



# From Access to Transformation: Culturally Responsive Support for Dual Enrollment Students

# About CLP

Career Ladders Project  
promotes equity-minded  
community college redesign.

[www.careerladdersproject.org](http://www.careerladdersproject.org)



# Presenters



**Byron Reaves**  
Director



**Tommy Reed**  
UMOJA Counselor/Coordinator,  
Chabot College



# Who's in the room?

# Call and Response

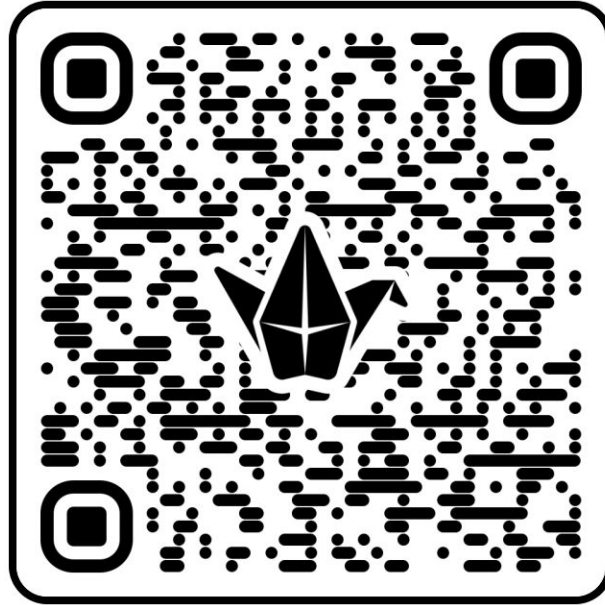
# Learning Outcomes

- Define the unique context and needs of dual enrollment students.
- Reflect on how current approaches can evolve to better support student success.
- Explore culturally responsive practices already in use and identify areas for growth.
- Commit to small, intentional shifts in their work that can be scaled to improve outcomes for all students.

# What We Gon' Do: Engaging Cultural Responsiveness

1. Examine your own positionality, what cultures and identities are you closest to and furthest from? Examine how it impacts your students.
2. Grow your understanding of dual enrollment students.
3. Evolve in your practices, skills, and approaches.
4. Unlearn: Engage in unlearning narratives about their needs and abilities
5. Dismantle Institutional Barriers

# Culturally Responsive Practices







What are you hoping  
to learn?



