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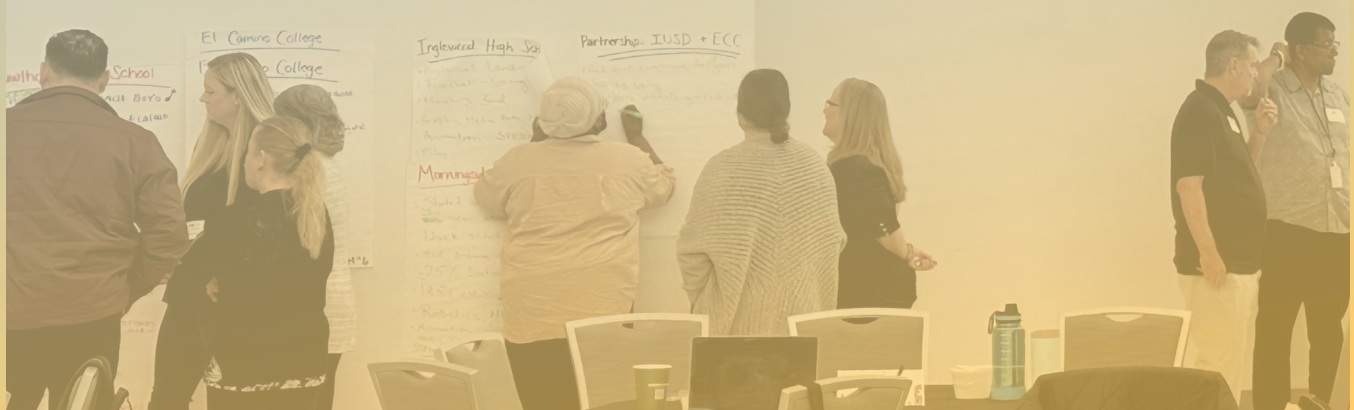
DUAL ENROLLMENT PATHWAY IMPLEMENTATION ROADMAP

Designing equitable dual enrollment pathways
that promote excellence, quality and successful
transitions from high school to college to career

By Career Ladders Project

Funded by the Los Angeles Regional Consortium

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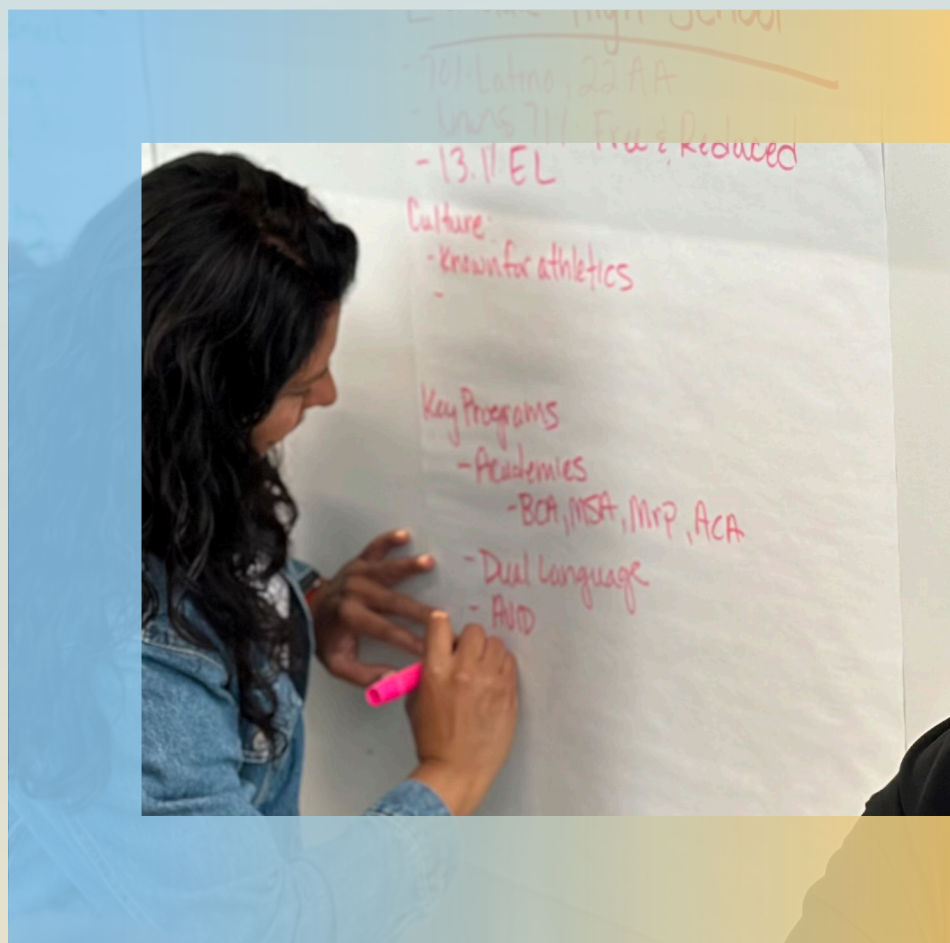


