Designing Supports for Dual Enrollment Student Success

Building Relational Counseling for

Equitable Dual Enrollment

CLP Career Ladders Project

CLP Team

Laurencia Walker
Director

Dr. Byron Reaves
Director

EC
Equitable Counseling

Who’s in the room?

Agenda

- Welcome and Introductions
- Opening Activity (Let’s take a Trip!)
- Level Setting and Activity
- Counselor and Advisor Roles and Student Perspectives
- Practitioner Guides Overview
- Engagement Activity: Mapping/Designing your Teams
- Closing

EC
Equitable Counseling

Learning Outcomes

- Define and describe dual enrollment opportunities.
- Identify the critical roles needed in supporting dual enrollment student success.
- Examine and utilize tools to build effective teams to support dual enrollment strategies.
- Collaboratively map and design cross-functional teams at their colleges/school sites that provide comprehensive, culturally responsive supports for dual enrollment students.

EC
Equitable Counseling

Types of Early College Credit

High School Articulation	Dual Enrollment	Advanced Placement
course is HS or ROP	college course	HS course
exam/ portfolio/ demonstration	grade earned in the course	single test score
**notated as “credit by exam”	transcripted as regular class	receiving college may or may not give credit or satisfy prereq
no penalty for poor performance	poor performance transcripted	no penalty for poor performance
taught by HS faculty	taught by college faculty – min. quals	taught by HS faculty
flexibility in hours	carnegie units	flexibility in hours
can satisfy prereq	Prereqs must be satisfied	may satisfy prerequisite

CLP Career Ladders Project

Types of Dual Enrollment in California

CLP Career Ladders Project

Highly structured				Less structured
At the college	At the high school			At the college
Middle College High School	Early College High School*	CCAP at HS Governed by Agreement	Non-CCAP at HS Governed by Agreement	Individual*
- Integrated structure - AA/AS - Focus - mitigate drop out rate for at promise students - An autonomous school with a CDE designation - On a college campus	- Integrated structure - AA/AS - Focus - mitigate drop out rate for at promise students - An autonomous school with a CDE designation **Not to be confused with an Early College Program at a comprehensive high school*	- Pathway - Closed classes - Embedded supports - Focus - students not college-bound - or - underrepresented -Data sharing	- *In law*: advanced scholastics or CTE - *In reality*: all courses/ students except remedial English/math - Open to community	- HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership - Students who are navigating the college system likely have "college knowledge." **also "concurrent" or "enrichment"*

https://www.careerladdersproject.org/areas-of-focus/dualenrollment/

Types of Dual Enrollment in California

CLP Career Ladders Project

Highly structured				Less structured
At the college	At the high school			At the college
Middle College High School	Early College High School*	CCAP at HS Governed by Agreement	Non-CCAP at HS Governed by Agreement	Individual*
		Example: USA District - California HS		

https://www.careerladdersproject.org/areas-of-focus/dualenrollment/

Dual enrollment course-taking and outcomes vary across demographic groups

Demographics | Region

	Class of 2017				Class of 2023			
	Average credits completed	% completing 12 or more credits	All college credentials awarded	Associate degrees awarded	Average credits completed	% completing 12 or more credits	All college credentials awarded	Associate degrees awarded
Central Valley/Mother Lode	8	4%	134	107	10	5%	683	469
Inland Empire/ Desert	10	8%	108	84	8	4%	285	137
Los Angeles/Orange County	6	2%	298	187	7	3%	814	426
North/Far North	7	3%	60	47	8	3%	122	97
San Diego/Imperial	6	1%	21	-	7	1%	22	-
San Francisco/Bay Area	8	3%	159	107	8	3%	303	205
South Central Coast	8	4%	119	98	9	3%	209	164

PPIC

Dual Enrollment in California, 2024

PPIC

Dual Enrollment Policy Timeline

2015

AB 288
College and Career Access Pathways

2016

AB 2364
Special Admit Nonresident Tuition Exemption

2019

AB 30
Extended sunset date for CCAP
Curtailed multiple enrollment forms
Board approvals only once

SB 554
Adult Dual Enrollment

2022

AB 181
$200m in dual enrollment
$500m Golden State Pathways

AB 102
Removed 10% cap
Allows COEs in CCAP
Removed sunset date
Removed restrictions on impacted courses

CCC Roadmap
Close equity gaps in access and increase % with 12+ college units

2023

Vision 2030
Equity in Access
Equity in Support
Equity in Success
**Dual enrollment is a key strategy*

