

COVER PAGE

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U.C. Davis
Reach Higher Shasta
Shasta Union High School District
Anderson High School District
Central Valley High School
Trinity High School

Application Abstract:

Shasta College is the only public post-secondary institution in a 10,132 square mile radius in the vast, rural region of far Northern California. The counties included in the college district – Shasta, Tehama, and Trinity - each reflect high poverty, high unemployment, and low post-secondary attainment rates. Shasta College serves a region much different from the more affluent areas of California.

Since January 2014, Shasta College and its community partners have created the ideal conditions for every district high school student – at any achievement level– to accelerate progress toward a bachelor’s degree. By combining fee waivers, enrollment policy changes, on campus programs, concurrent enrollment and, most dramatically, dual enrollment, the college supports interested high school students in earning transferrable units toward degrees at **minimal or no cost to students and often without having to leave a high school classroom.**

Through PACT (Promise for Access, Completion and Transfer), a dual and concurrent enrollment program that meets the needs of three distinct high school student populations (at-risk, on-track, advanced), Shasta College is removing financial, academic and cultural barriers to higher education for high school students while enhancing the opportunities to accelerate through to bachelor’s degrees through rigorous and aligned coursework.

PACT is evidenced based, cost effective and scalable statewide, with specific merit for California’s more rural, isolated environments. This innovation meets the criteria established through the California Legislature by increasing the amount of BAs that will be awarded, shortening time to degree, and building on the strengths of each academic segment.

Assurance and Signature:

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.



Joe Wyse, Ed.D.
Superintendent/President
Shasta-Tehama-Trinity Joint Community College District

1/7/15

Date

Context:

1. As evidenced by our mission statement and strategic plan, Shasta College is deeply committed to increasing post-secondary access and attainment for the individual, community and economic health of our region. Shasta College defines its role broadly, encompassing community partnerships and engagement across academic segments to ensure that every student graduates high school with every option available to them for their future success.

Extensive studies conducted in the north state (McDonnell, 2005; GEAR UP, 2011) reveal three key factors limiting college enrollment and degree attainment rates in the north state:

- Lack of rigorous coursework in high schools (low A-G rates/high remediation rates)
- Geographic Isolation (1-4 hours away from four-year public universities)
- Lack of college-going culture (High number of first generation college students)

The Shasta College PACT Program (Promise for Access, Completion and Transfer) was implemented in 2014 to address these barriers for ALL students. Through increased dual/concurrent enrollment opportunities, identification of clear academic and career pathways, policy changes, and fee waivers for high school students, **PACT's goal is that at least 50% of all students in the district will graduate high school with at least 15 transferrable college credits and 80% of students will not require remediation in math or English. Ultimately, the average time and cost to achieve a four-year degree will be reduced by up to one full academic year, resulting in at least a 25% increase in 18-24 year olds holding a bachelor's degree by 2019 and doubling the number by 2025.** Students can access PACT with no enrollment fees and often without leaving their high school campus. PACT strategies are to:

- ✓ Reengage students that are at-risk of dropping out of high school or who lack credits to graduate high school due to involvement in the foster care system.
- ✓ Address the “wasted senior year” for all high school students to ensure that students graduate high school with the courses that they need to enter college prepared for post-secondary work as evidenced by increased A-G rates, and reduced remediation.
- ✓ Offer advanced options for high school seniors that have completed required coursework and engage them in a course pathway that could lead to an Associate's degree in one year after graduation from high school and/or a B.A in three to four years.

SHASTA COLLEGE PACT PROGRAM

Target Population	Innovation	Success Indicators
Students at-risk of dropping out of HS due to mobility; other factors	Gateway to College program. Concurrent enrollment for credit recovery in conjunction with holistic student support, academic interventions and access to college classes.	*High school grad *College credits upon HS graduation *Retention rates
On-track HS students seeking access to rigorous coursework not available at HS	Dual and concurrent enrolled courses in science, math, expository English, foreign language and “gap areas”. Priority enrollment for A-G completers.	*Increased A-G rates; *Reduced remediation *Degree completion
Advanced HS students seeking AA in one year and/or BA in 3 to 4 years	Dual and concurrent enrolled courses in degree applicable coursework linked to academic and career pathways, and priority enrollment	*AA completion in 1 yr *Transfer rates *BA completion in 3 to 4 years post HS

2. The tri-county geographic region served by Shasta College is not generally considered ethnically diverse, yet Shasta College serves a larger proportion of students from underrepresented groups than found in the general population. According to the 2012 U.S. Census American Community Survey, 85.4% of the population identifies as white and 11.7% are Latino, while 71.2% of Shasta College students identify as white and 12.7% are Latino. The dual enrollment program at the college, which serves students at district high schools by providing rigorous college courses during the school day which meet high school graduation requirements as well as college standards, serves similar or higher percentages of some underrepresented groups, particularly Latino students (14%) and those of two or more races (7%). The following table provides a detailed statistical profile of the district's population, all Shasta College students, and Shasta College PACT students:

Table 1: Statistical Profile

	General Population Tri County Area		Shasta College Students 2012-13		Shasta College PACT Students 2013-14
	#	%	#	%	*limited data
Female	128,701	50.6%	7,043	57.6%	54%
Male	125,885	49.4%	5,090	41.7%	46%
Foster Youth	755	1.3%	82	0.7%	2% Gateway only
Any disability age 18 to 64	25,493	10.0%	653	5.9%	N/A
Low HHI or Fin Aid	28,596	29.0%	7,340	60.1%	84% Gateway only
Veterans	26,653	10.5%	426	3.5%	N/A
American Indian or Alaska Native	7,249	2.8%	356	2.9%	2.2%
Asian	4,778	2.0%	340	3.7%	2.6%
Black or African American	2,013	0.8%	184	1.5%	1.4%
Hispanic or Latino	29,743	11.7%	1,555	12.7%	14%
Native Hawaiian or other Pacific Islander	363	0.1%	116	0.9%	0.2%
White	217,480	85.4%	8,698	71.2%	70.4%
Some other race /More than one race/unknown	11,250	4.4%	971	7.9%	8.9%
Age under 18	58,499	23.0%	880	7.2%	100%
Age 18 to 64	152,966	60.1%	11,122	91.0%	
Age 65 and older	43,299	17.0%	218	1.8%	N/A

In Shasta County, 29.4% of adults have post-secondary credentials while 33% have some college but no degree. In Tehama County, only 20.8% of the population has any form of post-secondary degree (a mere 13.1% have a bachelor's degree or higher) and 31% have some college but no degree (US Census, ACS, 2013). These rates are significantly below the state average of 31% of adults having a bachelor's degree or higher and 22% having some college but no degree. This translates to a lack of a college-going culture in the region as a whole.

In analyzing our high school student populations and barriers or challenges to attending college and earning a degree, several factors were identified. These include high poverty levels, lack of familial or community expectations to attend college, inadequate public transportation systems, lack of sufficient internet access, and the significant distance to four-year institutions. Specific underrepresented student groups had additional barriers: foster youth lack family and other support systems once they reach age of maturity and often find themselves homeless or transient which affects persistence and completion and students with disabilities often lack familial expectations for college and can have transportation and other accessibility barriers.

On a broad scale, Shasta College PACT addresses these barriers through innovative programming that meets students "where they are" and through community partnerships. Our dual enrollment programs are offered at the high school sites, at no charge to students. This actively addresses barriers of transportation, lack of internet access and income. College counselors work with faculty, high school counselors, and community partners such as College Options to provide outreach and services to families of these high school students to build the expectations and financial literacy and support to make the dream of obtaining college degrees a reality. On campus, in addition to concurrent enrollment by high school students in many of our courses, two programs – Gateway to College and College Connections – serve at-risk and high achieving high school students respectively. Our Gateway to College program primarily serves at-risk youth, often from low income households, who have passed the high school exit exam but lack sufficient credits to graduate. Through Gateway to College, we are able to re-engage these students in their education and not only attain their high school diplomas but do so on a college campus while also earning college credits, making for a successful transition to being a full- or part-time college student on a well mapped path to a degree. Shasta College also provides strong academic and social support for foster youth through our SCI*FI program, an on campus veterans center, and a DSPS (Disabled Students Programs and Services) center that offers courses that are designed for students with disabilities and assistive technology resources. High school students who are generally more advanced are able to take advantage of College Connections, a long-standing program that provides an opportunity for about 80 high-achieving high school students to take a combination of high school classes and concurrently enrolled college classes during their Senior year in high school on the college campus. While all three programs have merit and accelerate high school students toward bachelor's degrees, only dual enrollment is scalable both district- and state-wide while eliminating multiple barriers identified above.

Innovations

3. A number of efforts prior to January 10, 2014, focused Shasta College on increasing post-secondary access and attainment for the region and laid the early foundation for the PACT program. These preliminary efforts helped create a college-going culture in the tri-county region by empowering all high school students (those at-risk, on-track, and advanced) with opportunities to gain a head start in college while completing high school. Early efforts include making policy and procedural changes and strengthening community and K-12 partnerships, which ultimately meet the goal of increasing concurrent and dual enrollment of high school students.

The most significant local policy change was adopted by the college's Board of Trustees in December of 2012. At the December 12th meeting, the Board passed resolution number 20012-13-11 (see Appendix B), which follows Education Code Section 76300 and allowed special admit students (typically current high school students) to have their enrollment fees waived beginning with the Spring 2013 semester. The effect of this policy change was dramatic, with concurrently enrolled student numbers increasing each comparable term since the adoption of the resolution (see Appendix B). In Fall of 2012, Shasta College enrolled 146 special admit high school students, increasing to 681 students by Fall of 2013 (not including dual enrolled students.) As explained below, this policy change also paved the way for increased dual enrollment offerings in the local high schools.

A great deal of effort in 2013 was focused on increasing community partnerships. Three specific areas are highlighted in the PACT program: the Reach Higher Shasta community collaborative resulting in the Shasta Promise, the Gateway to College program, and the dual enrollment opportunities through partnerships with local high school districts.

Shasta College and other area educational stakeholders including our K-12 districts, County Office of Education, County Public Health Department and other area colleges began meeting in 2011, forming the Reach Higher Shasta collaborative focusing on college and career readiness for all Shasta County students. This collaborative effort culminated in the 2013 adoption of the Shasta Promise – a compact among 25 area K-12 districts, Shasta and Siskiyou Community Colleges, California State University Chico, Southern Oregon University, and two private four-year institutions, Simpson University and National University. This compact strives to increase the number of Shasta County students completing post-secondary degrees at all educational levels: 1) K-12s now require completion of A-G courses as a condition of high school graduation; 2) Shasta College offers guaranteed enrollment and priority registration, financial aid assistance, and enrollment in a specialized transfer program with ongoing assistance and monitoring for all students intending to transfer to a four-year school; and 3) four-year university partners offer guaranteed admission for students who have completed minimum requirements and enrollment at Junior standing for Shasta College students who have completed community college transfer requirements. Southern Oregon University has also pledged to provide in-state tuition costs for all students coming from Shasta County.

To address the need of students who are academically capable but at risk of dropping out before high school graduation, we developed the Gateway to College program with Shasta Union High

School District in Fall of 2013 after being awarded a grant to support the start-up of this program. Shasta College was the first rural community and one of only 7 in the state of California to receive funding for this high school dropout recovery program (supported by the Bill and Melinda Gates Foundation). Gateway to College is a unique program for high school students who have passed their exit examinations but are behind in credits to receive a diploma. Gateway to College provides holistic counseling and small class sizes to promote success for disconnected youth who are at risk of dropping out of high school. Gateway to College began offering courses to a small pilot cohort of students in Fall of 2013, and expanded services and graduated its first class of students in 2014.

By building strong relationships with local high school districts, Shasta College was able to begin offering articulated courses for high school students as special admits in 2009. During 2013, Shasta College took this strategy a step further and began offering dual enrollment to help accelerate students' progress towards a college degree while still in high school. Dual enrollment expands the on-campus concurrent enrollment opportunities already afforded to high school students by allowing them to take college courses on their high school campus during the regular school day, taught by highly qualified teachers. Dual enrollment has been financially supported by partnership agreements between the participating high schools and Shasta College. Unduplicated headcount of dual enrolled students started at 857 in the 2012-13 year, with 82 course sections offered. Agreements with local high school districts were also reviewed and revised for dual enrollment in 2013, which allowed the District to claim students for apportionment in 2013-14.

All of these efforts collectively and individually address our goals of increasing student obtainment of post-secondary degrees. They are a continuous work in progress and we utilize process evaluation and lessons learned to enhance and refine the programs to best meet our goals. As a result of our involvement in Reach Higher Shasta, Shasta College and our high school partners took a critical look at our students and the barriers they face. The remediation rate for students leaving our area high schools and attending Shasta College or other institutions of higher education was quite alarming. A significant focus has been addressing key factors impacting our remediation rates including: alignment between segments, rigor (and availability) of high school course offerings, and awareness of course requirements. As a result, all local comprehensive high schools eliminated many courses not aligned to A-G or a career technical pathway. In regard to dual enrollment and articulation programs, we have learned that students and high school instructors may lack understanding regarding college academic policies and procedures including important deadlines for adding and dropping classes. There was also confusion regarding the differences between articulated and dual enrolled courses, and many students who completed articulated courses were not requesting college credit. Shasta College is addressing this issue by providing course instructor trainings, ongoing communication plans with faculty, high school counselors, and students reminding them of important dates, and creation of a step by step process on how to request credit for articulated courses. When possible, we are promoting dual enrollment since it provides a letter grade on the students' college transcripts, as opposed to "credit by exam" for articulation.

4. During 2014, Shasta College analyzed each of the PACT pilot efforts, identified challenges, and reviewed potential for collective impact across the organization and in relation to the Shasta Promise. While 2013 was a year for partnership cultivation and policy change, laying the foundation for PACT strategies, 2014 focused on implementation and expansion.

Shasta College adopted a new Enrollment Management Plan in April 2014 that provides streamlined enrollment, orientation, and transcript evaluation to enhance school connectedness and make better course placement decisions and individual education plans that promote retention and accelerate students' progress towards degrees. The Shasta College Enrollment Management Plan 2014-2017 focuses on three key strategies: seeking students through outreach and marketing, focusing on increasing student diversity; keeping students through research based strategies in student retention and scheduling patterns that promote persistence; and increasing completion of degrees, certificates, and transfer-readiness. For example, students now have the option of having high school or other college transcripts evaluated, in place of or in addition to subject based assessments, to best place students in appropriate courses and eliminate remediation or unnecessary units. This positively impacts students who may not perform well on a computer based assessment test, but have the skills necessary to enroll in college-level courses, particularly in English and math, and do not need remediation. By improving course placement, students are able to accelerate more quickly towards their degree. This change directly links to the challenges described previously regarding the need for student retention and progression towards a degree and reduction of the need for remediation.

Shasta College is a cornerstone of a local grassroots effort to promote higher education by ensuring all students are college and career ready. Through Reach Higher Shasta and the Shasta Promise, the idea of college is promoted during early preschool and kindergarten years through local No Excuses University schools and college tee shirt days. As students get older, they are exposed to additional programming such as College Options, Career Days, Gear Up, and Educational Talent Search. As a result of our inter-segmental partnerships and self-analysis, high schools have adopted new graduation requirement policies, now requiring four years of high school English and math. This promising strategy reduces the need for remediation once students attend college, and aligns curriculum to create clear pathways to degrees. Furthermore, Shasta College's commitment through the Shasta Promise compact is to guarantee priority enrollment for all Shasta County students in classes needed to graduate community college within two years, provide transcript evaluation assessments for course placement, provide active assistance with financial aid, and ensure that students who have a goal of transferring to a four-year college are enrolled in a transfer program that provides ongoing progress monitoring and assistance to keep students on track. This strategy addresses the need to create a college-going culture in the Shasta College tri-county region.

In 2014, our high school partners in the Shasta Promise compact implemented a comprehensive college and career planning program through the Career Choices "My 10-Year Plan" model. This includes a Career Choices course during their high school freshman year with ongoing targeted counseling and academic advising to help students meet their ten-year education, career, and life plan. The Career Choices program is aligned with the U.S. Department of Education's recommendations for successful dropout prevention programs. Additionally, Anderson High School District added a fourth year of math to its graduation requirements to boost student skills

and decrease the need for remediation upon college transition. Central Valley High School adopted a 1 to 1 technology model where all students get a Chrome book to take home, and Shasta Union High School District ramped up their STEM offerings to include a Space Science and Engineering/Robotics pathway in collaboration with NASA. Changes in the high school system support the need for increased rigor and alignment with post-secondary institutions, as well as reducing the need for remediation.

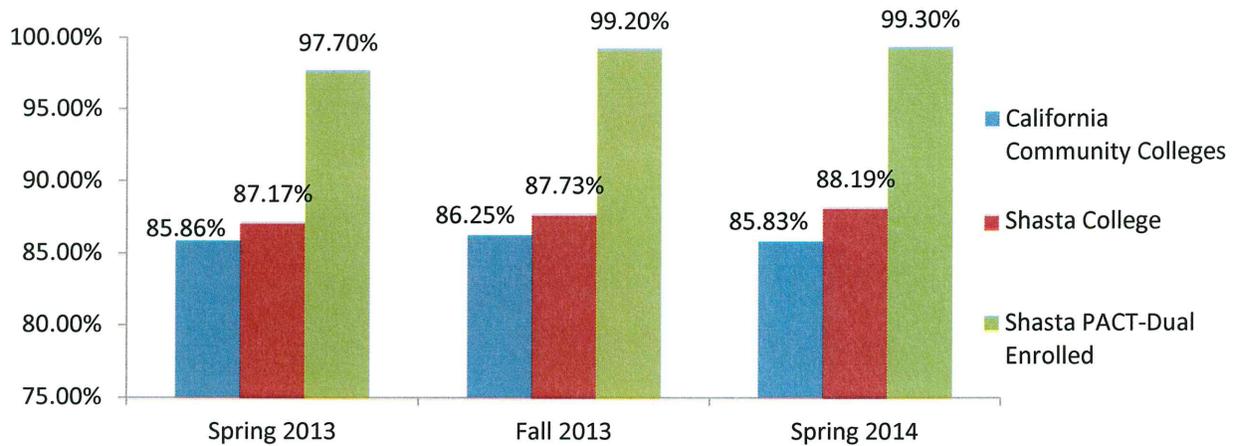
Also during 2014, Shasta College made policy changes to increase college access through fee waivers for special admit students. In response to SB 150 legislation, Shasta College's Board of Trustees adopted fee waiver policies for non-resident part-time students in December of 2014. This complements our previous policy that waived fees for special part-time admit students, including resident high school students. The impact of these policies translates to increased access for high school students to complete college units at no cost, and as a result Fall 2014 had the highest number of students in any semester (594), compared to 146 in the Fall of 2012.

Shasta College has continuously improved PACT strategies based upon identified barriers and lessons learned. To ensure students aren't taking unnecessary college units in high school that may impact their financial aid at a later date, the program has been designed so that all dual enrollment courses make progress towards a degree or one of 15 career technical certificates with high regional employment potential. We have also developed a complete online college orientation, in addition to the on-campus orientation, to accommodate student's schedules and preferences as well as a video promoting and describing the dual enrollment programs.