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INTRODUCTION

The Los Angeles Regional Consortium (LARC) serves as a convener of college and high school pathway coordinators and associated practitioners in the Los Angeles region. A primary goal of the consortium is to provide support for the 19 community colleges in Los Angeles and their high school partnerships in developing high-quality pathways in high-wage, high-need industries. LARC contracted with Career Ladders Project (CLP) to lead an institute for Los Angeles practitioners that culminated with plans for implementing high-quality dual enrollment pathways at local high schools. CLP is a leader in California dual enrollment capacity building, policy development and implementation, and research.

A total of six teams were selected by LARC to participate in the spring 2024 cohort of the Dual Enrollment Pathway Institute. Teams consisted of dual enrollment leads, administrators, pathway coordinators and instructors from the colleges, high school districts and high schools. The work completed by these teams is highlighted throughout the roadmap.

TEAM 1		TEAM 2	
San Gabriel Unified School District	Pasadena City College	ABC Unified School District	Cerritos College
TEAM 3		TEAM 4	
Norwalk La Mirada Unified School District	Cerritos College	Santa Monica-Malibu Unified School District	Santa Monica College
TEAM 5		TEAM 6	
Centinela Valley Union High School District	El Camino College	Inglewood Unified School District	El Camino College

Dual Enrollment Pathway Implementation Roadmap

Assess the Partnership

- Review current dual enrollment legislation, regulations and policies
- Evaluate current partnership agreement
- Assess dual enrollment teams and roles
- Identify opportunities for increased collaboration
- Examine current dual enrollment offerings
- Identify potential opportunities for growth

- Brainstorm potential pathways
- Assess education and employment opportunities
- Evaluate student interest
- Identify scheduling, location, and modality preferences
- Identify instructor preferences & qualifications
- Identify planning and implementation team

Select a Pathway

Plan for Implementation

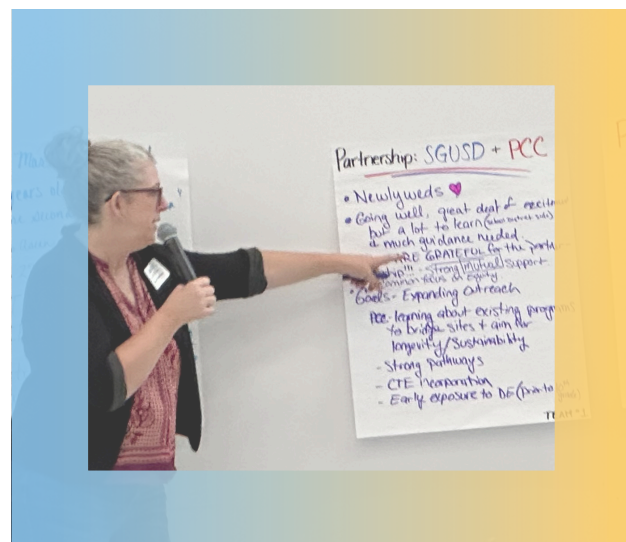
- Select courses and plan course sequence
- Explore scheduling and instructor options
- Determine necessary equipment and materials
- Plan outreach, awareness, and enrollment with a focus on equitable access
- Plan for embedded student supports
- Set goals for student & program success