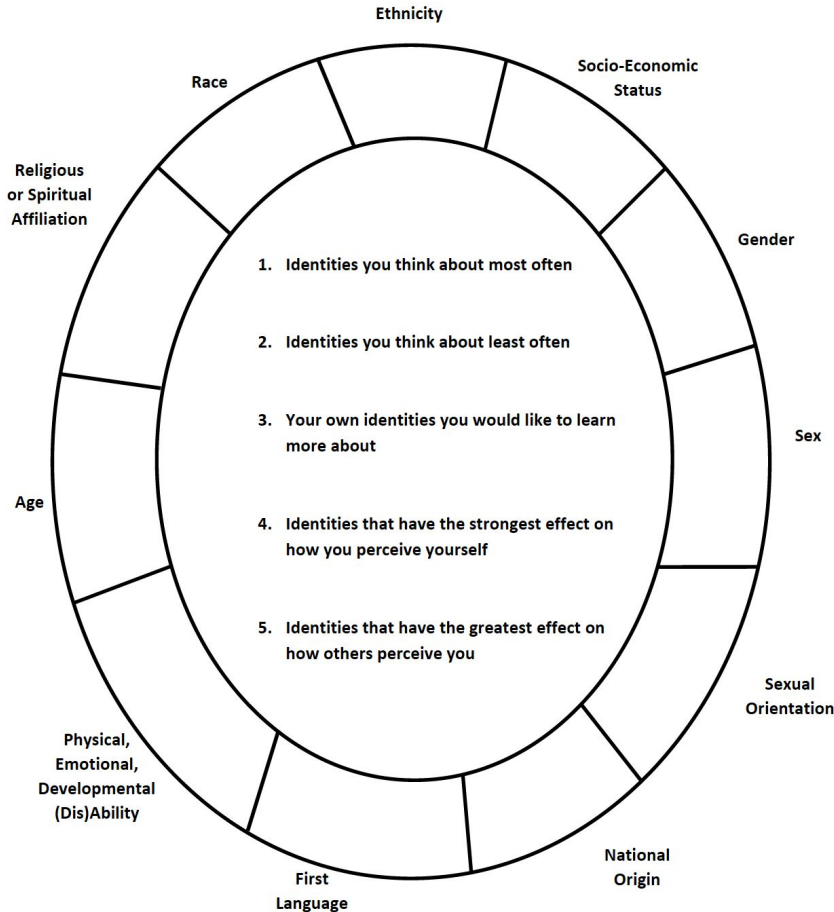
# Culturally Responsive Support

# Positionality

Positionality is the social and political context that creates your identity and how your identity influences and biases your perception of and outlook on the world. Positionality affects research, teaching, leading, policymaking, as well as common interactions.



# Positionality Activity



1. Fill in each category based on your personal positionality
2. Answer the questions in the middle of the circle



# Unpacking Culture

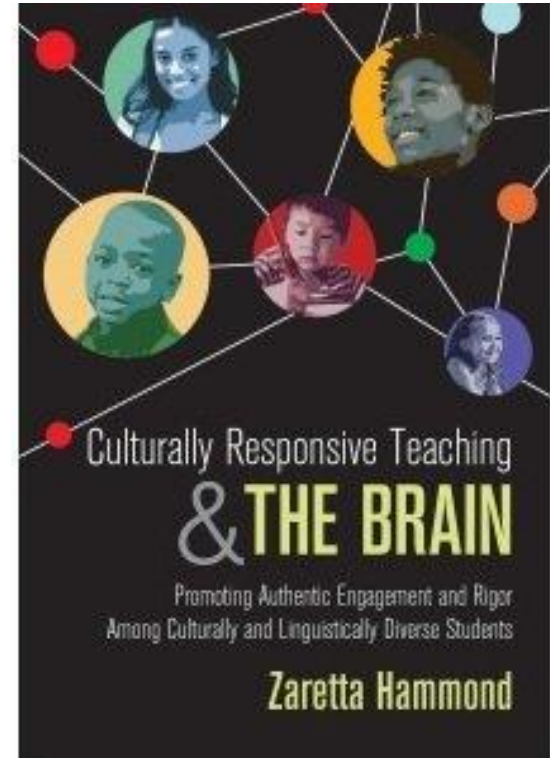


# How do you define culture?



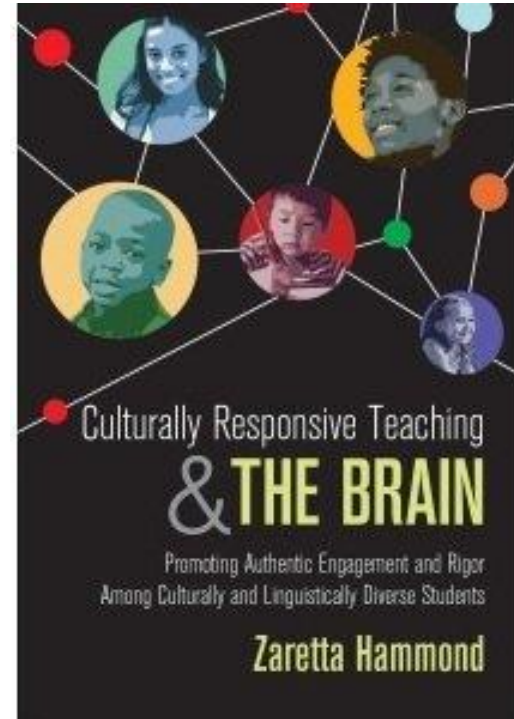
# Defining Culture

Culture is the way the brain makes sense of the world. Think of culture as software for the brain's hardware. The brain uses cultural information to turn everyday happenings into meaningful events. If we want to help dependent learners do more higher order thinking and problem solving, then we have to access their brain's cognitive structures to deliver culturally responsive instruction.



# Unpacking Culture

An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning.



What about a students beliefs,  
norms, values, behavior, social  
groups and history do you  
respond to the most and the  
least?

