September 2016

Panel: Dual Credit and Enrollment Issues at Community Colleges - A Case Study: Erie Community College

Kristin Klein Wheaton

Goldberg Segalla

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Dual Credit and Enrollment Issues at Community Colleges

A Case Study: Erie Community College

Kristin Klein Wheaton, Esq
716.710.5805 | kwheaton@goldbergsegalla.com
Introduction

• Disclaimer on presentation — the opinions expressed in this presentation are not opinions, positions or statements of Erie Community College but rather a case study of its program
Introduction

• Erie Community College (ECC) - is a County sponsored community college under New York Education Law

• Workforce – mostly unionized (99%)

• Faculty Federation of Erie Community College (FFECC) represents teaching and non-teaching professionals
Collective Bargaining Agreement

• The Collective Bargaining Agreement contains Appendix “E” titled “Advanced Studies Agreement” which sets forth the terms of the program at ECC
Advanced Studies Program

Defined as delivering college courses to high school students utilizing three methods:

1) A member of the FFECC faculty teaches the college course to high school students in the high school or through distance learning
CBA Definition of Advanced Studies

2) High school students attend college classes on one of ECC’s three campuses

3) ECC authorizes a high school teacher to provide college credit bearing coursework to students in the high school
Advanced Studies Program

• The program is administered by an Advanced Studies Coordinator (an administrator)

• The Advanced Studies Coordinator works closely with faculty department chairs in each of the academic areas
Advanced Studies Program

• The Advanced Studies Coordinator also works closely with local high schools and is responsible for marketing ECC’s dual enrollment programs and identifying opportunities for growth
Terms of the CBA

• FFECC Department Chair must consent to the offering of the course
• The FFECC Department Chair must approve the qualifications of the high school instructor before the instructor may teach
Terms of the CBA

• High school teacher teaches the course

• Quality of the advanced studies class to be reviewed periodically
Terms of CBA

• Lead teacher (ECC faculty) is compensated at overload rate for taking on AS class (included in contract overload limits)

• Lead teacher selected by Academic Unit by offering to all full time faculty, but selected based upon seniority
Terms of CBA

• If no full time faculty member is interested, the department may offer the opportunity to retired faculty or part time adjunct faculty from the department
Terms of CBA

• Academic department for selection of Lead teacher is the academic department located on the ECC campus closest to the high school - if no interest, then it can be offered to other campus unit departments
Terms of CBA

• High school principal will identify eligible students. All college prerequisites will be enforced including appropriate math and English levels

• Eligibility is limited to juniors and seniors
Terms of CBA

• ECC academic unit will provide a course outline for each advanced studies course outlining topics and depth of coverage

• Lead teacher and HS teacher collaborate on ECC syllabus
Terms of CBA

- Assessment of student learning will be comparable to on-campus offerings
- Capstone requirement will be worth 25% of grade (final exam, final project, term paper, etc.)
Terms of CBA

• Agreement allows for students only earning high school credit and those earning ECC credit however, differences must be clearly spelled out in the syllabus
Terms of CBA

• AS classes will parallel the equivalent classes taught at the college. Semester based with deadlines for completion

• College’s last day to withdraw will be enforced
Terms of CBA

• All high school students must be registered by the fourth week of the college semester

• List of registered HS students provided to lead teacher, Department Chair and FFECC VP at the campus
Terms of CBA

- In the event the HS teacher is on an extended absence of five days or more, the Lead teacher will assist the substitute.
- Textbooks and materials same or equivalent to College materials.
Terms of CBA

• Courses recorded on ECC transcript
• SUNY guidelines are to be followed as applicable
Terms of CBA

- Annual review of the AS agreement
- AS Coordinator will annually poll all department chairs regarding their interest in providing AS classes to students
Terms of CBA

• Annually the FFECC President will appoint an Advanced Studies Committee – four FFECC members (all campuses represented), AS Coordinator, appropriate academic supervisor and EVP Student Services or designee
Terms of CBA

• The AS Committee is responsible for quality assurance, ensuring contractual compliance and assisting AS Coordinator in communicating with departments
Terms of CBA

• Any deviations from the procedures specified in agreement must be approved in writing both by the Academic Unit chairs and FFECC Advanced Studies Committee
ECC Advanced Studies Page

Advanced Studies

• Want to get a jump on your college career while still in High School?
• Wondering what courses to take in your senior year?
• Wondering what college level courses will be like?
• What is the Advanced Studies Program?

