) 637-2545.

Sincerely,

Dr. Sandra Caldwell
President Reedley College

CONTENT

1. Reedley College's and its growing Madera Center's goal is to expand and scaffold Dual Enrollment course offerings in order to enable more high school students to earn college credit.

Reedley College is doing innovative work to increase the number of degrees and certificates awarded by our institution. Located in the Central San Joaquin Valley and serving rural populations around Reedley, Madera and Oakhurst with a high proportion of migrant farm workers and huge seasonal unemployment- rates up to 25% still in 2014! In certain targeted communities our Hispanic Serving Institution is working hard to offer Dual Enrollment courses at the high schools that lead to meaningful pathways for young students or provide them with at least 12 units of college credit at no college tuition cost for their parents. Broadening the Benefits of Dual Enrollment study found that California students who participated in dual enrollment as part of their high school career pathway were more likely than similar students in their districts to graduate from high school, enroll in four-year colleges, and persist in college. They also accumulated more college credits and were less likely to take remedial classes.

2. Statistical Profile

Reedley College (RC) with a total enrollment of 8500 students divided over 3 campuses is located in an area that has seen rising unemployment which has sharply increased the poverty levels of the students it serves. Nationwide the percentage of poverty in 2010 was 15.3% but in the Fresno metropolitan area where Reedley and Madera reside, it rose from 22% to 27%. That means more than 1 in 4 people in the area live in poverty. In addition, Reedley and Madera have a large number of migrant farm worker families who are predominantly Spanish speaking that have seen significantly higher percentages of poverty¹. In spring 2014 Reedley College campus served 5,865 students from which 69% were Hispanic. RC Community served: 2% African American, 1% American Indian/Alaskan, 5% Asian/Pacific Islander, 69% Hispanic, 2% Race/Ethnicity Unknown and 20% White/Non-Hispanic. Gender: 56% Female, 43% Male, 1% Unreported.

Madera County, population 92,437, is home to a disproportionately high number of low-income families who struggle on a daily bases to maintain a minimal standard of living. Of 7,738 families, (32%) in the target area had income levels below \$35,000 between 2006- 2011². More than 31% of Madera County Children under age 18 years old live below the poverty level; this exceeds the state average by more than 11%³. In addition, in 2010-11, 63% of the students at Madera North HS and 80% of the students at Madera South HS were eligible for free/reduced meals.⁴ As a Hispanic Serving Institution, the student population at the Madera Center mirrors that of the communities served, with nearly 49% Hispanic, 32% white/non-Hispanic, 7% Asian, 3% African-American, and the remainder from other ethnic backgrounds. Gender: 65% Female, 34% Male, 1% Unreported.

RC and Madera Center served 35 foster youth, 564 disabled students and 82 veterans in spring 2014.

One of the primary school districts that Reedley College serves is Kings Canyon Unified (KCUSD), which has two high schools Reedley HS and Orange Cove HS plus a Middle College High School on the RC Campus. In the KCUSD 42% of the children live in poverty⁵. The increase in poverty could have far-reaching and long-term effects for students in the target area. According to the Stanford Center for the Study of Poverty and Inequality, when children come to school hungry or without a stable home, they often struggle to focus on their work and fall behind. Some kids, after a prolonged period of instability, develop what early childhood experts call "toxic stress," which can trigger long-term memory loss and other cognitive problems, as well as hypertension and other stress-related diseases⁶.

To determine the attrition rate of the partnership schools, RC conducted a study to calculate the percentage of freshman students who had not continuously enrolled in high school by the end of four years which found that an average of 30 percent of the students who had enrolled as freshmen were no longer enrolled four years later. This high dropout rate is triple the statewide rate of 9%. Taking the 28% of the senior students who did not graduate with their

¹ U.S. Census Bureau, October 20, 2011

² U.S. Census 2011

³ U.S. Census Bureau, 2011

⁴ California Department of Education, Dataquest

⁵ *ibid*

⁶ Evans, G., Brooks-Gunn, J., & Klebanov P. (2011). *Stressing Out the Poor, Chronic Physiological Stress and the Income-Achievement Gap*, Pathways, Stanford University, Winter 2011

senior class along with the 30% of the dropout rate in the target schools, provides a grim picture of 58% of the students who first enrolled in 9th grade at KCUSD who did not graduate with a high school diploma in the standard number of years⁷. According to the U.S. Census data, 2010, adults without a high school diploma earn an average of \$19,169 annually, continuing the cycle of poverty for these students.

Exacerbating the dropout situation at the partnership schools is the anonymity of surviving and persisting in an impoverished educational institution. In schools with such a large number of impoverished students, children become lost in the system. Resources are strained to the point that students can drop out or be truant without attracting any attention.

Students in the Kings Canyon and Madera Unified School Districts fail to complete high school for a variety of reasons: 1) family mobility is very high as parents move frequently to avoid eviction; 2) the seasonal migratory nature of farm work causes families to move with the harvest, in many instances, these students join their parents and older siblings working in the fields in order to contribute to the family income; 3) because children are surrounded by adults who have not made significant educational achievements, the opportunities for postsecondary education seem extremely unlikely.

⁷ Dataquest (2011) Student and School Data, California Department of Education

INNOVATIONS

3. Systems in place before January 10, 2014

An extremely vulnerable system was in place before 2014. The Valley Regional Occupation program started in 1971 putting together courses in the Career and Technical Education area for students to flow better prepared into Reedley College's CTE programs and to provide high quality career technical education to a large number of the population that cannot be provided for adequately, efficiently and economically by a single school or district. Currently VROP serves over 3,000 students throughout the five partnering districts. There was no MOU in place during that time which caused inconsistency amongst districts and the college.

The college also ran a 15% enrichment program that did not provide college credit immediately and there were OccuTrack courses that provided college credit after a faculty approved curriculum and end of course assessment exam was accepted. This system caused many problems and is being phased out with the assistance of Best Practices approach developed by the California Community Colleges' State Academic Senate. RC is one of two colleges in the State Center Community College District which serves approximately 2,800 students at its Madera Center each semester. Dual Enrollment is offered in the form of The Madera Center College Advantage Program (MCCAP). This program was designed to allow students attend college classes with the "regular" community college student population, provide regular "progress report" monitoring through the use of the high school progress report system, provide an opportunity for students to earn "dual credit" both high school and college credit at the same time.

