



California Community Colleges

Advancing Vision 2030: The Inland Empire Project

The Inland Empire Dual Enrollment
Expansion Strategy for
Black/African American students

Elevating Student-Centered Counseling and Support for Dual Enrollment

Engaging Strategies for Equity and Success



Agenda

- Introductions
- National, State, and Regional Data on Dual Enrollment
- Vision 2030: The Inland Empire Project
- Student-Centered Counseling approach designed to support Black/African American Dual Enrollment Students
- Questions
- Call to Action





Understanding Dual Enrollment

- Dual Enrollment allows high school students to enroll in college courses while still in high school (earning both high school and college credit simultaneously).
- Dual Enrollment students get a head start on their college education and career pathways while saving money.

Key Benefits of Dual Enrollment:

- **College Credit Earned Early** – Reduces time and cost to complete a degree.
- **Increased College Readiness** – Helps students transition smoothly to college-level coursework.
- **Access to More Course Options** – Provides opportunities to explore various subjects, including STEM and Career Technical Education (CTE) pathways.
- **Equity & Opportunity** – Supports historically underserved students in accessing higher education.
- **Stronger College & Career Pathways** – Dual Enrollment courses can lead directly to certifications, associate degrees, and university transfer.

Visiting Dean's of Equitable and Inclusive College and Career Pathways

California Community Colleges Chancellor's Office



Tyee Griffith, MPA

**Norco College, Associate
Dean of Educational
Partnerships**



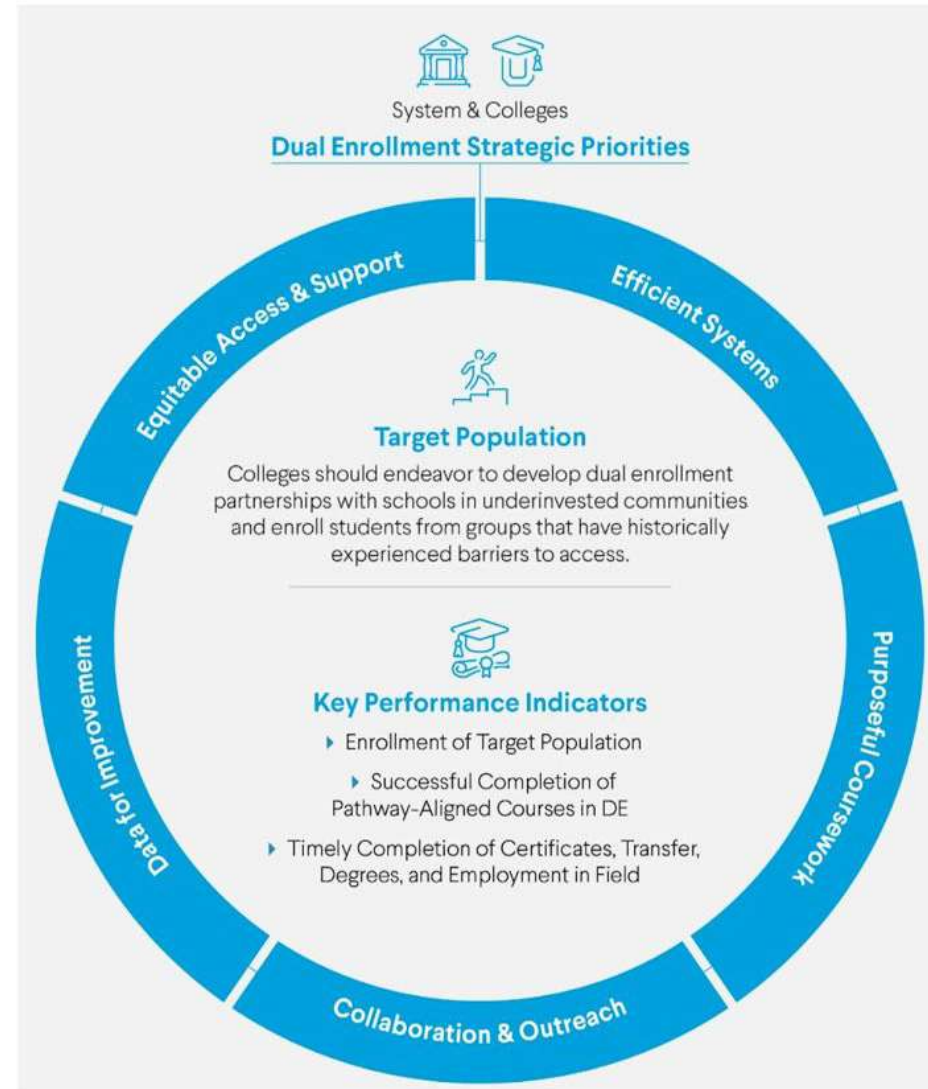
Daniele Smith-Morton, EdD

**San Bernardino Valley College,
STEM/MESA/Umoja Counselor-
Coordinator**

Strategic Framework for Dual Enrollment

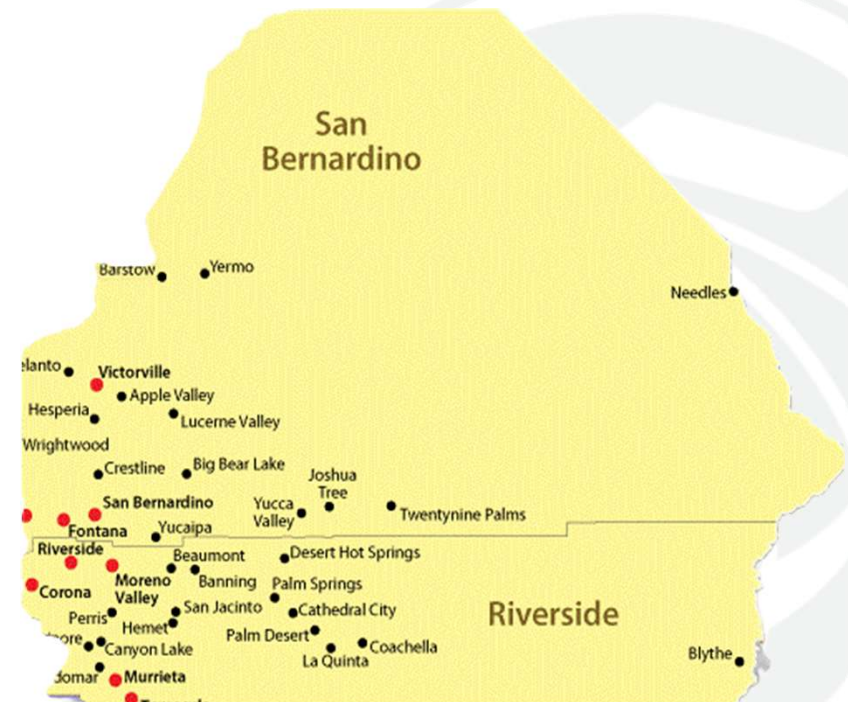
Aligned to **Vision 2030** and the pillars of **Guided Pathways**, dual enrollment enables students from groups historically underrepresented in higher education to access and succeed in college coursework for credit. Dual enrollment is a powerful lever for:

- closing equity gaps,
- extending pathways, and
- accelerating the completion of degrees and credentials.

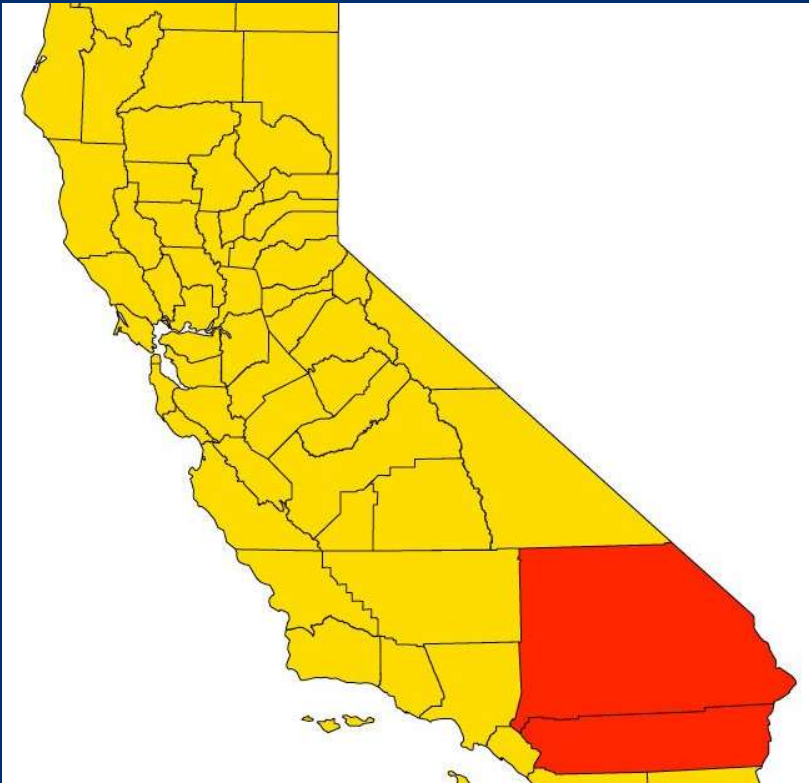


Overview of the Inland Empire

- Covers more than 27,000 square miles
- Home to over 4 million people
- Larger than 27 states in the US
- 3rd largest Black/African American population in CA
- 12 CCC
- Black/African American youth (15-24) disproportionately impacted by
 - Foster Care system
 - Justice system
 - High School Dropout/Pushout
 - Continuation/Alternative Education
 - Homelessness