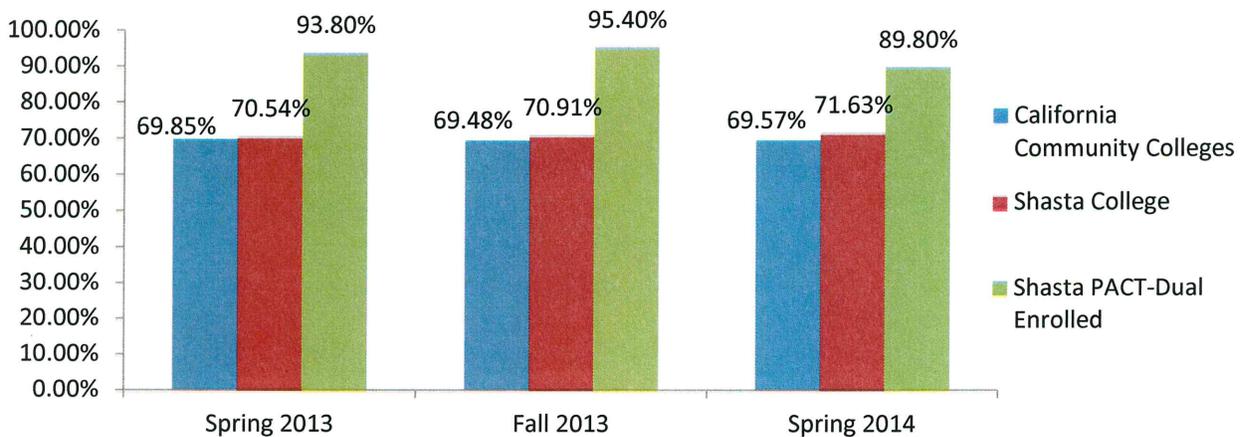
During Spring 2014, Shasta College offered 85 sections of dual enrolled courses on high school campuses and 33 articulated courses through partnerships with local high schools. In 2014, we developed a one-step process for high schools to apply for dual enrollment and articulation courses, resulting in an increased number of requests. By the Fall 2014 semester, the program expanded to 115 dual enrolled courses and 13 articulated courses at 13 different high schools. Enrollment increased nearly 22% to 1049 students and the number of student requests for articulated course credit increased nearly 70% between 2013 and 2014. The impact of these changes indicates a greater awareness of the process and a sense of value of acquiring college units that clearly lead to a degree and achievement of a student's educational and career goals.

Early evaluation results for the dual enrollment programs are quite promising. Course retention rates are in the high 90% range and course success rates have averaged between 89%-95%. When comparing these rates for the PACT dual enrollment program to Shasta College and the California Community Colleges as a whole, our dual enrollment efforts show that this innovative strategy is proving effective in progressing students towards degree attainment.

Course Retention



Course Success



Appendix C includes a sample Memorandum of Understanding and Board Policy with our high school districts for the dual enrollment program. In Fall 2014, a local foundation approached the college about researching the possibility of some form of early college and expanding the dual enrollment program. This foundation funded the attendance of a senior college administrator at the National Early College Conference in Dallas in December 2014. From this conference, Shasta College was able to learn about more progressive policies in other states, successful practices in dual enrollment, and necessary safeguards to put in place in order to ensure appropriate rigor. We will use this information as we strengthen and expand the PACT program.

Gateway to College graduated its first pilot class of 18 students in June of 2014 and expanded enrollment to 34 new at-risk students by Fall 2014. Students enrolled in the Gateway program are able to access all of the Shasta College campus services such as on-site Health and Wellness Services, Student Success workshops, high technology and adaptive learning labs, while continuing to benefit from traditional K-12 programs such as free and reduced lunch, city bus passes to provide transportation, and textbooks provided through a joint agreement between

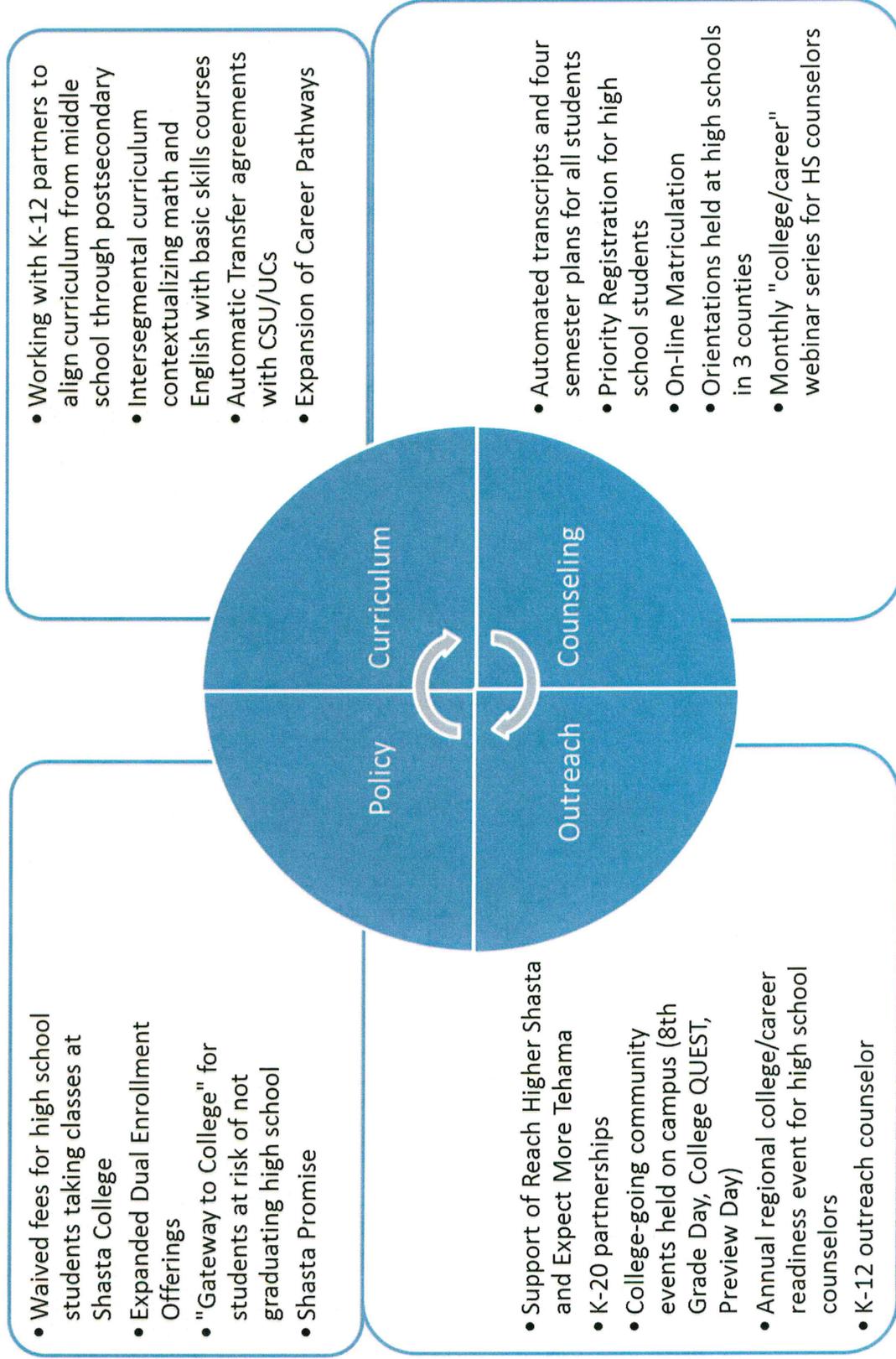
Shasta College and the high school districts. In a 2014 Gateway student survey, 57% of students reported more than 5 barriers to success in a high school setting including attendance, academic problems, family/home issues, and problems with peers or feelings that no one cared about their academic success. The design of the Gateway to College program provides small group instruction, counseling, encouraging relationships with staff, and clear pathways to degrees.

Early results of the Gateway to College program show significant increases in grade point average (GPA), college units earned, and high transition rates from high school to college within one semester. The first cohort of 51 students enrolled in during the 2013-14 academic year (23 students in Fall 2013 and 28 students beginning Spring 2014) realized increases in GPA from an average of 2.0 at enrollment to 2.7 by the end of the year, and 35% graduated high school. This is particularly significant as the population served is considered at-risk due to credit deficiencies for high school graduation. After the first year of Gateway to College implementation, graduating students earned an average of 7.6 college units while earning their high school diploma and more than half of our Gateway to College graduates enrolled in college the semester after their high school graduation. In a qualitative program evaluation, which is used to guide continuous program improvement strategies, student remarks included "...I look forward to coming to school every day; I've never felt that way about school", and "how all the staff is there to make you succeed! They really care! And how we are treated like young adults rather than a bunch of struggling kids about to drop out."

Changes made during 2014 are a direct result of continuous program review and quality improvement in innovating and promising programs designed to meet our goals. Program modifications and policy changes made by Shasta College and our high school partners are directly linked to the barriers identified in Question 2:

Barriers	2014 Changes	Impacts
Lack of rigorous coursework, high remediation rates	<ul style="list-style-type: none"> *Shasta College Enrollment Management Plan, transcript evaluation for placement *High schools revised graduation requirements, aligned courses and pathways with Shasta College *Gateway to College 	<ul style="list-style-type: none"> *Decreased need for remediation *Increased rigor *Aligned curriculum, *Increased high school GPA, graduation rates and college units for at risk students
Geographic isolation, accessibility barriers	<ul style="list-style-type: none"> *Dual enrollment courses offered at high school sites *One step process for high schools to apply for dual enrollment and articulated courses 	<ul style="list-style-type: none"> *Increased # of students in dual enrolled courses *Transportation and technology barriers are eliminated *Accelerated progression towards degree
Lack of college going culture	<ul style="list-style-type: none"> *Reach Higher Shasta/Shasta Promise outreach *Career Choices in High School 	<ul style="list-style-type: none"> *Increased # of students completing college units and on a pathway prior to HS graduation

Shasta PACT: Creating A College-Going Culture Through Inter-Segmental Partnerships



5. Shasta College has made a commitment to expand and enhance its connections with the K-12 system and its students regardless of the outcome of this award application. In February 2015, applications to offer dual enrollment classes at district high schools during the 2015-2016 academic year are due to Shasta College, and will be reviewed with college faculty to ensure qualified instructors and appropriate rigor. To improve the dual enrollment program and reach the goals of the PACT program (increasing the number of students in the district graduating high school with at least 15 transferrable college credit, reducing the need for remediation in math and English, reducing the cost and time to achieve a four-year degree by up to one full academic year, and increasing the number of 18-24 year olds holding a bachelor's degree by at least 25% by 2019 and doubling the number by 2025), we will be focusing on offering courses at the high schools that lead to the Association Degrees for Transfer so that students can earn 15-30 units prior to graduating from high school, thus accelerating their completion of associate degrees and ultimately bachelor's degrees by as much as one year. Promising practices offered in states such as Texas and North Carolina, emphasize allowing as many students as possible to finish entire associate degrees upon graduation from high school. By expanding the PACT program, we intend to reach greater numbers of underrepresented students since the high school populations are more diverse than the current college population.

Plans to expand and strengthen the dual enrollment program include advocating for and informing state policy changes based on best practices so that dual enrollment is encouraged rather than hampered by existing regulations (such as the requirement that all classes be "open." See Education Code Section 76002 in Appendix D). In order to make dual enrollment easier to replicate and scale to other communities around the state, advocacy and garnering support to eliminate roadblocks to partnerships between the K-12 districts and community college districts is essential. We also plan to strengthen the dual enrollment program by incorporating counseling into the dual enrollment classes to help students determine pathways and stay on track, and coordinating with four-year schools to continue the path through community college to bachelor's degrees.

We will also be looking at expanding locations for dual enrollment by reaching out to previously unserved high schools in the district as well as by introducing more dual enrollment courses taught through interactive video (ITV) or online with a high school instructor facilitating in the classroom. Because many high school teachers do not meet the minimum qualifications needed to teach courses for credit in the California community college system, we will address this barrier by having community college faculty teach the course through ITV while the high school instructor collaborates by helping develop curriculum, facilitating discussion, and organizing group activities. Shasta College has an extensive and well-developed interactive teaching system throughout its district; in fact, according to the California Community College Chancellor's Office, more than 20% of all FTES earned by interactive video instruction in California are generated by Shasta College. Some high schools already have the necessary equipment, while the college would have to assist in finding funds for additional sites.

Another solution to the lack of high school teachers with minimum qualifications (usually a master's degree) is to build relationships with four-year programs offering degrees, sometimes with financial assistance from private foundations. Brandman University, National University and Chico State offer or plan to offer four-year degrees in Redding and have expressed

willingness to discuss the most useful offerings. Furthermore, a prominent local foundation has approached the college about supporting the dual and concurrent enrollment programs, and potentially could help fund high school faculty interested in completing higher degrees.

To increase concurrent enrollments, the college will continue to offer early enrollment opportunities for Shasta Promise students and also move all registration periods earlier so that high school students do not have to wait until the first week of class to enroll (which was the previous practice). By allowing earlier registration, we expect to increase success rates of high school students in college classes since they will have more time to plan and prepare for the courses in which they enroll.

Thus far, the Gateway to College program has been a partnership between Shasta Union High School District (the largest K-12 in the tri-county area) and Shasta College. We have realized success in this pilot program through shared resources via a formal agreement to jointly fund the program by both the high school district and the college. Students in the program have shown increases in attendance, credit recovery, grade point average, high school graduation, and success in completing college units prior to their high school graduation. A significant portion of the Gateway students who graduated high school persisted and enrolled within one semester in Shasta College courses to continue progress towards their degree. Future efforts for the Gateway to College program will explore the expansion of services to additional high school districts in the tri-county area and serve a greater number of at-risk students.

6. The primary strategy for the Shasta College PACT program is to accelerate high school students into college pathways in order to advance them more quickly toward bachelor's degrees and careers while saving money for the student and the State. Both through fee waivers for dual and concurrently enrolled students, and by bringing college level course opportunities into the high schools through partnerships, students are encouraged to get a head start on college which results in a shorter time to degree completion.

Current estimates for annual higher education tuition and fees are \$1,456 per year at Shasta College, \$6,759 per year at CSU, and \$13,300 per year at UC. State cost estimates used in this analysis are on a per FTES basis taken from State allocations and information on each system's website for the most current year (community college: \$4,636, CSU: \$6,704, and UC: \$11,017). Tuition and fee savings through the PACT program occur in multiple scenarios, including students who take two years of community college and then transfer to a CSU or UC, or for students who go directly to a CSU or UC but with units already completed through the Shasta College PACT program that are eligible to transfer. Our analysis estimates the savings both to the individual student and to the State for three scenarios, assuming full associate's or bachelor's attainment, as outlined below.

Scenario 1: 15 units of PACT enrollment resulting in degree completion one semester early.

Scenario 2: 15 units of PACT enrollment followed by transfer directly to a CSU.

Scenario 3: 15 units of PACT enrollment followed by transfer directly to a UC.

	Tuition & Fees			State Costs		
	Per Student Expenditures			Per Student Expenditures		
	Traditional Without PACT	Innovative With PACT 15 units	Bachelor Degree Savings	Traditional Without PACT	Innovative With PACT 15 units	Bachelor Degree Savings
Scenario 1	\$2,912	\$2,184	\$728	\$9,273	\$9,273	\$0
Scenario 2	\$27,036	\$23,657	\$3,380	\$26,816	\$25,782	\$1,034
Scenario 3	\$53,200	\$46,550	\$6,650	\$44,068	\$40,878	\$3,190

Using these figures, if the Shasta College PACT program is successful in reaching its goal of 50% of high school students in the District obtaining an average of 15 units of college credit prior to graduating (currently approximately 2,200 students graduate annually), those students will save a total of \$571,480 in community college fees. If 50 students go directly to the UC system with 15 units of Shasta College PACT credit, 200 go directly to the CSU system, and 525 continue at Shasta College, these students will save an estimated \$1,390,600 in tuition and fees, while the State will save an estimated \$366,268. Should Shasta PACT be scaled statewide (consider that Shasta College serves approximately .65% of all California high school students) these estimates rise more than 100 fold. See Appendix E for additional financial analysis. Additional savings to the student would be realized through other costs of education, such as books, living and transportation expenses, which were not considered in the above analysis. Shortening even one semester of these ancillary expenses would save an estimated \$6,000 to \$10,000 for each student.

7. While there are a few risks involved with the PACT program, specifically with dual enrollment at district high schools, the most compelling part of the program is that it does not adversely impact underrepresented students in any way. In fact, based on the statistics in Question 2, it affords increased opportunities to earn college credits and start on a pathway to a bachelor's degree to all students equally – not just those with internet access or those who can find transportation to a college campus.

The primary risks and/or tradeoffs associated with PACT center on the following: (1) risks to individual students, (2) state policy impediments, (3) requirements to maintain rigor in dual enrollment courses, and (4) alignment with four-year colleges.

Risks to Individual Students: Shasta College has identified specific risks to students taking dual enrolled courses while still in high school, including taking excessive units that impact future financial aid and units not leading towards a degree, as well as risks to their overall grade point average. High school students are allowed to take up to 11 college units per semester. However, once they transition to college, anything in excess of 60 attempted units without a degree can affect a student's financial aid award. To address this challenge and discourage students from taking excess units, the college focuses on offering dual enrolled courses for high school students that are part of a degree pathway, often part of an Associate Degree for Transfer. Most of these courses meet general education requirements such as history, computer applications, English composition, and sciences. Since high school instructors must meet minimum qualifications to teach at the community college level, this also limits the number and type of courses we can offer during the normal high school day. To mitigate limitations in course offerings for dual enrollment, we also offer students the options of attending college classes online when we have not had qualified faculty at the high schools. This concurrent enrollment strategy ensures that multiple options are available to high school students wishing to get a jump start on their post-secondary education. To mitigate the risk of affecting grade point averages by students failing classes, dual enrolled students and instructors are informed about the permanence of a college transcript and receive counseling to improve success rates...which are currently higher than for non-dually enrolled students.

State Policy Impediments: Unlike more progressive states such as North Carolina, Texas and Indiana, California does not encourage dual enrollment through its policies, and in some cases, actively discourages the practice. For example, community colleges face restrictions on claiming apportionment necessary to sustain the program such as the requirement that a high school campus be "open" to the public – even when the classes are properly advertised and open to outside enrollment. Shasta College and a few other institutions have supported legislation to remove barriers to dual enrollment; unfortunately, legislation introduced last session and supported by the Chancellor's Office did not succeed. At the same time, after a lengthy conversation with auditors and by entering into Education Code compliant formal agreements with local K-12 districts, Shasta College succeeded in meeting all requirements to collect apportionment for dual enrolled students during the 2013-14 year. Ideally, state policy changes will eliminate the possibility that other colleges will risk losing apportionment.

Requirement to Maintain Rigor in Course Offerings: As other states have recognized, the project to allow high school students to earn college units in high school hinges on the courses meeting

the same standards as courses offered on a college campus. In other words, the dual enrolled courses must be “college courses offered for high school credit” rather than the opposite. Shasta College has instituted a careful process to ensure that its faculty as a whole, through the Academic Senate, and individual faculty in disciplines represented through dual enrollment approve of the courses offered as well as the high school faculty teaching them. No dual enrollment course is scheduled until both a faculty member and dean have approved the offering, and most often, the college instructor meets with the high school instructor to review and approve the official course outline and course requirements. High school instructors go through orientation to college processes and grading procedures, and they are evaluated on the same schedule and with the same instruments as any other adjunct faculty. Throughout the process, it is understood that the college has control over course content and quality. Future plans to strengthen the courses include more opportunities for the inter-segmental faculty to work together, perhaps even team-teaching ITV and online courses, and involvement of four-year faculty in the process of designing dual enrolled courses. Professional development for dual enrollment faculty will also be developed.

Another aspect of the rigor requirement is ensuring that a sufficient number of high school faculty in the district meet minimum qualifications to teach community college courses. A long-term goal is to work with private foundations and four-year college partners to facilitate and support an increase in high school faculty earning appropriate master’s degrees.