The true innovation is that we decided to streamline the regulatory processes that were not accepted by the Curriculum Committees of the Central Valley's Community Colleges serving approximately 30,000 students, Fresno City College operating in the same State Center CC District, included, and developed a clear three tier system where we put emphasis on dual enrollment courses

4. Systems in place after January 10, 2014

The dual enrollment approach gives the most “bang-for-the-buck” for the high school students moving into college. The college implemented a Dual Enrollment Advisory Council and regular meetings between college faculty and high school faculty as well as between college counselors and high school counselors. We created Memorandum of Understandings with High School Districts and spelled out the exact Title 5 regulations, as well as the rigor of college level courses being taught in dual enrollment format. Many meetings between district superintendents, high school principals and college president and vice-president of instruction were needed as well as many faculty-faculty meetings per discipline and per career pathway. We are continuously stimulating all these dialogues with one goal in mind: students get well prepared for college, and obtain 12 or even more units of college credit in their high school careers. We even have implemented two dual enrollment academies from 9-12 grade where students get 40 units, thus needing only one more year of community college work in order to obtain an Associate Degree, either an AA or the coveted AD-T the Associate’s Degree for Transfer, which is a guaranteed transfer to a Cal State University. As a result Reedley College is currently ranked 20th in the state in awarding AD-T degrees. RC is only passed by much larger CC’s in the 112 community college system in California.

Two new positions were created: a Dean of Student Services with oversight of dual enrollment and a Director of College Relations and Outreach with matriculation of dual enrollment students in the job description.

A one page memorandum of understanding (MOU) was created that spelled out the important articles in Ed Code. This document was eagerly signed by all feeder high school district superintendents- Kings Canyon Unified –Reedley HS, Orange Cove HS and Reedley Middle College HS, Selma Unified, Fowler Unified, Dinuba Unified, Kingsburg Joint Unified, Sanger Unified, Parlier Unified, Yosemite Unified, Kerman Unified, Madera Unified-Madera HS and Madera South HS and the Valley Regional Occupation Program (VROP) and accepted by their boards. At the college level an Advisory Committee was proposed to the Academic Senate to vet each Dual Enrollment proposal so that faculty and counselors could anticipate the new developments. A dean and faculty are currently co-chairing this active Council. Best practices from other Community College Districts (Santa Barbara, Mount San Jacinto and Kern CCD) were used to create an Instructional Service Agreement (ISA), which spells out the duties and responsibilities for faculty. One of the positive arrangements in this ISA is that high school teachers with college minimum qualifications can teach the college level course. The college reimburses the high school district with an amount equal to what a college adjunct faculty would receive when the course was taught on the college campus. Currently, this ISA is being signed by our feeder high school districts and we are called often by other high schools outside our district to set up similar dual enrollment agreements with them. The word of mouth is very compelling, since we offer unique programs-for example our state and nationally certified Forestry and Natural Resources program, that other CC’s don’t offer, is being approached repeatedly to offer a career pathway starting at the high school.

RC/MC has set up meetings between discipline faculty and HS teachers, for example recently with Criminology, Medical Terminology, and also with Health Sciences faculty and we have organized training for qualified high school faculty in our CMS-our Course Management System (Blackboard) and in WebAdvisor, the college registration and grade submission system.

RC/MC regularly invites high school counselors on its campuses to go over the matriculation process, registration, orientation, and assessment including the very important

Student Educational Plan development. New and easy to fill out online dual enrollment registration is being developed, so that HS students get a Student ID number very early, another innovation for RC/MC.

RC/MC is also working on transferable counseling classes to be offered in dual enrollment format at the high schools so that students learn at an early age about time management, study skills, problem solving and academic rigor. Two recently developed great examples of Dual Enrollment are the Sanger Paramount Academy and Reedley Middle College High School.

In the Sanger RC Paramount Academy students start in 9th grade and work on one of two pathways so that when they transfer to the college they need only one more year to get their AD-Transfer Degree in Plant Science or an Associate Degree in Ag Mechanics.

RC recently has had success with embedded tutors in their Career and Technical Education and academic courses, so we are implementing that now as early as possible at the HS level so that the success rate of students increases. We are discussing the idea of building a dual enrollment engineering pathway with early college level English and math classes and inviting HS students to our highly successful Math Study Center where they get faculty and peer-student help in passing the higher level math courses. There we will use our STEM Ambassadors who are not only student advocates but also avid student-peer-tutors.

In the new CCPT grant Reedley College is preparing, we are writing toward five popular and highly effective pathways that require students with high skills and provide high wages. These pathways include:

- Automotive Technology (advanced diagnostics and exhaust measuring equipment, and alternative fuels)
- Criminal Justice (CSI and Criminology).
- Engineering-Offering ENGR 10-Intro to Engineering with robotics and AutoCad at the high schools and using our STEM Ambassadors will provide students with a meaningful start in 9th or 10th grade into this heavy Math pathway.
- Forestry and Natural Resources, emphasis firefighting.
- Health. NAT---CNA---LVN---RN pathway

Without completing rigorous college preparatory courses, Kings Canyon and Madera Unified School District students arrive at RC/MC with several negative factors including lack of academic preparedness and understanding the purpose of a college education. Students misinterpret their high school diploma as being college ready while in fact over 90 percent of the students at the partnership schools who enroll at RC are entering well below baccalaureate level English and math (RC Institutional Researcher, 2011). RC needs to create partnerships with Kings Canyon Unified School District to assist them in preparing students on what it really means to be ready for college. Offering English 125 (Reading) and 126 (Writing) and Math 201 and Math 103 in grades 10 and 11 with the proper support services as access to the Math Study Center at RC or access to Smarthinking (on line tutoring) we prepare the students early for a successful college career.