Colleges of Focus



Riverside Community College District

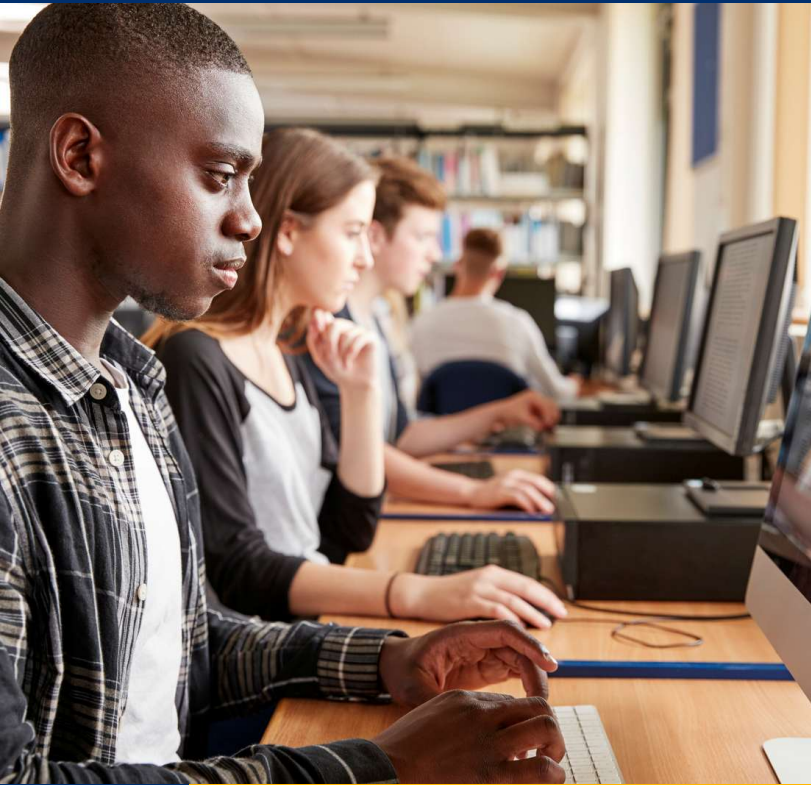
- Riverside City College
- Norco College
- Moreno Valley College

San Bernardino Community College District

- San Bernardino Valley College
- Crafton Hills College

Victor Valley College

College of the Desert



State and Regional Data on Dual Enrollment

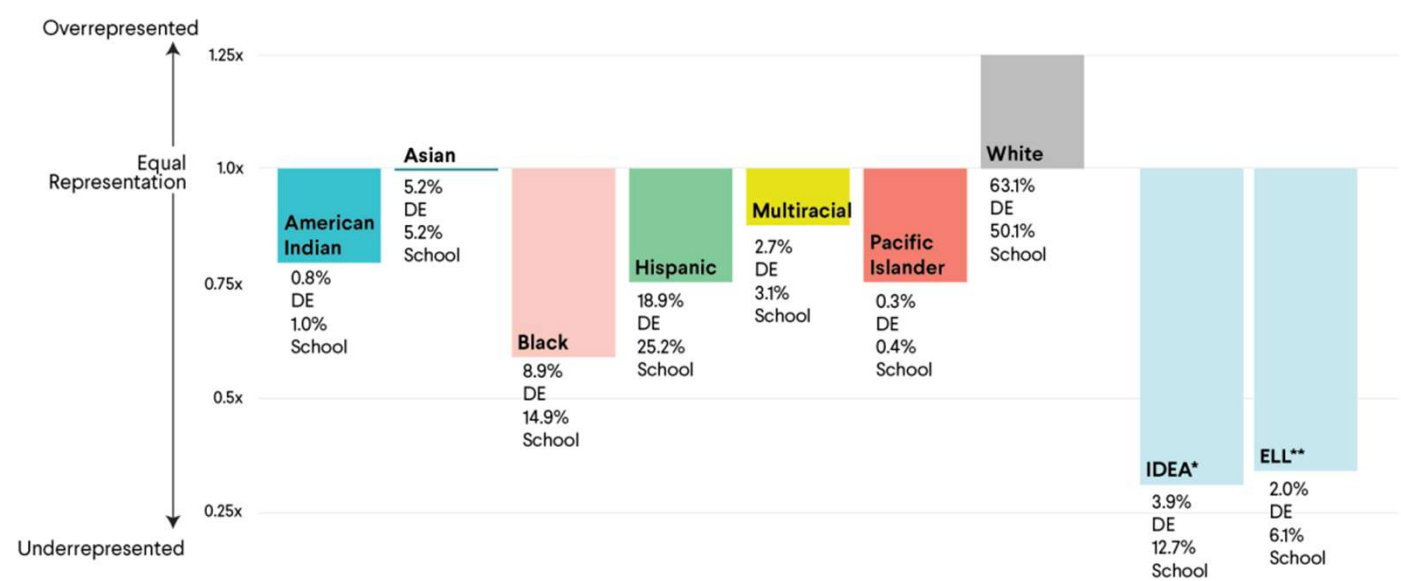
Overview of Dual Enrollment Nationwide

Dual enrollment refers to college course-taking by students simultaneously enrolled in high school

- Nationally, **82% of high school students** attend a school that offers college courses.
- About **one third of high school** students have taken at least one college course by graduation.
- More than **1.5 million students annually enroll in college courses**, more than a million of them at community colleges. From 2011 to 2021, the number of students participating in dual enrollment nearly **doubled**, and it continues to grow.
- About **70% of college level courses are offered at community colleges**. High school students account for one in five community college enrollments.
- The most prominent model for dual enrollment delivery is **certified high school instructors teaching college courses at the high school**. About 80% of dual enrollment students take college level courses at their high school.