Alignment with Four-Year Colleges: In order for the PACT program to be successful in its long-term goal of increasing bachelor’s degree attainment by reducing time to degree, courses must be accepted by four-year colleges. Concurrently enrolled students complete courses offered on-campus or online, and as long as those courses are designated as transferrable, a student can apply those credits towards a bachelor’s degree. High school students in dual enrollment courses will receive a grade on his or her transcript that is indistinguishable from a grade given in other sections of the same course. Most dual enrollment courses are C-ID approved and/or transferrable, so the student will have no problem receiving credit toward a bachelor’s degree. However, in order to strengthen and increase the value of the program, Shasta intends to work with its closest UC and CSU neighbors – Davis, Chico, and Humboldt State Universities – to involve them in the design of courses and professional development of dual enrollment faculty. One potential model to follow is University of Texas-El Paso, which assists in designing dual enrolled courses and maintains a relationship throughout the semester between the high school and university instructors. In the end, the project will not succeed unless all secondary and post-secondary institutions are aware and supportive.

Sustainability

8. The PACT program would not be possible without the full buy-in of the Shasta College leadership and community partnerships. The service area of the district is vast, but the relationships are extremely strong. Innovation and adaptability are evident in how we communicate, collaborate, and address local needs.

Shasta College is currently a key partner and connector for two separate “cradle to career” collective impact models in the north state region. *Expect More Tehama (EMT)* stemmed from a grassroots, informal gathering of parents and business owners who were concerned about poor educational options in the region. *Reach Higher Shasta (RHS)* grew from the Shasta County Public Health Department in response to a report linking low wellness indicators with educational attainment.

As evidenced in the attachments, both RHS and EMT have broad representation from multiple stakeholders and have made significant strides in increasing educational access and outcomes in our respective communities. In addition to the PACT program, each of our partners has contributed fiscal and in-kind resources to promote and sustain change including:

- Changes to the assessment procedures at Shasta College to include multiple measures and other demonstrations of competencies.
- Creation of *Shasta Promise* which guarantees admission at regional colleges and universities for students who complete enhanced course requirements (including in-state resident tuition at Southern Oregon University).
- Waived college tuition and fees for high school students taking Shasta College courses.
- Created incentives for business members to engage with school activities.
- Creation of countywide Kindergarten Readiness Assessment and longitudinal data sharing agreements throughout Shasta County.
- Shared staffing across agencies and segments to support collaborative goals.
- Increased data sharing across sectors through local agreements and MOUs with Cal PASS Plus and National Student Clearinghouse.
- Increase in rigor at high schools including changes to the high school diploma requiring additional coursework in math and Science.

In addition, Shasta College is also making great strides in our efforts to increase educational attainment and post-secondary completion in the region through multiple initiatives including:

- **DQP:** In 2012, Shasta College was one of 14 community colleges included in the Lumina Foundation grant to the Accrediting Commission for Community and Junior Colleges to explore the use of the Degree Qualifications Profile for our University Studies degree.
- **Transfer Pathways:** Creation and expansion of articulation of two-year to four-year institutions through the ongoing development of Associate Degrees for Transfer (ADT). Shasta College currently offers 14 ADTs.
- **Career Pathways:** Partnerships with local industry, high schools, and college faculty to create career pathways leading to industry certifications and stackable credentials to maximize opportunities for post-secondary credentials in emergent fields.

- ***The North State Adult Education Collaborative (AB 86):*** Convenings of K-12, community college, and community practitioners to explore how adults are being served in the areas of basic skills, English as a Second Language, citizenship, and linkages to career technical programs.
- ***Gateway to College:*** A unique dual enrollment program for high school students who have passed their exit examinations, but are behind in credits to receive a diploma. Gateway to College (which began through generous support of multiple funders including the Bill and Melinda Gates Foundation) provides holistic counseling and small class sizes ensures success for disconnected youth who are at risk of dropping out of high school or whom have recently left high school without completing.

In March of 2014, representatives from Shasta College, Reach Higher Shasta, Expect More Tehama, and the McConnell Foundation attended the Strive Conference in Chicago to continue planning for regional collective impact infrastructure and joint planning. This served as an impetus for future resources when in December of 2014, Shasta College was one of 22 colleges across the country funded by the Lumina Foundation's Community Partnerships for Attainment Initiative, in large part due to our long-standing partnerships with Reach Higher Shasta and innovative cradle to career strategies. We are also working closely with the local McConnell Foundation to broker a regional infrastructure for the collective impact models of Reach Higher Shasta and Expect More Tehama that would provide funding, additional resources and key talent to continue to move the needle on higher education and achievement of bachelor's degrees in the Shasta College service region. The work of Shasta College through the Lumina Foundation grant and McConnell Foundation collective impact infrastructure development project serve as opportunities to leverage best practices and access to otherwise unattainable resources such as the National Student Clearinghouse data to evaluate and improve the Shasta College PACT program.

Our innovative efforts have been made possible by visionary leaders with a shared commitment and goal of improving educational attainment through partnerships and trust. All the partners in the Shasta College PACT effort have committed time and resources towards programs that reflect out of the box thinking to meet the demands of our students and families. These efforts are forged in formal agreements to fund and support Gateway to College, dual enrollment courses and the Shasta Promise. Supportive policy work through waived tuition fees, revised and articulated pathways between high schools and Shasta College, and revised high school graduation requirements and increased rigor to better prepare students for college are the cornerstones of our work.

9. Shasta College's commitment to community and stakeholder engagement is articulated in both our Educational Master Plan and Strategic Plan. As mentioned throughout this document, Shasta College defines our role broadly, fully encompassing community partnerships and engagement across academic segments to ensure that every student in our service area graduates high school with every option available to them for their future success. Reach Higher Shasta and the Shasta Promise provide two broad platforms for engaging stakeholders. As a founding partner of Reach Higher Shasta and a current member of the Executive Team, we have formal structures for engaging community stakeholders such as educational partners, business members, parents and non-profit groups. Through monthly task force meetings and quarterly community sessions, Shasta College provides regular updates to stakeholders and facilitates process evaluation discussions regarding the PACT programs.

The goals of PACT, highlighted in Question 1, were a direct result of our work with these community collaborative groups and educational partnerships. Educational attainment has been a long-standing concern in the region, and was further emphasized in 2010 Shasta County Public Health report linking educational attainment to community and individual wellness. The urgency of our data, specifically college enrollment and remediation, rallied our partners to create innovative solutions such as PACT. Key community stakeholders are engaged by the data and committed to local solutions. We are committed to building on that engagement for the continued success and expansion of the PACT program.

Throughout implementation, Shasta College will continue to seek formal input from students, parents, and faculty involved in the PACT program. As outlined in the evaluation section, we have developed formal systems for feedback and reflection that will allow stakeholders to dialogue about the outcomes of the program and will allow for continuous review and modification to best meet the needs of our students. As a California Community College, our commitment to "participatory governance" ensures that faculty input is central to all academic and programmatic decisions at the college and we look forward to engaging with Academic Senate and the faculty leadership at our own and partnering schools.

The greatest strength of our institution is definitely our partnerships and relationships with K-12 districts across the tri-county area as well as community agencies and businesses. The educational needs in our region are very high. However, all partners recognize the unique roles that they play in forming the solutions. Once the data revealed the challenges that our tri-county area faced regarding educational attainment, many key leaders stepped up to create a collaborative and joint action plan that has culminated in the Shasta Promise and Shasta PACT.

10. One of the most elegant features of the Shasta College PACT program is that it has been institutionalized into the existing management and fiscal resource structure for the college while providing opportunity for capturing additional resources. Community colleges in California are primarily funded on a per FTES basis with a cap on how many FTES will be funded. Additional funding for growth (or in recent years to restore cuts in funding stemming from the great recession) may be available on a year-by-year basis. Shasta College is in a region where population growth is slow, and therefore it is more difficult to secure growth funding. With the economic recovery, the college has found it difficult to remain at its FTES cap. Thus, unlike some community college districts around the State which are impacted with over-enrollment, the Shasta College PACT Program has helped the Shasta College maintain FTES levels by encouraging early college enrollment and may assist in capturing some growth funding in future years.

By formalizing agreements with the local high schools served by the college District and through careful record keeping to ensure that the college remains in compliance with Education Code, Shasta College has been able to attain apportionment funding for a majority of the dual enrolled students from 2013-14 similar to the long-standing apportionment funding received for concurrently enrolled students.

In addition, dual enrollment concepts are being written into future grant applications, as appropriate, to provide additional resources to maintain and enhance this effort (i.e., the Career Pathways Trust Grant). Some of the Shasta College PACT options have been advanced through existing grants and/or agreements. For example, the Gateway to College program is a grant funded start up program that is financially sustainable through a partnership agreement with the Shasta Union High School District where expenses and revenues (grant revenues, the college's related FTES revenues and school district's ADA revenues) are equally shared.

Shasta College's commitment to community engagement and student success has led to an acceptance into the *Lumina Foundation's 2015 Community Partnership for Attainment*. Through this grant opportunity, Lumina will provide financial resources to support our attainment efforts including dual enrollment, over the next two years. In addition, Lumina will provide technical assistance and statewide advocacy to ensure the success of the program after the completion of the grant funding.

The oversight and management of the program is shared by both the Instructional and Student Services divisions at Shasta College, with a part-time coordinator currently funded through career technical education grants. However, should that funding be discontinued, Shasta College has committed to supporting the position. Student Equity funding provides for the necessary clerical assistance and other facets of the program – such as scheduling and registration of students – which are handled by existing departments and staff.

Overall, since the Shasta College PACT program strategies have been incorporated into the college's regular revenue streams and budget, the program is financially sustainable and scalable beyond current participation to the level that growth funding allows.

Evaluation

11. The PACT Program was designed to address three key factors limiting post-secondary enrollment and attainment rates in northern California including:

- Lack of rigorous coursework in high schools: as evidenced by low A-G rates and high remediation rates.
- Geographic Isolation (1-4 hours away from four-year public universities)
- Lack of “college going culture” as evidenced by low post-secondary rates and community surveys, lack of understanding of college-going behaviors (GEAR UP, 2011)

Shasta College has developed a mixed-method evaluation approach to determine the extent to which the PACT program is addressing stated goals and to create a feedback loop for continual improvement. The evaluation will employ interrupted time series and carefully matched comparison group designs for student outcomes. The evaluation also will use descriptive analyses and grounded-theory qualitative analysis (Creswell: *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2007) specific to the evaluation questions and available data. The evaluation will collect data from multiple sources, such as Cal-PASS Plus, surveys/focus groups, and the National Student Clearinghouse. All participating districts have signed MOUs allowing for student data sharing and tracking. Shasta College staff will administer surveys and aggregate findings to integrate into formative and summative evaluations.

Quantitative measures of PACT include:

Short term indicators:

1. Increase in % of tri-county area high school students earning Shasta College units before high school graduation
2. Increase average # of Shasta College units earned by tri-county area students while in high school
3. Reduction in % of students from tri-county area requiring remediation upon entrance at Shasta College or elsewhere in the CSU/UC system
4. Increase in % of tri-county area high school students graduating with A-G requirements

Long-term indicators:

5. Increase in % of tri-county area high school graduates attaining B.A. by at least 25% (18-24 year olds)
6. Reduction in time and overall costs per B.A. for tri-county high school graduates

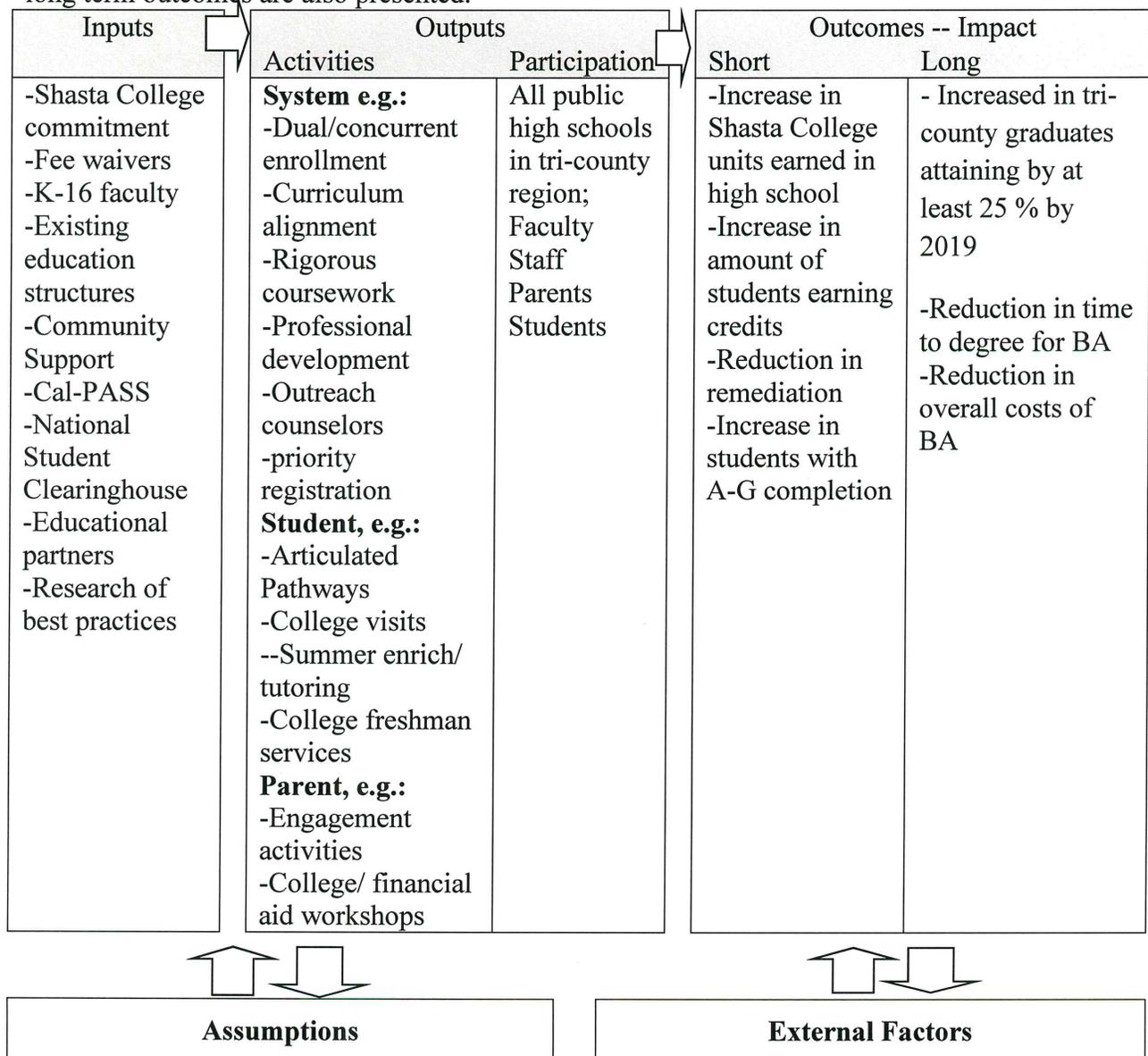
The PACT evaluation will also answer process and outcome questions (supported by both quantitative and qualitative sources) including:

- Are students in the PACT program more prepared for college level work upon entrance into post-secondary institution? (Remediation rates; A-G rates; student surveys)
- Does the ability to access post-secondary education at the local high school campus impact student perceptions of college? Does it impact college going decisions? (Enrollment data; student surveys)
- How is the PACT program associated with student achievement and college readiness? Are these outcomes sustained over time? (Enrollment data; student surveys)
- What are the key factors for replication?

Quarterly meetings of all participants will review indicator information and analysis of process questions to ensure continuous feedback and improvement of the PACT Program.

12. The factors inhibiting college access and success in the North State including isolation, access to rigorous curriculum and lack of college going culture, are shared by many rural communities across the state and nationwide. Shasta College PACT is committed to documenting the progress and challenges of this innovation so that our experiences can inform other programs and policies. The level of rigor for our evaluation is to ensure that lessons learned from Shasta College PACT can be documented for dissemination and replication. It is our goal to dramatically impact the lives of the students and families that we serve while adding to the body of research about coordination across academic segments and post-secondary attainment, specifically from the perspective of the rural practitioner and change agent.

The logic model below, presents the process by which Shasta College PACT plans to impact college preparedness and achievement. Performance measures linked to outputs and short and long term outcomes are also presented.



Indicator	Data Source	Baseline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Increase in % of tri-county area high students earning Shasta College units before high school graduation	<i>Shasta College; Cal PASS</i>	17.8%	20%	25%	30%	40%	50%
Increase in # of Shasta College units earned by tri-county area students while in high school	<i>Shasta College; Cal PASS</i>	0-4.6 (2014)	5.0	7.5	10.0	12.5	15.0
Reduction in % of tri-county area students requiring remediation upon entrance at Shasta College or elsewhere in the CSU/UC system	<i>Shasta College; CSU analytics</i>	Math: 58.7% English: 33.4% 2013	Math: 55.0% English: 30.5%	Math: 40.0% English: 28.0%	Math: 35.0% English: 25.5%	Math: 30.0% English: 22.5%	Math: 20.0% English: 20.0%
Increase in % of tri-county area high school students graduating with A-G requirements	<i>Dataquest</i>	24.4% (2012-13)	26%	30%	36%	43%	50%
Increase in % of tri-county area high school graduates attaining B.A. by at least 25 % by 2019 (18-24 year olds)	<i>U.S. Census; Cal Pass Plus*; National Student Clearing-house (NSC)</i>	4.48% (2009-2013 5 year average)	5.08%	5.68%	6.28%	6.88%	7.5%
Reduction in time to degree per B.A. for tri-county area high school graduates	<i>Cal Pass Plus*; National Student Clearing-house (NSC)</i>	51.1% of students who begin college complete within 6 years (2007-2008)	52%	54%	56%	58%	60%

*current Cal PASS Plus figures based on degree attainment within 6 years of high school graduation



Shasta-Tehama-Trinity Joint Community College District
11555 Old Oregon Trail • P.O. Box 496006 • Redding, CA 96049-6006
Phone: (530) 242-7500 • Fax: (530) 225-4990
www.shastacollege.edu

January 7, 2015

California Department of Finance
Education Systems Unit – Innovation Award
7th Floor
915 L Street
Sacramento, CA 95814

Dear Innovation Award Committee:

As Superintendent/President of Shasta College, I am writing to convey both my excitement about and my support of our award application. In my eight-year tenure at the college, I have never seen such strong collaboration among community partners, K-12 districts and private businesses oriented toward increasing opportunities for high school students to earn college units prior to graduation. Since our full implementation in 2014 of the dual enrollment portion of our project, virtually every high school in our district has approached us to participate. We believe creating opportunities for ALL students in our district to earn college units is, perhaps, the most promising way to engage students along higher education pathways with the goal of significantly increasing the number of bachelor's degrees earned.

Shasta College has been at the forefront of several initiatives to increase degree attainment, all of which are fully described in our application. We were one of three California colleges selected to receive a Gateway to College grant to serve some of our most at-risk high school students, and, as I understand it, are the first awardee in a more rural setting. We have had great success after our first year of implementation of this grant, with much credit going to our strong partnership with Shasta Union High School District. This program complements our long-standing College Connections program which serves 80 to 100 high school students in their senior year by allowing up to 15 units of college credit to be earned while the students complete their high school courses right on the college campus. We are continually exploring ways to "bring college to the students in our district," from expanding our on-line offerings to building permanent extension campuses in the mountain community of Weaverville 50 miles to the West and in Red Bluff 35 miles to the South, as well as building a modular extension at the high school campus in Burney 50 miles to the East. These extension campuses offer opportunity for study both in person and through interactive video conferencing. It was therefore a natural step in this process to ramp up dual enrollment at high schools last year to 115 course sections.

As an educator, I am always concerned about ensuring high quality and value in what we offer for students. In all the programs mentioned in our application, we ensure that instructors are selected based on the appropriate qualifications and that they have proper orientation and support to ensure

Governing Board Members

Rhonda E. Nehr McArthur	Dr. Rob Lydon Red Bluff	Duane K. Miller Anderson	Kendall S. Pierson Redding	Rayola B. Pratt Shasta	Robert M. Steinacher Corning	Scott J. Swendiman Redding
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Superintendent/President
Joe Wyse, Ed.D.