# Culture of College

## Culture of HS

## Responding to Culture

# Identify The Culture | HS or CC

- Raising My Hand to Excuse MySelf From Class
- 6-7
- Navigating Canvas
- Creating My Own Schedule
- Be Handed a Schedule
- Utilizing Resources

# Unpacking Cultures

1. What micro/subcultures do dual enrollment students experience within each broader culture (K–12 Higher Ed, Family/Community, Institutional)?
2. How should educational practitioners design supports that respond to these cultural and microcultural realities



# Dual Enrollment Students

# What is Dual Enrollment ?

Dual enrollment enables high school students to take college courses and earn college credits.



## Highly structured

## Less structured

| At the college   | At the high school   |   |  | At the college   |
|--|--|---|--|--|
| <u>Middle College High School</u>  | <u>Early College High School*</u>  | CCAP at HS<br>Governed by Agreement   | Non-CCAP at HS<br>Governed by Agreement  | Individual*  |
| <ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- <u>Focus</u> - mitigate drop out rate for at promise students</li> <li>- An autonomous school with a CDE designation</li> <li>- On a college campus</li> </ul> | <ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- <u>Focus</u> - mitigate drop out rate for at promise students</li> <li>- An autonomous school with a CDE designation</li> </ul> <p><i>*Not to be confused with an Early College Program at a comprehensive high school</i></p> | <ul style="list-style-type: none"> <li>- Pathway</li> <li>- Closed classes</li> <li>- Embedded supports                             <ul style="list-style-type: none"> <li>- Focus - students not college-bound - or - underrepresented</li> </ul> </li> <li>-Data sharing</li> </ul> | <ul style="list-style-type: none"> <li>- <i>In law</i>: advanced scholastics or CTE</li> <li>- <i>In reality</i>: all courses/ students except remedial English/math</li> <li>- Open to community</li> </ul> | <ul style="list-style-type: none"> <li>- HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership</li> <li>- Students who are navigating the college system likely have "college knowledge."</li> </ul> <p><i>*also "concurrent" or "enrichment"</i></p> |

# Who are our dual enrollment students?

- Dual enrollment students were composed of **46% Latino, 23% White, 17% Asian, and 4% Black**; Black students (5% of the class) remain underrepresented overall. Latino students (56% of the class) are underrepresented overall but **fairly represented in CCAP (55%)**
- In 2023, the Los Angeles/Orange County region was home to the most dual enrollees (29%), followed by the Bay Area (21%) and the San Joaquin Valley (15%). Since 2016–17, dual enrollment participation has grown most in the Inland Empire (189%), the San Joaquin Valley (158%), and the North/Far North (113%)
- Among those who enroll in a community college after high school, students who took English courses through dual enrollment are more likely to fulfill the college composition requirement, earn higher college GPAs, and accumulate enough credits to be almost a year ahead of their peers who did not participate in dual enrollment by the end of the first year of college enrollment.