Source: <https://ccrc.tc.columbia.edu/publications/understanding-dual-enrollment.html>

Representation in Dual Enrollment Across the United States



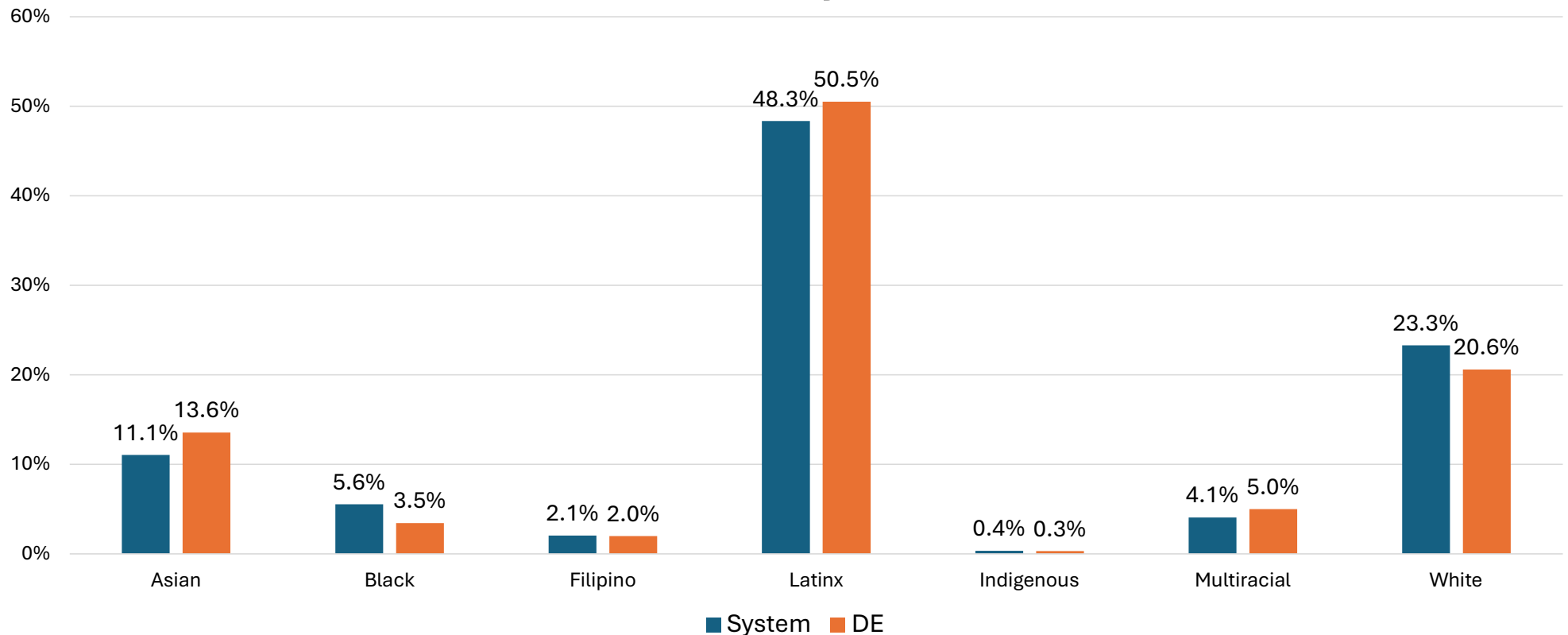
Reproduced from Fink and Jenkins (2023),
<https://ccrc.tc.columbia.edu/publications/revamping-dual-enrollment-equitable-college-degree-paths.html>

Note. 2017-18 school year data. Each bar ratio showing each demographic group's proportion in DE coursework (the top percentage shown underneath each bar) divided by that group's proportion in secondary school coursework (the bottom percentage shown underneath each bar).

*IDEA = Students provided with services under the Individuals with Disabilities Education Act