APPENDIX A

California Department of Finance
Education Systems Unit – Innovation Award
January 7, 2015
Page 2

high quality and rigor in the curriculum they teach. I believe that we are somewhat uniquely situated in the State: we are large enough to be able to pilot programs and innovate change that could be replicated throughout the State, yet in a small enough community setting to be able to form strong relationships with our colleagues in education and the community. Receiving this award will provide momentum to build on our current efforts and increase student participation across our district. Thank you for your time in reading and considering our application.

Sincerely,



Dr. Joe Wyse
Superintendent/President

JW:tm

APPENDIX A

UNIVERSITY OF CALIFORNIA, DAVIS

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SANTA BARBARA • SANTA CRUZ

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TELEPHONE: (530) 752-2416
FAX: (530) 752-2565

January 7, 2015

JOE WYSE

President

Shasta Tehama Trinity Joint Community College District
11555 Old Oregon Trail
Redding, CA 96049

Dear Dr. Wyse:

I am pleased to provide this letter detailing the collaboration that UC Davis has developed with Shasta-Trinity-Tehama Joint Community College District, and offering our enthusiastic support of Shasta College's nomination for a Higher Education Innovations Award.

Developing a solid agreement between the University of California (UC) and California community college (CCC) systems to increase transfer credit opportunities is one of the most powerful means of strengthening our capacity to graduate more students from the north state with a bachelor's degree within four years. The majority of students entering UC from the north state region do so through early involvement with programs such as UC Davis' College Opportunities Program and Shasta College's Promise for Access, Completion and Transfer (PACT), both targeting high school students in a highly collaborative manner to ensure their success in higher education; students who participate in these programs while in high school have a substantially increased likelihood of completing their four-year degree, whether they matriculate directly into UC Davis upon completion of high school or via the transfer pathway from the community college.

President Napolitano appointed a Transfer Action Team in December 2013 to increase completion of four-year degrees and reduce the time it takes students to accomplish this goal via the transfer pathway. The plan includes articulating all lower-division course units required in five majors – anthropology, biology, chemistry, economics, and mathematics – such that the units completed within one of these majors at *any* community college would transfer to *any* UC campus, toward completion of the four-year degree in that same major.

The majority of students enrolling at UC Davis from the north state region do so as third-year transfers from Shasta College. Early, concurrent enrollment in community college courses via Shasta College's PACT program gives high school students from this region critically needed additional support in preparing for a four-year degree program. The goals of PACT align directly with those of President Napolitano's Transfer Action Team, through the following means:

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Joe Wyse, Shasta College
January 7, 2015
Page 2

1. Increasing the number range of high school units needed to meet UC admission criteria: many high schools in these geographically isolated communities are too small to offer some of the more advanced coursework required to meet UC enrollment eligibility directly out of high school. By completing these units at Shasta College through PACT, students increase their ability to enroll at UC Davis directly following their high school graduation.
2. Increasing the quality of coursework completed through PACT concurrent enrollment: The goals of the Transfer Action Team plan with regard to lower-division course articulation in five undergraduate majors enable high school students to begin building a portfolio of units *transferrable both to the CCC and UC systems*. Currently many of the concurrent enrollment courses offered to high school students do not meet UC eligibility for transfer credit. One important outcome of the Transfer Action Team plan will be to increase the rigor of these courses so high school students who enroll concurrently can receive full credit toward the relevant major when they enter UC Davis as either freshmen or junior-status transfers.

UC Davis supports this effort through two important initiatives highlighted in its own nomination package: (a) to expand use of the Transfer Admission Planner (TAP) to first-year community college students, as well as the 26 high school districts feeding into the Shasta-Trinity-Tehama Community College District; and (b) to offer formal academic-enrichment and career-exploration programming to transfer students, ensuring successful completion of their upper-division coursework and timely graduation well prepared for a professional career. Our mission via the collaborations we are developing with Shasta College will be to pilot TAP's expansion in the north state over the next three years, coordinating advising efforts with high school students so they are aware of and know how to leverage the programs collectively offered by our institutions.

The nomination submitted by Shasta College enhances and complements, without duplication, the Transfer Action Team plan, as well as the nomination UC Davis has submitted for a Higher Education Innovations Award; we are excited to support this additional effort that would further deepen the collaboration among our institutions toward meeting the Higher Education Innovations goals. We hope that such collaboration serves as a model for replication by other public education institutions at all levels throughout California.

Sincerely,



Adela de la Torre, Ph.D.
Vice Chancellor

/ltq



The 25 School Districts of Shasta County

California State University at Chico

College Access Foundation

College OPTIONS

Economic Development Corporation of Shasta County

First 5 Shasta

The McConnell Foundation

National University

Record Searchlight

Shasta College

Shasta County Health and Human Services Agency

Shasta County Office of Education

Shasta Public Libraries

Shasta-Trinity Regional Occupation Program

Simpson University

SMART Business Resource Center

Southern Oregon University

United Way

University of California at Davis

December 17, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Sir or Madam,

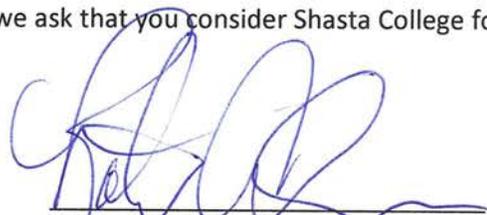
Reach Higher Shasta (RHS) is a movement focused on helping all Shasta County students receive an education that successfully prepares them for multiple college and career options so they can pursue high-skill, high-wage employment. Reach Higher Shasta has been working to align curriculum, assessments, expectations, courses, and pathways to ensure our K-12 system aligns with Shasta College and universities. We want all students and families in Shasta County to know how to navigate through our schools to ensure that they are prepared at the K-8 level, and to enroll in rigorous high school courses that transfer to colleges.

Shasta College is a prominent partner in RHS co-leading the Higher Education Committee, coordinating data collection, and participating on the Business and Executive Committees. As part of RHS, the college conducted analysis of all transcripts to determine if current placement system is effective for incoming students and explored options of multiple measures for college placement. In conjunction with the local high schools, Shasta College also expanded concurrent/dual enrollment opportunities and waived fees for regional high school students to take classes at Shasta College. Finally, Shasta College has worked with local high schools and regional universities to create a pipeline for students to seamlessly transition between high school, Shasta College, and regional universities through the adoption of the Shasta Promise. Shasta College has demonstrated a strong commitment to the cradle-to-career work of RHS which will result in a strong college-going culture and greater academic success in northern California.

As representatives of Reach Higher Shasta, we ask that you consider Shasta College for an Innovation in Higher Education award.
Sincerely,



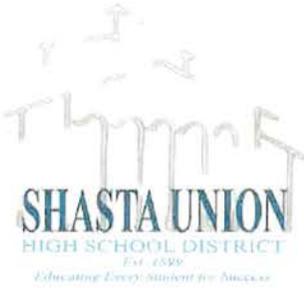
Donnell Ewert, Chair



Rob Adams, Vice Chair

Working together as a community to provide all students with all options for education and training after high school to pursue a successful, fulfilling career.

APPENDIX A



Board of Trustees

*James M. Schwerdt
Constance Pepple
Mike Wharton Jr.*

Superintendent

Jim Cloney

December 23, 2014

California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear California Department of Finance:

The Shasta Union High School District (SUHSD) is in full support of Shasta College as they pursue an Award for Innovation in Higher Education. Our mission is to “Educate Every Student for Success” and our committed partnership with Shasta College helps to conquer this mission. Our partnership with Shasta College is strong and we are committed to working together to leverage resources and create the best possible outcomes for students.

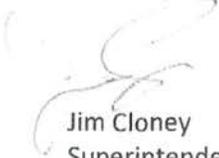
This year the SUHSD has dual enrolled 66 course sections with Shasta College and articulated 12 course sections with Shasta College. We have 11 instructors that are teaching these sections and are committed to articulating course work with Shasta College in order to create clear pathways toward degrees. In addition to SUHSD offering Shasta College courses during the regular school day, our students are also able to take classes on the college campus. Our seniors also have the option of attending Shasta College on the college campus as part of our “College Connection Program”. All of these classes are offered by Shasta College free of charge and this allows many more students access to college courses while in high school.

For the last three semesters we have been actively partnering with Shasta College on the Gateway to College grant and program. This is an avenue for some of our most at risk students to not just complete their high school diploma, but to also jump start their community college experience. The program has had great results so far, in no small part due to the efforts of Shasta College.

Finally, through Shasta College’s active participation in the “Reach Higher Shasta” collaborative with our District and several other groups, the Shasta Promise has been developed. This will ensure all of our students have access to the high quality certificate programs and transferrable courses available for a very reasonable cost in our community.

We look forward to our continued partnership with Shasta College in order to work together to create a pathway for our students to achieve degrees.

Sincerely,


Jim Cloney
Superintendent

Anderson Union High School District

1469 Ferry St., Anderson, CA 96007 • (530) 378-0568 • FAX (530) 378-0834

Tim Azevedo, Superintendent



December 17, 2014

California Department of Finance
Education Systems Unit- Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

I am writing to express my support for Shasta College which I feel is very deserving of an Award for Innovation in Higher Education. Shasta College has been a strong partner with the Anderson Union High School District for many years, but most recently that partnership has been enhanced through their increased focus on supporting the transition from high school to Shasta College.

The dual enrollment program with Shasta College has increased significantly this past year due to their commitment to providing the resources necessary for coordinating a program that serves approximately 25% of our student body and provides these students with an important college experience well before they graduate and matriculate to Shasta College.

Shasta's commitment extends so far as to waive all fees for high school students taking any college class, dual enrollment or otherwise. In the past month their board took action to waive fees for high school students that are deemed "out-of-state" and had been previously responsible for paying out-of-state tuition. This action was in direct support of the concerns expressed by the local high school districts.

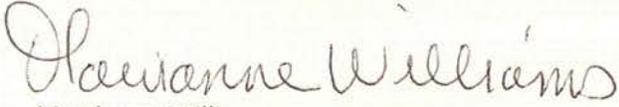
Additionally, Shasta College is active in our California Academic Partnership Program (CAPP) grant. As a committee member Shasta College has provided our district with valuable data about our students once they enter Shasta College and guidance for articulating courses to support the secondary to postsecondary transition. Through Shasta's leadership our District has been able to "pinpoint" areas for improving instruction and to identify areas for intervention that will best prepare our students for the rigors of college level academics.

We are looking forward to participating with Shasta College in piloting a new approach for student placement. The "multiple measures" model will be available for the students in the class of 2015 who are planning on attending Shasta in the fall. We anticipate this new approach will greatly reduce the remediation rates for our students and consequently increase their success rates.

APPENDIX A

Shasta College's partnership with the Anderson Union High School District has been, and will continue to be, a very important piece of our program.

Thank You,

A handwritten signature in cursive script that reads "Marianne Williams". The ink is dark and the handwriting is fluid and legible.

Marianne Williams

Director of Instruction, Anderson Union High School District



APPENDIX A
CENTRAL VALLEY HIGH SCHOOL

HOME OF THE FALCONS
A California Distinguished School

RYAN JOHNSON
Principal

KEVIN STROHMAYER
Assistant Principal

December 19, 2014

To whom it may concern,

The Gateway Unified School District and Central Valley High School (CVHS) are in full support of Shasta College and their grant application. We maintain a very strong relationship with Shasta College and have for many years.

This relationship will grow stronger over the next several years and CVHS and the Gateway Unified School District are developing several Career Technical Education (CTE) academic pathways that tie into Shasta College programs. We are currently developing full pathways in medical science, agriculture and natural resources, digital media, computer science, and communications. A vast majority of our students at CVHS are enrolled in these pathways and many of our students end up enrolling in Shasta College after graduation.

CVHS currently has dual-enrolled courses articulated with Shasta College and we are seeking articulation for several more courses on our campus, particularly in the computer science pathway. Shasta College and their staff have been overwhelmingly supportive in our efforts, often providing much-needed advice and support to help us get our courses dual-enrolled. Additionally, several CVHS students participate in the "College Connection" program at Shasta College each year. This affords them the chance to spend their senior year on Shasta College's campus earning college credits toward a future degree.

Additionally, Shasta College is now a partner in the Shasta Promise agreement. This guarantees Shasta College admission to Shasta County students who meet eligibility requirements and access to certificate and degree programs at low to no cost. This has significantly increased our college-going culture on our campuses within the district.

Our partnership with Shasta College is an instrumental piece in our students' future success. We look forward to working with Shasta College for decades to come in increasing and strengthening the avenues in which our students can be successful in higher education.

Sincerely,

Ryan Johnson
Principal
Central Valley High School



TRINITY WOLVES



Trinity High School Counseling Dept. · 321 Victory Lane · PO Box 1060 · Weaverville, CA · 96093
 Phone (530) 623-6127 · Fax (530) 623-3593
www.trinitywolves.org

12-17-14

California Department of Finance
 Education Systems Unit-Innovation Awards
 915 L Street, 7th Floor
 Sacramento, CA 95814

To Whom It May Concern,

We at Trinity Alps High School District are very pleased with our relationship with Shasta College and in light of this we highly support them in their endeavor in applying for the "Award for Innovation in Higher Education". New this year we have several classes at Trinity High School that have Dual Enrollment status with Shasta College. The eight courses that we have where students can be dually enrolled have greatly increased the rigor at our school. We feel that the best way to transition from high school to college is to start taking college classes while in high school. We have students that are vocational, military, two year and four year college bound currently taking these classes this year.

The dual enrollment classes with Shasta College were the first classes on our schedule to fill up this year and unfortunately we had to turn students away and schedule them in other classes at THS because we reached our capacity for each course. We have seen a rise in our seniors applying to Shasta College this year; I attest that to the amazing care our students have been given by our local campus, the dual enrollment staff and because our students enjoy the more challenging dual enrollment courses and now have an understanding of how college classes are run. As our Districts counselor, AP coordinator, and CTE coordinator, I feel so blessed to have the opportunity to work with Shasta College. Liz Kohn has been instrumental in greatly improving access for our students to earn Shasta College credits. We feel that she has gone way beyond her job description to assist our school community and we are very fortunate to have her and Shasta College supporting our students.

Because of the opportunity our students have to take Shasta College classes, we feel our school will have a higher percentage graduating from four year universities in the future. For example, a student taking our dual enrolled Computer Literacy course can earn six college credits, which would cost them over \$400 at Shasta College after they graduate from THS with fees and books, but they get it for free at THS. A student may pay up to \$9000.00 for those same credits at a private college. We are hoping that students who had no intention of going to college will now be excited about the possibility with the realization that they will already have college units. Between our AP classes, Dual Enrollment, and Shasta classes taken at our local campus many of our students will have close to a year of college credit prior to graduating from high school. We are excited that many of our students are now considering taking the college credit they earn at high school then transferring to Shasta College and earning their AA or AS degrees in possibly one year. At that point students can transfer to a four-year college and earn a degree for far less money than it has cost our students in the past. This opportunity is knocking down some of the barriers that existed for our previous students.

We as an education partner with Shasta College are simply amazed with all of the support Shasta College provides for our students. We highly recommend them for your grant. They will spend the funds improving support for students in a positive way.

Sincerely,

Jaime Green

TAUSD Lead Counselor



Shasta College

Shasta-Tehama-Trinity Joint Community College District
11555 Old Oregon Trail • P.O. Box 496006 • Redding, CA 96049-6006
Phone: (530) 242-7500 • Fax: (530) 225-4990
www.shastacollege.edu

Mission Statement

Shasta College provides a diverse student population open access to educational programs and learning opportunities, thereby contributing to the social, cultural, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs support student learning and personal growth.

Approved by the Board of Trustees on July 9, 2014

Governing Board Members

Rhonda E. Nehr McArthur	Dr. Rob Lydon Red Bluff	Duane K. Miller Anderson	Kendall S. Pierson Redding	Rayola B. Pratt Shasta	Robert M. Steinacher Corning	Scott J. Swendiman Redding
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Superintendent/President
Joe Wyse, Ed.D.

APPENDIX B

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
RESOLUTION CONCERNING SPECIAL ADMIT STUDENTS

RESOLUTION NO. 2012-13-11

WHEREAS, Shasta College offers admission to Special Admit students under Board Policy 5010, and California Education Code Sections 48800-48802, and 76000-76002; and

WHEREAS, Shasta College's historic commitment to higher education in our region has played a critical role in the success and prosperity of the citizens in the District it serves; and

WHEREAS, Shasta College has demonstrated unwavering commitment to provide high school students with greater educational opportunities and to accelerate their education through enrollment in community college classes; and

WHEREAS, California Education Code Section 76300 allows the Governing Board to exempt part-time Special Admit students who are California residents, as a group, from paying enrollment fees; and

WHEREAS, Mandatory fees which are required for on campus courses, such as the health fee and student center fee, will still be applicable for Special Admit students.

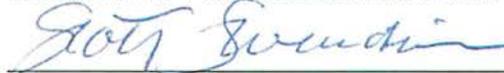
NOW, THEREFORE, BE IT RESOLVED, that the Shasta-Tehama-Trinity Joint Community College District Board of Trustees authorizes the administration to exempt, as a group, part-time Special Admit students who are California residents from paying enrollment fees beginning with the spring 2013 semester; and

BE IT FURTHER RESOLVED, that the Board of Trustees directs administration to update relevant Board Policies and Administrative Procedures to reflect the terms of this resolution.

PASSED AND ADOPTED by the Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District in Redding, California, this 12th day of December, 2012 by the following vote:

Ayes: 6
Noes: 0
Absent: 1
Abstain: 0

SHASTA-TEHAMA-TRINITY JOINT
COMMUNITY COLLEGE DISTRICT



Scott Swendiman
Board President

ATTEST:



Joe Wyse, Board Secretary

Secondary Group Goals & Action Steps

1. By the beginning of the freshman year 2013, 100% of freshman students, the graduating class of 2017, will be enrolled in A-D courses required by the CSU and UC systems (Goal: Rigorous Curriculum for College and Career Readiness).

2011-12 School Year

- *Analyzed courses at high school level to identify electives not linked to A-G or CTE pathways*
- *Piloted intervention programs to increase student success in rigorous courses (i.e. Achievement Period at Anderson Schools)*
- *Supported efforts of the Shasta County Math Task Force*

2012-13 School Year

- *Expand Intervention Programs*
- *Increase alignment efforts between feeder schools and high schools*
- *Continue to support efforts of the Shasta County Math Task Force and County Curriculum Leads*
- *Transition to Common Core (training, capacity building)*

2. By the beginning of the freshman year 2014, 100% of all freshman students will be enrolled in a course of study leading to the completion of A-G Coursework and/or be enrolled in a Career/Technical (CTE) Pathway that leads to a capstone course of an industry certification (Goal: Career Development; Personalized Curricular Pathways).

2011-12 School Year

- *Identified indicators for tracking growth towards Multiple Pathways*
- *Convened Intersegmental Task Force to develop eight-year Personalized Graduation Plans*
- *Completion of SLATE curricula (Strategic Linking of Academic and Technical Education) in Math and English that will mitigate gaps between high school and college*

2012-13 School Year

- *Pilot Personalized Graduation Plans at GEAR UP middle schools*
- *Complete graphics articulating career pathways at each school*

- *Increase amount of CTE courses that also qualify as A-G*

3. Through partnerships with Shasta College, CSU Chico, and UC Davis, beginning with the 2013 high school graduating class, 100% of students will have access to a senior year that includes courses in English and Math that will allow them to enter college without remediation and develop the skills required to be successful in credit-bearing college-level classes (Goal: Rigorous Senior Year; College Entrance without Remediation.)