5. Describe any changes to policies, practices, and/or systems we will implement after January 9, 2015 and expected timeline. Provide evidence of commitment to changes.

Continue to work on establishing additional MOU's with surrounding high schools and schools outside of the RC area due to our unique programs. For example, Central Unified School District, which is located in Fresno, 30 miles North of Reedley, would like to partner with us to offer agriculture-based courses. This is a unique program to Reedley College that our sister college, Fresno City College, does not offer. Reedley has a 300-acre farm laboratory with more than 100 head of livestock. Additionally, the Forestry and Natural Resource program at Reedley has a unique forest laboratory in the nearby Sierra Nevada foothills around Sequoia Lake. As a result area school districts are eager to the curriculum and create dual enrollment pathways for those programs as well.

The new programs will be implemented starting fall 2015, but each semester new dual enrollment courses and programs will be added to the Valley's High School campuses. It is exciting to see how many high schools are requesting to start a STEM pathway-for example to get more engineers, especially females, interested in pursuing a career in this much needed and high wage field. Our student-STEM Ambassadors are doing excellent work visiting middle schools and high schools and are perfect role models planting the seed at an early age. We have four levels of STEM Ambassador classes implemented recently. This innovation combined with our STEM Conference, the largest STEM Conference in the Central Valley and perhaps in California, has increased our enrollment in STEM programs dramatically, and has exceeded our grant targets. For example, we had set a goal of 103 students who were awarded degrees in STEM fields and we actually had 303 students obtaining the STEM degree, almost tripling our goal!

During the spring 2015 semester we are meeting with many high school districts to expand or set up dual enrollment programs. It seems that everyone is motivated to get this going for the high school students that have long missed proper preparation for college. In fall 2015, we plan to add at each high school a Career Center Coordinator with the assistance of the VROP who not only will help students get meaningful internships, but also will assist the high school counselors putting together the dual enrollment cohorts, so that the students get a college Student ID number, enroll, complete college orientation and are assessed in math and English. Moreover, they get assistance putting together the all-important SEP, the Student Education Plan! Expectations are that by 2017 RC and MC will have more than 2000 dual enrollment students!

6. Discuss how changes described in your response to the previous items will impact the average cost to award a Bachelor's degree, considering cost borne by the state, the participants in the application, and students, as well as the magnitude of the impact.

Reedley College and all its feeder High School Districts have come together to form an impressive consortium that has as its main goal to develop a robust dual-enrollment program and maximize student success. These institutions are dedicated in serving impoverished, under-represented, disadvantaged students in the Central Valley. They have historically worked together on a number of educational projects that have focused on increasing college enrollment and completion. The overall feasibility of this project is quite vast in that it allows students to work on their high school diploma and college certificates, associate's degree and/or transfer requirements to a bachelor degree all at once. This process eliminates time along with the high cost of post-secondary education as the students will not have to pay college tuition fees at RC while they are still in high school; textbooks will be covered by the High Schools until 12th grade. What usually takes four years to finish a high school diploma and two to three or even four additional years at a community college for an associate degree or a transfer degree (RC is 20th out of 112 community colleges in the state producing AD-T degrees) will now take significantly less time and money to complete both students' secondary and post-secondary goals.

A simple tuition calculation shows that every student who does not have to pay the \$350 per unit at a CSU or UC will save approximately $12 \times \$350 = \$4,200$ for 12 units of transferable college credit. Everyone who has a son or daughter at a CSU or UC knows that the true costs per unit are much higher. Let's assume that it is \$8,000 -as a modest ballpark figure, including text books, room and board saved etc. We cannot express in words what this amount of money means for the families in the Central Valley living around Madera and Reedley. In meetings with parents-and we have had many- we see from their reactions what impact this has on their perception of college and the real opportunities for their children.

7. Describe any risks or tradeoffs involved in the changes you are implementing and the way in which you will monitor and mitigate them.

A minor risk is that High School students tend to be very active, especially leading up to their senior year. Some high school students are not ready to take college level courses but they enter the college classes too eagerly only to find out they will not pass, which could jeopardize their ability to obtain a high school diploma. The additional requirements of a dual enrollment program could cause their grades to suffer and defeat its own purpose. The courses students take in a dual enrollment program are real college courses—meaning they'll go on their transcript and stay there forever—so you need to feel fairly confident that they be able to do well. Early counseling is essential. A positive tradeoff is that college faculty will see better prepared students in their classes and are able to offer higher level courses to these students in their sophomore college year. The higher level literature courses and math courses might see increased enrollment.

This risk can be mitigated by adding Counseling courses in 9th grade and emphasizing the academic rigor that students will face at the college level. Developing an initial Student Education Plan at the 9th grade level will be crucial. It will motivate students because they see an end goal early. Also adding ENGL 125 and 126, college reading and writing, and Math 201 and 103, beginning and intermediate algebra at the grade 10 or 11 level are important to better prepare high school students for college. Access to online tutoring such as Pearson's Smarthinking purchased by the college, the college's Tutorial Center, Writing Center and Math Study Center are then essential steps to be added as well. The college Student Services area is actively looking into this and seeing that hiring Ed Advisors is part of the equation to produce successful students.

SUSTAINABILITY

8. Please address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources you are leveraging.

Reedley College and its Madera Center have developed strong commitments of support from K-12 schools, community agencies, and businesses for the purpose of assisting participants and ensuring their success. The administrators, counselors, and support staff in each of the agencies are committed in donating their time and assistance in identifying, recruiting, and reporting the progress of participants. The High Schools have designated an administrator, counselor, faculty, and support staff. Based on regular meetings between HS counselors and college counselors, as well as between HS teachers and college faculty, the HS will provide better and more profound academic information to ensure that the participants are completing their required courses and are progressing toward high school graduation. These valuable and time consuming services are a true indicator of the support and commitment by Reedley College. Reedley College has worked with businesses, governmental agencies and community-based agencies in providing workshops, guest speakers, and especially internship opportunities for students to have access to and learn about various careers and academic opportunities. Institutional commitment: The new Director of College Relations and Outreach has Dual Enrollment in her/his job description with regards to the matriculation process while the Dean of Student Services will oversee the entire Dual Enrollment program.