ASSESS THE PARTNERSHIP

REVIEW CURRENT DUAL ENROLLMENT LEGISLATION, REGULATIONS AND POLICIES

Dual enrollment parameters in California are governed by legislation. As laws are passed they are chaptered into the Education Code, making it much easier for practitioners to find the most updated law. [Title 5 of the California Code of Regulations](#) includes education regulations for both K-12 and community colleges. These regulations constitute the working definition of the Education Code, and are especially important for areas that are not specifically addressed in any given legislation. [CLP's Dual Enrollment Legal Table](#) provides links to educational codes and legislation relevant to dual enrollment topics and issues.

High school districts may also include local policies for dual enrollment in their board policies and/or administrative regulations. CLP has gathered [examples of policies, regulations and local documents](#) that districts in California have established to clarify and support dual enrollment.



EVALUATE CURRENT PARTNERSHIP AGREEMENT

Partnerships should examine their own local dual enrollment agreements to ensure compliance with current legislation and regulation and to determine any improvements needed to the agreements to ensure the success of their partnership. Teams in the Dual Enrollment Pathway Institute used [a checklist](#) to review the elements that should be in their partnership agreements, including those that are required in College and Career Access Pathways (CCAP) agreements per Education Code.

What could be added to improve your dual enrollment partnership agreement?

Cerritos College realized that their partnerships would benefit from developing a clear and collaborative process for collecting requests for dual enrollment classes from the high school sites.

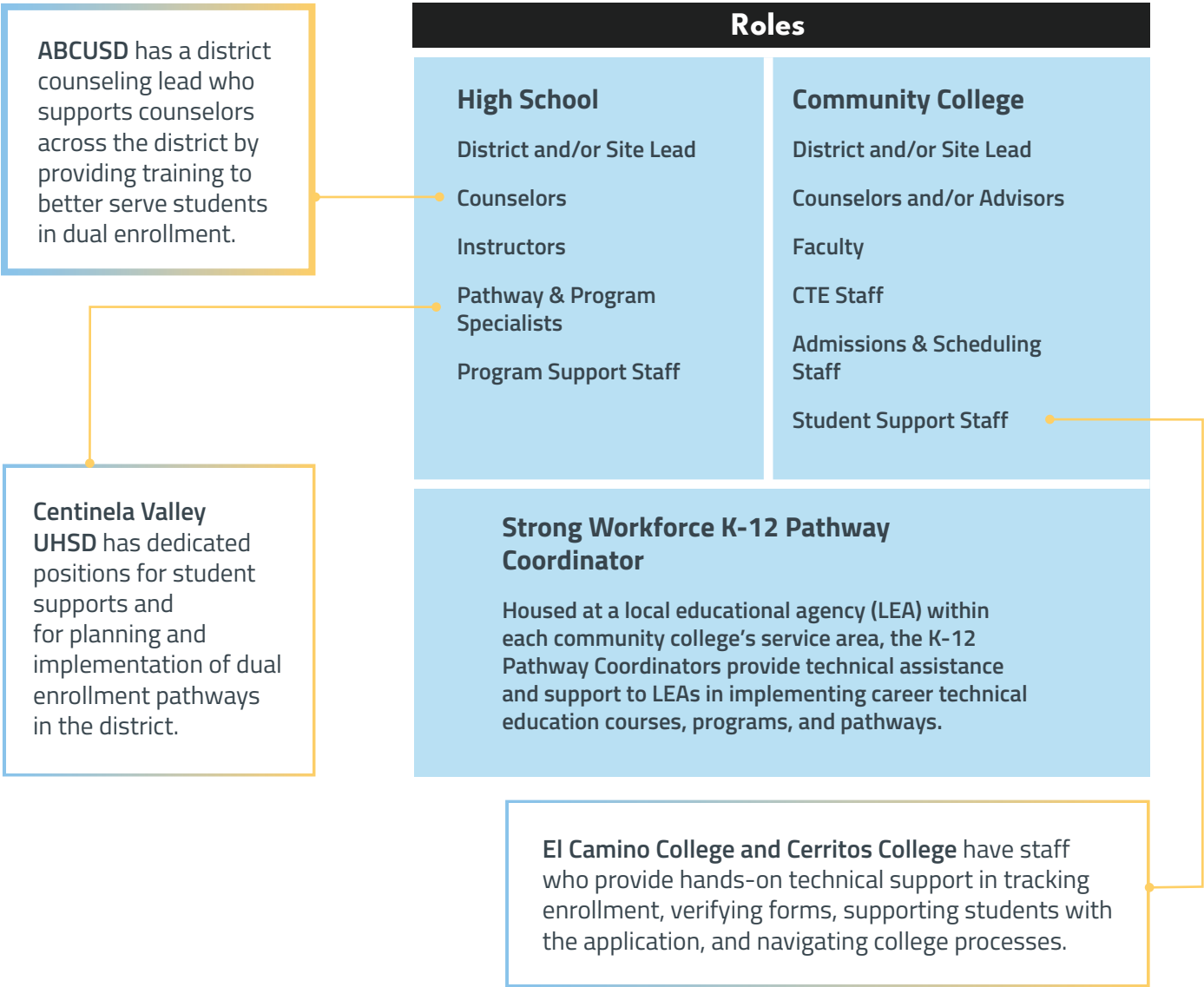
Centinela Valley UHSD meets regularly with El Camino College to ensure that as key processes not outlined in their CCAP agreement (such as how to request courses, availability of college instructors, and the drop process) are updated, they understand them and how to implement them effectively.