2011-12 School Year

- *Worked with Shasta College staff to articulate multiple measures for placement*
- *Convened with CSU staff to learn more about Early Assessment Program, Expository Reading and Writing Curriculum (ERWC) and Supplemental Math Instruction*
- *40 high school faculty trained in ERWC Curriculum*

2012-13 School Year

- *Analyze over 15,000 transcripts of incoming freshmen at Shasta College to identify placement trends and best predictors for college performance*
- *ERWC full adoption (or infusion) at all high schools*
- *Adapt policies to ensure increased rigor in senior year (i.e. Algebra II or four years of math at SUHSD; Elimination of "Soft Math Credit" at CV)*

4. By 2013, 100% of all Shasta County Schools will promote a college-going culture in grades 9-12; with a focus on access to viable living wage careers (Goal: College Going Culture; College/Career Readiness).

2011-12 School Year

- *Received signed Board Resolutions in support of College and Career Readiness Initiative*
- *College Quest event held at Convention Center*
- *Junior Day event to explore college and careers held at Simpson College*
- *Successful participation in College OPTIONS "AP Attack" Program*
- *"Cash for College" events held at six local high schools*
- *College OPTIONS Advisors in all public, comprehensive high schools*

2012-13 School Year

- *Continue with College OPTIONS activities and events to increase college/career awareness in north state*
- *Create College Career Readiness Action Plans for each high school*

The Shasta Promise

THE PROMISE:

Every student in Shasta County will graduate prepared for education beyond high school. Those students who complete minimum college preparatory or community college transfer requirements will receive guaranteed admission from all of the institutions of higher education listed herein. The expressed goal of *The Shasta Promise* is to allow every student to earn career technical certificates, transfer to a four-year college or university, and/or have the ability to achieve an advanced degree.

BACKGROUND:

The Shasta County education community has a responsibility to prepare its young people for successful careers and productive lives. In today's world, our regional economy is tied to the global economy. To prepare our young people for success, we must offer nothing less than an exceptional education. Each student deserves an opportunity to earn certification and/or a college degree. The *Shasta Promise* ensures that all students who meet the enrollment criteria of the five partner colleges and universities will be provided this opportunity. The future of the North State depends upon our effectiveness in developing a well-educated workforce to sustain and advance the economy of the cities and surrounding region.

The *Shasta Promise* is an initiative of REACH HIGHER Shasta, a local collaborative movement, reaching higher with both expectations and action, to ensure all Shasta County students achieve success beyond high school. REACH HIGHER Shasta reaches all segments of our community and includes the following organizations as our current partners:

- All 25 school districts in Shasta County
- California State University, Chico
- College OPTIONS
- First 5 Shasta
- Shasta College
- Shasta County Office of Education
- Shasta County Public Health
- Simpson University
- The McConnell Foundation
- University of California, Davis

REACH HIGHER Shasta has embarked on a journey to help ensure our students are ready for the challenges of the 21st century work force. Our mission is: "All Shasta County students will receive an education that successfully prepares them, without remediation, for multiple postsecondary options with a focus on high skill, high wage employment." As an initiative of REACH HIGHER Shasta, The *Shasta Promise* is a commitment among the following institutions to make higher education an attainable goal for every student in Shasta County:

- REACH HIGHER Shasta
- California State University, Chico
- College of the Siskiyous
- National University
- Shasta College
- Simpson University
- Southern Oregon University

The Shasta Promise

GOALS OF THE SHASTA PROMISE:

To meet this challenge, we commit to the following goals:

- Provide exceptional education from preschool to graduate school that prepares Shasta County students for successful engagement in the global knowledge economy;
- Increase the percentage of Shasta County students who are prepared for and attend college directly from high school;
- Increase the percentage of Shasta College and College of the Siskiyous students who earn degrees and/or career and technical certificates;
- Increase the percentage of Shasta College and College of the Siskiyous students who graduate with an associate degree or technical certificate;
- Increase the percentage of Shasta College and College of the Siskiyous students who successfully transfer to California State University, Chico; Southern Oregon University; National University; Simpson University or another four-year institution; and
- Increase the percentage of Shasta County students who graduate from California State University, Chico; Southern Oregon University; National University; Simpson University or another four-year institution with a bachelor's degree and/or advanced degrees.

OUR COMMITMENTS:

1. *We promise to provide information, services and resources to help Shasta County students and their families prepare for college.*

REACH HIGHER Shasta, promises to support the schools in preparing students for higher education by:

- Supporting professional development of Shasta County K-12 educators through curriculum, instruction and Common Core implementation
- Providing information about college opportunities and the value of a college education
- Providing college preparatory services, campus visits, and college application assistance
- Providing financial aid application assistance
- Supporting the development of a college-going culture in elementary, middle and high schools

2. *We promise to help students successfully transition to and succeed in college and to provide opportunities in career and technical education.*

REACH HIGHER Shasta, promises to prepare students for postsecondary education in a global, technological world and decrease college remediation rates by:

The Shasta Promise

- Working collaboratively amongst all partners to implement the goals and strategies of REACH HIGHER Shasta and the *Shasta Promise*
- Making A-G the default requirements for graduation
- Increasing the rigor of the senior year
- Providing access to instructors for assistance outside of scheduled class time

Shasta College and **College of the Siskiyous** promise that all students from Shasta County will be provided the opportunity to earn an associate degree, technical certificate, or successfully transfer to a four-year institution by:

- Offering guaranteed enrollment and priority to receive classes needed to graduate in 2 years for students who do not have to be remediated
- Working closely with local high schools to identify multiple measures to determine placement
- Providing active assistance for students to learn about and apply for college financial aid
- Ensuring all students who have an intent to transfer to a four-year school are enrolled in a transfer program that provides the ongoing assistance and monitoring
- Offering vocational training, technical education and certification in numerous fields
- Providing active assistance for students to learn about opportunities for transfer to California State University, Chico; Southern Oregon University; National University; Simpson University or another four-year university
- Providing active assistance to students in completing requirements and applying for transfer to a four-year university

3. *We promise to provide the opportunity to earn a bachelor's or advanced degree to all Shasta County, Shasta College and College of the Siskiyous students who successfully prepare for college.*

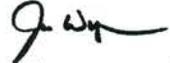
California State University, Chico; Southern Oregon University; National University and Simpson University promise:

- All Shasta County high school students who successfully complete minimum college preparatory requirements will be offered admission and have an opportunity to earn a bachelor's degree
- All Shasta College students who successfully complete minimum community college transfer requirements will be offered admission and have an opportunity to earn a bachelor's degree
- All Shasta County students attending Southern Oregon University will be charged in-state tuition
- To work closely with local high schools to identify multiple measures to determine placement
- To provide active assistance to students to learn about and apply for college financial aid
- To provide active assistance to students in transitioning from high school or community college and succeeding at California State University, Chico; Southern Oregon University; National University and Simpson University
- To provide active assistance to students in preparing for careers and graduate school

The Shasta Promise

4. We promise to work together to deliver these promises for the young people and families of Shasta County.

REACH HIGHER Shasta, Shasta College, College of the Siskiyous, California State University, Chico, Southern Oregon University, National University and Simpson University will work together on all of the activities that comprise the *Shasta Promise*. We will work together to support and encourage success for all students from preschool to graduate school. We will work together to reduce remediation. Collectively, we recommend high school students follow the University of California's A-G curriculum to include four-years of college preparatory math. We will work together to provide, assess, improve and expand high quality, world-class educational opportunities in Shasta County.

Thomas V. Armelino	<small>Digitally signed by Thomas V. Armelino DN: cn=Thomas V. Armelino, o=Shasta County Office of Education, ou=Shasta County Office of Education, email=tarmelino@shastacoe.org, c=US Date: 2013.03.26 07:37:13 -08'00'</small>	<u>03/26/2013</u>
Tom Armelino, Shasta County Superintendent of Schools & REACH HIGHER Shasta representative		Date
		<u>04/04/2013</u>
Mary Cullinan, President, Southern Oregon University		Date
Brandon Jouganatos	<small>Digitally signed by Brandon Jouganatos DN: cn=Brandon Jouganatos, o=National University, ou, email=bjouganatos@nu.edu, c=US Date: 2013.04.05 12:01:57 -07'00'</small>	<u>04/05/2013</u>
Brandon Jouganatos, Associate Regional Dean, National University		Date
Randall C. Lawrence	<small>Digitally signed by Randall C. Lawrence DN: cn=Randall C. Lawrence, c=US, o=College of the Siskiyous, email=rlawrence@siskiyous.edu Date: 2013.03.27 08:54:01 -07'00'</small>	<u>03/26/2013</u>
Randall C. Lawrence, Superintendent/President, College of the Siskiyous		Date
Larry McKinney	<small>Digitally signed by Larry McKinney DN: cn=Larry McKinney, o=Simpson University, ou, email=lmckinney@simpsonu.edu, c=US Date: 2013.04.02 15:59:56 -07'00'</small>	<u>04/02/2013</u>
Larry J. McKinney, President, Simpson University		Date
	<small>Digitally signed by Joe Wyse DN: cn=Joe Wyse, o=Shasta College, ou, email=jwyse@shastacollege.edu, c=US Date: 2013.04.05 08:32:01 -07'00'</small>	<u>04/05/2013</u>
Joe Wyse, Superintendent/President, Shasta College		Date
Paul J. Zingg	<small>Digitally signed by Paul J. Zingg DN: cn=Paul J. Zingg, o=California State University, Chico, ou, email=President@csuchico.edu, c=US Date: 2013.03.27 13:13:16 -07'00'</small>	<u>03/27/2013</u>
Paul J. Zingg, President, California State University, Chico		Date

The Shasta Promise

Shasta College

Shasta Promise Agreement between the Shasta-Tehama-Trinity Joint Community College District and the Shasta, Tehama & Trinity Counties Public Area High Schools

Consistent with its institutional mission as an accessible community college, and in recognition of the valuable contribution our regions high schools make in providing a quality education that prepares students for higher learning, Shasta-Tehama-Trinity Joint Community College District enters into this guaranteed enrollment agreement with the local public high schools in Shasta, Tehama and Trinity counties.

Admissions Requirements

Students from high schools in the tri-county region will be guaranteed enrollment in at least 12 units of coursework leading toward attainment of a degree or certificate if the following conditions are met:

- Seniors who are in good standing at their tri-county public high school and are scheduled to graduate on time.
- Student must successfully complete the “Shasta Promise” steps during the spring of their senior year.
The five steps of the “Shasta Promise” program are:
 - 1) Submit an electronic Shasta College application, including a declared program of study.
 - 2) Take English and math assessments for Shasta College.
 - 3) Attend a “Shasta Promise” orientation, which includes counseling services.
 - 4) Bring an unofficial copy of high school transcripts to the orientation.
 - 5) Register for coursework via MyShasta on assigned registration date.
- Student must register on the assigned date set by the Admissions and Records Office.

Responsibilities of Shasta-Tehama-Trinity Joint Community College District

Shasta College will:

- Disseminate accurate and timely information to the local area high schools regarding the “Shasta Promise.”
- Provide Academic and Career Counseling services to assist local area high school students in course selection and educational planning.
- Collaborate with the local area high schools to promote articulation agreements.
- Review this agreement annually and adjust as appropriate. Any changes to the agreement will be forwarded to the local area high schools in a timely manner.

Responsibility of the Student

Tri-County area high school students shall:

- Know and understand the requirements for acceptance to Shasta College.
- Review this agreement and understand the intended purpose of the “Shasta Promise.”
- Contact Shasta College and inform them of their intent to participate in the “Shasta Promise” program.
- Fully participate and complete all steps of the “Shasta Promise” program.

Effective Date

This agreement will be reviewed/updated annually and will remain in effect until terminated by written notice by either party.



Shasta College Dual Enrollment & High School Articulation Program Defined...

The Shasta College Dual Enrollment & High School Articulation Program is committed to providing students access to college level coursework and units while attending high school. High school students will be offered clear pathways toward degrees and certificates in order to gain a jump start on post-secondary education and be more likely to complete an educational goal.

The first step to the course request process is to decide Dual Enrollment or Articulation. The chart below outlines the differences between the two.

	<u>Compensation</u>	<u>Required Meetings</u>	<u>Facilitation of the Student Application Process</u>	<u>Facilitation of the Student Registration Process</u>	<u>End of Term Reporting</u>	<u>Instructor Qualifications</u>	<u>Approval of Course Outline, Curriculum & Text Book</u>	<u>Final Exam</u>	<u>District Requirements</u>	<u>How students receive college credit...</u>	<u>Student Learning Outcomes</u>
Dual Enrollment	Shasta College pays the high school district \$500 per dual enrollment instructor with the understanding that the \$500 will go to the instructor. The dual enrollment instructor of record is not a paid employee of the Shasta-Tehama-Trinity Joint Community College District or Shasta College.	Must attend a Dual Enrollment instructor training prior to teaching the class.	Students must apply to Shasta College prior to registration.	Students complete the High School Dual Enrollment Registration Form and have to submit completed form by the designated deadline.	Instructors input grades on MyShasta at the end of the term. Signed grade sheets must be submitted to Admissions & Records. If a student is enrolled in the course, a final grade must be assigned (even if it is a D or F).	Needs to meet the minimum qualifications to teach at a California Community College. Instructors must be interviewed and approved by the Dean and Vice President of Academic Affairs. Instructor must sign an Instructional Service Agreement.	Course outline, curriculum & text books must be approved by the assigned Shasta College instructor, Dean, or designee, and the Vice President of Academic Affairs.	The final exam does not need prior approval. The overall course grade is submitted at the end of the term.	Must approve class prior to instructor submitting the request. Must sign a Memorandum of Understanding with Shasta College.	A final course grade appears on the student's Shasta College transcript.	Instructors must teach to the course outline and report Student Learning Outcomes via TracDat.
Articulation (credit by exam)	No stipends are paid.	Must attend the Shasta College Curriculum Alignment meeting in February. Also, must attend an Articulation instructor meeting, if scheduled.	Students apply at the end of the semester when grades are submitted.	Students are not registered in the course until they pass the final exam.	Grades are submitted at the end of the high school class. Students submit a "Request for Credit" form. Since students are not registered until the end of the semester, grades are only submitted for those students who pass the exam and wish to receive credit.	No minimum qualification other than being approved to teach by the high school district.	Course outline, curriculum & text books must be approved by the assigned Shasta College instructor, Dean, or designee, and the Vice President of Academic Affairs.	The final exam must be approved by a Shasta College instructor and Dean. The final exam grade is what is submitted at the end of the term.	Must approve class prior to instructor submitting the request.	A final exam grade appears on the student's Shasta College transcript with a notation "Credit by Exam". This is not accepted by all colleges/universities, but is recognized by Shasta College.	Instructors must teach to the course outline and Student Learning Objectives.

APPENDIX C

MEETING OF THE BOARD OF TRUSTEES
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
11555 OLD OREGON TRAIL, BUILDING 100, BOARD ROOM
REDDING, CALIFORNIA

WEDNESDAY, DECEMBER 10, 2014
7:00 P.M.

AGENDA

	<u>Page #</u>
<u>General Matters</u>	
1. CALL TO ORDER	1
2. ROLL CALL.....	1
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Oath of Office

Missy McArthur, Redding City Council Member, will administer the Oath of Office to four Board Members whose terms are as follows:

Trustee Area B	Duane K. Miller	Incumbent Appointed in Lieu of Election	12/5/2014-12/7/2018
Trustee Area D	Rhonda E. Nehr	Incumbent Appointed in Lieu of Election	12/5/2014-12/2/2016
Trustee Area F	Dr. Rob Lydon	Appointed in Lieu of Election	12/5/2014-12/7/2018
Trustee Area G	Robert M. Steinacher	Incumbent - Elected	12/5/2014-12/7/2018

Public Comment and Reports

- CALL FOR REQUESTS FROM THE AUDIENCE TO SPEAK TO ANY ITEM 1
ON THE AGENDA

The Shasta-Tehama-Trinity Joint Community College District welcomes public comment on issues within the jurisdiction of the college. The college's "Dear Visitor" letter (available at all Board meetings), explains how to address the Governing Board regarding items on the agenda or issues not on the agenda. Pursuant to Board Policy 2342, comments should be limited to from two to five minutes, subject to the discretion of the Board Chairperson. At the conclusion of public comment, the Board Members may respond to the comments made by the public to the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda. Members of the Board, however, may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion and action.

In our ongoing efforts as an institution to be more sustainable, conserve natural resources, and reduce mailing costs, we are asking that you review our Board Agendas online via the Shasta College web site versus being sent a hard copy. According to District policy, "The public has access to the agenda through the college internet site, by requesting a paper copy, and by viewing a copy posted in the lobby of the Administration Building 100, at 11555 Old Oregon Trail, Redding, California."

The Board Agendas, Minutes, and Attachments are available via the following:

- Web: <http://www.shastacollege.edu/President/Board%20of%20Trustees/pages/308.aspx>
- Phone: (530) 242-7510 / Fax: (530) 225-4994 / Email: tmarkword@shastacollege.edu

Persons with disabilities needing assistance such as listening devices or other accommodations, please notify the President's Office at (530) 242-7510 as soon as possible so arrangements can be made.

BOARD AGENDA FOR THE SHASTA-TEHAMA-TRINITY
JOINT COMMUNITY COLLEGE DISTRICT
DECEMBER 10, 2014

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Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Non-Resident Tuition**AP 5020**

Reference: **Education Code Sections 68075.5, 68130.5 and 76140 et seq.; Title 5, Section 54045.5**

- The non-resident tuition fee shall be set not later than February 1 of each year.
- The non-resident tuition calculation will reflect the current expense of education calculated according to the California Community College Budget and Accounting Manual.
- Exemptions to non-resident tuition include:
 - Any students, other than nonimmigrant aliens under 8 U.S.C. 1101(a)(15), who meet the following requirements:
 - high school attendance in California for three or more years;
 - graduation from a California high school or attainment of the equivalent thereof;
 - registration or enrollment in a course offered for any term commencing on or after January 1, 2002;
 - completion of a questionnaire form prescribed by the Chancellor verifying eligibility for this nonresident tuition exemption; and
 - in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he or she is eligible to do so.
 - Nonresident special part-time students are exempted from the requirement to pay nonresident tuition for community college credit courses. The term "special part-time student" refers to students who have been recommended by the principal of the pupil's school and have parental permission to attend a community college during any session or term and who enroll in 11.99 or fewer units per semester, or the quarter equivalent, in accordance with Education Code section 76001. The exemption does not apply to special full-time students. This exemption is not intended to apply to categories of students who would be precluded from qualifying for the AB 540 non-resident tuition exemption; i.e., a) students who actually reside outside of California and enroll via Distance Education and b) students on most nonimmigrant visas
 - Districts will exempt from nonresident tuition a nonresident student who is a U.S. citizen and who resides in a foreign country, if that student meets all of the following requirements:
 - i. Demonstrates a financial need for the exemption.
 - ii. Has a parent or guardian who has been deported or was permitted to depart voluntarily under the federal Immigration and Nationality Act.
 - iii. Moved abroad as a result of the deportation or voluntary departure.
 - iv. Lived in California immediately before moving abroad.
 - v. Attended a public or private secondary school in California for three or more years.
 - vi. Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education
 - vii. Will be living in California and will file an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible.

Comment [JT1]: SB150 signed 10/5/2013; effective 01/01/2014 to amend CA Ed Code section 76140.

Comment [JT2]: SB141 signed 10/5/2013; effective 01/01/2014 to amend CA Ed Code section 76140.

APPENDIX C

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Non-Resident Tuition**AP 5020**

viii. **Documentation** shall be provided by the student as required by statute as specified in Education Code section 76140(a)(5).

