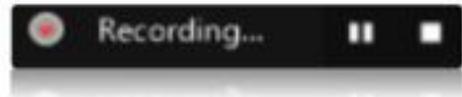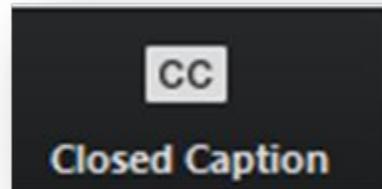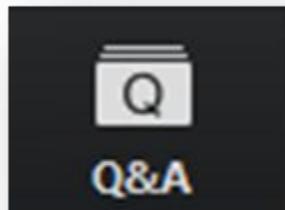# Friendly Reminders

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California Community Colleges

WEBINAR
Equitable Dual Enrollment Policy to Practice Guide

May 29, 2025

Agenda

- Welcome
- Guide Overview
- College Example: Napa Valley College
- Q&A

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Welcome

James E. Todd, Ph.D.
Assistant Vice Chancellor, Educational Services and Support
Chancellor's Office

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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.

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System & Colleges
Dual Enrollment Strategic Priorities

Equitable Access & Support

Efficient Systems

Target Population
Colleges should endeavor to develop dual enrollment partnerships with schools in underinvested communities and enroll students from groups that have historically experienced barriers to access.

Key Performance Indicators
▸ Enrollment of Target Population
  ▸ Successful Completion of Pathway-Aligned Courses in DE
▸ Timely Completion of Certificates, Transfer, Degrees, and Employment in Field

Data for Improvement

Purposeful Coursework

Collaboration & Outreach

Dual Enrollment

college course-taking by students who are simultaneously enrolled in high school or adult education programs

Non-College and Career Access Pathways (Non-CCAP)

College and Career Access Pathways (CCAP)

Middle College High School (MCHS)

Early College High School (ECHS)

Education Code 48800-48802 (Scholastic Advancement)

Education Code 52620-52621 (Adult Learners)

Education Code 76004 (Historically Underrepresented)

Education Code 11300-11302 (MCHS on college campus & ECHS on high school campus)

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Dual Enrollment Opportunity Is Strong

California Dual Enrollment Participation by Student Age | 2022-2023

- 13 & 14: HS Headcount 334,041 | DE Headcount 24,965
- 15: HS Headcount 488,094 | DE Headcount 40,697
- 16: HS Headcount 487,867 | DE Headcount 60,500
- 17, 18 & 19: HS Headcount 596,066 | DE Headcount 83,441