Check out [Creating a Dual Enrollment Partnership: Strategies for Coordinators](#) for an overview of the most important topics to discuss when entering a new dual enrollment partnership.



ASSESS DUAL ENROLLMENT TEAMS AND ROLES

Creating and maintaining a successful dual enrollment partnership requires roles and commitments from both the high school and the community college, as well as key stakeholder relationships with community based organizations, industry partners, and regional collaboratives. Some of the positions that high schools and colleges have partially or fully dedicated to their dual enrollment programs are included below.



IDENTIFY OPPORTUNITIES FOR INCREASED COLLABORATION

Collaborative planning and support are crucial elements in a successful dual enrollment partnership. Administrators and staff responsible for day-to-day programming should meet frequently to check in on the status of the students and the program, and to prepare for future terms. Since dual enrollment classes are community college courses, the college should also provide training and support for dual enrollment instructors, whether they are employees of the high school or the college.

Dual enrollment partners often share the responsibility of providing services for their students. Depending on the resources available through each of the institutions, dual enrollment students can benefit from collaborative efforts to provide the following services:

- Outreach and enrollment support
- Academic support
- Accommodations
- Basic needs services

Pasadena City College provides the following professional development opportunities for faculty teaching dual enrollment:

- Dual Enrollment Faculty Orientation (Start of Semester)
- “How to Teach Dual Enrollment” Faculty Workshop Series (Mid-Semester)
- Virtual Check-In with Facilitator (Mid-Semester)

Cerritos College has a dedicated Faculty Liaison that serves as an internal support for Dual Enrollment instructors. Cerritos College also has a Site Bridging Liaison placed at each partner site who supports students with the application and enrollment process.

El Camino College provides in-class and on-campus workshops for enrollment and office hours with college counselors for questions.