- o **Veterans**
 - o Except as noted below, a student who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for the length of time he or she lives in this state after being discharged up to the minimum time necessary to become a resident.
 - o Except as provided, a student enrolled, or intending to enroll, at this campus who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for up to one year if he or she files an affidavit with this college in which he or she is enrolled, or intends to enroll, stating that he or she intends to establish residency in California as soon as possible.
- o Any students who meet the following requirements:
 - demonstrates financial need;
 - has a parent who has been deported or was permitted to depart voluntarily;
 - moved abroad as a result of that deportation or voluntary departure;
 - lived in California immediately before moving abroad;
 - attended a public or private secondary school in the state for three or more years; and
 - upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.
- Exemptions to nonresident tuition are given due to reciprocity with Southern Oregon University and Oregon Institute of Technology. See Admissions and Records Office for current fee structure for these agreements.
- Per statute, a non-refundable \$100 processing tuition fee is charged for international students as approved by the Board of Trustees. This fee is applied to the student's tuition upon registration.
- The non-resident tuition calculation will include the expense of education in the preceding fiscal year.
- The non-resident tuition calculation will reflect fees in contiguous Districts.
- The non-resident tuition calculation will provide for students enrolled in more or less than 15 units per term.

Comment [JT3]: AB 13 signed 9/27/14 to amend CA Ed Code 68075.5.

Board Reviewed 1/20/10
Board Reviewed 11/14/12 [MANDATED CHANGES]
Board Reviewed 9/10/14 [MANDATED CHANGES]

AP 5020 - 2

APPENDIX C

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Non-Resident Tuition**AP 5020**

Revisions Submitted by Student Services 10/6/14
Cabinet 1st Reading 10/07/14
Cabinet 2nd Reading 10/14/14
College Council 1st Reading 11/4/14
College Council 2nd Reading 11/18/14
Board 1st Review 12/10/14

AP 5020 - 3



Dual Enrollment Program
Memorandum of Understanding

The Trinity Alps Unified School District has entered into a Dual Enrollment partnership with Shasta College. This partnership shall adhere to Title V Education Code provisions governing concurrent/dual enrollment, specified in Section 48800 and subsection 48802 (a and b) as well as Section 76002, B (3). This MOU may be reviewed by the TAUSD and Shasta College upon the end of each school year to make changes if needed. The referenced sections are detailed below.

Allowances and Apportionments

48802, 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."

Pursuant to SB 292, signed July 1996, to receive the full ADA, the high school must offer 360 minutes of instruction and the student must be enrolled for a minimum day (240 minutes). Also, the college course taken must be open to the public.

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.

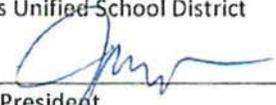
For the purposes of the dual enrollment partnership, Trinity Alps Unified School District defines a "regular school day" as at least 240 minutes of instruction in high school credit only courses. Also, for the purposes of this partnership, the Trinity Alps Unified School District declares that community college classes shall not be offered on a high school campus at any time in which the campus is closed to the general public. If a community college class is offered during the regular school day, any member of the general public enrolled in the community college class shall have access to the campus equal to the high school students attending the high school.



Tom Barnett, Superintendent
Trinity Alps Unified School District

8/19/14

Date



Joe Wyse, President
Shasta College

8/25/14

Date

APPENDIX C

Trinity Alps Unified School District
Board of Trustees

RESOLUTION 1415-08
REGARDING DUAL ENROLLMENT Education
Code 76002(a)(3)

WHEREAS, the Trinity Alps Unified School District (TAUSD) maintains a dual enrollment partnership with the Shasta Tehama Trinity Joint Community College District, which benefits TAUSD students, Shasta College students and the public at-large; and

WHEREAS, various operational aspects of the dual enrollment partnership are incorporated in a Memorandum of Understanding, dated August 19, 2014, the provisions of which establish adherence to various Education Code requirements pertaining to, among other things, allowances, apportionments and enrollment; and

WHEREAS, high schools hosting community college courses must comply with Education Code section 76002(a)(3), which provides that "if a class is offered at a high school campus, the class shall 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"; and

WHEREAS, in order to fulfill the requirement of Education Code section 76002(a)(3) and to ensure the provision of access to members of the public for attendance of dual enrollment courses held on Shasta College campuses;

NOW, THEREFORE, BE IT RESOLVED as follows:

The Trinity Alps Unified School District Board of Trustees declares that community college classes shall not be offered on a high school campus at any time in which the campus is closed to the general public. If a community college class is offered during the regular school day, any member of the general public enrolled in the community college class shall have access to the campus equal to the high school students attending the high school.

PASSED AND ADOPTED at a meeting of the Trinity Alps Unified School District Board of Trustees, Trinity County, Weaverville, California, held on the 10th day of September, 2014, by the following vote:

Ayes: Trustees Groves, Tkach, Fagan and Beans
Noes: _____
Abstain: _____
Absent: Trustee Gogan

Signed:  Print: George Tkach Date: 9-10-14
BOARD PRESIDENT

APPENDIX C

2014-15 Shasta College Fast Track Program Course Offerings

Location	Instructor	High School Course	Shasta College Course	Dual Enrolled or Articulated?	
				Units	Articulated?
Anderson	John Fickes	Engineering 22	ENGR 22 Engineering Graphics	2	Dual Enrolled
Anderson	John Fickes	Engineering 29	ENGR 29 Computer Aided Drafting	2	Dual Enrolled
Anderson	Seth Longnecker	US History 17A	HIST 17A US History	3	Dual Enrolled
Anderson	Seth Longnecker	US History 17B	HIST 17B US History	3	Dual Enrolled
Anderson	Seth Longnecker	AP World History	HIST 2 World Civilization to 1500 CE	3	Dual Enrolled
Anderson	Seth Longnecker	AP World History	HIST 3 World Civilization 1500 to Present	3	Dual Enrolled
Burney	Jann Hoechlin		CIS 1 Computer Literacy Workshop	3	Articulated
Butte Co ROP	Gary Loustale	Small Business Entrepreneurship	BUAD 10 Intro to Business	3	Articulated
Central Valley	Michelle Demo Davis	Computer Skills 2	CIS 1 Computer Literacy Workshop	3	Dual Enrolled
Enterprise	Teresa Alexander	Introduction to Business	BUAD 120 Starting a Small Business	1	Dual Enrolled
Enterprise	Teresa Alexander	Introduction to Business	BUAD 10 Introduction to Business	3	Dual Enrolled
Enterprise	Teresa Alexander	Computer Literacy	CIS 1 Computer Literacy Workshop	3	Dual Enrolled
Enterprise	Teresa Alexander	Computer Applications	OAS 10 Excel	1	Dual Enrolled
Enterprise	Teresa Alexander	Computer Applications	OAS 91 Word	1	Dual Enrolled
Enterprise	Teresa Alexander	Computer Applications	OAS 94 PowerPoint	1	Dual Enrolled
Enterprise	Teresa Alexander	Computer Applications	OAS 51 Intro to Keyboarding	3	Articulated
Enterprise	Teresa Alexander	Marketing	BUAD 77 Principles of Marketing	3	Dual Enrolled
Foothill	Angie Hardin	Plant/Soil Science Ag Leadership	AG 9A Agriculture and Natural Resources Leadership	1	Dual Enrolled
Foothill	Angie Hardin	Integrated Ag. Biology	AGAS 19 Principles of Animal Science	3	Dual Enrolled
Foothill	Bob Price	Shasta Union Fire Academy	FIRS 70 Fire Protection Organization	3	Articulated
Foothill	Daniel Vanek	AP English Literature & Composition	ENGL 1A College Composition	4	Dual Enrolled
Foothill	Eric Levy	AP US History	HIST 17A US History	3	Dual Enrolled
Foothill	Eric Levy	AP US History	HIST 17B US History	3	Dual Enrolled
Foothill	John Paul Cappalonga	American Sign Language I	ASL 1 American Sign Language	4	Dual Enrolled
Foothill	John Paul Cappalonga	American Sign Language I	ASL 1L American Sign Language I Skill Building Lab	1	Dual Enrolled
Foothill	John Paul Cappalonga	American Sign Language II	ASL 2 American Sign Language	4	Dual Enrolled
Foothill	John Paul Cappalonga	American Sign Language II	ASL 2L American Sign Language 2 Skill Building Lab	1	Dual Enrolled
Foothill	Layne McLean	Introduction to the Internet & HTML	CIS 86 HTML	3	Dual Enrolled
Foothill	Layne McLean	Web Design Using Dreamweaver	CIS 73 Photoshop	1	Dual Enrolled
Foothill	Layne McLean	Web Design Using Dreamweaver	CIS 83 Web Design Using Dreamweaver	2	Dual Enrolled
Foothill	Layne McLean	Computer Applications	OAS 10 Excel	1	Dual Enrolled
Foothill	Layne McLean	Computer Applications	OAS 91 Word	1	Dual Enrolled
Foothill	Layne McLean	Computer Applications	OAS 94 PowerPoint	1	Dual Enrolled
Foothill	Layne McLean	Computer Applications	OAS 51 Intro to Keyboarding	3	Articulated
Foothill	Tom Lowe	Computer Applications	OAS 10 Excel	1	Dual Enrolled

APPENDIX C

Foothill	Tom Lowe	Computer Applications	OAS 91 Word	1	Dual Enrolled
Foothill	Tom Lowe	Computer Applications	OAS 94 PowerPoint	1	Dual Enrolled
Foothill	Tom Lowe	Computer Applications	OAS 51 Intro to Keyboarding	3	Articulated
Hayfork	Morgan Rourke	Advanced Ag Mechanics/Welding	AGMA 44 Intro to Construction Skills for Ag. And Natural Resources	3	Articulated
Mt. Shasta	Bright Nichols-Stock	ROP Accounting	ACCT 101 Basic Accounting	3	Articulated
Mt. Shasta	Bright Nichols-Stock	Small Business Ownership	BUAD 40 Entrep/Small Business Owner	3	Articulated
Red Bluff	Maryanne Montandon	Child Care Occupations	ECE 152 The Young Child: Movement, Rhythm and Singing	1	Articulated
Red Bluff	Rochelle Barajas	A+ Certification/Cisco Academy	CIS 90 CISCO IT Essentials	4	Articulated
Shasta High	Dave Krewson	Computer Applications	OAS 10 Excel	1	Dual Enrolled
Shasta High	Dave Krewson	Computer Applications	OAS 91 Word	1	Dual Enrolled
Shasta High	Dave Krewson	Computer Applications	OAS 94 PowerPoint	1	Dual Enrolled
Shasta High	Dave Krewson	Computer Applications	OAS 51 Intro to Keyboarding	3	Articulated
Shasta High	Jeff Hendrickson	Introduction to the Internet & HTML	CIS 86 HTML	3	Dual Enrolled
Shasta High	Jeff Hendrickson	Web Design Using Dreamweaver	CIS 73 Photoshop	1	Dual Enrolled
Shasta High	Jeff Hendrickson	Web Design Using Dreamweaver	CIS 83 Web Design Using Dreamweaver	2	Dual Enrolled
Shasta High	Jeff Hendrickson	Computer Literacy	CIS 1 Computer Literacy Workshop	3	Dual Enrolled
Shasta High	Jim Morley	Essentials in Construction	CONS 150 Intro. to Residential Construction	3	Dual Enrolled
Shasta High	Tamra Bennett	French II	FREN 1 Elementary French	5	Dual Enrolled
Shasta High	Tamra Bennett	French III	FREN 2 Elementary French	5	Dual Enrolled
STROP	Edward Milazzo	Auto Electronics	AUTO 1 Vehicle Electrical Systems	3	Dual Enrolled
STROP	Holly Lyter	Restaurant Occupations	CULA 45 Basic Food Production	5	Articulated
STROP	Jim Reach	Internetworking I	CIS 31 CISCO CCNA 1 - Networking for Home and Small Business	3	Dual Enrolled
STROP	Jim Reach	Internetworking II	CIS 32 CISCO CCNA 2 - Working at a Small to Medium Business or ISP	3	Dual Enrolled
STROP	Jim Reach	Internetworking III	CIS 33 CISCO CCNA 3 - Routing and Switching in the Enterprise	3	Dual Enrolled
STROP	Jim Reach	Internetworking IV	CIS 34 CISCO CCNA 4 - Designing and Supporting Computer Networks	3	Dual Enrolled
STROP	Jim Reach	IT Essentials A+	CIS 90 A+ Certification Preparation/CISCO IT Essentials	4	Dual Enrolled
STROP	Lisa Whitehorn	Child Psychology	ECE 147 Mental Health Awareness	1	Dual Enrolled
STROP	Lisa Whitehorn	Child Psychology	ECE 140 Essentials of 40 Developmental Assets	1	Dual Enrolled
STROP	Lisa Whitehorn	Child Psychology	ECE 52 Guidance in Adult-Child Relations	3	Dual Enrolled
STROP	Lisa Whitehorn	Careers with Children	ECE 140 Essentials of 40 Developmental Assets	1	Dual Enrolled
STROP	Lisa Whitehorn	Careers with Children	ECE 17 Principles and Practices of Teaching	3	Dual Enrolled
STROP	Lisa Whitehorn	Careers with Children	ECE 152 The Young Child: Movement, Rhythm and Singing	1	Dual Enrolled
STROP	Lisa Whitehorn	Careers with Children	ECE 24 School Age Care Curriculum	3	Dual Enrolled
STROP	Steve Dennison	Administration of Justice	ADJU 10 Intro. to Administration of Justice	3	Dual Enrolled
Trinity High	Deborah O'Neill-Knight	ROP Digital Photography	CIS 73 Photoshop	1	Dual Enrolled
Trinity High	Deborah O'Neill-Knight	Computer Applications	CIS 1 Computer Literacy Workshop	3	Dual Enrolled
Trinity High	Deborah O'Neill-Knight	Computer Applications	OAS 10 Excel	1	Dual Enrolled

APPENDIX C

Trinity High	Deborah O'Neill-Knight	Computer Applications	OAS 91 Word	1	Dual Enrolled
Trinity High	Deborah O'Neill-Knight	Computer Applications	OAS 94 PowerPoint	1	Dual Enrolled
Trinity High	Mike Rourke	ROP Farm Power	AGMA 44 Intro to Construction Skills for Ag. And Natural Resources	3	Dual Enrolled
Trinity High	Mike Rourke	ROP Ag Mechanics	WELD 70 Beginning Welding	3	Dual Enrolled
Trinity High	Paul York	Construction 5	CONS 150 Intro. to Residential Construction	3	Dual Enrolled
West Valley	Crystal Jackson	US History 17A	HIST 17A US History	3	Dual Enrolled
West Valley	Crystal Jackson	US History 17B	HIST 17B US History	3	Dual Enrolled
West Valley	Eric Proscher	AP World History	HIST 2 World Civilization to 1500 CE	3	Dual Enrolled
West Valley	Eric Proscher	AP World History	HIST 3 World Civilization 1500 to Present	3	Dual Enrolled
West Valley	John Fickes	Engineering 22	ENGR 22 Engineering Graphics	2	Dual Enrolled
West Valley	John Fickes	Engineering 29	ENGR 29 Computer Aided Drafting	2	Dual Enrolled
West Valley	Julie White	Spanish III	SPAN 2 Elementary Spanish	5	Dual Enrolled
West Valley	Michelle O'Dell	English 4	ENGL 1A College Composition	4	Dual Enrolled
West Valley	Ron Hardin	Advanced AG Welding	WELD 70 Beginning Welding	3	Dual Enrolled

SHASTA COLLEGE DUAL ENROLLMENT PROGRAM

GENERAL EDUCATION

Each California education system has a different general education pattern. ***SELECT ONE*** general education pattern that best fits your educational goals -

1. SHASTA COLLEGE ASSOCIATES DEGREE GENERAL EDUCATION

For non-transfer students that would like to complete a two-year Associate's Degree at Shasta College.

2. CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION

For students that would like to transfer to a California State University. Twenty-three campuses to choose from. (e.g. CSU Chico, CSU Sacramento, Humboldt State, Sonoma State, etc.)

3. IGETC GENERAL EDUCATION

For students that would like to transfer a University of California campus (e.g. UC Davis, UC Berkeley, UC Santa Cruz, UCLA, etc.) OR any CSU.



Shasta College

For more information on dual enrollment visit:
www.shastacollege.edu/dualenrollment

GENERAL EDUCATION

TAKE 5 SHASTA COLLEGE CLASSES TOWARD YOUR GENERAL EDUCATION HERE AT ANDERSON HIGH!

SHASTA COLLEGE ASSOCIATE DEGREE GENERAL EDUCATION:

AREA 1: NATURAL SCIENCE

AREA 2: SOCIAL & BEHAVIORAL SCIENCES - HIST 17A, HIST 17B, OR ADJU 10

AREA 3: HUMANITIES - HIST 2 (ALSO FULFILLS AREA 6)

AREA 4A: ENGLISH COMPOSITION

AREA 4B: ORAL COMMUNICATION

AREA 4C: ANALYTICAL THINKING

AREA 5: MULTICULTURAL COURSE - HIST 3 (ALSO FULFILLS AREA 6)

AREA 6: MULTICULTURAL REQUIREMENT - HIST 2 OR HIST 3

AREA 7: COMPUTER LITERACY REQUIREMENT

CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION:

CATEGORY A (one course from each area)

Category A1: Oral Communication

Category A2: Written Communication - ENGLISH 1A

Category A3: Critical Thinking

CATEGORY B (at least three units from each area; must include lab)

Category B1/B3: Physical Sciences

Category B2/B3: Life Sciences

Category B4: Mathematical concepts and Quantitative Reasoning

CATEGORY C (minimum of nine (9) units, with at least one course in the arts and one in the humanities)

Category C1: Arts

CATEGORY C2: HUMANITIES - HIST 2 OR HIST 3

CATEGORY D (minimum of nine (9) units, with courses taken in at least two disciplines)

CATEGORY D6: HISTORY - HIST 17A OR HIST 17B

CATEGORY D8: POLITICAL SCI., GOVERNMENT, & LEGAL INSTITUTIONS - ADJU 10

CATEGORY E (minimum of three (3) units)

CSU GRADUATION REQUIREMENT - **HIST 17 A OR HIST 17B** & POLS 2.

IGETC GENERAL EDUCATION FOR UNIVERSITY OF CALIFORNIA SYSTEM OR CSU SYSTEM:

AREA 1 - English Composition - select one course from each group.

Group A - ENGLISH 1A

Group B - ENGLISH 1B OR 1C

AREA 2 - Mathematical Concepts and Quantitative Reasoning (one course)

AREA 3 - Arts and Humanities (three courses; at least one from the Arts & one from the Humanities)

HUMANITIES - HIST 2 OR HIST 3

AREA 4 - Social and Behavioral Sciences (three courses in at least two disciplines) -

HIST 17A OR HIST 17B

AREA 5 - Physical and Biological Sciences (two courses, one in Physical & one in Biological, must include lab)

AREA 6 - Language Other Than English - CSU Transfers do not need to meet this requirement (two years of high school study in the same language with a grade "C" or better; or one college course)

CSU Graduation Requirement in US History and American Ideals (two courses; one from each group)

GROUP 1 - HIST 17A OR HIST 17B

Group 2 - POLS 2

For more information on dual enrollment visit:

www.shastacollege.edu/dualenrollment

Please refer to the Shasta College catalog for more specific information.

Meet with a Shasta College Counselor to receive guidance on how each class will transfer to your university of choice.

APPENDIX C

Unduplicated Count of Students by Term	Dual Enrolled	Concurrent
2012S		146
2012U		98
2012F		138
2013S	857	246
2013U		297
2013F	272	404
2014S	777	437
2014U		362
2014F	455	594
Grand Total	2361	2722

The table above shows the unduplicated headcount of students in two types of enrollment by term.