■ DE Headcount   □ HS Headcount
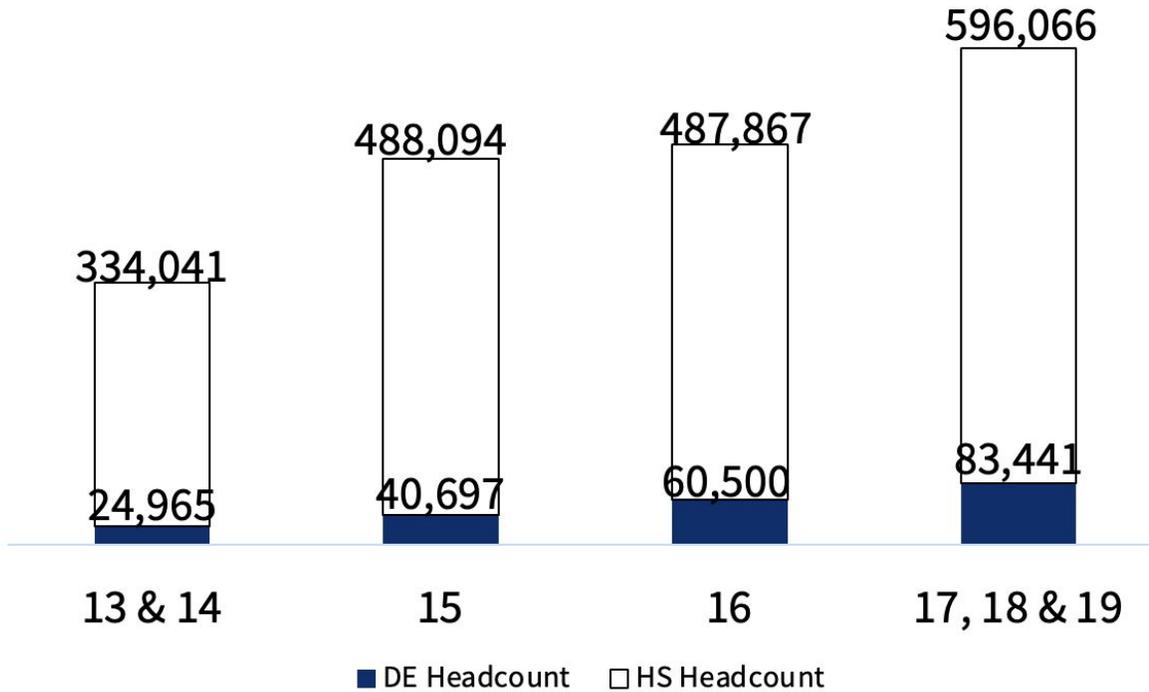
Percent of High School Students Participating in Dual Enrollment by Age | 2022-2023
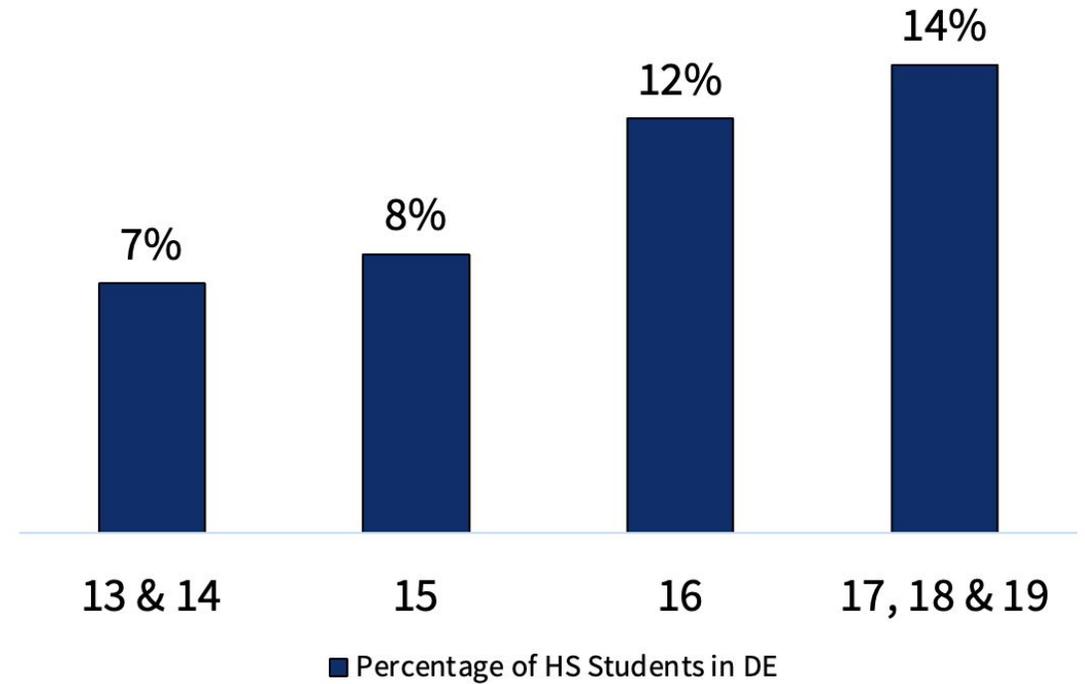
- 13 & 14: 7%
- 15: 8%
- 16: 12%
- 17, 18 & 19: 14%

■ Percentage of HS Students in DE

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VISION 2030
A Roadmap for California Community Colleges

Equitable Dual Enrollment Expansion:

"The 9th Grade to Baccalaureate Degree Completion Strategy"

9th Grade – 12 credits in 4 years

- Every incoming ninth grader enrolls in a college course

- Develops a college education plan to include at least 12 college credits (e.g., student development course)

10th through 12th grade expansion

- 12 college credits in 3 years
- 12 college credits in 2 years
- 12 college credits in 1 year

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VISION 2030
A Roadmap for California Community Colleges

Equitable Dual Enrollment Expansion:

Justice Impacted Youth

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Rising Scholars Network

Expand the number of juvenile justice-involved students participating and succeeding in community colleges

- Justice impacted students should be integrated into all dual enrollment expansion work

- 44 community colleges awarded 5-year grants to support justice involved students

- Offer dual enrollment to justice impacted youth, which includes students who are detained, in an alternative placement, and in the community

- Provide comprehensive educational and career pathways, as well as wrap around services and transition support services

- Dedicated staff, space and formal partnerships

Expanding Dual Enrollment

✓ Develop Regional Dual Enrollment Engagement Plans

🤝 Drive Partnership Expansion and Communication

📋 Share Promising Practices

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Resources

- [GUIDANCE MEMO - SENATE BILL 1244](#)

- [EXPANDING EDUCATIONAL OPPORTUNITIES FOR JUSTICE-INVOLVED YOUTH](#)

- [DUAL ENROLLMENT: EMPOWERING COLLEGES TO EQUITABLY SERVE COMMUNITIES](#)

- [MONOGRAPH SERIES – DUAL ENROLLMENT](#)