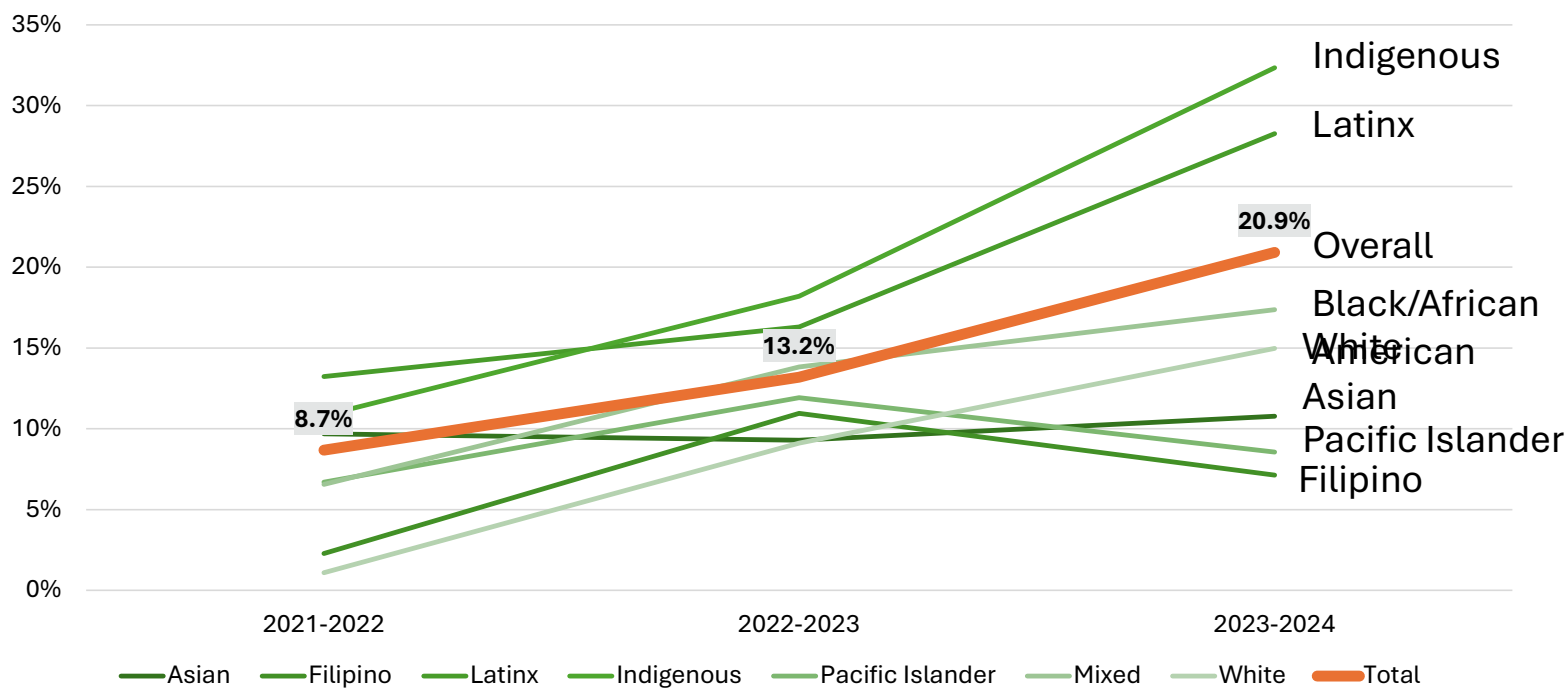
**ELL = English language learners

Dual Enrollment in California compared to Community College Enrollment by Race/Ethnicity, 2023/24



Year-Over-Year Growth in Dual Enrollment in California by Race/Ethnicity

Dual Enrollment is growing across all groups, but at different rates.