Proposal Goals Related to Reedley College/SCCCD Vision and Strategic Plan	
Proposal Goals	Reedley College Strategic Directions 2013-2017
<p>Through a collaborative effort between Reedley College and Feeder High School Schools Districts, the purposes of Dual-Enrollment is to:</p> <ul style="list-style-type: none"> • reduce high school dropout rates by motivating students starting in 9th grade offering essential college counseling classes that lead to a SEP (Student Education Plan) and improving academic performance; • improve students' self-concept and self-esteem; • offer the start of meaningful pathways for CTE and also for STEM students in dual enrollment format • improve the success rates of high potential, high achieving students by offering college classes at the HS campus 	<ul style="list-style-type: none"> • Establish, maintain and enhance partnerships with educational institutions for students to successfully transition from high school to the college and from the college to other postsecondary institutions. • Communicate information about college programs, services, activities, successes, etc. is communicated to the community in an ongoing and consistent manner. • Increase diversity by providing opportunities for involvement in social enrichment and cultural activities both on and off campus. • Offer instructional programs that provide basic skills, transfer preparation, workforce preparation and lifelong learning opportunities to meet the needs of students and the community. • Establish a baseline to order to improve courses and programs through the analysis of multiple measures. • Evaluate the variety of methods and delivery systems used to facilitate instruction. • Provide an educational planning process that provides students with the necessary tools and skills to identify, plan, implement, and achieve their goals. • Improve financial aid services and student access by

<ul style="list-style-type: none"> • decrease the number of low achieving students who enter college; • and enhance their college and career options. 	<p>developing, implementing, and refining procedures and processes resulting in increased FAFSA applications, student access to financial aid, federal work study allocations and bilingual outreach activities and implement electronic disbursement of financial aid funds to students.</p>
---	---

The dual enrollment project is designed to be institutionalized. RC/MC firmly believes in the need to provide access to higher education to disadvantaged students, especially now during these economic times in the Central Valley where everyone is trying to dig out of the hole. The efficient use of time, staff, funds, and resources are essential while continuing to improve student learning outcomes. The consortium that we are building with Local Education Agencies, such as the High School Districts and the VROP, the Chamber of Commerce, hospitals, retirement homes, engineering firms and many other industry partners is promising and we believe we have created enough momentum and stability to sustain robust dual enrollment pathways for the future. Dr. Sandra Caldwell, President of Reedley College, has committed to providing resources and support to complement the project.

9. Strategies for Engaging Stakeholders

If RC were to be awarded funds through this initiative, we plan on using the funds first and foremost toward staff development. To give you an example, we have a request to offer Journalism classes in dual enrollment format at Selma High School. One of their teachers is a former journalist with vast experience in the field. He teaches two classes at the college Journalism 1 level. He has a Bachelor's Degree from UC Berkeley, but not the required Master's Degree. We want to give him the opportunity to teach these classes and have the students obtain college credit. RC has an ailing Journalism program that only offers one course (Journalism 1) with adequate enrollment to be continued only every other semester. If we could provide the high school teacher staff development funds toward the goal of obtaining his Master's Degree it would be a win-win for the students and for Reedley College.

Another strategy is offering workshops for high school teachers and high school counselors that teach dual enrollment classes to learn how to use WebAdvisor, the college census, drop date, and grade submission system. The training sessions can only be scheduled in the evening after classes are over between 3:30pm and 6:30pm. We plan to offer transportation reimbursement and refreshments.

We also plan to continue with matriculation meetings for the high school counselors on the same recurring basis. Timely registration, orientation, and assessment are essential early components for dual enrollment students and these processes need to be streamlined and completed as early as possible before the semester starts. Our matriculation department needs support as well as the counselors at the high schools. At this point in the process we have great cooperation with Student Services; however to continue this as dual enrollment expands as we all envision we need to scaffold this better.

The current successful joint VROP and CTE Advisory Board meeting in March each year where many industry partners meet with discipline faculty should be expanded. STEM faculty should take part, because we are building exciting pathways with advanced manufacturing and advanced transportation programs starting at the high school level. The award can be used to expand this important joint meeting of the dual enrollment minds.

10. Describe how the changes described in this application will be sustained within your existing financial resources.

We have set up a robust dual enrollment system in which the high school districts are properly compensated-refer to the MOU's attached- so that the college pays them an amount equal to what an adjunct faculty would make when the class was taught on the campus. In the future the revenue will come to the campus through apportionment funding (FTES) from the state. Using the guidelines from the State Chancellor's Office and the Best Practices paper from the State Academic Senate and NACEP we believe we can sustain this within our financial means. The Dual Enrollment Advisory Council with its broad faculty, counselors, and administrative membership gives us ample confidence that our model is sustainable. The increased SSSP funding flowing to our campuses in Reedley, Madera, and Oakhurst will provide us with the necessary personnel support to make this a success. The college has an approved Director of College Relations and Outreach who will oversee the dual enrollment efforts. The person will start in the spring 2015 semester. Counselors and Education Advisors are also being hired.

EVALUATION

11. How will you evaluate

RC/MC Administrators, High School Principals and Counselors will monitor and track the participants. The data will be compiled monthly, quarterly and annually. Program Analysis: RC VP of Instruction and VP Madera and Oakhurst Centers, Deans, High School Principals and Counselors will review the quantitative data related to attendance, grades, and rigorous course of study. Monitoring allows the program to adjust curriculum and services before the semester ends (Formative Evaluation). Fundamental questions will be asked and analyzed, including: Who are the students entering the program? What are their academic needs? What is RC/MC offering to meet their needs? Why are students exiting the program? What can RC/MC offer to increase retention in the program/high school? Reviewing quantitative/qualitative data provides benchmarks on how students are progressing towards completions (Summative Evaluation). Once the data is compiled, the data is evaluated under the direction of the Reedley College VP of Instruction. The Dual Enrollment Advisory Council will meet quarterly to discuss the progress of each service provided. The Committee will determine if any changes are needed. During these meetings, staff will address the following questions: 1) Are the plans to meet the objectives on schedule and are they being completed as proposed? If not, why? 2) Does program staff need to modify the work plan or timeline for activities? If so, why and how?