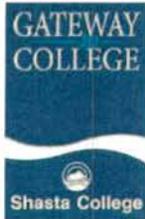
Shasta College has increased the number of dual enrolled and concurrent students in the last academic year. In Fall 2013 the college served 272 dual enrolled students (unduplicated). This increased to 455 dual enrolled students in Fall 2014 (67.3% increase). Over the same two year period, Shasta College increased the number of concurrently enrolled students from 681 in 2012-13 to 1203 in 2013-14 (76.6% increase).

On average, Dual Enrolled students are 54% female, age 13 to 19, with ethnic representation similar to our student body and service area. On average, 70% of Dual Enrolled students are White, 14% are Hispanic, 1.4% are African American, 2.2% are American Indian, and 2.6% Asian.

On average, Concurrently Enrolled students are 57.8% female, age 11 to 19, with ethnic representation similar to our student body and service area. On average, 70% of Concurrently Enrolled students are White, 12.0% are Hispanic, 1.6% are African American, 1.4% are American Indian, and 4.3% are Asian.

Outcomes

Dual Enrolled	Enrollments	Retention	Success
2013S	1067	97.7%	93.8%
2013F	262	99.2%	95.4%
2014S	1241	99.3%	89.8%
Concurrent	Enrollments	Retention	Success
2012-13	757	93.10%	85.00%
2013-14	1986	91.90%	80.00%



Annual Report

2013-2014

Attendance Measures

All Students by Term

Term	# of students	Average Rate
Fall 2013	23	86.9%
Spring 2014	44	88.9%

By Cohort and Term

Cohort	Term	Attendance Rate
Cohort 1	Fall 2013	86.9%
	Spring 2014	83.1%
Cohort 2	Spring 2014	92.2%

Average Credits Earned

Learning Community	Total Students	# Earning 0 Credits	Disenrolled		Active		Graduated	
			Average HS	Average College	Average HS	Average College	Average HS	Average College
Cohort 1	23	0	21.07	3.33	82.35	11	64.66	8.58
Cohort 2	28	0	22.68	1.6	50.54	4.5	59.22	5.67
TOTAL	51	0	22.07	2.25	59.89	6.41	62.85	7.61

College Courses

College Course	Units	College Course	Units
ART 15 - Three Dimensional Design	3	PE 12A - Beg. Weight Training	1
BUAD 80 - Principles of Customer Service	3	PE 16 - Aerobic Exercise	1
HLTH 1 - Health and Wellness	3	PE 17 - Yoga	1
MATH 101 - Basic Algebra	3	STU 1 - College Success	3
MATH 102 - Intermediate Algebra	5	STU 90 - Career Choice	3
MATH 220 - Basic Mathematics	3	THTR 12 - Acting 1	3
OAS 10 - Excel for Windows	1	THTR 26 - Main Stage Production II	1-4
OAS 171 - Developing Proofreading Skills	2	WELD 70 - Beginning Welding	3
OAS 91 - Word for Windows I	1		

Graduate Statistics

	Female	Male	Total
Cohort 1	4	8	12
Cohort 2	3	3	6
Number of Graduates	7	11	18
Fall 2013 Graduates	2	3	5
Spring 2014 Graduates	5	8	13
Average Months in Program	5	6	5,5
Average Terms In Program	1.3	1.5	1.4
Average GPA at Entry	2.1	1.9	2
Average HS Credits Needed to Graduate	41.3	54	49.1
Average HS Credits Earned	56.7	66.8	62.8
Average College Credits Earned	6.9	8.1	7.6
Average GPA at Graduation	2.7	2.8	2.7
College Persistence*	5	5	10
<i>*56% of the SC GtC graduates enrolled in college within one year of their high school graduation.</i>			

Dual Enrollment & High School Articulation Program 2015-16 Request for Course Approval

High School Course Information

Please check **ONE**: Dual Enrollment _____ Articulation _____ Is this a new course request? Yes _____ No _____

High School: _____ District: _____

Instructor Name: _____ Email: _____

Instructor Degree Subject(s): Master's: _____ Bachelor's: _____ AA: _____

High School Course (Name & number of credits): _____
(i.e. Introduction to Business, 5 credits)

Class period(s) taught: _____ Time(s): _____ Fall semester Spring semester
(i.e. 2nd, 4th) (i.e. 9:20-10:05; 11:20-12) Year-long class (same students all year; grades submitted in June)

Textbook to be used: _____
(Must be included here, even if information is on attached course outline)

Author: _____ Year: _____ Edition: _____

****A current syllabus/course outline & course description MUST be attached to this request.****
****If you checked "Articulation" above, please attach your final exam.****

College Course Information

College Course: _____ Title: _____ Units _____
(i.e. BUAD 10) (i.e. Introduction to Business) (i.e. 3 units)

Corresponding Shasta College Faculty, if applicable: _____

Please note that all Fast Track Program courses must make progress toward a Shasta College degree or certificate.

Required Signatures

High School Approvals	
*Requesting Teacher _____	Date _____
*District Department Chair _____	Date _____
*Principal _____	Date _____
*Superintendent or Authorized Agent _____	Date _____

Shasta College Approvals	
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Faculty Signature _____	Date _____
Division Dean _____	Date _____
Comments: _____	
Vice President of Academic Affairs _____	Date _____

Deadline to submit to Shasta College: February 13, 2015. Questions? Contact Liz Kohn, 242-7694 OR lkohn@shastacollege.edu

APPENDIX D
CALIFORNIA EDUCATION CODE

§76002. High school students; reporting as full-time equivalent students; criteria; restrictions on admission; annual reports

- (a) For the purposes of receiving state apportionments, a community college district may include high school pupils who attend a community college within the district pursuant to Sections 48800 and 76001 in the district's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria:
- (1) The class is open to the general public.
 - (2) (A) The class is advertised as open to the general public in one or more of the following:
 - (i) The college catalog.
 - (ii) The regular schedule of classes.
 - (iii) An addenda to the college catalog or regular schedule of classes.(B) If a decision to offer a class on a high school campus is made after the publication of the regular schedule of classes, and the class is solely advertised to the general public through electronic media, the class shall be so advertised for a minimum of 30 continuous days prior to the first meeting of the class.
 - (3) If the class is offered at a high school campus, the class shall 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.
 - (4) If the class is a physical education class, no more than 10 percent of its enrollment may be comprised of special part-time or full-time students. A community college district shall not receive state apportionments for special part-time and full-time students enrolled in physical education courses in excess of 5 percent of the district's total reported full-time equivalent enrollment of special part-time and full-time students.
- (b) The governing board of a community college district may restrict the admission or enrollment of a special part-time or full-time student during any session based on any of the following criteria:
- (1) Age.
 - (2) Completion of a specified grade level.
 - (3) Demonstrated eligibility for instruction using assessment methods and procedures established pursuant to Chapter 2 (commencing with Section 78210) of Part 48 and regulations adopted by the Board of Governors of the California Community Colleges.
- (c) (1) The Chancellor of the California Community Colleges shall prepare and submit to the Department of Finance and the Legislature, on or before March 1, 2004, and March 1 of each year thereafter, a report on the amount of FTES claimed by each community college district for special part-time and special full-time students for the preceding academic year in each of the following class categories:
- (A) Noncredit.
 - (B) Nondegree-applicable.
 - (C) Degree-applicable, excluding physical education.
 - (D) Degree-applicable physical education.
- (2) The report prepared pursuant to paragraph (1) may include information required to be reported pursuant to paragraph (4) of subdivision (d) of Section 48800.
- (d) The Board of Governors of the California Community Colleges shall adopt rules and regulations to implement this section.

(Added by Stats. 1996, c 298 (S.B. 292), § 2, eff. July 25, 1996. Amended by Stats. 1997, C. 17 (S.B. 947), § 32; Stats. 2003, c. 786 (S.B. 338), § 5; Stats. 2010, c. 236 (A.B. 1713), § 3.)

APPENDIX D

Tentative ITV 2-year Sequence of Courses

The Extended Education of Shasta College is pleased to offer a 2-year sequence of courses planned for delivery through the Interactive Television Network (ITV) to each of its Campuses. These sites may include Shasta College's Downtown Campus (HSUC), the Tehama Campus, the Intermountain Campus, and the Trinity Campus. The courses were selected to provide you with the opportunity to pursue several options including Associate of Arts transfer degree programs, Associate of Science general education degree programs, or a certificate program.

You may complete the program in two years if specific requirements are met:

- Eligibility for the required Math and English courses
- Ability to take both day and evening courses
- Completion of an Educational Plan
- Completion of 15 units each semester

For those of you who cannot meet the requirements necessary for 2-year completion, an Educational Plan can be made to suit your specific situation.

In addition, you may also have the opportunity to complete many of the courses necessary for other transfer and non-transfer degree programs. Check out the entire tentative schedule. Much of what may be needed is available.

For more information about the specifics of the program, contact the Distance Education Counselor at askacounselor@shastacollege.edu or call your local Extended Education Campus to make an appointment.

Fall 13:	Spring 14:	Summer 14:	Fall 14:	Spring 15:
ADJU 10	ACCT 2	ACCT 101	ACCT 4	ACCT 101
ADJU 15	ADJU 17	BIOL 5	ADJU 16	ADJU 18
ADJU 40	ADJU 23	ECE 9	ADJU 26	ADJU 20
AG 1	ADJU 24	MATH 101	ADJU 30	ADJU 22
ANTH 25	AGNR 11	MATH 102	BIOL 5	ANTH 2
BUAD 6	AGNR 60	MATH 220	BUAD 8	AGNR 60
BUAD 10	BIOL 10	MATH 240	BUAD 45	BIOL 10
BUAD 45	BUAD 15	STU 1	BUAD 66	BUAD 45
BIOL 5	BUAD 166		CMST 10	ECON 1B
CMST 10	CMST 10		CMST 60	CMST 54
CMST 60	CMST 60		ECON 1A	CMST 60
ECE 2	ECE 1		ECE 17	ECE 1
ECE 9	ECE 7		ECE 20	ECE 2
ECE 52	ECE 30		ECE 28	ECE 8
ENGL 1A	ECON 1B		ECE 50	ECE 15
ENGL 1C	ENGL 1A		ESCI 1	ECON 1B
ENGL 190	ENGL 1B		ESCI 9	ENGL 1A
ECON 1A	ENGL 190		ESCI 12	ENGL 1B
ESCI 1	ENGL 280		ENGL 1A	ENGL 190
ESCI 17	ESCI 8		ENGL 1C	ESCI 7
FSS16	ESCI 10		ENGL 190	ESCI 11
FSS 25	FSS 18		FSS 12	FSS 10
GEOG 8	FSS 25		FSS 16	FSS 14
HIST 17B	FSS 46		FSS 25	FSS 25
HUM 2	GEOG 1A		FSS 60	FSS 46
HUM 4	HLTH 1		GEOG 8	GEOG 1A
HUM 70	HUM 2		HIST 2	GEOG 7
MATH 14	JOUR 21		HIST 17A	HLTH 1
MATH 101	MATH 41A		HUM 2	HUM 2
MATH 110	MATH 102		HUM 70	MATH 13
MATH 220	MATH 240		MATH 8	MATH 100
MATH 240	NHIS 15		MATH 14	MATH 102
OAS 110	OAS 111		MATH 101	MATH 240
OAS 171	POLS 2		MATH 110	NHIS 15
POLS 2	PSYC 1A		MATH 220	OAS 111
PSYC 1A	PSYC 14		OAS 110	POLS 2
PSYC 5	SPAN 2		OAS 171	PSYC 1A
PSYC 14	STU 1		POLS 2	PSYC 14
PSYC 17			PSYC 1A	SPAN 2
PSYC 41			PSYC 14	STU 1
SOC 1			PSYC 41	
SOC 2			SOC 1	
SPAN 1			SOC 70	
STU 1			SPAN 1	
THTR 1			STU 1	
			THTR 1	

APPENDIX E

SHASTA COLLEGE - Cost of Education Estimates

Page 1 of 3

Notes:

- 1 Page one contains estimates are based on information obtained from each system's website. They are best estimates. Additional analysis should be done to verify and refine the economic impacts presented in the next few pages of data.
- 2 Page two contains three scenarios estimate the savings both to the student (for both tuition and fees and for living expenses) and for the State in three situations in which students earn 15 units of credit through PACT and then (1) take the route of taking 1.5 more years at a community college and then transfer to a CSU or UC, (2) go directly to a CSU and finish in 3.5 years, or (3) for directly to a UC and finish in 3.5 years.
- 3 Page three contains best estimates for the total effect in three scenarios when scaling the PACT program to (1) meet the goals outlined in this innovation award application and (2) if the PACT program could be scaled statewide at the same levels.

Estimates for costs of education related to the three public systems in California

Tuition & Fees Only

	Community College	CSU (average)	UC
Year 1	\$1,456	\$6,759	\$13,300
Year 2	\$1,456	\$6,759	\$13,300
Year 3	--	\$6,759	\$13,300
Year 4	--	\$6,759	\$13,300
Total	\$2,912	\$27,036	\$53,200

Annual Cost of Education (less tuition and fees)

(living expense estimates based on published information - for living in dorms)

\$13,836	Community College (Shasta College)
\$22,414	CSU
\$19,800	UC

State support to institutions (estimates)

\$4,636	Community colleges receive \$4636.49 per FTEs from the State
\$6,704	CSUs (in 2013-14) received an estimated \$2.333 billion for 348,000 FTEs
\$11,017	UCs (in 2013-14) received an estimated \$2.6441 billion for 240,000 FTEs

APPENDIX E

SHASTA COLLEGE - Analysis for Three Scenarios for PACT Savings to Students and to the State of California

Page 2 of 3

Estimates for Students & Their Families		State Estimates	
Typical Student			
2 years at Community College and 2 years at CSU	\$16,430 Tuition and fees total (CC + CSU)	\$22,681	State support for four years (2 at CC + 2 at CSU)
2 years at Community College and 2 years at UC	\$29,512 Tuition and fees total	\$31,307	State support for four years (2 at CC + 2 at UC)
Scenario 1			
15 units of dual enrollment, 45 units at Community College, 2 years at a CSU	\$15,702 Tuition and fees total	\$22,681	State support for four years (2 at CC + 2 at CSU)
	\$728 Tuition and fees savings per student	\$0	Savings to State per Student
	\$6,918 housing and personal savings (example: living in dorms)		
	\$7,646 TOTAL savings to student		
Scenario 2			
15 units of dual enrollment, 3.5 years at CSU	\$23,657 Tuition and fees total	\$25,782	State support (15 units at CC + 105 at CSU)
	\$3,380 Tuition and fees savings per student	\$1,034	Savings to State per Student
	\$7,812 housing and personal savings (example: CSU Chico)		
	\$11,192 TOTAL savings to student		
Scenario 3			
15 units of dual enrollment, 3.5 years at UC Davis	\$28,784 Tuition and fees total	\$40,878	State support (15 units at CC + 105 at UC)
	\$6,650 Tuition and fees savings per student	\$3,190	Savings to State per Student
	\$9,900 housing and personal savings (example: UC Davis)		
	\$16,550 TOTAL savings to student		

APPENDIX E

SHASTA COLLEGE - Analysis for Three Scenarios for PACT Savings when meeting Goals locally AND when Scaled Statewide

Page 3 of 3

Scenario #1 - 580 students a year (26%) of high school graduates participate in PACT and continue to college

Therefore, if Shasta College is successful...

- 30 students per year who transfer to UC after 15 units of dual enrollment
- 150 students per year who transfer to CSU after 15 units of dual enrollment
- 400 students per year who complete 60 units at Shasta after 15 units of dual enrollment

Results in ...

\$5,233,625 Estimated savings to students (tuition, fees and living expenses - assuming all live in dorms)
\$997,625 Estimated savings to students (**Tuition and fees only**)
\$250,774 **Estimated savings to State**

And if scaled Statewide... (Shasta serves approximately .65 percent of Statewide high school seniors)

\$805,173,077 Estimated savings to students (tuition, fees and living expenses - assuming all live in dorms)
\$153,480,769 Estimated savings to students (**Tuition and fees only**)
\$38,580,596 **Estimated savings to State**

Scenario #2 - 775 students a year (35%) of high school graduates participate in PACT and continue to college

Therefore, if Shasta College is successful...

- 50 students per year who transfer to UC after 15 units of dual enrollment
- 200 students per year who transfer to CSU after 15 units of dual enrollment
- 525 students per year who complete 60 units at Shasta after 15 units of dual enrollment

Results in ...

\$7,079,950 Estimated savings to students (tuition, fees and living expenses - assuming all live in dorms)
\$1,390,600 Estimated savings to students (**Tuition and fees only**)
\$366,268 **Estimated savings to State**

And if scaled Statewide... (Shasta serves approximately .65 percent of Statewide high school seniors)

\$1,089,223,077 Estimated savings to students (tuition, fees and living expenses - assuming all live in dorms)
\$213,938,462 Estimated savings to students (**Tuition and fees only**)
\$56,348,943 **Estimated savings to State**

Scenario #3 - 1100 students a year (50%) of high school graduates participate in PACT and continue to college

Therefore, if Shasta College is successful...

- 75 students per year who transfer to UC after 15 units of dual enrollment
- 300 students per year who transfer to CSU after 15 units of dual enrollment
- 725 students per year who complete 60 units at Shasta after 15 units of dual enrollment

Results in ...

\$10,142,050 Estimated savings to students (tuition, fees and living expenses - assuming all live in dorms)
\$2,040,400 Estimated savings to students (**Tuition and fees only**)
\$549,402 **Estimated savings to State**

And if scaled Statewide... (Shasta serves approximately .65 percent of Statewide high school seniors)

\$1,560,315,385 Estimated savings to students (tuition, fees and living expenses - assuming all live in dorms)
\$313,907,692 Estimated savings to students (**Tuition and fees only**)
\$84,523,415 **Estimated savings to State**

Quick **DQP** Facts

Who benefits from the DQP?



Students

The DQP helps students pursue a thoughtful, coherent, and meaningful educational plan.



Faculty

The DQP helps faculty collectively reflect on intentional teaching and learning experiences.



Public

The DQP outlines the meaning of a degree in simple language around what students should know and be able to do.

Clearly defined degrees and learning outcomes

1 2 3 types of degrees

- Associate
- Bachelor's
- Master's

1 2 3 4 5 areas of learning

- Specialized Knowledge
- Broad and Integrative Knowledge
- Intellectual Skills
- Applied and Collaborative Learning
- Civic and Global Learning

Alignment

The DQP helps align institutional student learning outcomes with departmental objectives.

Learning outcomes

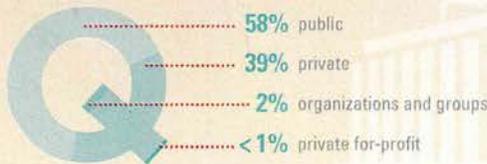
Departmental objectives

More than 400 institutions are

WORKING

with the DQP

What types of institutions are using the DQP?



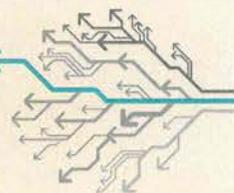
Institutions are using the DQP at various levels



(several institutions working at multiple levels)

better INFORMED choices

The DQP helps students make better-informed choices about which courses to take.



Making connections

The DQP can strengthen the links between school-based learning and out-of-school learning (e.g., from employment, military service and volunteer activity).



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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GARMAN JACK POND

Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

May 30, 2014

Mr. Joe Wyse
Superintendent/President
Shasta College
P.O. Box 496006
Redding, CA 96049

Dear President Wyse:

It is with great pleasure I am writing to inform you that Shasta College's Degree Qualifications Profile Project has been selected for an Award of Excellence. Your college has participated in a project sponsored by the ACCJC with funding from Lumina Foundation that began in April 2013. The project supported examination of selected aspects of degree-level student learning outcomes through the lens of the Degree Qualifications Profile. The project's purpose was to inform and enhance student learning outcomes and assessment, so as to facilitate improvements in college practices leading to increased student learning and achievement. The degree-level outcomes focus also provided a means for participating colleges to explore the meaning and value of their associate degrees, looking at the general education and major requirements, and institutional outcomes components together as part of a cohesive learning experience for students.