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Guide Overview

The Sections
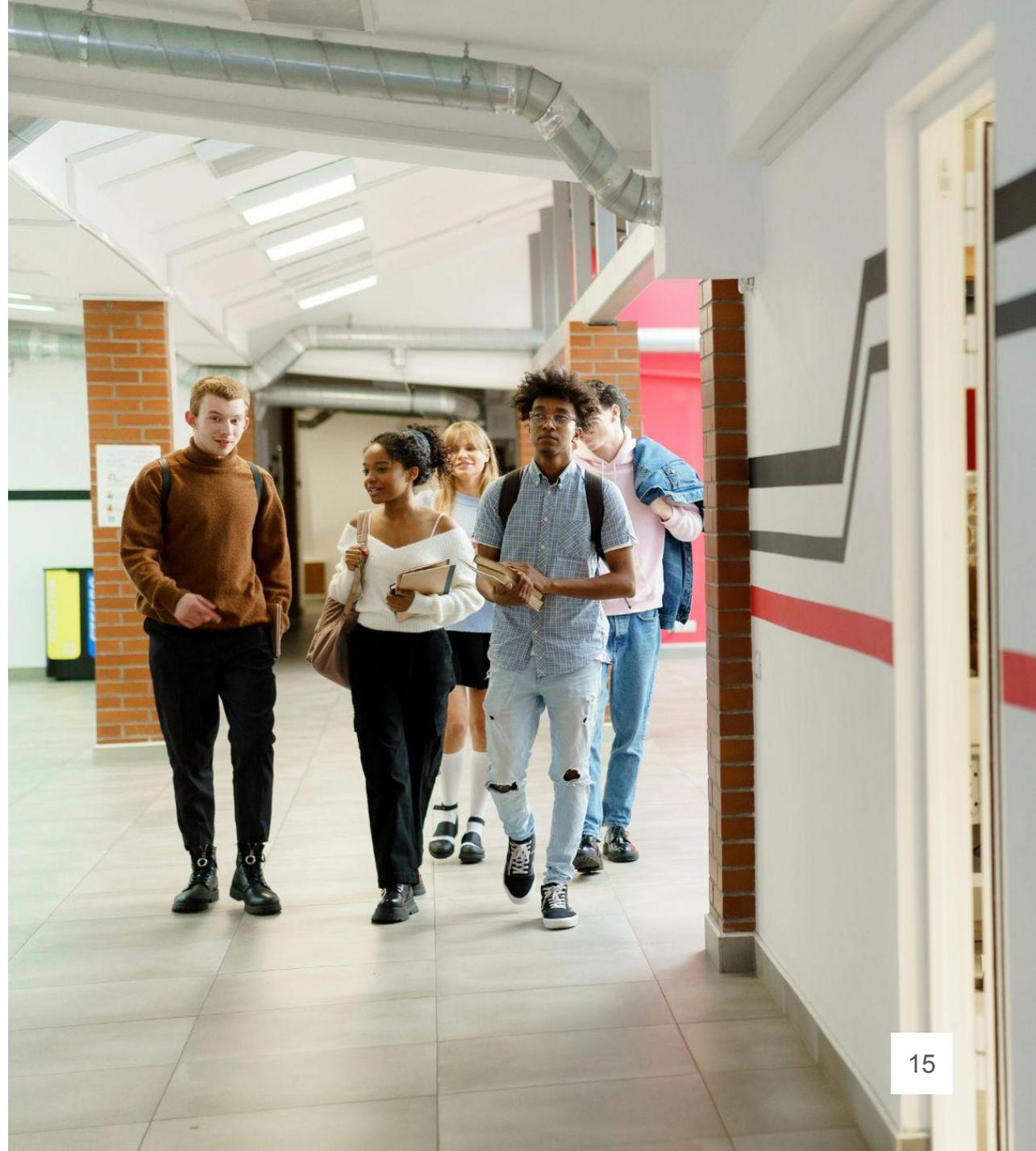
Sections

Table of Contents

- Introduction
- Structures and Policies
- Designing Pathways
- Scheduling
- Instructor Onboarding
- Outreach and Recruitment for Historically Underserved Students
- Enrollment Process
- Supporting Student Success
- Data
- Resources
- Glossary: Definitions and Acronyms

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Components in Each Section

- Overview and detailed information on the topic

- Equity considerations to guide design, implementation, and assessment

- College examples

- Planning tools, guidance, and questions to consider

- Resources

- FAQs

How to Use the Guide

Read it like a user manual

- **For new dual enrollment program coordinators**: the guide can serve as a training resource.
- **For current dual enrollment managers:** leverage the guide to answer questions and support your continued program development.
- **For everyone:** Leverage the guide as a resource for continuous quality improvement of dual enrollment programs and pathways and for evaluating your program with an equity lens.