Objective 1. Establish dual enrollment courses at the high school level through the collaboration of RC/MC and Unified School Districts based on meaningful CTE and STEM pathways.

Performance Measures and Methodology: Offer 2-4 courses per high school in the first year.

Objective 2. Maintain and enhance the collaborative processes between High School Districts and RC/MC for curriculum development, support services, and common and specific administrative jurisdiction. **Performance Measures and Methodology:** Documentation will be student rosters; curriculum outline, support services students receive with sign in sheets; and clear delineated jurisdiction between Districts and RC (qualitative).

Objective 3. Utilize a broad based advisory board (i.e. community members, administration, faculty, and staff). **Performance Measures and Methodology:** Hold advisory board meeting on a quarterly basis. Copies of board agenda and minutes will be kept on file (quantitative).

The Dual Enrollment Advisory Council will review the findings and make recommendations. Negative or low performing services and activities will be addressed immediately and interventions will be strategically implemented. As the recommendations are being implemented, they will be reviewed on a monthly basis by the VP's to ensure that corrective actions are indeed strengthening the services and activities provided for the participants.

12. General Outcomes/Uses of Evaluation Process:

Programmatic changes will loop back into program improvement/as demonstrated in the Evaluation Cycle. *Unanticipated Program Outcomes:* Staff will be made aware of program outcomes that are not immediately apparent by: 1) ongoing contact with and evaluations by instructors and participants; 2) information gained from exit surveys; and 3) results of follow-up contact with program participants. As staff members learn about unanticipated outcomes, quantifiable measures will be developed where appropriate to facilitate reporting. Some possible outcomes of the dual enrollment programs that have not been stated in the outcomes objectives include: 1) The program staff may learn about additional needs of program participants that are not addressed in the current program design, and could develop new services or redesign existing services to meet those needs: 2) High School teachers may learn that some activities are not yielding the desired outcomes, and will make program revisions as appropriate.

3) Long term systemic change will occur in the Central San Joaquin Valley by helping create a college going culture and expand the awareness of college as CTE and transfer institution. As a result generational poverty and the area's economic vitality will change dramatically.

Appendix A

In place of letters of support, we have attached all of the initial signed Memorandum of Understanding agreements between the school districts and Reedley College signifying their support of our dual enrollment efforts and our application towards this Innovation in Education Award.



995 N. Reed Avenue., Reedley, CA 93654
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

Kings Canyon Unified School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

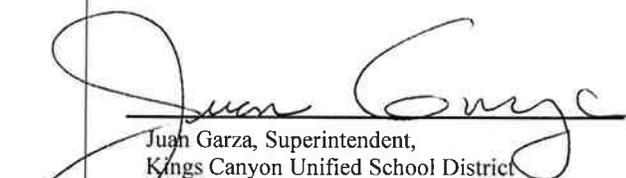
48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

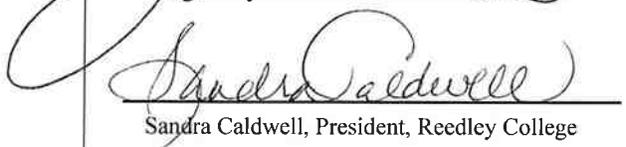
76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

For the purposes of the dual enrollment partnership, Kings Canyon Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Kings Canyon Unified School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.


 Juan Garza, Superintendent,
 Kings Canyon Unified School District

6-11-14
 Date


 Sandra Caldwell, President, Reedley College

6/2/14
 Date



995 N. Reed Avenue., Reedley, CA 93654
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

Selma Unified School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

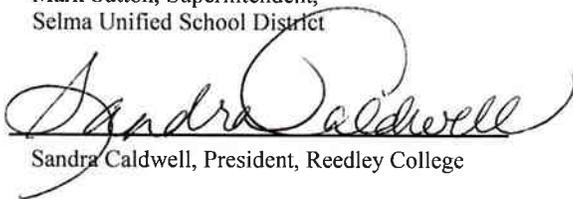
For the purposes of the dual enrollment partnership, Selma Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Selma Unified School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.



Mark Sutton, Superintendent,
 Selma Unified School District

7/22/14

Date



Sandra Caldwell, President, Reedley College

6/23/14

Date



995 N. Reed Avenue., Reedley, CA 93654
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

STATE CENTER COMMUNITY
 COLLEGE DISTRICT
 Equal Opportunity Employer

MEMORANDUM OF UNDERSTANDING

Kingsburg Joint Union High School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

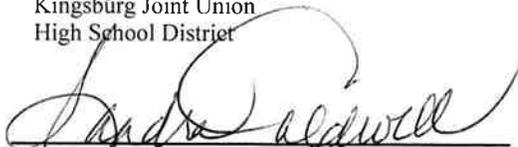
For the purposes of the dual enrollment partnership, Kingsburg Joint Union High School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Kingsburg Joint Union High School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.



 Randy Morris, Superintendent,
 Kingsburg Joint Union
 High School District

6-19-14

 Date



 Sandra Caldwell, President, Reedley College

6/19/14

 Date



995 N. Reed Avenue., Reedley, CA 93654
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

Dinuba Unified School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

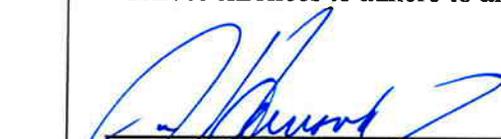
48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

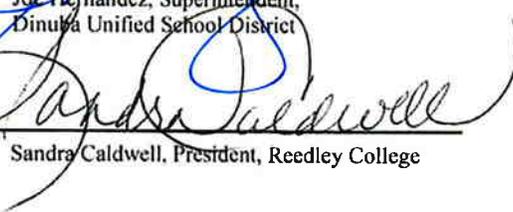
76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

For the purposes of the dual enrollment partnership, Dinuba Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Dinuba Unified School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.