Erie Community College’s Advanced Studies Program is open to all high school juniors or seniors of average or better academic ability interested in beginning their college studies while still in high school. (Sophomore students may be recommended by their teacher or school counselor.)

Eligible students may apply to ECC by using the Advanced Studies Application provided by the Coordinator of the AS program. Be sure to get your application in on time. There is a deadline for each class.

List of Courses by Department:
- Biology
- Biomanufacturing
- Business Administration
- Chemistry
- Computer Aided Drafting & Design
- Criminal Justice
- Early Childhood
- Emergency Medical Technology
- English
- Environmental Science
- Foreign Language (Spanish, French)
- General Studies
- Health, Wellness & Physical Education
- History
- Information Technology
- Mathematics
- Networking and Telecommunications
- Paralegal
- Visual Communications and Graphic Arts

Schools who have participated:
- Akron
- Aiken
- Amherst
- Bishop Timon
- BPS – Bennett, East, McKinley and South
- Park
- Buffalo Academy of Science
- Cardinal O’Hara
- Charter School for Applied Technology
- Cheektowaga
- Clarence
- Cleveland Hill
- Depew
- East Aurora
- Eden
- Erie 1 and 2 BOCES
- Frontier
- Grand Island
- Hamburg
- Health Sciences Charter
- Foquos
- John F. Kennedy
- Kenmore East and West

http://thekeep.eiu.edu/jcba/vol0/iss11/79
ECC Advanced Studies Webpage

• Webpage url: https://www.ecc.edu/advanced-studies/
• Lists 20 participating academic departments
• Lists 42 participating school districts, charter schools and BOCES
ECC Advance Studies Webpage

- ECC website contains Spring 2016 course listing and other info & links

**STUDENT INFORMATION/FORMS**

- Advanced Studies Registration Form
- Certificate of Residency
- Online Application Instructions
- Parents’ Letter
- Parent/Student Handbook
- Student Rights and Policies Guide
- Transcript Request Form

**TEACHER INFORMATION/FORMS**

- Advanced Studies Adjunct Faculty Orientation Guide
- Advanced Studies Reference Guide for Teachers, Counselors and Administrators
- Application Checklist
- High School Teacher Survey
- Job Application
- Lead Teacher Survey
- Student Survey
- Syllabus Example
- Syllabus Template
- Teacher Checklist

http://thekeep.eiu.edu/jcba/vol0/iss11/79
ECC Advanced Studies Program

• Challenges

• Opportunities
Other resources

• National Alliance of Concurrent Enrollment Partnership

http://www.nacep.org/

Vision - lead in advancing seamless education through secondary and post-secondary collaborations
Recent Legislation

• S.2560 – Making College Affordable and Accessible Act of 2016 introduced 2/22/16 included as proposed amendments to the Higher Education Opportunity Act
Recent Legislation

• The stated purpose of the amendment is to “expand access for high school students to the opportunities offered in credit based academic transition programs established through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment programs or early college high school programs that enable students to earn college credits while in high school.”
Recent Legislation

• Authorizes the Secretary to award grants to eligible institutions to carry out credit-based academic transition programs
Recent Legislation

• Priority of awarding of grants to schools that serve low-income families, students from rural communities or students who are the first in their families to receive postsecondary education
Appendix to this Presentation

1) ECC- FFECC contract provisions on Advanced studies

2) S.2560 – Making College Affordable and Accessible Act of 2016 introduced 2/22/16
Contact Information

Kristin Klein Wheaton, Esq., Partner
Goldberg Segalla LLP
665 Main Street, 4th Floor
Buffalo, New York 14203
Telephone: 716.710.5805
Email: kwheaton@goldbergsegalla.com
Questions?
Excerpt from Tentative Agreement reached between Erie Community College and Faculty Federation of Erie Community College in October 2015

Advanced Studies

Presented by Kristin Klein Wheaton
ARTICLE 24 - OFF-CAMPUS INSTRUCTION AND SPECIAL PROGRAMS

(7) Advanced Studies is the delivering of college courses to high school students utilizing the following methods:
(a) A member of the FFECC Faculty teaches the college course to high school students in the high school or through distance learning.
(b) High school students attend college classes on one of ECC's three campuses.
(c) ECC authorizes a high school teacher to provide college credit-bearing coursework to students in the high school.