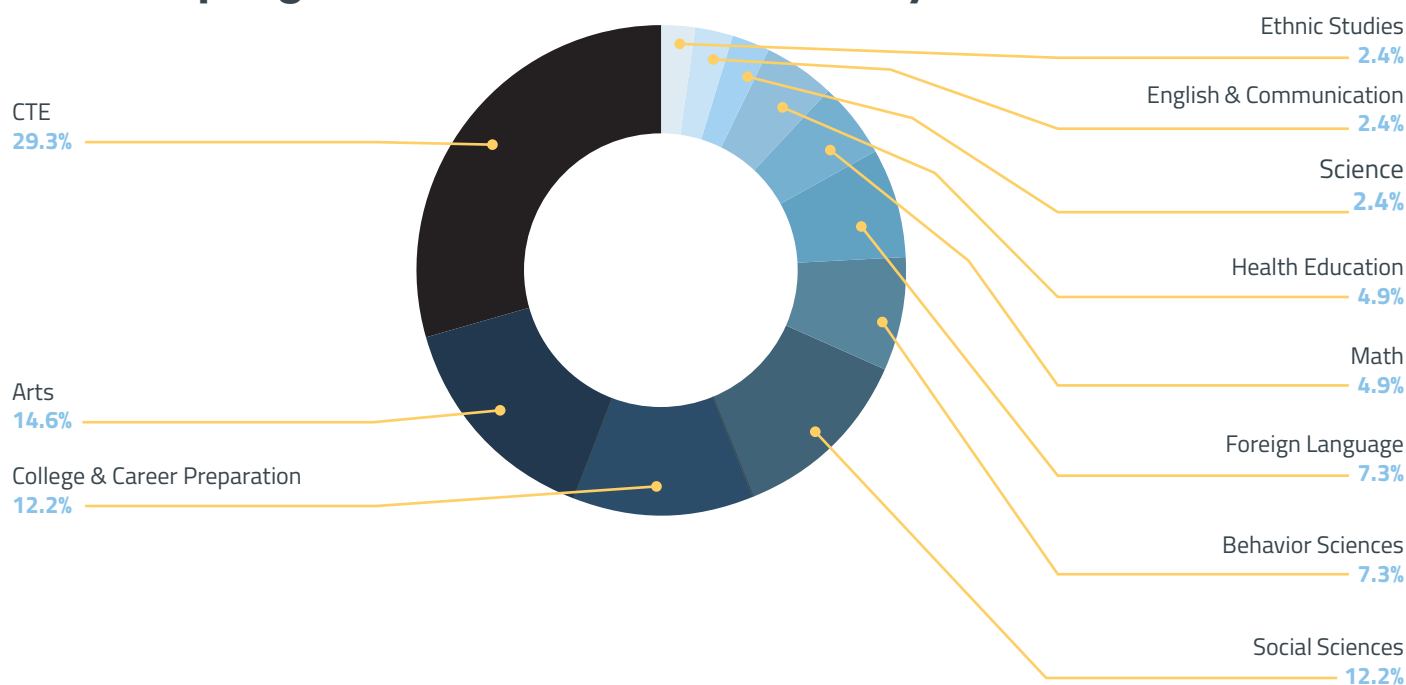
The partnership between **San Gabriel USD and Pasadena City College** takes a collaborative approach to supporting their dual enrollment students with special needs. The high school notifies the college when a student requires accommodations and then the college provides an advisor to help the student apply for accommodations.

EXAMINE CURRENT DUAL ENROLLMENT OFFERINGS

Taking a look at the current dual enrollment offerings within a partnership can help practitioners identify areas for growth and improvement. Partnerships should examine the following elements for existing dual enrollment courses:

- **Courses.** Which courses are currently being offered?
- **Instruction.** Who is teaching these courses?
- **Modality.** How are the courses currently being offered?
- **Scheduling.** When are the courses currently being offered?
- **Students.** Which students have access to these courses, and which students do not? Be sure to disaggregate data by age, race/ethnicity, gender, socioeconomic status, English learner designation, etc.

Current Dual Enrollment Course Offerings by Discipline for Spring 2024 Dual Enrollment Pathway Institute Teams



Of the current dual enrollment course offerings from the partnerships that participated in the Dual Enrollment Pathway Institute in spring 2024, the most common disciplines were CTE and Arts. The least common disciplines in these partnerships were Ethnic Studies, English & Communication, & Science.