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Tools

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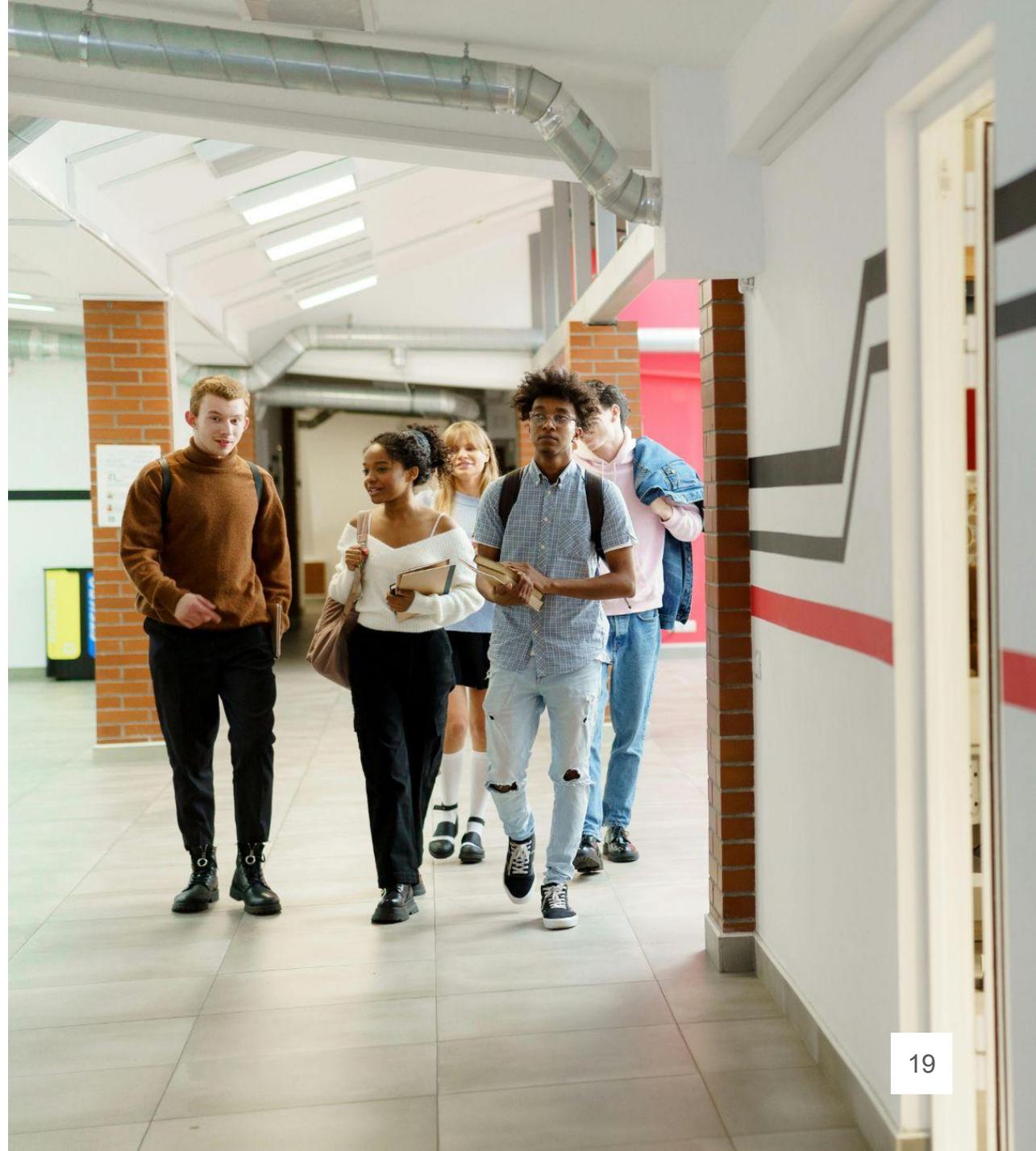
Scheduling Classes During the High School Day

A common challenge for dual enrollment partnerships is scheduling classes into the regular high school day. CLP created the Scheduling Tool to help partnerships use high school bell schedules to calculate instructional minutes and explore potential class meeting schedules for dual enrollment classes during the high school day. Here are some considerations to support partnerships in scheduling:

-
-
-
-

MONDAYS

	Start Time	End Time	HS Class Period Instructional Minutes		HS Passing Period Instructional Minutes	
Before School	7:45 AM	8:39 AM	0:54	Non-Instructional Time		
1	8:45 AM	9:42 AM	0:57	Dual Enrollment	0:00	Non-Instructional Time
Break	9:42 AM	9:52 AM	0:10	Non-Instructional Time	0:06	Non-Instructional Time
2	9:58 AM	10:58 AM	1:00	Dual Enrollment	0:06	Non-Instructional Time
3	11:04 AM	12:01 PM	0:57	HS Instructional Minutes	0:06	HS Instructional Minutes
4B	12:07 PM	1:04 PM	0:57	HS Instructional Minutes	0:00	Non-Instructional Time
4B Lunch	1:04 PM	1:34 PM	0:30	Non-Instructional Time	0:06	HS Instructional Minutes
5	1:40 PM	2:37 PM	0:57	HS Instructional Minutes	0:06	HS Instructional Minutes
6	2:43 PM	3:40 PM	0:57	HS Instructional Minutes		
7			0:00			
After School			0:00			

Total HS Class Period Instructional Minutes	228
Total HS Passing Period Instructional Minutes	18
Total HS Instructional Minutes	246

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What Ques[...]

