



Tutoring, Supplemental Instruction and
TBA– Is there an apportionment
mechanism that “fits” how you want to
teach?



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Overview

- “Supplemental Instruction” options
- TBA – Memos 1, 2, *and* 3
- Challenges
- Solutions
- Novel approaches



Supplemental Instruction

- Title 5 – Tutoring and Learning Assistance – 58164, 58168, 58170, 58172
- Guidelines published in 2006



Supplemental Instructions

- How do we provide student with the extra assistance they need and claim apportionment?
- Various options
- What's legal and what isn't?



First things first...

- What ever happened to zero-unit courses?
- Is online tutoring permitted?
- Do students have to have a referral to get tutoring?



Zero-unit Courses

- Purpose and examples
- February 2003 internal office memo established that such courses were not legal and the System Office stopped approving
- Legal Alternatives/Options



Online Tutoring

- Section 58170 – Apportionment for Tutoring
- Apportionment may be claimed for individual student tutoring only if all the following conditions are met:
- (a) The individual student tutoring is conducted *through* a designated learning center.



Tutoring

- (e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need.
- What constitutes a “referral”?



Referral

- Not addressed in the guidelines.
- Some ways of referring students:
 - Electronically (for example, a separate email for each individual student)
 - Checking off names on a class roster of students who the instructor believes would benefit from tutorial assistance.
 - Records of referrals need to be kept only until the end of term the students are being tutored.



Supervised Tutoring

- All tutoring for which apportionment is collected is noncredit and should be offered in a course titled “Supervised Tutoring.”



Supervised Tutoring

- This noncredit course must be offered "under provisions of EC 84757 (a) (2)", as follows:
- Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.



58172. Learning Assistance

- Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either:
- (a) the learning assistance is a **required component** of another course, **for all students** in that course; or



58172. Learning Assistance

- (b) the learning assistance is **optional** and is provided through an **open entry/open exit course** conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.



58172. Learning Assistance

- “Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses..”
- “All supplemental courses need to be approvable as credit or noncredit courses on their own merit and, at the same time, address skills and/or concepts covered in the primary/parent courses that they support.”



58164. Open Entry/Open Exit Courses

- c) Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, *the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve.*



58164. Open Entry/Open Exit Courses

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58164. Open Entry/Open Exit Courses

- “Determination of student contact hours should be based on a maximum number of hours which the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented.”
- “...the hours for the supplemental outline will then be based on the objectives and related assignments specified in the supplemental course outline. “



58164. Open Entry/Open Exit Courses

- “Courses should be designed in such a way that most students who are appropriately placed in the course would be able to master the objectives and complete the course successfully in about 48-51 hours per unit of credit.”



58164. Open Entry/Open Exit Courses

- Some may take more, some less – but the units are awarded based on the average expected time to completion.



58050. Conditions for Claiming Attendance

- (a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:
- Any guesses?



58050. (5) The students enrolled in the course

- ..**must be engaged in educational activities** required of such students as described in the **CoR**.
- ..**number of contact hours** for which apportionment is claimed **shall not exceed the number specified** in the CoR.



58050. Conditions for Claiming Attendance

- If the course involves student use of district computers, other equipment, or facilities, the district shall monitor usage of such equipment or facilities as part of the course to ensure that they are used solely for the specified educational activities.



TBA Saga - History

- Source?
- Memo I (late 08)
- Memo II (early 09)
- Memo III (June 09)



TBA Saga - Solutions

- Title 5 and Early Childhood Education
- Re-examining curriculum
- Distance Education – a possible solution



Ongoing Issues

- Other CTE areas that use TBA hours
- What constitutes sufficiently “robust” student tracking?



CTE

- If TBA hours are being used for fieldwork or internships, isn't there another option?
- Why not internship or fieldwork?



Tracking – 2nd TBA Memo



- Guidance will be drafted regarding the interpretation of the term “regularly scheduled” when applied to TBA hours attached to a weekly census or daily census course section.
- ...students would be required to participate for the same number of stated hours per week for each week that the class is scheduled, and documentation would demonstrate that enrolled students have done so.
- Audit language will include requirements for regular monitoring of student participation in TBA activities and criteria and conditions that, if not met, would result in invalidation for apportionment purposes of TBA hours for a course. For example, if an audit determined that all students or a significant number of students enrolled in a section did not fulfill the TBA obligation, then the TBA hours would be invalidated for apportionment purposes.

The “final” TBA memo

- Clarifies apportionment for hybrid courses
- “regularly scheduled” = students must participate for the required number of TBA hours each week of the primary term for the duration of the course, and documentation must demonstrate weekly student participation.



The “final” TBA memo

- Colleges must ensure that:
 - instruction is provided,
 - the number of TBA hours and general objectives/outcomes for the TBA requirement are specified on the CoR,



The “final” TBA memo

- Colleges must ensure that:
 - regulations for immediate supervision and minimum qualifications are followed,
 - and that the student work completed during the TBA hours is evaluated.



The “final” TBA memo

- Auditors required “..to determine if apportionment was claimed for students who document zero TBA hours as of the census point. If a college is out of compliance regarding its claim for TBA apportionment, it would need to adjust its apportionment claim and/or return state apportionment funds and implement a control mechanism to avoid recurrence.”



Evolving Approaches

- If you are having to make changes, you are not alone.
- A great time to look at and modify your curriculum as needed.



Do you need learning assistance?

- Conclusions..
- Questions?