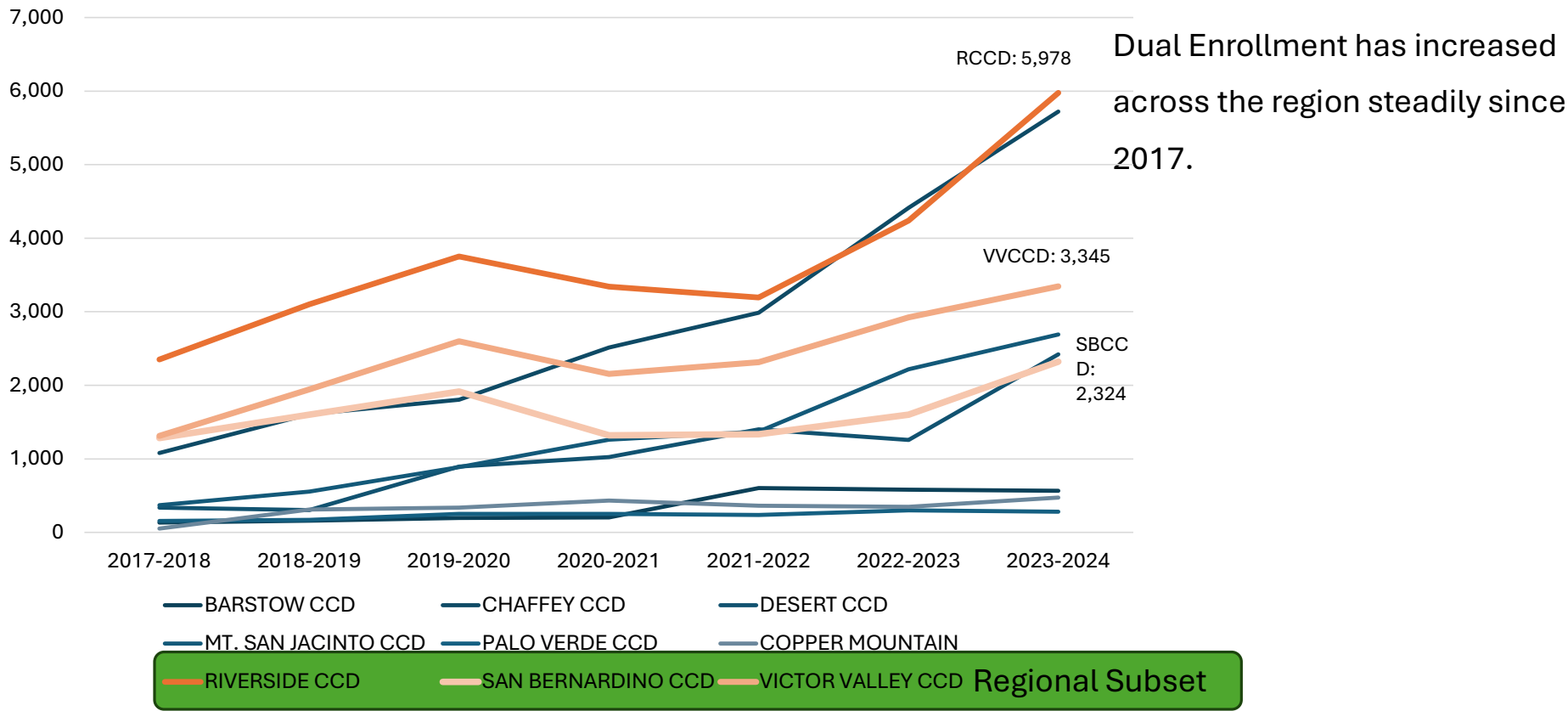


Dual Enrollment in the Inland Empire



Dual Enrollment Trends and Racial Demographics: Inland Empire Overview

Dual Enrollment Growth in the Inland Empire



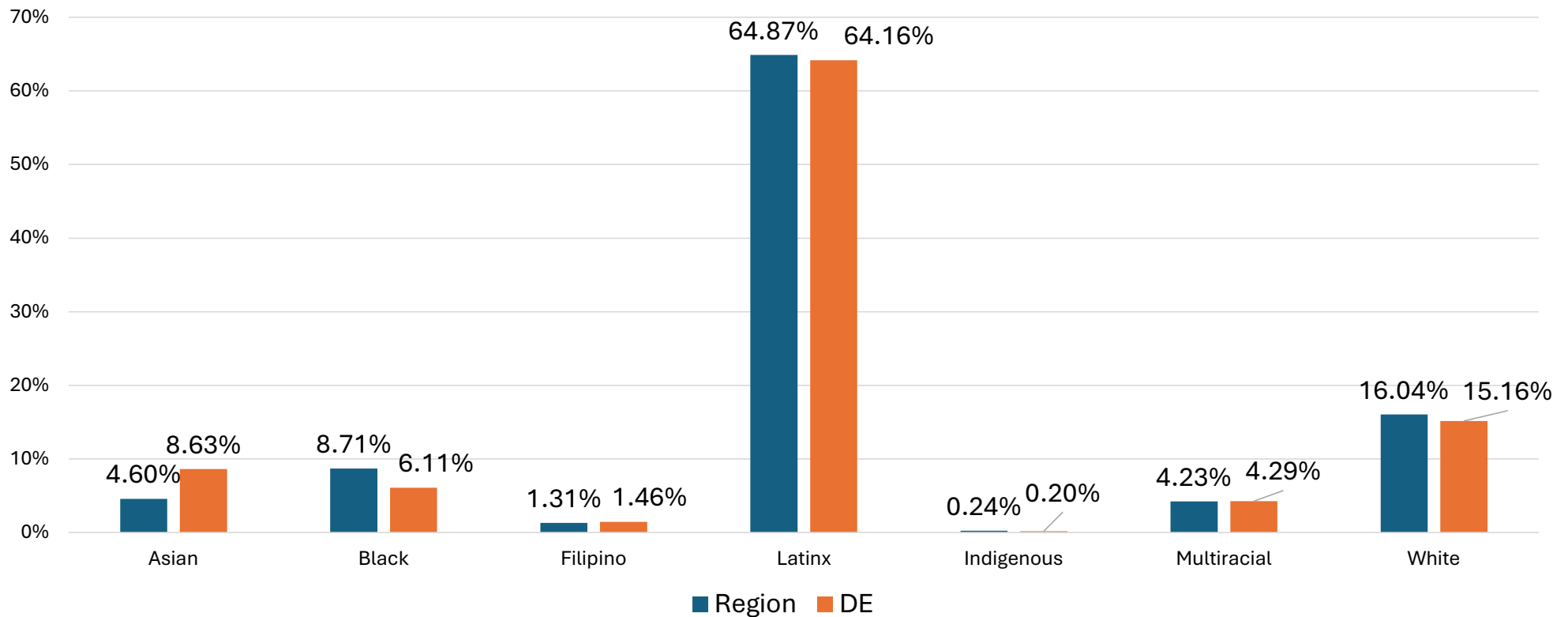
Slide 16

GU0 Include definition of Special Admit
Guest User, 2024-11-27T17:11:37.939

Jd1 add slide about statewide enrollment, special admit, race/ethnicity
Julia di Bonaventura, 2024-11-27T18:09:14.312

Jd1 0 See previous slide
Julia di Bonaventura, 2024-12-01T20:24:05.959

Dual Enrollment in the Inland Empire compared to Community College Enrollment by Race/Ethnicity, 2023/24





The Dual Enrollment Black Student Strategy in the Inland Empire

DE benefits for Black student

- **Increased College Access and Readiness**
- **Cost Savings**
- **Higher Academic Achievement**
- **Increased Representation in Higher Education**
- **Personal and Social Benefits**
- **Career Readiness**
- **Disruption of Systemic Barriers**
- **Community Impact**