The agreement between the College and the FFECC regarding the operation of ECC's Advanced Studies program is contained in Appendix E. It is further understood that for the College to enter into any agreement with a high school concerning the provision of college credit-bearing courses as described above, an Academic Unit must be willing to participate in the review of the courses. The courses offered will be considered overload for faculty, but may be used as regular load as an alternative to retrenchment.

Appendix E: Advanced Studies Agreement

Eric Community College is committed to offering quality college-level coursework to interested and qualified high school students in order to enhance student learning in high school and better prepare students for the transition into the first year of college.

In the event that the school district chooses to offer ECC credit courses for high-school students taught in the high school by an ECC authorized high school teacher, the best quality experience will be provided through a collaborative effort between the faculty of the school district and the college. The following procedures shall apply:

1. Every year the Faculty Federation President will appoint an Advanced Studies Committee consisting of four FFECC members, with representation from all three campuses. This Committee will meet with the Advanced Studies Coordinator, the appropriate academic supervisor, and the Executive Vice President for Student Services or designee, and will be responsible for an annual review of the Advanced Studies program, for assuring that all provisions of this agreement are upheld, for reviewing agreements or contracts with the high schools, and for assisting the Advanced Studies Coordinator in communicating with the academic departments.

2. The Advanced Studies Coordinator will annually poll all department chairs regarding their interest in providing Advanced Studies courses to high school students. Only those Academic Units which express interest shall provide such courses.

3. Specific Advanced Studies classes may be requested by Advanced Studies Coordinator to all the department chairs in the appropriate Academic Unit, or the Unit may propose such classes to the Coordinator. Each class must be approved in writing by all the chairs in the Unit before they are offered to high school students. Additional sections of the same course must be similarly approved. Following the model of articulation agreements, these decisions may be reviewed by the chairs of the academic unit yearly. The Unit may choose not to run a previously approved course in the following semester by the schedule-submission deadline for that semester.

4. The appropriate College academic department will be the department that offers the course at the campus that is closest in distance to the high school that is requesting the ECC course. If no one from that campus is interested in being the lead teacher, then the class may be offered to the Unit departments on the other campus.
5. The quality of the Advanced Studies class will be reviewed periodically by any or all of the following means:

   a. Review of course materials, assignments and expectations of students by the department lead faculty member.

   b. Peer observations: The sponsoring department will designate a full time faculty member of record whose name will be assigned to the course on the Course Schedule. This lead teacher will be designated by using the FFECC contractual method of selecting overload. The lead teacher will be responsible for all record keeping aspects of the course. These responsibilities include: orientation of the high school teacher, review of all instructional materials, course outline, class syllabus, examinations or other assessments, the capstone activity for the class, submission of all final grades for the class, coordination with ECC administrative officers, and, in cooperation with the high school teacher, assignment of final grades. This lead teacher is responsible for the content and quality of the course; for assuring that the Advanced Studies class is taught at a college level; that laboratories and other facilities, equipment and materials are appropriate to the college course; and that the class is in all respects equivalent to the course as taught at the College. A minimum of one site visit per class must be conducted by the lead teacher each semester, and the site visit form filled out and signed by the lead teacher and the department chair, and submitted to the Advanced Studies office by the end of the class. The high school will be expected to make accommodations to allow this to happen.

   c. The maximum number of students in a high school Advanced Studies class will be determined by the class size used on the lead teacher's campus for that course.

   d. The lead teacher will receive one (1) contact hour credit for the assignment of each dual credit course per site. When multiple sections of a course occur, the lead teacher will receive one-half (1/2) contact hour credit for each additional section of the same course with the same high school teacher. Each new course and each new high school teacher assigned will constitute a one (1) full new contact hour.

   e. In the case where a high school is granted written approval by the Academic Unit to extend instruction of the ECC course to match their one year course, the lead teacher will receive payment for 1 contact hour in either the Fall or Spring semester, as chosen by the lead teacher.

   f. Advanced Studies courses will appear on the lead teachers' Lead Report Form. Contractual limitations on the amount of overload taken by a teaching faculty member will apply to these contact hours as well.

   g. Student Opinion Surveys of the course and the instructor will be administered, per course, by the Lead teacher.