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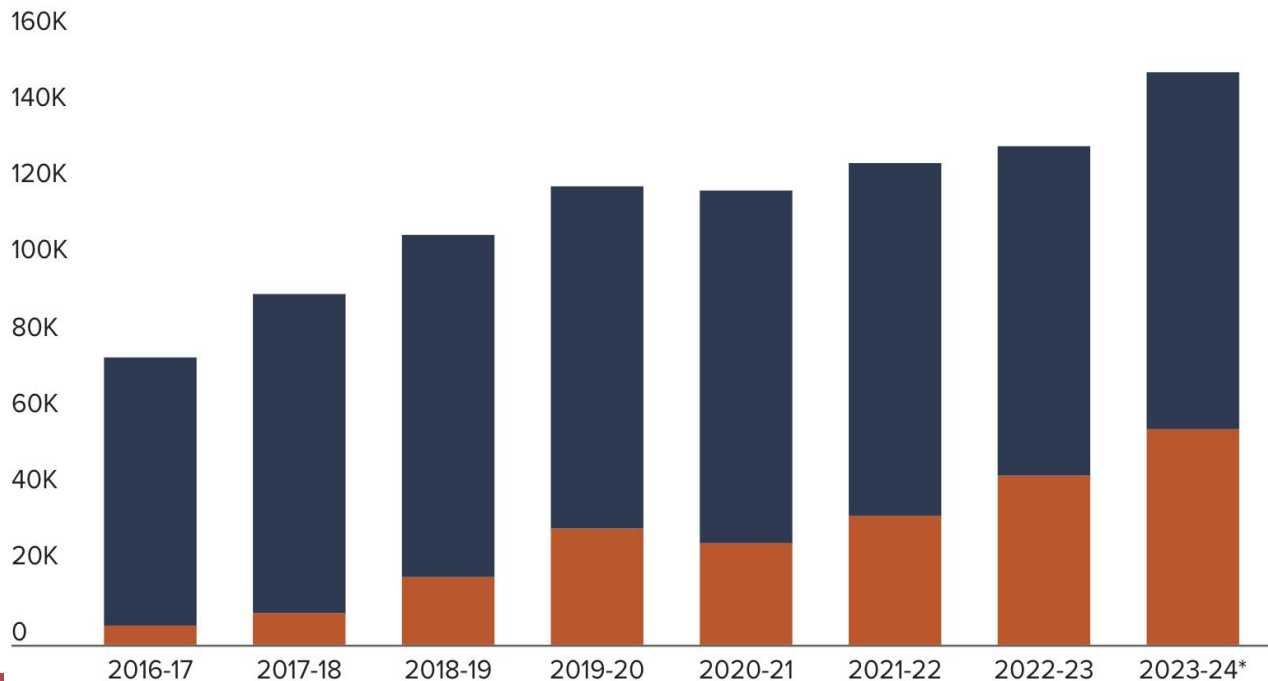
Independent, objective, nonpartisan research

CCAP vs non-CCAP

DE by race/ethnicity

DE by gender

● CCAP ● Non-CCAP



# CCAP vs. non-CCAP Dual Enrollment



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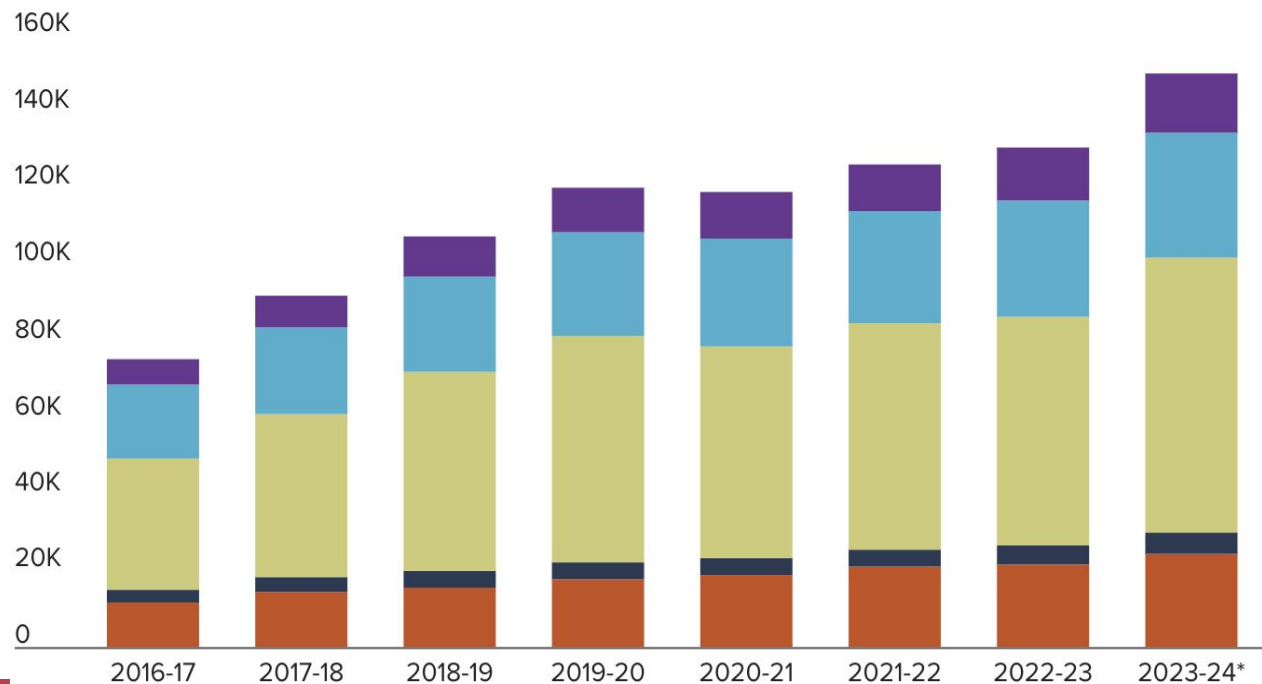
Independent, objective, nonpartisan research