AB 368
Courses on high school or college campus - 15 units

2024

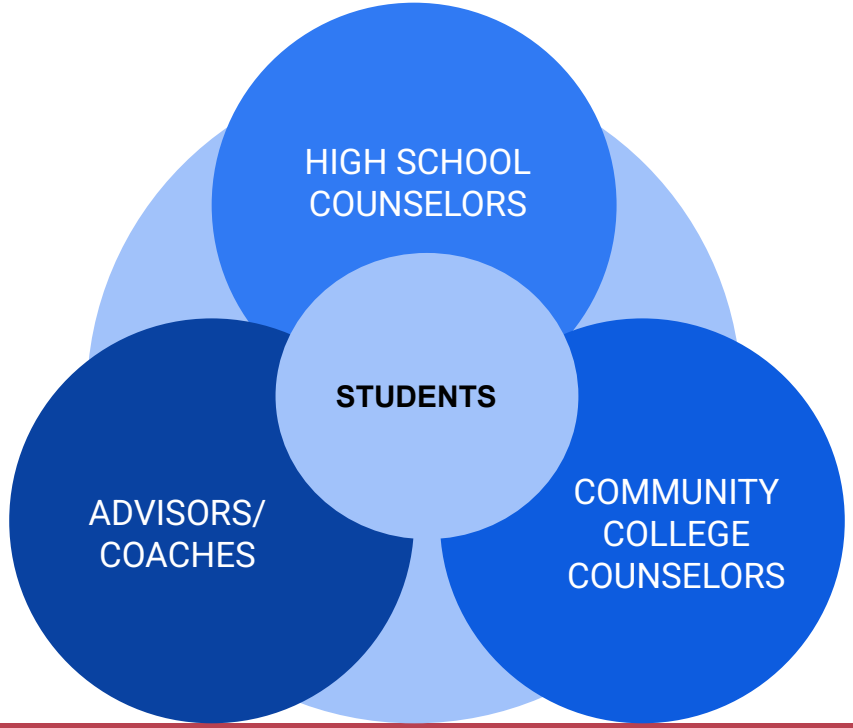
SB 1244
HS may partner with CCDs outside of service area if
1. Request declined or
2. No response after 60 days

CLP | Career Ladders Project

Counselor and Advisor Roles and Student Perspectives

EC
Equitable Counseling

Roles, Responsibilities, Relationships



EC
Equitable Counseling

Student Voices

CLP Career Ladders Project

AUDIO GRAM 1

AUDIO GRAM 2

EC Equitable Counseling

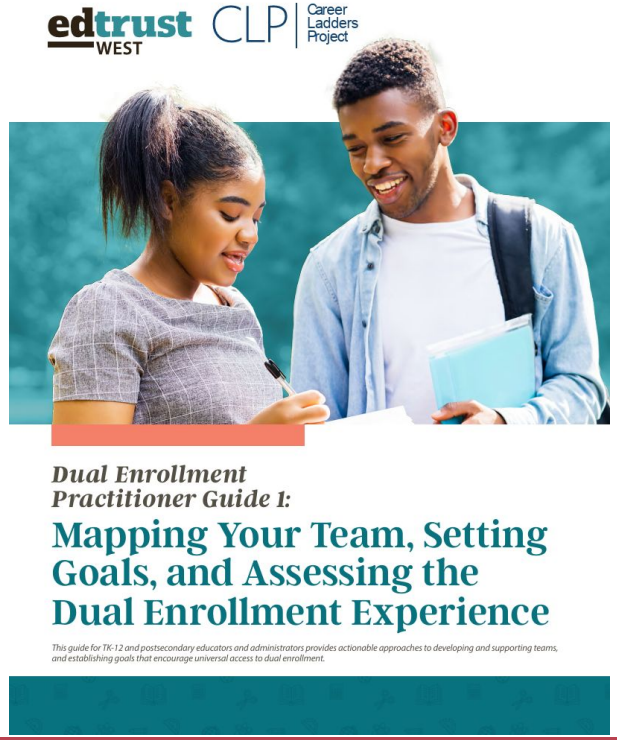
Our Partner: EdTrust-West

EdTrust-West is committed to **advancing policies and practices to dismantle the racial and economic barriers** embedded in the California education system. Through our **research and advocacy**, EdTrust-West improves racial equity in education, engages diverse communities dedicated to education equity and justice, and increases political and public will **to build an education system where students of color and multilingual learners, especially those experiencing poverty, will thrive.**

edtrust WEST

EC Equitable Counseling

Practitioner Guides



Build practitioner awareness and capacity to increase access to dual enrollment

Support intentional dual enrollment coordination, recruitment, and counseling toward universal access to dual enrollment

edtrust WEST

EC Equitable Counseling

Practitioner Guides Overview

Team Mapping

Tool: Role and Responsibility Mapping Table

Role	*Responsibility*	*Location*
Role title? Considering sustainability, is this role permanent or temporary?	**What are the responsibilities of this role as relevant to dual enrollment?** What expertise does or should someone in this role have? What action is the person in this role committed to taking?	**Community college, high school, or district?** Department and/or office?
Example:	**Example:**	**Example:**
College and Career Counselor	▸ Inform students of graduation and university requirements ▸ Inform students about the range of college and career pathways available and where they lead ▸ Provide dual enrollment special admit forms ▸ Meet with students and families to discuss dual enrollment opportunities	California High School – College Center

Goal Setting

Dual Enrollment Goal Setting Worksheet

These questions help teams consider how to use data to set racial equity goals in dual enrollment course access and success. Elevating other critical student identities in the community is encouraged – including intersections of gender and race, students experiencing poverty, multilingual learners, students with disabilities, and first-generation students.