Overview of Current Dual Enrollment Offerings for Spring 2024 Dual Enrollment Pathway Institute Teams*

Instruction- Who is teaching the dual enrollment courses?

College Faculty Only



High School Instructors Only



College Faculty & High School Instructors



Modality- How are the dual enrollment courses being offered?

In-Person Only



Online Only



In Person & Online (or Hybrid)



Scheduling- When are the dual enrollment courses being offered?

During the School Day Only



Before School, After School, or Online Only



During the School Day, Before School, After School and/or Online



Students- Which grade levels have access to the courses?

9th Grade



10th Grade



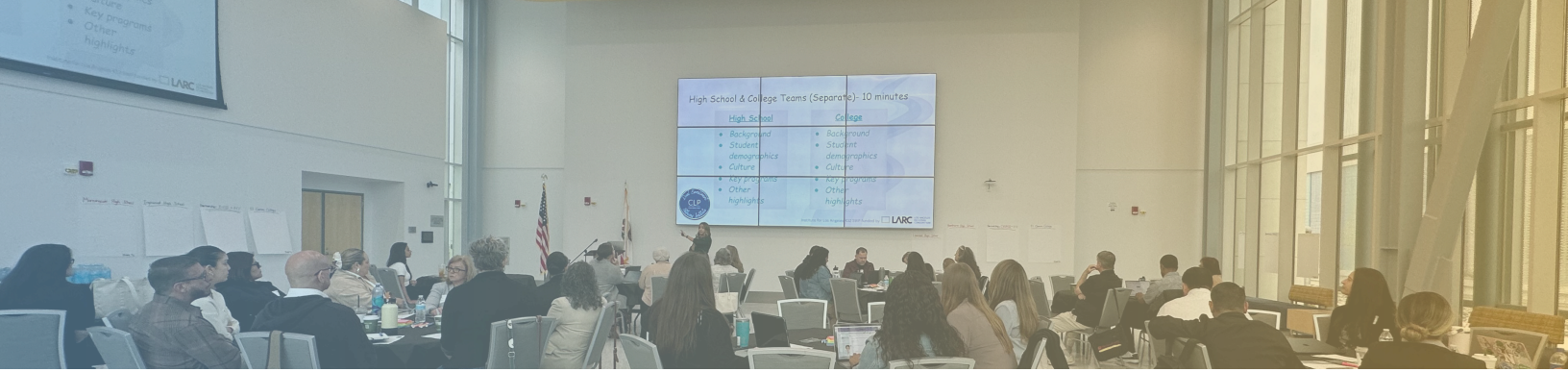
11th Grade



12th Grade



*The six teams are represented by circles. A blue circle means the characteristic applies to that partnership's dual enrollment offerings.



IDENTIFY POTENTIAL OPPORTUNITIES FOR GROWTH

Many high schools have existing pathways or academies that can set a great foundation for implementing dual enrollment opportunities. The term pathway is used in a variety of ways in education, but fundamentally a pathway should be made up of connected courses, experiences, and support services that enable students to advance over time to higher levels of education and training. Schools that already have dual enrollment course offerings can explore adding more courses to maximize students' exposure to college and the number of credits that they can earn towards certificates and degrees while in high school.

High schools that want to build new pathways can collaborate with their community college to see how they can build dual enrollment courses into the pathway and connect the courses taken in high school to courses that students can take after high school to complete certificates and degrees. Some dual enrollment pathways may even result in students completing entire certificates or degrees by the time they graduate from high school.

Partnerships should utilize data to inform their decisions on which dual enrollment pathways they should add or expand to increase access for students. Looking at disaggregated participation data to understand which students are underrepresented in current offerings can guide partnerships to select new courses and pathways that will broaden access to dual enrollment for underrepresented students. When pathways are intentionally designed to serve students who are furthest from opportunity, they can help close equity gaps in participation and success.