6. The College department chair will collaborate with the high school administration on course related matters.

7. The Advanced Studies Coordinator will arrange for the assignment of College "lead teachers" only through the appropriate department chair or through the unit-wide Appointments Committee chair for the Academic Unit. Opportunities to be the lead teacher for specific Advanced Studies classes must be offered by the appropriate academic department to all of the full-time faculty in the department each semester by seniority, according to that department's course-selection procedure. Lead teachers must be full-time faculty members; however, if no current full-time faculty members are available, the department with unit-wide approval may offer the assignment to a retired faculty member or part-time faculty from the Unit.

8. The high school principal will identify eligible students. All College prerequisites for students taking the course will be enforced, including appropriate math and English levels, and any other applicable academic policies and regulations, as stipulated in the ECC College Catalog. Eligible students will be restricted to high school juniors and seniors.
9. The appropriate College academic department will provide a course outline for each Advanced Studies course, outlining the topics and depth of coverage for each Advanced Studies course. At the start of each course, the lead teacher and the high school teacher will provide to students an ECC class syllabus outlining topics, coverage, objectives and methods of evaluation of student performance. (Samples will be provided by the college.) All these class syllabi will be kept on file by the appropriate academic department and the Advanced Studies office.

10. Assessment of student learning in the course will be comparable to on-campus offerings. When appropriate, the College lead teacher, in consultation with the high school teacher, and with the review of the appropriate academic department chair, will design a "capstone activity" for the class (final exam, final project, term paper, etc.) which will determine at least 25% of the students' final grades. These capstone activities will be kept on file by the College academic department. In the event that there are students in the class who are not enrolled as ECC students, but are receiving only school credit for the same class, there must be clear differences both in the course content and the learning assessment instruments (tests, etc.) for the two groups of students (high school and college students.) These differences must be spelled out in the class syllabus.

11. Advanced Studies classes will parallel the equivalent classes taught at the College. The standard format will be single-semester classes. Fall classes will begin at the start of the high school year and end by the last day in January. Spring classes will not begin instruction until after New Year's. The College's last day to withdraw from the class will be enforced.

12. All high school students will be registered for Advanced Studies classes by the first day of the fourth week of the College's semester, at which time a list of all registered high school students for each class will be available to the lead teacher, the appropriate academic department chair, and the FFEC Vice President of the campus.

13. In the event of an extended absence of five (5) consecutive days or more by the high school teacher, the college lead teacher will provide instructional support for the substitute teacher in the high school.

14. Textbooks and supplements for Advanced Studies classes will be either the same materials as those used in the course taught at the college, or comparable materials of equivalent quality which are approved by the appropriate academic department.

15. The course will be recorded on the ECC college transcript in the same manner as all other college courses.

16. This Advanced Studies Agreement will be reviewed annually and can be withdrawn by either party in writing with one semester's prior notice.

17. The college's Advanced Studies program and its administrators, as well as the school districts and the other sponsoring community colleges, will follow the SUNY guidelines regarding geographic service areas to ensure the quality of dual-credit courses around the State.

18. Any deviations from the procedures specified in this agreement must be approved in writing both by the Academic Unit chairs and by the FFEC Advanced Studies Committee.
Excerpt from 2005-2009 collective bargaining agreement between Erie Community College and Faculty Federation of Erie Community College

Advanced Studies – Appendix E

Presented by Kristin Klein Wheaton
AGREEMENT

BETWEEN THE

FACULTY FEDERATION OF
ERIE COMMUNITY COLLEGE

NYSUT/NEA-AFT
AND THE

COUNTY OF ERIE

AND

ERIE COMMUNITY COLLEGE

2005 –2009

Negotiations Team:

Andrew Sako, President
Gene Grabiner, Grievance Chairperson
Philip Augustino, Team Member – City
Bruce Brandel, Team Member – City
Frank Jordan, Team Member – South
Flo Ann Harris – NYSUT Labor Relation Specialist
Appendix E: Advanced Studies Agreement

ERIE COMMUNITY COLLEGE
ARTICULATION AGREEMENT WITH
HIGH SCHOOL

Erie Community College is committed to offering quality college-level coursework to interested and qualified high school students in order to enhance student learning in high school and better prepare students for the transition into the first year of college. The methods of delivering college courses to high school students include the following options:

1. A member of the ECC Faculty teaches the college course to high school students in the high school or through distance learning.
2. High school students attend college classes on one of ECC's three campuses.
3. ECC authorizes a high school teacher to provide college credit-bearing coursework to students in the high school.