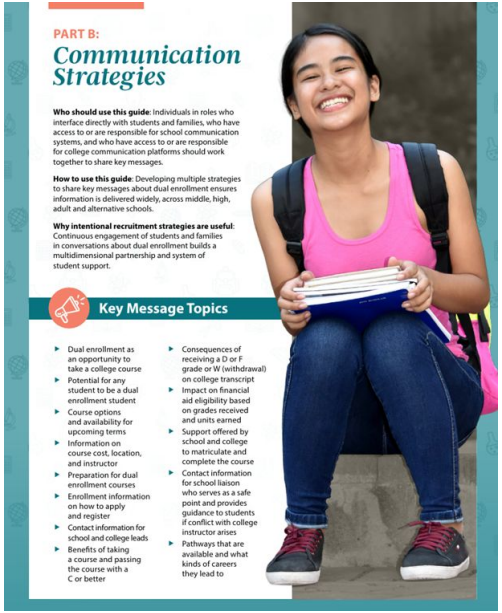
Goal Components	*Guiding Questions*
Quantifiable *Metrics:* e.g., base enrollments, units earned, course type, section and success rates, GPA, degree, or certificate-based	**Look at historic and current data, disaggregated by race/ethnicity.** Compare students in dual enrollment to the general high school population. Are there gaps in access? In success? How do you want to expand and improve your dual enrollment programming? Will you use quantitative data (e.g., raw numbers, percentages, etc.) or qualitative data (e.g., student focus groups, survey responses, interviews, etc.) to define the goal? Both? ▸ *As a qualitative data source, use Part C of this guide to conduct a post-assessment based on student input of current experiences, and consider findings when defining goals. Student input is valuable to build engaging dual enrollment experiences.*

edtrust WEST

EC Equitable Counseling

Practitioner Guides Overview

Key Messaging



PART B:

Communication Strategies

Who should use this guide: Individuals in roles who interface directly with students and families, who have access to or are responsible for school communication systems, and who have access to or are responsible for college communication platforms should work together to share key messages.

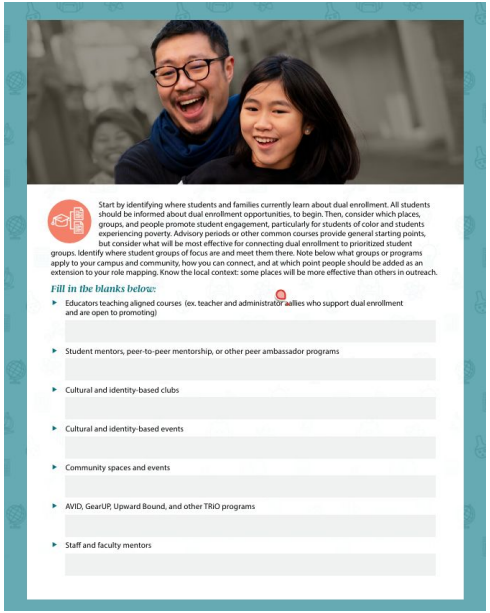
How to use this guide: Developing multiple strategies to share key messages about dual enrollment ensures information is delivered widely, across middle, high, adult and alternative schools.

Why intentional recruitment strategies are useful: Continuous engagement of students and families in conversations about dual enrollment builds a multidimensional partnership and system of student support.

Key Message Topics

- Dual enrollment as an opportunity to take a college course
- Potential for any student to be a dual enrollment student
- Course options and availability for upcoming terms
- Information on course cost, location, and instructor
- Preparation for dual enrollment courses
- Enrollment information on how to apply and register
- Contact information for school and college leads
- Benefits of taking a course and passing the course with a C or better
- Consequences of receiving a D or F grade or W (withdrawal) on college transcript
- Impact on financial aid eligibility based on grades received and units earned
- Support offered by school and college to matriculate and complete the course
- Contact information for school liaison who serves as a safe point and provides guidance to students if conflict with college instructor arises
- Pathways that are available and what kinds of careers they lead to

Focused Recruitment



Start by identifying where students and families currently learn about dual enrollment. All students should be informed about dual enrollment opportunities, to begin. Then, consider which places, groups, and people promote student engagement, particularly for students of color and students experiencing poverty. Advisory periods or other common courses provide general starting points, but consider what will be most effective for connecting dual enrollment to prioritized student groups. Identify where student groups of focus are and meet them there. Note below what groups or programs apply to your campus and community, how you can connect, and at which point people should be added as an extension to your role mapping. Know the local context: some places will be more effective than others in outreach.