Below are some questions[...]
resources are provided to [...]
address equity gaps.

1. Are there equi[...] enrollment?

Depending on the data tha[...]
characteristics to compare[...]
underrepresented in dual e[...]
access. Equitable dual enr[...]
levels of past academic pe[...]

Examples and Resour[...]

- The **Jumpstart** report[...]
  method for analyzing [...]
  represented in dual e[...]
  within a community c[...]
  enrollment, the repor[...]
  access to dual enroll[...]

- The **Dual Enrollment Access Gap Tool** from CLP enables partnerships to compare high school and dual enrollment participation by age/grade level and ethnicity.

Dual Enrollment Representation Gaps by Ethnicity (Headcount)
2022-2023 & 2023-2024

Values by ethnicity (22-23 Dual Enrollment Student Count Gap / 23-24 Dual Enrollment Student Count Gap):

- African American: -18 / -20
- American Indian or Alaska Native: (not labeled)
- Asian: 251 / 309
- Filipino: (not labeled)
- Hispanic or Latino: -264 / -311
- Pacific Islander: (not labeled)
- Two or More Races: 60 / 88
- White: -50 / -72
- Not Reported: 23 / 19

Legend: ■ 22-23 Dual Enrollment Student Count Gap ■ 23-24 Dual Enrollment Student Count Gap
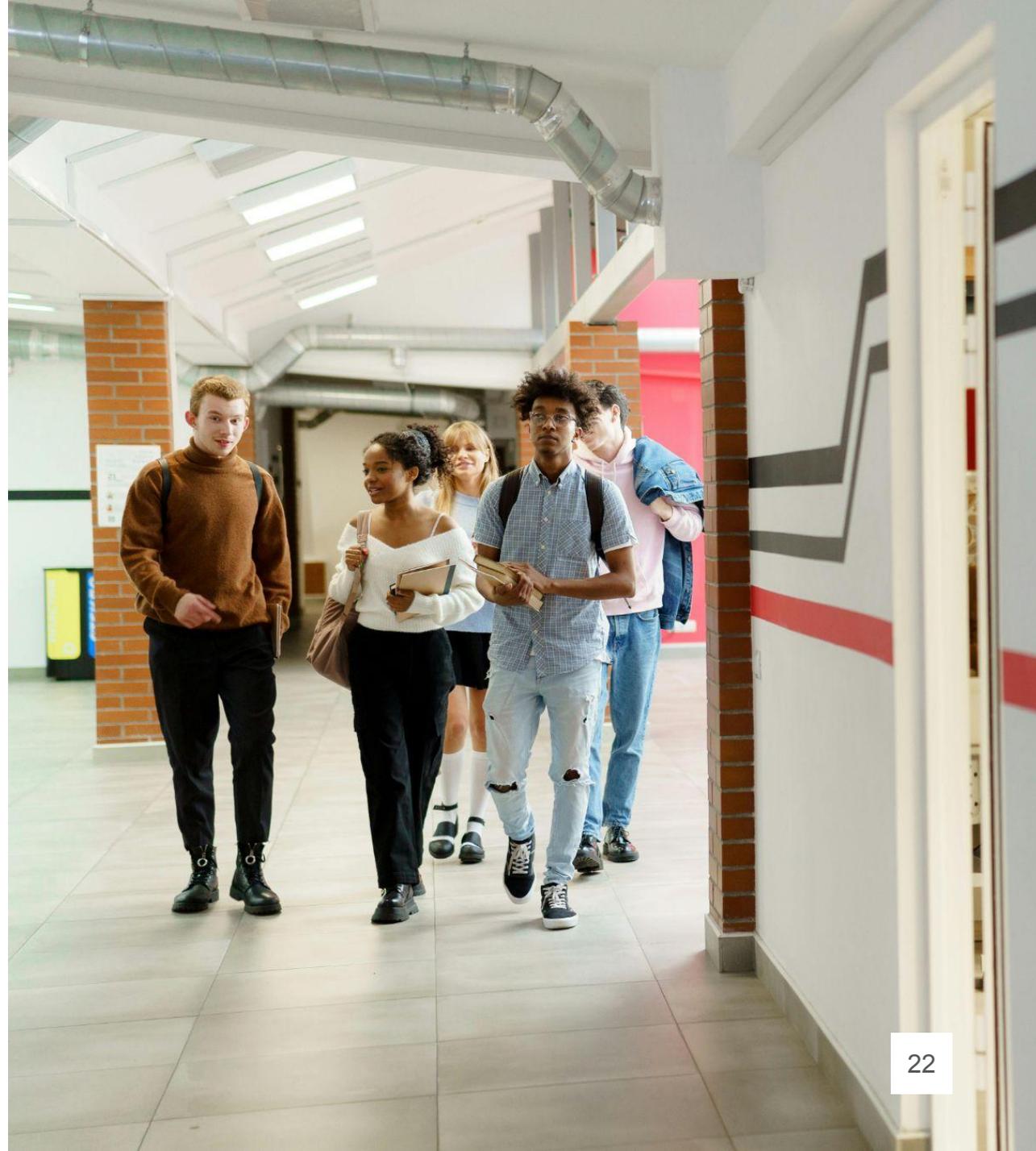
in Data p 99