Advancing Vision 2030: The Inland Empire Project Framework

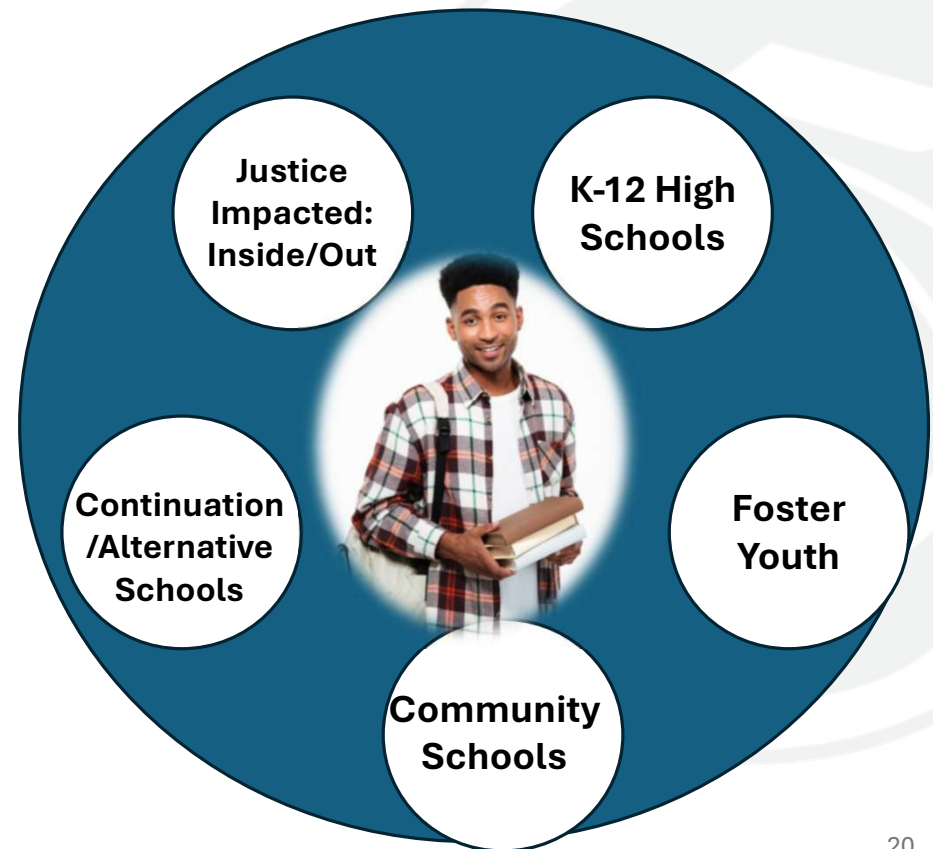
Dual Enrollment Black Student Strategy in the IE

Goal 1: Expand & Enhance Dual Enrollment CCAP, Special Admit, and Early College Access and Support

Goal 2: Expand and Enhance Access and Support in STEM Guided Pathways

Goal 3: Expand and Enhance Access and Support in STEM CTE Pathways and Pre-Apprenticeship/Apprenticeship Opportunities

Goal 4: Use equity intervention programs to bridge the gap between HS and CC and support student's academic and personal success



Maximizing Student Success Through Equity-Focused Programs and Partnerships



K-12

Technical Assistance Support Inland Empire/Desert Region



Jobs for the
Future



Amy Smith
Lisa Gallardo
Devin Rodriguez
Lead Resources



Amal Amanda Issa
Angelica Ibarra
Leslie Valmonte
Guided Pathways
Coordinator



Lori Sanchez

K14 TAP



Lori
Sanchez
Strong Workforce
Regional
Consortium Chair



David Aman
Christy Bong
Tripp Doepner
Cristina Flores
K12 Pathway
Coordinators



Bob Montoya
Mark Porter
Victor Torres
K12 Pathway
Coordinators

Build a Community of Practice: Program Model - Partnerships

Community Colleges

- Administrator
- Dual Enrollment Dean
- Rising Scholar Program
- Counseling & Instructional Faculty
- Guided Pathways
- Financial Aid
- Umoja
- MESA
- STEM

K-12 Unified School Districts

- Superintendent of Schools
- Principals
- Teachers
- Classified personnel

Office of Education

- Superintendent of Schools
- Associate Superintendent
- Court & Community Principal
- Coordinator of School Programs
- Transition Coordinator
- Academic: Teachers and Counselors

Probation Department

- Chief Probation
- Assistant Deputy Chief Probation Officers (Juvenile Supervision & Superintendent of Institutions)
- Institution Services Managers

Community & Alternative Schools

- Community & Alternative Schools Liaison



Student-Centered
Counseling approach
designed to support
Black/African American
Dual Enrollment
Students



Strengths of Dual Enrollment

Early Academic Planning

- Helps students map college & career pathways from high school to CCC and 4 year universities
- Teach students to navigate college systems