Selecting New or Existing Pathways for Dual Enrollment

Gabrielino High School is located near several hotels and wanted to spark student interest with a new Hospitality pathway. They worked with **Pasadena City College** to determine which 4 courses would be the best entrance to the pathway at the college. Students who complete an internship can complete a certificate in high school.

Santa Monica High School already has several general education dual enrollment courses offered onsite. They intend to work with **Santa Monica College** to design a four-year pathway for students to complete their IGETC Certificate while in high school.

SELECT A PATHWAY

BRAINSTORM POTENTIAL PATHWAYS

Partnerships should begin brainstorming dual enrollment pathways by mapping out any courses or additional opportunities (clubs, summer academies, work based learning activities, internships, apprenticeships, etc.) that currently exist within a student’s high school journey. Noting any opportunities that exist before or after high school can also help in mapping the new or expanded pathway.

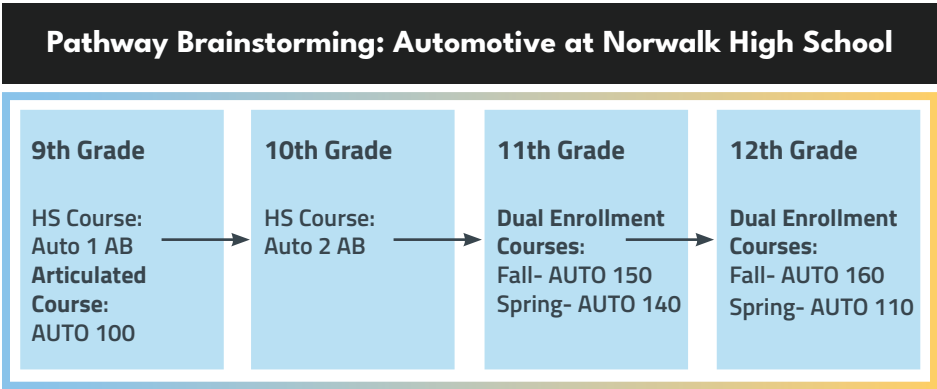
Partnerships should then review current opportunities for the following:

- Is there a sequence of courses that encourages students to stay on the pathway throughout high school?
- Is there any early exposure to the pathway before high school?
- Are there any student groups that are shut out of these current opportunities?
- Do the courses offered help students complete high school graduation and college certificate and degree requirements?
- Is there a clear path towards certificate and degree completion for the student to follow after high school?
- Do the courses and opportunities in the pathway prepare students for future educational and career opportunities in the same field?

While answering these questions, partnerships may then identify courses that should be removed, added, or replaced as well as adjustments that can be made to clarify the pathway and provide as many opportunities as possible for as many students as possible.

It is important for partnerships to note questions and concerns that arise as they brainstorm a pathway and to identify answers and solutions collaboratively, with input from the high school and the college.

To the right is an example of the dual enrollment pathway brainstorming from the Dual Enrollment Pathway Institute from Norwalk La Mirada USD and Cerritos College.