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Examples

Dual Enrollment Pathways Offered at McFarland

The following table provides an overview of McFarland's current dual enrollment pathways. Students can enroll in more than one pathway. Several students are in one of the CTE pathways for their electives and are taking general education courses towards an AA degree.

Pathway	Required Units	Award
Spanish	60 units	Associate of Arts Degree for Transfer (AA-T)
Public Health	22-29 units	Certificate of Achievement
Business	15 units	Job Skills Certificate
Welding	17 units	Job Skills Certificate
Media Arts	12 units	Units contribute to a degree and certificate

in Designing Pathways p 28

How students learn about pathways.

How caregivers learn about pathways.

How students are supported to explore.

How students are supported through the pathway.

What success looks like for McFarland High School

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Sierra College Faculty Onboarding

Sierra College is rapidly ramping up their dual enrollment offerings with local high school CCAP partnerships. This has created a need for a supportive process for onboarding new faculty. They have focused that effort in two areas: outreach and recruitment, and orientation and training.

Outreach and recruitment of new faculty. In the fall semester, in addition to posting part-time faculty positions for dual enrollment to the traditional online job boards, the college sends an announcement to their local dual enrollment partnership high schools asking them to encourage teachers who meet minimum qualifications to apply. The high school teachers go through the normal hiring process and participate in the general orientation before onboarding with the dual enrollment team.

in Instructor Onboarding p 50

Orientation and training for new dual enrollment faculty.

- **Asynchronous orientation.** New Sierra College faculty teaching courses offered through dual enrollment participate in an asynchronous orientation that provides information about the college's goals, emphasizing the focus on equitable dual enrollment. This orientation provides an overview of the expectations of faculty teaching courses offered through dual enrollment and relevant points of contact.
- **In-person professional development on equitable teaching.** Following the asynchronous orientation, faculty participate in an in-person training on how to develop an equity-focused syllabus, curriculum, and classroom environment. This training is led by the Sierra College Professional Development Coordinator in partnership with the dual enrollment team.
- **Faculty mentors.** Before the start of their first teaching semester, new faculty are assigned a faculty liaison, often a leader in the department for which they are assigned to teach. These faculty liaisons serve as mentors and points of contact for new faculty teaching in the dual enrollment program. In monthly meetings throughout the semester, liaisons support new faculty in:
  - Developing course syllabi and Canvas modules,
  - Meeting college reporting requirements for managing class rosters, reporting SLOs, and submitting grades,
  - Connecting students to college resources, and
  - Navigating other aspects of teaching in community college.

Faculty liaisons are awarded a stipend for their service in supporting faculty who are new to teaching courses offered through dual enrollment. In addition to supporting new faculty teaching at the high school, the faculty liaisons serve on hiring committees and the evaluation team supporting dual enrollment.

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College Example: Napa Valley College

Equity Considerations in Choosing Structures p 11

in Structures and Policies p 8

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Equity Considerations in Choosing Structures

New Technology High School Early College Program

At New Technology High School, NVC and Napa Valley Unified School District co-designed a dual enrollment pathway that:

- Guarantees at least **two college-level courses by 10th grade** for all students (College Discovery + one course in an exploration pathway)
- Embeds **college success workshops** into advisory/intersession periods.
- Uses **interest surveys and academic performance metrics** to place students in appropriate courses.