The selection of award recipients was based upon the evaluation of independent judges, along with recommendations from the other participating colleges. The judges considered strength of the project, significance and impact of the project on the institution, and whether replication of the work might benefit other colleges.

Three colleges received the Award of Excellence:

- Shasta College
- Kapi'olani Community College
- Gavilan College

Three colleges received Honorable Mention for their projects:

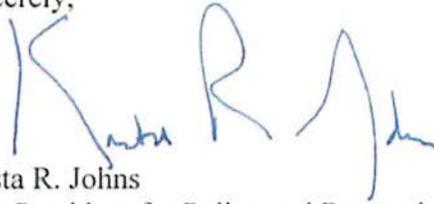
- West Hills Coalinga College
- Riverside City College
- Grossmont College

Your college's project will be wrapping up soon with completion of a webinar presentation about the work. That presentation will be archived on the website of the National Institute for Learning Outcomes Assessment for viewing by interested others. We want to thank you for your continuing

APPENDIX F

support of student learning outcomes assessment practice at Shasta College, and congratulate you for the accomplishments of faculty, staff, and administrators at your college who participated in the Degree Qualifications Profile Project.

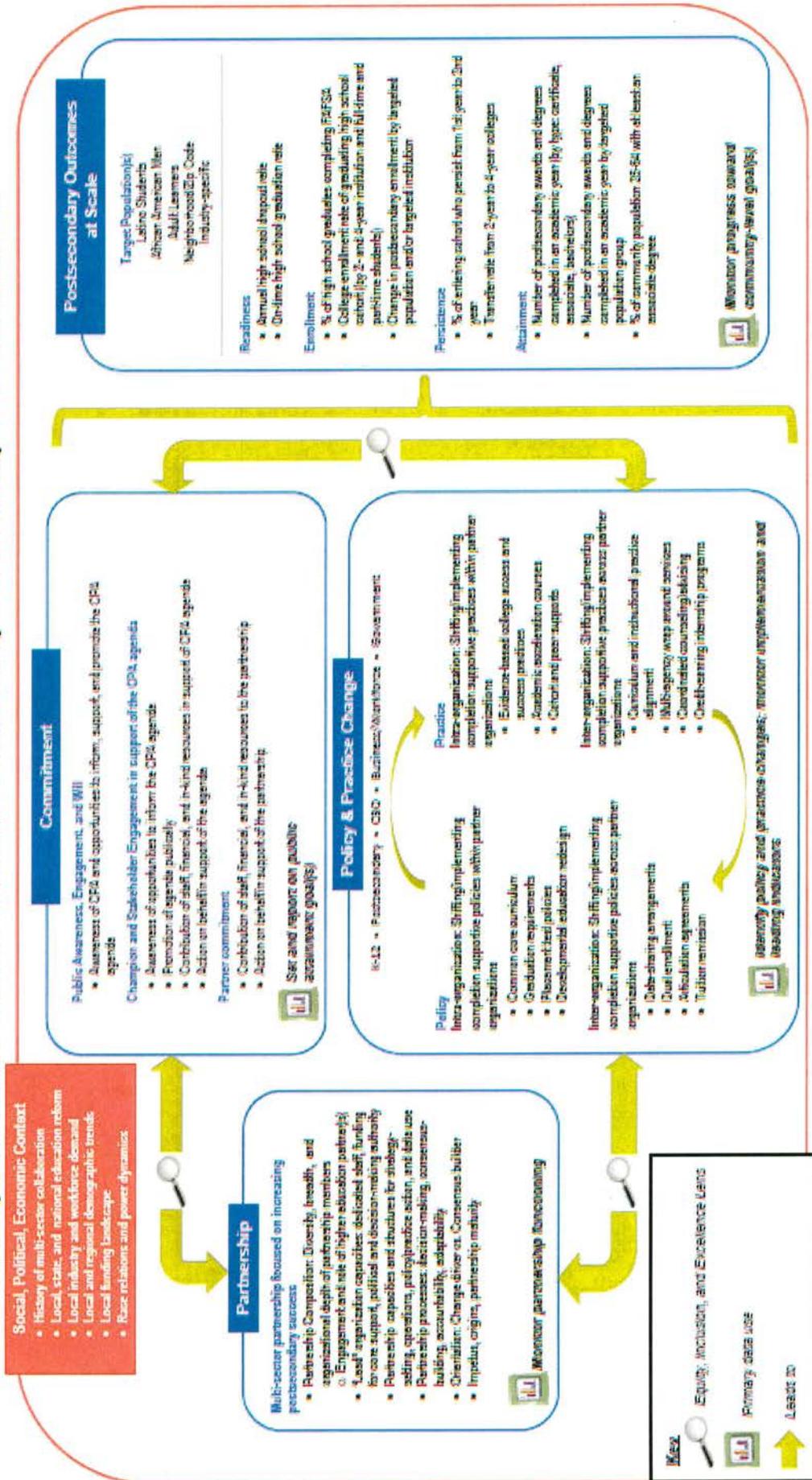
Sincerely,

A handwritten signature in blue ink, appearing to read "Krista R. Johns". The signature is stylized and cursive.

Krista R. Johns
Vice President for Policy and Research

Evaluation Framework

Conceptual Framework: Lumina Community Partnership for Attainment



Schutter, Amy

Subject: FW: Shasta - Community Partnership for Attainment application
Attachments: image001.jpg

Dear Kate,

Congratulations – Shasta’s application to the Community Partnership for Attainment has been accepted! We are very excited to move forward with you in your work to increase postsecondary access, success, and attainment in your city.

We were very pleased with the strength of your community collaboration’s higher attainment goals 2025. As the work develops, we will be anxious to see the community works to integrate the two existing collaboratives to implement your higher education attainment strategies.

Please, for the time being, do not release this notification to your local press. We will plan a press announcement, along with a press release that you can adapt for local use. Details will be coming soon.

We welcome you and the team members listed in your application to join us in Dallas, TX on Jan., 14-15, 2015 to meet the other sites and to kick off your planning work. Lumina will cover the costs of your team to attend, so please mark your calendars and, again, more details will be coming. We will also plan to have a series of Webinars designed to help you think about your planning process and to address common issues that we saw across many applications. Those invites will come via Outlook appointments and will be recorded for those who can’t join directly. The first will be held on Monday, December 1 from noon until 1p.m. EST.

Once again, congratulations. We are so proud to be your partner in advancing this critical work and look forward to seeing you in Dallas!

Best wishes for your continued success,
Jeanna

<<http://www.luminafoundation.org>>
[<http://www.luminafoundation.org/advantage/graph/signature/LFsig.jpg>]
<<http://www.luminafoundation.org/>> <<http://www.luminafoundation.org>>

Jeanna Keller Berdel
Senior Strategy Officer

30 S. Meridian St., Suite 700
Indianapolis, IN 46204

Office:

(317) 951-5330

Mobile:

317-408-9275

RHS: EVERY STUDENT EVERY OPTION

Community roadmap with academic points along the cradle to career education continuum that are proven to be key levers for enhancing educational attainment and goals

Ready for Kindergarten	Early Grade Proficiency	Middle Grade Progression	High School Graduation	Post-Secondary Enrollment	Post-Secondary Completion	Gainful Employment
<ul style="list-style-type: none"> ___% Students demonstrating readiness based on Kindergarten Readiness Snapshot 	<ul style="list-style-type: none"> ___% 3rd graders at Grade Level in reading and comprehension fluency (Daze/Maze) 	<ul style="list-style-type: none"> ___% College Ready in 5th Grade ELA/Math (Cal Pass; Currently 30%) ___% Proficient in 8th Grade Math (Currently 63%; up from 43% in 08-09) 	<ul style="list-style-type: none"> ___% of students graduating with A-G ___% of students graduating w/ 2 or more classes in CTE pathway 	<ul style="list-style-type: none"> ___% Students attending post secondary following HS graduation ___% Students requiring remediation freshmen yr 	<ul style="list-style-type: none"> ___% of students earning an Associate's degree or certificate within 6 years ___% of Shasta County students attaining Bachelor's degree or higher within 6 years 	<ul style="list-style-type: none"> ___% increase Shasta County residents with living wage jobs and benefits in north state
<ul style="list-style-type: none"> % of students enrolled in high-quality 0-3 programs % of students enrolled in high-quality pre-K programs 	<ul style="list-style-type: none"> % 2nd graders at Grade Level in reading and comprehension fluency (Daze/Maze) % 3rd grade students at grade level in math (SBAC) % of 3/4 grader students achieving level 3 on SBAC writing rubrics 	<ul style="list-style-type: none"> % proficient in 5th grade Science (62%); % 5th,6th, 7th graders at grade level (SBAC ELA and Math) % college ready 8th grade ELA (currently 29.8%; Cal PASS) 	<ul style="list-style-type: none"> % of 10th graders taking PSAT % of 11th graders College Ready on EAP &/or SBAC % of students taking Math Beyond Integrated II % of students taking AP courses; exams; and receiving 3 or more on exam 	<ul style="list-style-type: none"> % students in Pell eligible students enrolling statewide ACT/SAT benchmarks % of students earning college credit in high school % of students completing FAFSA 	<ul style="list-style-type: none"> % of students with more than 1 remedial course % of students requiring remediation in freshman year math % of students requiring remediation in freshman year Eng. Language Arts % persisting into Fall of sophomore year % of students taking college level courses in math and English freshman year Transfer rate Attaining 30 (semester) credits over ?? (time frame) 	<ul style="list-style-type: none"> Decrease in unemployment rate Degree alignment with high skill/high need industry sectors (LMI match)

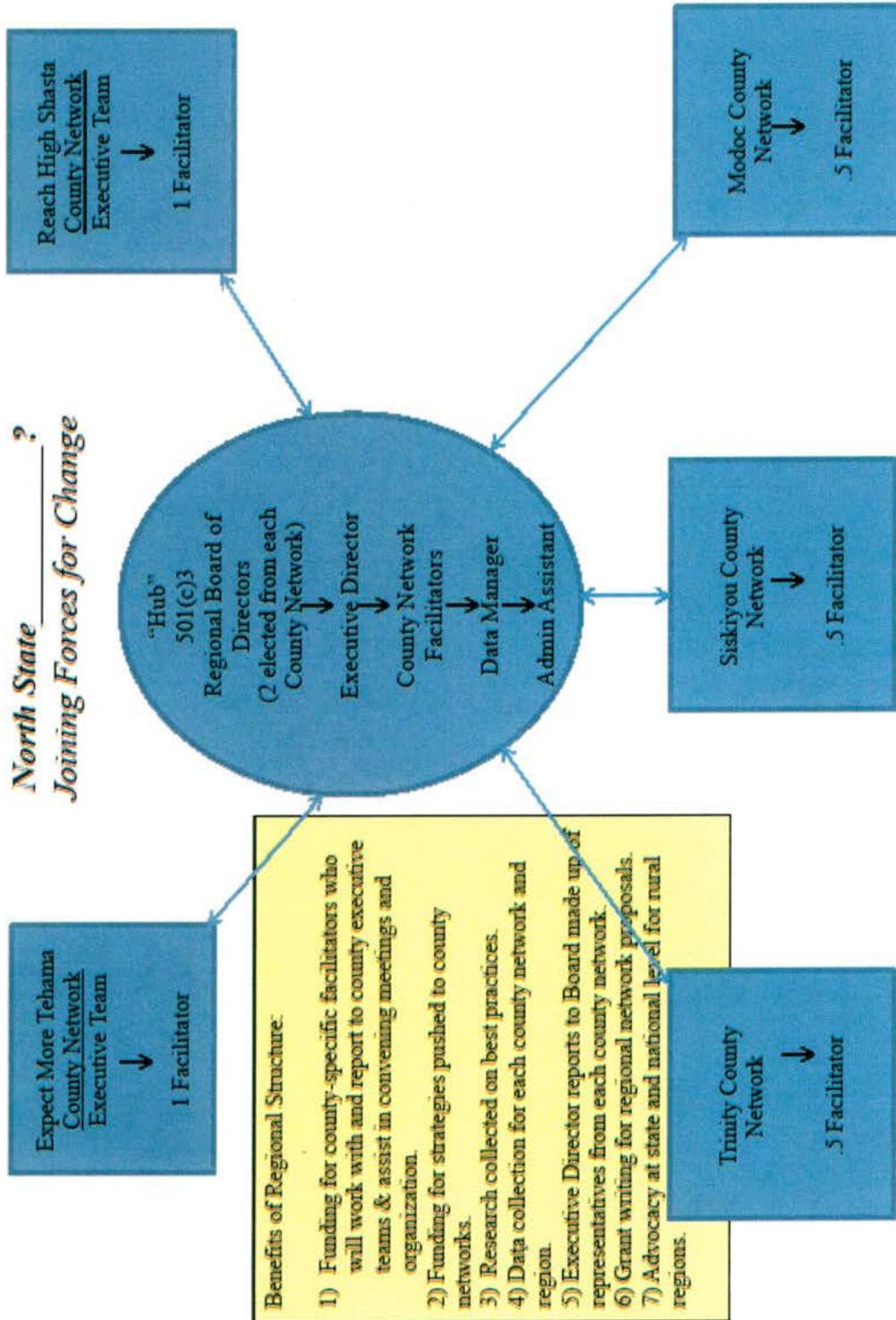
Contextual Indicators

Broader Factors that CONTRIBUTE to the Core Indicators:

- Late or inadequate prenatal care
- Vaccination rate
- Chronic Absenteeism
- Protective Factors*
- County Health Rankings*
- ACES (Adverse Childhood Experiences)*
- Increase in Gallup community wellness ranking*

* larger surveys that can be broken down by measurable indicators

Proposed Model for Regional Collective Impact Infrastructure



WHY REACH HIGHER?



Shasta County students, on average, tend to do well in high school and graduate at rates higher than state average, however, the majority of our students do not successfully complete a postsecondary program of study or a four year college degree.

APPENDIX G

REACHHIGHER
shasta | MORE EDUCATION FOR ALL

HOW WILL THE GOALS BE IMPLEMENTED?

THIS COLLABORATIVE EFFORT INCLUDES:

- K-14 educational efforts
- A-D curriculum for all students
- Common Assessments
- Common Staff Development
- Partnerships with colleges to reduce remediation
- Shasta Promise
- Community Support



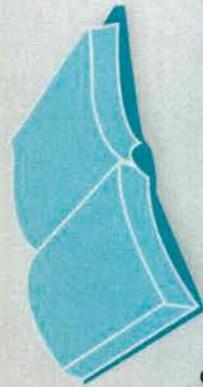
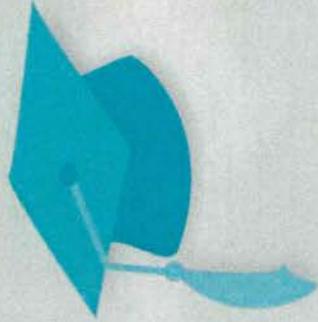
MAKING IT HAPPEN

EDUCATORS

Educators will develop county-wide plans to ensure that all students have access to a rigorous curriculum.

This will include an

51 Increased transfer rate from 2-4 year school, completion of college and obtaining a high wage, skilled job.



COMMUNITY AWARENESS

The Reach Higher campaign will, through various levels of exposure, help the community at large understand its goals and missions, and support the efforts.

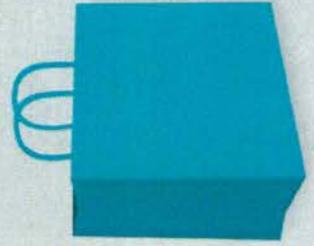


CITY BRAND

Active engagement and community involvement help promote the external brand perception of Shasta County.

LOCAL BUSINESS

Participation from local businesses helps increase exposure for RH, while gaining active community participation.



ADDRESSING THE RATE OF REMEDIATION

STRATEGIES IMPLEMENTED BY SHASTA COLLEGE TO ADDRESS THE REMEDIATION RATE INCLUDE:

- Active participation on the Reach Higher Task Force
- Examining current assessment tests for validity
- Exploring multiple measures for enrollment into transfer-level courses
- Implementation of summer bridge programs and the creation of curriculum that help to mitigate the gap between segments
- Collaboration with high schools to create courses for seniors that will reduce the need for remediation upon entrance to Shasta College
- Expansion of Dual/Concurrent Enrollment Courses for high school students



HIGH SCHOOL DISTRICTS
**WORK TO LOWER
REMEDICATION RATES**

1 Working with feeder middle schools on course alignment and curriculum

2 Working on aligning CTE curriculum with college prep/A–G curriculum

3 Working with CSU system to redesign senior year English curriculum from literature focus to writing focus

4 Promoting and rewarding a more rigorous senior year that includes a fourth year of math

APPENIDX G

REACH HIGHER Shasta Formal Roles and Responsibilities

Role:	Description:	Currently filled by:
Executive Team Member	<ul style="list-style-type: none"> • Participates in Executive Team meetings and sends designee if unable to attend • Facilitates/Coordinates a subcommittee • Transfers information between Executive Team and subcommittee • Represents RHS within own organization and community 	Donnell Ewert Jim Cloney Joy Garcia Kate Mahar Kelly Salter Kevin O'Rorke Lianne Richelieu-Boren Rob Adams Tom Armelino
Executive Team Chairperson	<ul style="list-style-type: none"> • Collects critical information and disseminates to Executive Team • Works directly with Coordinator <ul style="list-style-type: none"> ○ assists with the development of Executive Team meeting agendas ○ facilitates Executive Team meetings • Brings decisions to the Executive Team • Has the authority to make decisions for the Executive Team if Team doesn't provide input • Is not the public face of RHS 	Kate Mahar 9/2012 - 9/2013
Executive Team Vice Chairperson	<ul style="list-style-type: none"> • Stands in for Chair if Chair is unable to attend an Executive Team meeting • Will assume the role of Chair the year following term as Vice Chair 	
Coordinator	<ul style="list-style-type: none"> • Maintains a RHS common calendar • Organizes RHS common documents & materials • Coordinates Advisory Council meetings • Works with various Chairpersons to develop meeting agendas • Serves as the hub of the collaborative • Co-facilitates meetings when necessary 	Charlene Ramont 10/2011 - 10/2013
Coalition Coach	<ul style="list-style-type: none"> • Observes the interactions of the Executive Team and uses specific interventions to assist the team in becoming an interdependent unit 	Charlene Ramont 10/2012 - 10/2013
Partner Advisory Council Chairperson	<ul style="list-style-type: none"> • Works directly with coordinator <ul style="list-style-type: none"> ○ assists with the development of Advisory Council meeting agendas ○ facilitates Advisory Council meetings 	Tom Armelino 1/2011 - ???





The Associate Degree for Transfer (ADT) program guarantees that a student with an Associate Degree for Transfer from their California Community College who meets the CSU minimum eligibility requirements will be admitted to a CSU (but not necessarily to a particular campus or major). Students who complete an ADT Degree may be given a special GPA bump when applying to an impacted campus outside their local area or an impacted major that is deemed similar. Students with an ADT degree enter the CSU system with junior standing. Students who are admitted and enrolled in a program that has been deemed similar will have the opportunity to complete their bachelor's degree with no more than 60 semester units or 90 quarter units of coursework.

CSU Transfer Guaranteed!

Degrees for Transfer to the CSU System

CSU The California State University
WORKING FOR CALIFORNIA



For more information contact the Shasta College Counseling and Transfer Center at 530-242-7724 or come to room 126 in building 100.

www.shastacollege.edu/transfer

*ADT Degrees Currently Offered
At Shasta College:*

*Administration of Justice
Business Administration
Communication Studies
Early Childhood Education
English
Kinesiology
Music
Philosophy
Physics
Psychology
Sociology
Studio Arts
Theatre Arts*

More Coming soon!