 Joe Hernandez, Superintendent,
 Dinuba Unified School District



 Sandra Caldwell, President, Reedley College

7-31-14

 Date

6/16/14

 Date



995 N. Reed Avenue., Reedley, CA 93854
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-676-4800 F: 559-676-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

Fowler Unified School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

For the purposes of the dual enrollment partnership, Fowler Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Fowler Unified School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.

Eric Cederquist, Superintendent,
 Fowler Unified School District

6/4/14

Date

Sandra Caldwell, President, Reedley College

6/4/14

Date



995 N. Reed Avenue., Reedley, CA 93654
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

Kerman Unified School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

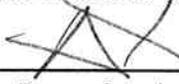
48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

For the purposes of the dual enrollment partnership, Kerman Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Kerman Unified School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.



 Robert Frausto, Superintendent, Kerman Unified School District

9/10/14

 Date



 Sandra Caldwell, President, Reedley College

9/10/14

 Date



995 N. Reed Avenue., Reedley, CA 93654
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

The Valley Regional Occupational Program has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

For the purposes of the dual enrollment partnership, the Valley Regional Occupational Program defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Valley Regional Occupational Program allows all dual enrollment Reedley College courses offered on the JPA ROP member high school campuses and the Reedley College campus to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.

Deborah Marvin-Deeter, Superintendent,
 Valley Regional Occupational Program

6-19-14

Date

Sandra Caldwell, President, Reedley College

6/18/14

Date



995 N. Reed Avenue., Reedley, CA 93654
 T: 559-638-3641 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93644
 T: 559-683-3940 F: 559-683-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

Yosemite Unified School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

For the purposes of the dual enrollment partnership, Yosemite Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Yosemite Unified School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.



 James Sargent, Superintendent, Yosemite Unified School District

11/20/2014

 Date



 Sandra Caldwell, President, Reedley College

12/9/14

 Date



995 N. Reed Avenue., Reedley, CA 93854
 T: 559-838-3841 F: 559-638-5040
 www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638
 T: 559-675-4800 F: 559-675-4820
 www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,
 Oakhurst, CA 93844
 T: 559-883-3940 F: 559-883-4193
 www.oakhurstcenter.com

MEMORANDUM OF UNDERSTANDING

Madera Unified School District has entered into a dual enrollment partnership with Reedley College. This partnership shall adhere to Title 5 Education Code provisions governing dual enrollment, specified in Section 48800 and subsection 48802, 3 (a and b) as well as Section 76002, B (3). The referenced Sections are detailed below:

Allowances and Apportionments

48002, Section 3 (a):

For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.

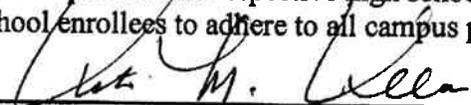
48802, Section 3 (b):

A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

76002, Section B (3):

If the (community college) class is offered at 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 during a regularly scheduled board meeting.

For the purposes of the dual enrollment partnership, Madera Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Madera Unified School District allows all dual enrollment Reedley College courses offered on the high school campuses to be open to the general public. The respective high school campuses may require non-high school enrollees to adhere to all campus policies.


 Edward Gonzalez, Superintendent, Madera Unified School District

9/23/14
 Date


 Sandra Caldwell, President, Reedley College

8/26/14
 Date

STATE CENTER COMMUNITY
 COLLEGE DISTRICT
 Equal Opportunity Employer

MUSD BOARD APPROVED: SEPTEMBER 23, 2014
 MOTION NO. 48-2014/15
 DOCUMENT NO. 103-2014/15

Appendix C

Reedley College has built with 10 Unified HS Districts covering 13 High Schools, one Middle College High School, one dual enrollment academy (Sanger Paramount) and the Valley Regional Occupational Program a robust dual enrollment partnership. RC has implemented a number of innovations that are highlighted in the application.

Since all Instructional Service Agreements are identical we have attached, as an example, one signed ten-page Instructional Service Agreement.

**MEMORANDUM OF UNDERSTANDING
REGARDING INSTRUCTIONAL SERVICES**

**BETWEEN STATE CENTER COMMUNITY
COLLEGE DISTRICT and ITS COLLEGES
AND KINGS CANYON UNIFIED SCHOOL
DISTRICT**

DUAL ENROLLMENT

This Memorandum of Understanding ("MOU") regarding instructional services is between State Center Community College District and its respective colleges ("College"), and KINGS CANYON UNIFIED SCHOOL DISTRICT ("High School"). For identification purposes only this MOU is dated December 1, 2014.

RECITALS

WHEREAS, College is a multi-college District whose mission is to provide educational programs and services that are responsive to the needs of the students and communities within the School including law enforcement programs and courses;

WHEREAS, High School is part of a unified school district located in the District's service area;

WHEREAS, the parties desire to collaborate on dual enrollment courses that provide college credit ("Courses"). They may include, but are not limited to stand alone courses as may be determined by mutual agreement;

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the Legislature and College;

WHEREAS, the parties desire to enter into a MOU regarding Instructional Services, which sets forth their mutual rights and responsibilities and governs their business relationship regarding the subject Courses;

WHEREAS, the College intends to compensate Kings Canyon Unified School District an amount equal to the cost of an adjunct faculty teaching on the college campus;

WHEREAS, the parties intend for College to report full-time equivalent students (FTES) data and obtain state apportionment for the subject Courses given through this MOU in accordance with California Code of Regulations, title 5, sections 58050, 58051, and 58051.5;

WHEREAS, High School intends to fund the cost of the subject Courses by providing all required personnel, services, classrooms and equipment;

WHEREAS, all classes will be located within College's District boundaries;

NOW, THEREFORE, the parties mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.
2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both parties sign it and continue in effect until June 30, 2018 or until duly modified or terminated by the parties.
3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice. The parties agree to consider the needs of currently enrolled students when determining a termination date.

The indemnification provisions contained in this MOU shall survive termination.