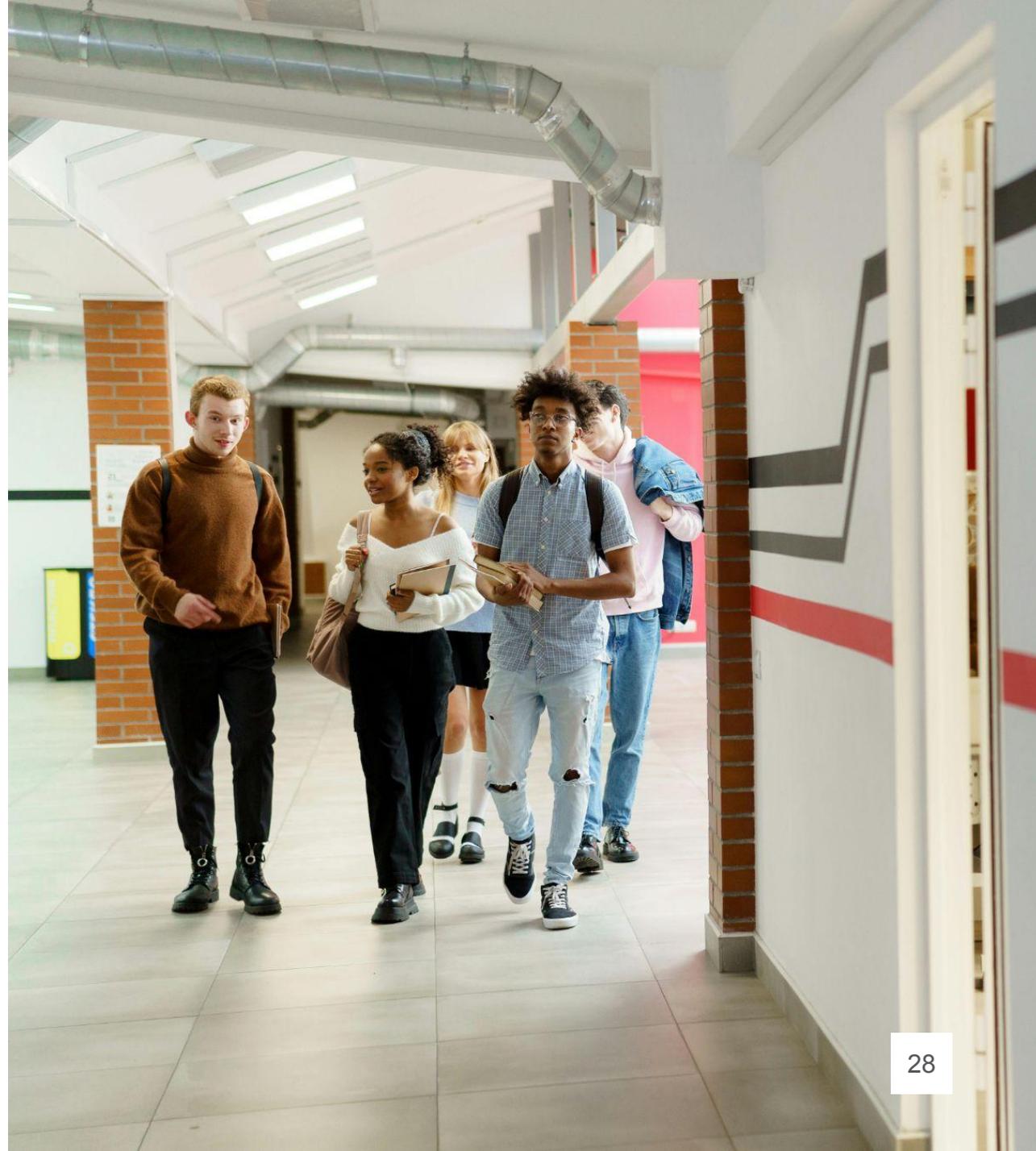# Getting Started Revising Policies and Structures for Equity p 17

in Structures and Policies p 8

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Revising Policy and Structures for Equity

Data-Driven CCAP Onboarding Redesign

Before/Barrier-Based	After/Equity-Centered
- Multi-step application - Orientation - Self-registration	- CCAP onboarding embedded in the classroom - High School Registration Days - Forms and guidebooks in English and Spanish
Many high school students, especially first-gen or multilingual learners, struggled to complete onboarding without one-on-one support.	***Students were supported through specialist- or student ambassador-led cohort registration.***

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Revising Policy and Structures for Equity

K-12 Priority Registration Policy

Before/First-Come, First-Served	**After/Equity-Centered**
● Dual enrollment students registered during open registration (last)	● Priority registration window for all K-12 students ● CCAP sections with reserved seats so students weren't competing with older peers
Disproportionately affected students from rural or under-resourced schools who couldn't navigate class waitlists or alternative options	*Equitable access across districts, regardless of zip code or district size.*

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Getting Started Designing Dual Enrollment Pathways for Equitable Completion p 28

in Designing Pathways p 21

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Designing Equitable Pathways

*LGBT Studies Pathway at New Technology High School*

- CTE focus pathway to meet various legislative training requirements for jobs
- Strong student interest from students who identify or connect with LBGTQ
- NTHS requires three college classes to graduate
- LGBT 120 + LGBT 121 + LGBT 122 or 123 = 9-unit stackable Certificate of Achievement (Educator or Health Occupations Focus)
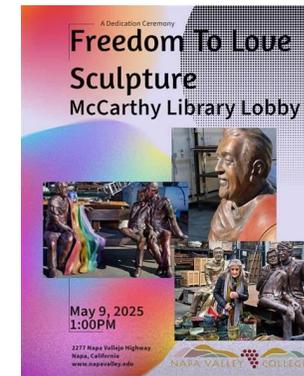
Outreach and Recruitment for Historically Underserved Students p 57