Fill in the blanks below:

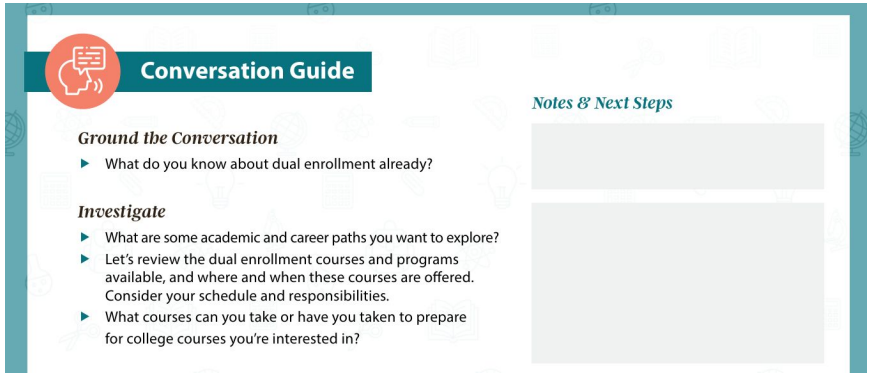
- Educators teaching aligned courses (ex. teacher and administrator allies who support dual enrollment and are open to promoting)
- Student mentors, peer-to-peer mentorship, or other peer ambassador programs
- Cultural and identity-based clubs
- Cultural and identity-based events
- Community spaces and events
- AVID, GearUP, Upward Bound, and other TRiO programs
- Staff and faculty mentors

edtrust WEST

EC Equitable Counseling

Practitioner Guides Overview

Conversation Guide



Conversation Guide

Ground the Conversation

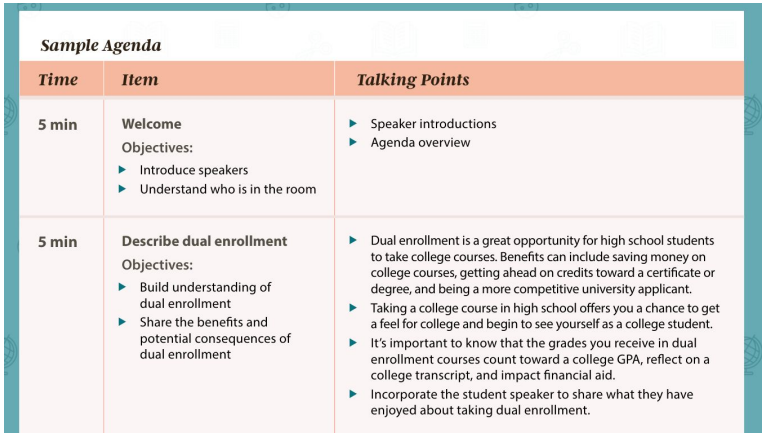
- What do you know about dual enrollment already?

Investigate

- What are some academic and career paths you want to explore?
- Let's review the dual enrollment courses and programs available, and where and when these courses are offered. Consider your schedule and responsibilities.
- What courses can you take or have you taken to prepare for college courses you're interested in?

Notes & Next Steps

Session Guide



Sample Agenda

Time	*Item*	*Talking Points*
5 min	**Welcome** Objectives: ▸ Introduce speakers ▸ Understand who is in the room	▸ Speaker introductions ▸ Agenda overview
5 min	**Describe dual enrollment** Objectives: ▸ Build understanding of dual enrollment ▸ Share the benefits and potential consequences of dual enrollment	▸ Dual enrollment is a great opportunity for high school students to take college courses. Benefits can include saving money on college courses, getting ahead on credits toward a certificate or degree, and being a more competitive university applicant. ▸ Taking a college course in high school offers you a chance to get a feel for college and begin to see yourself as a college student. ▸ It's important to know that the grades you receive in dual enrollment courses count toward a college GPA, reflect on a college transcript, and impact financial aid. ▸ Incorporate the student speaker to share what they have enjoyed about taking dual enrollment.

edtrust WEST

EC Equitable Counseling

Engaging with Practitioner Guides Activity

EC
Equitable Counseling

Concluding Thoughts

Based on the context provided and the tools shared, how might dual enrollment practitioners make their more relational?

Things to consider:

- Meeting frequency
- Location/Modality
- Purpose/Goals

EC
Equitable Counseling

Thank you!

CLP | Career Ladders Project

LWalker@careerladdersproject.org

breaves@careerladdersproject.org

Join a CLP Community of Practice

Stay up to date on all things CLP

EC Equitable Counseling