4. **Instructional Service Agreements.** The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future ISAs pertaining to the Courses unless expressly modified by a related ISA. The terms of this MOU may be modified by individual ISAs as necessary. Any inconsistency between the MOU and an express provision of an ISA will be resolved in favor of this MOU.

5. **Certifications for State Apportionment Purposes Applicable to All Courses Conducted in a Cooperative Arrangement with a Public High School.**

A. High School certifies that the direct education costs of the activity are not being fully funded through other sources.

B. High School certifies College has not received full compensation for the direct education costs for the conduct of the class from other sources.

C. College certifies that a job market survey has been conducted prior to establishing the vocational and occupational training programs, and the results justify the particular vocational and occupational training programs.

D. Both College and High School certify that either (i) the vocational and occupational training programs have been approved by the State Chancellor's Office and the courses which make up a particular program are part of the approved program and College will provide all documentation necessary to support this certification for both parties; or (ii) College has received delegated authority to separately approve the subject courses locally.

E. These certifications may not be voided, modified or waived by any related ISA.

6. Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted in a Cooperative Arrangement with a Public High School.

These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

- A. Responsibilities of Each Party. College policies and procedures apply and College is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards set out in the Course Outline of Record, as well as any corresponding local policies, practices, and requirements of the High School.
- B. Enrollment Period. The enrollment period shall be determined by College in accordance with its guidelines, policies, pertinent statutes, and regulations.
- C. Number of Class Hours Sufficient to Meet the Stated Student Learning Outcomes. College has determined the student learning outcomes for each of the Courses and the number of class hours necessary to meet them. This is recorded in the approved Course Outline of Record.
- D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with College guidelines, policies, pertinent statutes, and regulations. The supervision and evaluation of students will conform with correspondence of local policies, practices, and requirements of the High School.
- E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with College guidelines, policies, pertinent statutes and regulations.
- F. Right to Control and Direct Instructional Activities. College is responsible for the Courses and has the sole right to control and direct the instructional activities of all instructors, including those who are High School personnel, although this right will be exercised in consultation with the High School.
- G. Minimum Qualifications for Instructors Teaching Courses. Instructors who are High School personnel shall meet the minimum qualifications to provide instruction in a California community college.
- H. Facilities. High School will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to College or students. High School agrees to clean, maintain, and safeguard the High School's premises. High School warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes. All classes will be held at facilities which are clearly identified as being open to the general public. High School rules which control or prohibit public access to facilities for safety purposes or to protect proprietary information shall be observed.

I. Equipment. Unless otherwise provided for in a related ISA, High School will furnish, at their own expense, all course materials, specialized equipment, and other necessary equipment for all students. The parties understand that such equipment and materials are High School's sole property; however, College policies may be utilized as appropriate should an individual student unnecessarily damage or fail to return such equipment. High School shall determine the type, make, and model of all equipment and materials to be used during each Course. High School understands that no equipment or materials fee may be charged to students except as provided for by College policies and practices.

J. Enrollment. Enrollment shall be open to any person who has been admitted to College and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by the College. Applicants must meet the standards and prerequisites of the College.

College and High School will be jointly responsible for processing student applications. College will provide the necessary admission forms and procedures and both College and High School will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

College will ensure that each recruited student completes the admissions procedure, the class enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. College will assist High School as necessary. A successful enrollment requires that each student has completed an enrollment application provided by College, the application has been delivered to and accepted by College's Admissions and Registration Office, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard college student liability and medical care coverage, if applicable.

K. Enrollment Fees. The enrollment fees (e.g. Health Fee or Associated Student Body Fee) must be paid to College by the individual student if the class is offered on the college campus. Enrollment fees may not be waived by College unless exempted by statute or board policy. This provision may not be cancelled or modified by any related ISA. However, by mutual agreement, enrollment fees may be withheld from any reimbursement owed by the College to the High School. Non-resident fees may not be waived unless exempted by statute or board policy.

L. Course Outlines - Curriculum Committee and Board Approval. The course outlines of record (COR) for all individual Courses must meet course standards set out in Title 11 of the California Code of Regulations and must be approved by College's Curriculum Committee, and Board of Trustees.

M. Teaching Consistent with Approved Outline and Level of Rigor. High School will implement procedures to ensure that High School instructors teaching different sections of the same course do so in a manner consistent with the approved outline of record for that course, and that each individual instructor shall hold all students to a comparable level of rigor.

N. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to College periodically, or upon demand, and shall be maintained by College in adherence with college policies and procedures.

O. Ancillary Support Services for Students. Both College and High School shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling, library and tutorial services, and guidance and placement assistance.

P. Courses Outside College Boundaries. For locations outside the geographical boundaries of College, College will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55230-55232, concerning approval by adjoining community college High Schools, requests by affected high school High Schools, and use of non-College facilities.

7. Liaison. At no cost to the High School, College will provide the services of admissions and records and matriculation personnel to facilitate the matriculation and credit process. College will assign a faculty member as liaison per program who will facilitate coordination and cooperation between College and High School regarding curriculum and pedagogy. College will provide High School personnel reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including conducting appropriate student assessments, outreach/recruitment activities and the College's application procedures.

8. Support Staff. These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

A. High School to Provide Support Services. Unless otherwise provided for in a related ISA, High School will provide personnel to perform clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.

B. High School is Responsible for its Own Personnel. High School's personnel will perform these services on duty time. High School personnel performing these services will be employees solely of High School, subject to the authority of High School, but will also be subject to the direction of College, specifically with regard to their duties pertaining to teaching the college course according to the COR. All instructors will be evaluated according to the contractual agreed evaluation schedule: 2x in the first three semesters of teaching by the college dean (or designee) and a college faculty, and after that each 6th semester of teaching by a peer college faculty member.

9. Instructors. These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

A. College to Select Instructors. College may select instructors from High School personnel nominated by the High School, personnel nominated by another High School, or other sources. High School personnel will perform instructional duties on duty time. High School personnel selected to be instructors remain employees solely of the High School, subject to the authority of the High School, but will also be subject to the authority of College, specifically with regard to their duties as instructors of the college approved course. College will exercise this authority in consultation with the High School.