In the event that the school district chooses to offer ECC credit courses for high-school students taught in the high school by an ECC authorized high school teacher, the college and the school district agrees that a quality experience will be best provided through a collaborative effort between the faculty of the school district and the college. The following procedures shall apply:

1. The high school principal will identify an instructor who is qualified to teach the intended course. A resume of qualifications for the instructor will be forwarded to the College. Credentials will be reviewed by the appropriate Academic Department's Appointments Committee for the determination of possible placement of the instructor into the unit's part time job bank.
2. The college department chair will collaborate with the high school administration on course related matters.
3. The high school principal will identify eligible students.
4. The appropriate College academic department will provide a course outline for each course, outlining the topics and depth of coverage for each course. The lead teacher and the high school teacher will provide a course syllabus outlining topics, coverage, objectives and methods of evaluation student performance. (Samples will be provided by the college.)
5. The appropriate College academic department will be the department that offers the course at the campus that is closest, in distance to the high school that is requesting the ECC course.
6. Assessment of student learning in the course will be comparable to on-campus offerings. The quality to the teaching will be reviewed periodically by any or all of the following means:
   a. Review of course materials, assignments and expectations of students by the department lead faculty member.
   b. Peer observations: The sponsoring department will designate a full time faculty member of record whose name will be assigned to the course on the Master Schedule. This lead faculty members will be designated by using the FFECC contractual method of selecting overload. The lead faculty member will be responsible for all record keeping aspects of the course including such activities as orientation of the high school teacher, recording the attendance of students, review of all instructional materials, course outline and examinations, in cooperation with the high school teacher, assignment of final grades, sign-off of the final grade report and coordination with ECC administrative officers.
   c. The number of students in an ECC section will be determined by the class size used on the lead teacher's campus for that course.
   d. The lead faculty member will receive one (1) contact hour credit for the assignment of each dual credit course per site. When multiple sections of a course occur, the lead faculty member will receive one-half (1/2) contact hour credit for each additional section of the same course with the same high school teacher. Each new course and each new high school teacher assigned will constitute a new contact hour and multiple
sections of that course with that high school teacher will give the lead faculty member one-half (1/2) contact hour credit for each additional section of the same course with the same high school teacher.

e. In the case where a high school would like to extend instruction of the ECC course to match their one year course, the lead faculty member will receive ½ contact hour credit for each semester, i.e., ½ contact hour credit for Fall and ½ contact hour credit for Spring.

f. In the case where a high school would like to present material all year but enroll in January, the sponsoring department would still have to have a lead faculty member working with the high school teacher and the lead faculty member would receive credit for this assignment as outlined above even if the high school does not enroll any students in the college.

g. The credit received by a lead faculty member may be used for on load or overload credit.

h. Student evaluations of the course and the instructor will be accomplished by the appropriate department’s Reappointment Committee.

7. In the event of an extended faculty absence of five (5) consecutive days or more, the college department chair will be notified and will provide instruction support for the replacement faculty.

8. Applicable academic policies and regulations, as stipulated in the ECC College Catalog, shall apply to such courses, including basic skills and prerequisite course requirements.

9. The college academic department lead faculty member will determine textbooks used in each course. Textbooks and supplies purchased through the college bookstore will be the responsibility of the school district or the student.

10. The course will be recorded on the ECC college transcript in the same manner as all other college courses.

11. Tuition shall be set at $____ per credit hour for each course taught during the normal high school course of operation. Students enrolled in these courses aren’t eligible for financial aid. ECC will invoice the District Business Office for the tuition.

12. The established tuition rate will be the only element of finances transacted and neither party will bill the other for implicit facilities operational or administrative costs.

13. This agreement will be reviewed annually and can be withdrawn by either party with one semester’s prior notice.

14. Courses to be taught will be determined by the needs of the high school and the willingness of the ECC academic department to participate in this agreement.