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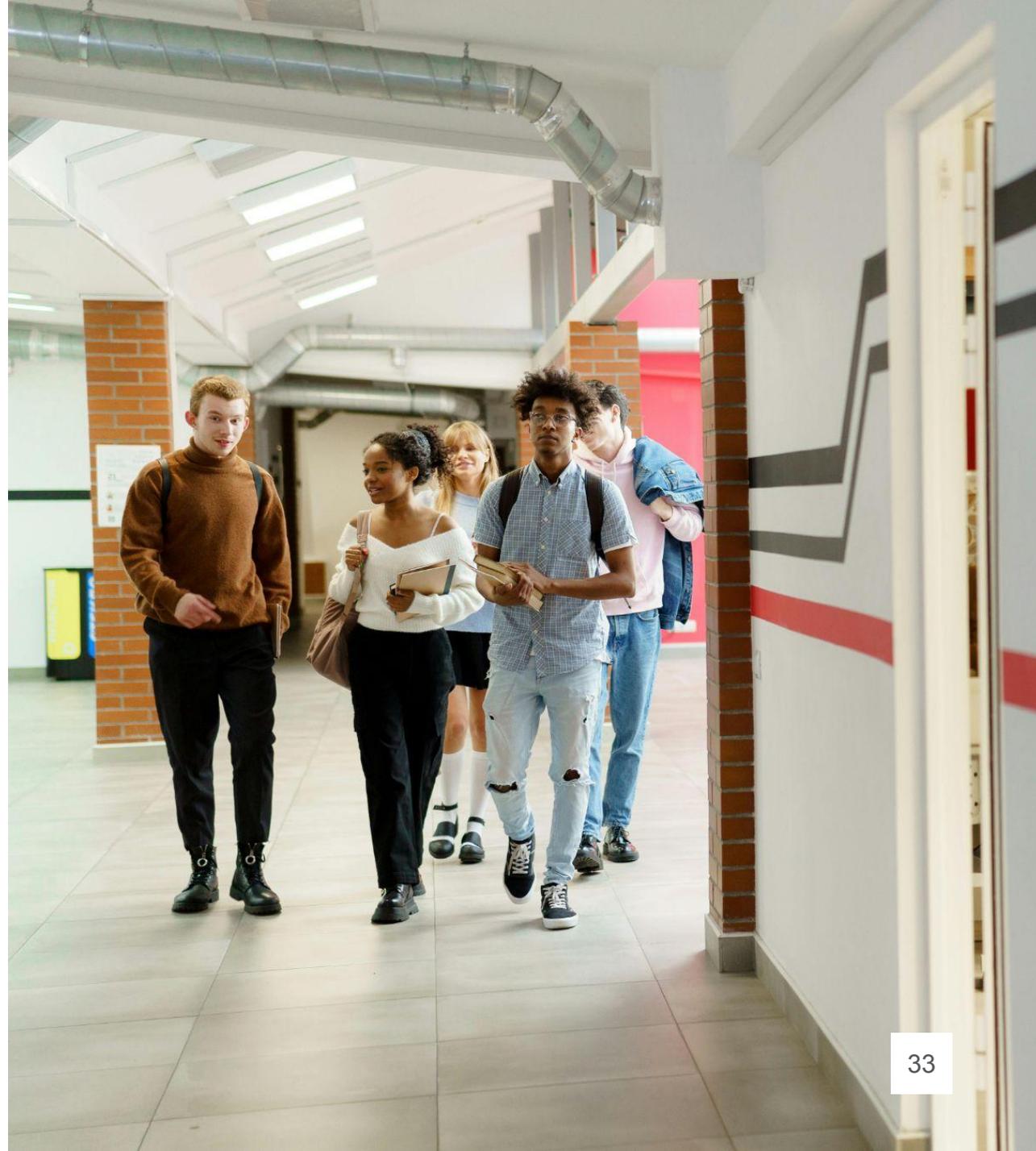
Culturally Responsive Outreach and Recruitment

Dual Enrollment Ambassador Program

- Lack of student support network, staffing constraints
- First year - 15 student ambassadors across three K-12 districts
- Ambassadors are trained on application support, Dual Enrollment 101, DEI-centered and Culturally-Responsive mentorship
- HS or college outreach activities, information sessions, one-on-one support

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Getting a little more guidance…

- How do you go from equitable mindsets to equitable action?
- How did you maintain that equity lens with updating your policies?
- Can you share a little more about the CE/LGBT studies pathways impact on your partnership?
- Can you share how your campus is being more culturally responsive in your outreach and recruitment efforts?
- Do you have any other thoughts you would like to share with our colleagues?

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Questions?

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Thank you!

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www.careerladdersproject.org