B. District May Nominate Instructors. High School shall ensure that all instructor nominees are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the Courses. High School shall ensure that all instructor/staff nominees possess any Certificates of other training indicia that may be required. College will check the minimum qualifications of the nominees.

C. College Shall Determine Instructor Requirements. College shall determine the number of instructors, and the subject areas of instruction. The ratio of instructors to students will be determined in consultation with the High School.

D. High School is Responsible for its Own Personnel. High School's personnel will perform these services on duty time. High School personnel performing their services will be employees solely of High School, subject to the authority of High School, but will also be subject to the direction of College, specifically with regard to their duties pertaining to the Courses described in the related ISAs. College has the primary right to control and direct such activities.

E. Orientation Meeting. Instructors shall attend an orientation meeting or any other meeting with faculty pertaining to the dual enrollment class if scheduled and College shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.

10. Curriculum and Student Learning Outcomes.

A. District shall develop the student learning outcomes, curriculum, course outlines, and instructional methods in accordance with any applicable recommendations and guidelines offered by College and also in compliance with standards set out in Title 5 of the California Code of Regulations. Student Learning Outcomes, curriculum, course outlines, and instructional methods are subject to advance approval/revision by College.

B. All Courses must be approved by College's Board of Trustees or College personnel to whom this authority has been duly delegated. Course outlines must meet the course standards set out in Title 5 of the California Code of Regulations and must be approved by College's Curriculum Committee.

C. All relevant course information and proposed course outlines shall be developed and submitted to College for approval/revision no later than 30 days prior to the projected start date of a particular class or program session.

11. Instruction. The instructional services provided by High School personnel shall include development of appropriate lectures. The lectures will conform to the approved curriculum and course outlines and recommendations of experienced College instructors. Instructional presentations shall incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or specialized equipment for vocational courses.

All instructional presentations, including practical demonstrations and demonstrations of vocational equipment, are subject to the advance approval of College.

12. Facilities. The parties contemplate that primarily, the facilities of the High School will be utilized to carry out the goals of this MOU and any related ISA, although from time to time College facilities may be utilized subject to mutual agreement by the parties as expressed in a related ISA. High School agrees to defend, hold harmless, and indemnify College and its governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, instructor, or third party be injured as a result of or connected with the condition of the High School's premises, in whole or in part. The indemnity shall survive termination of this MOU and is in addition to any other rights or remedies College may have under law or otherwise.

13. Workers' Compensation. High School shall be the "primary employer" for all its personnel who perform services as instructors and support staff. High School shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective High School personnel made in connection with performing services and receiving instruction under this MOU or any related ISA. High School agrees to hold harmless, indemnify, and defend College from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by High School personnel connected with providing services under this MOU or any related ISA. High School is not responsible for non-District personnel who may serve as instructors or students who are not affiliated with the High School. These provisions may not be voided, modified nor waived by a related ISA.

14. Indemnification.

A. District shall defend, hold harmless, and indemnify College, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this MOU or any related ISA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of High School, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

B. College shall defend, hold harmless, and indemnify High School, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of College, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

C. District shall have no obligation to defend, hold harmless, or indemnify College, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct; and College shall have no obligation to defend, hold harmless, or indemnify High School, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct.

D. This indemnity shall survive termination of this MOU or any related ISA, and/or final payment hereunder and is in addition to any other rights or remedies that High School or College may have under law and/or otherwise.

E. These provisions may not be voided, modified nor waived by any related ISA

15. Insurance Requirements.

A. Each party shall obtain, pay for, and maintain in effect during the life of this MOU the following policies of insurance issued by an insurance company rated not less than "A-;V" in Best Insurance Rating Guide and admitted to transact business in California: (1) commercial general liability (including contractual, products, and completed operations coverages, bodily injury, and property damage liability) with single combined limits not less than \$1,000,000 per occurrence; (2) commercial automobile liability for "any auto" with combined single limits of liability not less than \$1,000,000 per occurrence; (3) professional liability (errors and omissions) with a limit of liability not less than \$1,000,000 per occurrence; and (4) workers' compensation insurance as required under state law.

B. Each party's policy(ies) shall contain an endorsement naming the other party as an additional insured insofar as this MOU is concerned, and provide that written notice shall be given to the other party at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Each party shall furnish the other with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change, or reduction in a party's coverage, that party shall immediately file with the other party a certified copy of the required new or renewal policy and certificates for such policy.

C. Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this MOU.

D. The parties acknowledge that both parties are permissibly self-insured under California law.

E. These provisions may not be voided, modified nor waived by a related ISA.

16. **Discrimination and Harassment.** Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of sex, race, color, ancestry, religious creed, national origin, mental or physical disability (including HIV and AIDS), marital status, or age, and shall comply with all applicable laws pertaining to employment.

17. **Entire Agreement.** This MOU and any related ISAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related ISA.

18. **Amendment.** The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

19. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

20. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.

21. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.

22. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

23. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

24. **Authority to Enter Into Agreement.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.

25. Status of the Parties. Neither party is a partner, joint venturer, co-principal, employer, or co-employer of the other or of an employee of the other party. High School shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related ISA. High School shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related ISA

District shall be free to perform similar services for others while under contract with College. Nothing in this MOU shall prohibit High School from taking on other jobs or performing services for other entities. The parties agree that in performing the services specified in this MOU, High School shall act as independent contractors.

26. Retention and Audit of Records. Each party shall maintain records pertaining to this MOU and related ISAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

27. Governing Law and Venue. This MOU will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this MOU shall be Fresno County, California.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first above written.

AGREED TO AND ACCEPTED:
**STATE CENTER COMMUNITY COLLEGE
DISTRICT**

By: 
Edwin Eng
Vice Chancellor, Finance and Admin
1525 East Weldon Ave.
Fresno, CA 93704
(559) 226-0720

AGREED TO AND ACCEPTED:
**KINGS CANYON UNIFIED SCHOOL
DISTRICT**

By: 
Title: Superintendent
Address: 675 W MANNING AVE
Reedley, CA 93250
Telephone: (559) 305-7002