CCAP vs non-CCAP

DE by race/ethnicity

DE by gender

Asian Black Latino white Other/Missing



# Dual Enrollment by race/ethnicity



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Dual enrollment students are  
college students

# Chabot College Dual Enrollment Approach



- Currently at two campuses- Lincoln and Castro Valley High School
- Plan to “Umojafy” Counseling faculty on campus to teach the following semester
- Move to another school.
- Will offer course in Spring 2025 at Mt Eden High School
- Courses offered Black Leadership, College and Career exploration courses



Through Umoja's Black Student Leadership class offered at Chabot...

- Co-Identify project work each semester
- Students learn how to read and interpret data
- Compare their experiences to what the data conveys
- Discovered none of the students in Leadership class knew about Dual Enrollment
- Students decided to raise awareness by offering Umoja Courses to High School Students



*“Black Students need to connect and feel valued or they will leave.”*

## **Uplifting Practices of Learning Communities at Chabot College**

### **Transformational Practices**

- **Build Relationships:** Be available for students
- **Connect with Black students:** Share your humanity with students and connect with their humanity
- **Break the Mold:** Be creative in garnering resources to support Black students and brave enough to fail in that



# Building Culturally Responsive Practices & Support

# LOVING CORRECTIONS

adrienne maree brown

We need each other.

Loving Corrections is about how much we need each other. We need to learn how to be, to learn the impact of who we are, and to explore which small, individual shifts can accumulate into community practice and ultimately yield the greatest collective changes.

The corrections referred to in the title are intended to allow us more authentic access to each other from nuanced positions of power, history, and resources.



# Small Shifts, Collective Impact Activity

- Think about what you think may be a culturally responsive practice, skill or approach.
- Consider these categories: **relationship-building, communication, advising/counseling, institutional navigation, family/community connections, equity-minded practices.**
- Which practices feel closest to how you already show up, your personality, your approach, your identity
- Which practices feel the furthest from your current way of working, but you believe would benefit students if you moved closer to them

# Small Shifts, Collective Impact Activity

- Each person choose 1–2 practices they want to move closer to.
- Find a practice on the wall. Go and stand near it. Whoever is there or nearby, share with them why you chose that practice.
- Switch and find another practice to standby. Share with someone who chose the same practice what made you choose this one.

# Thank you!

# General guidelines

## Font size:

- Title slide: title: 65pt, subtitle: 25pt, date 20pt, event type: 16pt
- General slide: titles: 30pt, body: 25pt

## Visual:

- Use Gray for all but title slide
- White and yellow text needs to be slightly larger in general for legibility
- Maintain at least a .25" boarder
- Horizontally center text boxes
- Set titles about 1" to the left of text box/ image
- Decorative triangle should always be aligned with text

## Palette:

### ● CLP Text Gray

- CMYK: 20-0-0-85
- RGB: 57-71-79
- Hex: #39474f

### ● EC Cranberry

- CMYK: 29-100-58-21
- RGB: 152-26-70
- Hex: #981a46

### ● EC Raspberry

- CMYK: 30-90-70-0
- RGB: 184-66-80
- Hex: #b84250

### ● EC Pink

- CMYK: 0-49-28-0
- RGB: 246-153-153
- Hex: #f69999

### ● EC Yellow

- CMYK: 0-28-65-0
- RGB: 253-191-110
- Hex: #fdbf6e

### ● EC Lt. Yellow

- CMYK: 0-20-40-0
- RGB: 254-208-158
- Hex: #fed09e







# Logos

No smaller than 1.75"



No smaller than 1.5"