__________________________________________  ____________
President of Erie Community College       Superintendent         High School

__________________________________________
President of Erie Community College
S. 2560 (114th Congress)  
2015-2016

Making College Affordable and Accessible Act of 2016

Presented by Kristin Klein Wheaton
S.2560 - Making College Affordable and Accessible Act of 2016
114th Congress (2015-2016) | Get alerts

There is one version of the bill.

Text available as: XML/HTML | TXT | PDF

Shown Here:
Introduced in Senate (02/22/2016)

Formatting necessary for an accurate reading of this legislative text may be shown by tags (e.g., <DELETED> or <BOLD>) or may be missing from this TXT display. For complete and accurate display of this text, see the PDF.
114th CONGRESS
2d Session

S. 2560

To amend the Higher Education Act of 1965 to make college affordable and accessible.

IN THE SENATE OF THE UNITED STATES

February 22, 2016

Mr. Peters (for himself, Mr. Cassidy, and Mr. Franken) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Higher Education Act of 1965 to make college affordable and accessible.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Making College Affordable and Accessible Act of 2016".

SEC. 2. CREDIT-BASED ACADEMIC TRANSITION PROGRAMS.


(1) by redesignating section 745 as section 746;
(2) in section 746, as redesignated by paragraph (1), by striking "fiscal year 2009" and inserting "fiscal year 2017"; and
(3) by inserting after section 744 the following:

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SEC. 745. CREDIT-BASED ACADEMIC TRANSITION PROGRAMS.

(a) Purpose.--The purpose of this section is to expand access for high school students to the opportunities offered in credit-based academic transition programs established through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment programs or early college high school programs that enable such students to earn college credits while in high school.

(b) Eligible Institution.--In this section, the term 'eligible institution' means an institution of higher education that carries out a dual or concurrent enrollment program or an early college high school program that enables high school students to earn college credits while in high school.

(c) Grants Authorized.--The Secretary may award grants to eligible institutions to carry out credit-based academic transition programs described in subsection (a).

(d) Application.--An eligible institution that desires to receive a grant under this section shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require.

(e) Priority.--In awarding grants under this section, the Secretary shall give priority to eligible institutions that serve students from low-income families, students from rural communities, or students who are the first in their family to receive postsecondary education.

(f) Use of Funds.--An eligible institution that receives a grant under this section shall use the grant funds--

(1) to carry out a dual or concurrent enrollment program or an early college high school program for high school students, through which such students while enrolled in high school are enrolled in postsecondary courses at the eligible institution, through which such students can earn college credits that can be transferred to 2-year and 4-year institutions of higher education in the State;

(2) to provide teachers, principals, and other school leaders with professional development activities that enhance or enable the provision of postsecondary coursework through a dual or concurrent enrollment program or an early college high school program; and

(3) to support activities such as--

(A) designing the curriculum and sequence of courses in collaboration with teachers from the local educational agency and faculty from the eligible institution;

(B) establishing a course articulation process for defining and approving courses for high school and postsecondary credit or credentials for both 2-year and 4-year institutions of higher education in the State;

(C) outreach programs to provide elementary school and secondary school students, especially those in middle grades, and their parents, teachers, school counselors, and principals information about and academic preparation for the credit-based academic transition programs described in subsection (a);

(D) helping students meet eligibility criteria
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for postsecondary courses and ensuring that students understand how credits earned will transfer to institutions of higher education in the State; and

"(E) coordinating secondary and postsecondary support services and academic calendars.

"(g) Flexibility of Funds.--An eligible institution that receives a grant under this section may use grant funds for any of the costs associated with carrying out credit-based academic transition programs described in subsection (a), including the costs of--

"(1) tuition and fees, books, and required instructional materials for such program so that students will not be required to pay tuition or fees for postsecondary courses; and

"(2) transportation to and from such program.

"(h) Evaluation and Report.--Each eligible institution receiving a grant under this section shall--

"(1) conduct an independent evaluation of the effectiveness of the activities carried out by such eligible institution under this section; and

"(2) prepare and submit to the Secretary a report containing the results of the evaluation described in paragraph (1).

"(i) Rule of Construction.--Nothing in this section shall be construed to impose on any State or public institution of higher education any requirement or rule regarding credit-based academic transition programs described in subsection (a) that is inconsistent with State law."