Increased Access and Equity

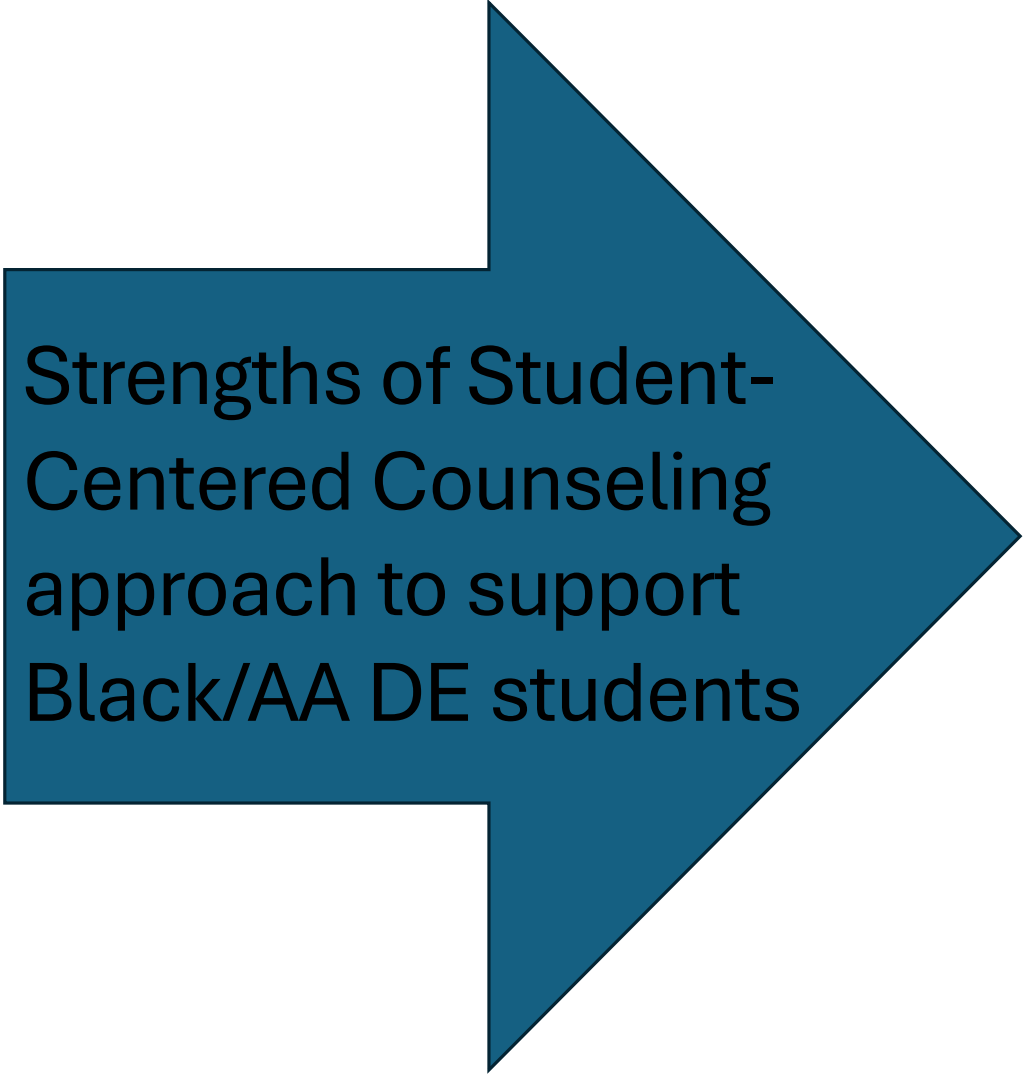
- Support first-generation & underrepresented students
- Ensure awareness & access to opportunities

Holistic Student Support

- Combines academic advising with personal & social support
- Connect students to tutoring, mental health, & resources

Stronger Institutional Collaboration

- College Readiness & Confidence - Building self-advocacy skills
- Develops a strong college-going mindset



Strengths of Student-Centered Counseling approach to support Black/AA DE students

Culturally & Socially Affirming Counseling & Support


Intentional Academic & Career Planning

Proactive Holistic Support Services

Family & Community Engagement

Emotional Learning & Identity Development

Equity-Driven Policies & Advocacy



What Are Some Barriers of Dual Enrollment Counseling?

Limited Awareness to DE Counseling


- Students & families are unaware
- Schools may not have clear communication strategies
- Misinformation

Equity Gaps & Systemic Barriers

- Underrepresentation
- Unequal access
- Racial & socioeconomic disparities

Institutional & Scheduling Conflicts

- High school & college academic calendars don't always align, making it hard to coordinate schedules
- Transportation issues – students may struggle to reach college campuses for in-person courses
- Course availability limitations, particularly on STEM & CTE pathways



What Are Some Barriers of Dual Enrollment Counseling?

Lack of Targeted Counseling & Support

- Counselors often lack training
- High School Counselors – College Counselors lack of collaboration
- High School counselor-to-student ratios
- Few culturally responsive & trauma-informed advising strategies

Policy & Bureaucratic Hurdles

- Complicated enrollment processes
- Financial and textbooks costs
- Inconsistent credit transfer policies

Challenges for System-Involved & At-Risk Students

- Students in foster care, juvenile justice, or alternative education
- Lack of wraparound services
- Frequent school moves

Key Considerations & Counseling Practices For Dual Enrollment

Aligning K-12 and Community College Support Services with Equity Goals

- **Proactive Outreach to Underrepresented Students:**
 - Identify and reach out to students from historically marginalized backgrounds
- **Culturally Responsive Counseling:**
 - Training on cultural competence
 - Address cultural, racial, and socioeconomic barriers
- **Identify K-12 educators that meet minimum qualifications**
 - Offer courses during bell schedule
- **Holistic Support Beyond Academics:**
 - Wraparound services
- **Data-Driven Equity Monitoring:**
 - Institutional researchers
 - Disaggregated data

Enhancing Accessibility for Students from Diverse Backgrounds

Counseling Practices:

- **Flexible Advising Formats:**
 - Formats — in-person, virtual (Zoom), and asynchronous online tools
- **Multilingual Communication/Outreach:**
 - Provide materials, workshops, and advising sessions in multiple languages
- **Pathways/Connections to equity intervention programs**
- **Clear and Transparent Information Sharing:**
 - Information written in Plain Language
 - Easy access
- **Collaboration with Community Partners:**
 - Cultural organizations, faith-based groups, & community leaders.
 - Authentic outreach



www.cccco.edu

A yellow speech bubble graphic with a black outline and a small tail pointing towards the bottom right. The text "CALL to ACTION" is written inside in a bold, black, sans-serif font. There are small yellow dots around the bubble.

**CALL to
ACTION**

Discuss with a partner, at least one
action step you will take to
improve dual enrollment access
and success for Black students.



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Visiting Executive - Deans of Equitable and Inclusive College and Career Pathways

Thank you!



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