ASSESS EDUCATION AND EMPLOYMENT OPPORTUNITIES

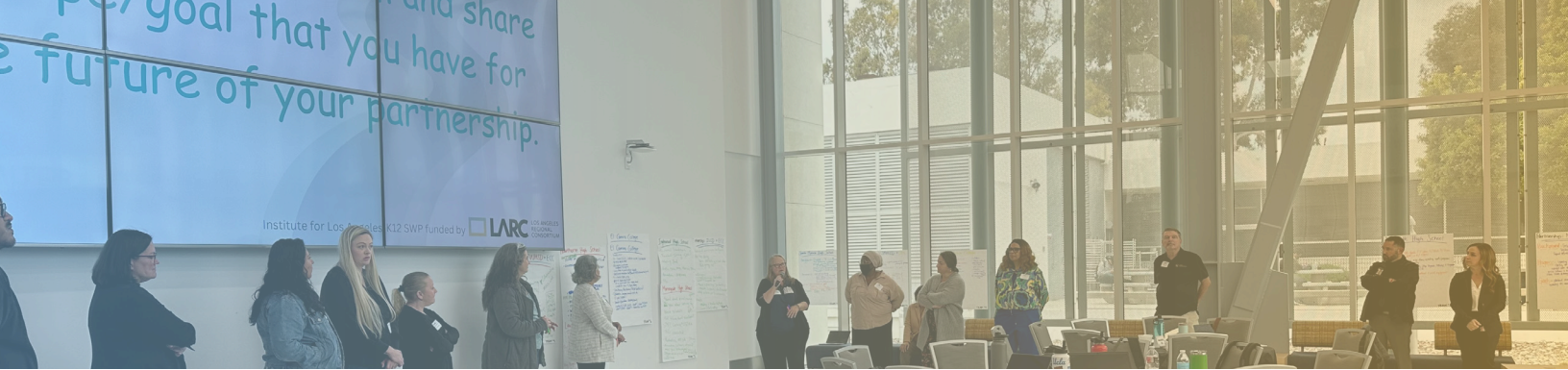
When designing dual enrollment pathways that will set students up for success in college and career, partnerships should consider local educational and employment opportunities that will be available to students after high school. Pathways that would require students to relocate to further their education or start their career may impose additional barriers to completion and successful employment for students from low income families, students with familial obligations, or students with special needs that limit them from living on their own or away from home. Students and their parents should be informed of the post-high school opportunities that their participation in dual enrollment pathways will lead them toward.

Partnerships in Los Angeles can utilize [LARC's Regional Plan](#) to review current labor market data for their region and ensure that new dual enrollment pathways will prepare students for high-wage and high-demand careers.

The table below provides an example of the information that the Dual Enrollment Pathway Institute team from ABCUSD and Cerritos College gathered to investigate educational and career opportunities for four potential dual enrollment pathways at Artesia High School.

Assessing Education & Employment Opportunities

		Pathway Option #1: Medical Assisting	Pathway Option #2: Cloud Computing	Pathway Option #3: Cybersecurity	Pathway Option #4: Sports Medicine
Certificate	Certificate(s)	Cerritos College- Medical Assisting Certificate of Achievement	Cerritos College- Computer and Information Sciences: Cloud Computing Certificate of Achievement	Cerritos College- Computer and Information Sciences: Cybersecurity	Cerritos College- Athletic Injury Management Certificate of Achievement
	Job Options	Medical Assistant	Jr. Systems Security Analyst	Computer User Support Specialist	Exercise Trainers and Group Fitness Instructors
	Salary Range	\$39,000 - \$62,000	\$46,788 - \$57,600	\$39,000 - \$108,000	\$28,000 - \$89,000
Associate Degree	Associate Degree(s)	Cerritos College- Medical Assistant Associate of Arts	Cerritos College- IT Support Specialist Associate of Science	Cerritos College- Computer and Information Sciences: Cybersecurity	Cerritos College- Exercise Science: Athletic Trainer Aide
	Job Options	Medical Assistant	Computer Network Support Specialists	Computer Network Support Specialists	Exercise Trainers and Group Fitness Instructors
	Salary Range	\$39,000 - \$62,000	\$38,000 - \$97,000	\$44,000 - \$114,500	\$28,000 - \$89,000
Bachelor's Degree	Bachelor's Degree(s)	CSU Long Beach- Bachelor of Science in Nursing (BSN)	CSU Fullerton- Bachelor of Science in Computer Science	CSU Fullerton- Bachelor of Science in Computer Science	CSU Long Beach- Kinesiology, Option in Fitness
	Job Options	Registered Nurse (RN)	Computer Programmer, Information Security Analysts, Computer Network Architects and more.	Computer Programmer, Information Security Analysts, Computer Network Architects and more.	Personal Trainer, Strength and Conditioning Specialist, Wellness Coach and more.
	Salary Range	\$94,000 - \$141,000	\$93,400 - \$125,200	\$78,000 - \$208,000	\$38,000 - \$81,000



EVALUATE STUDENT INTEREST

One of the most important considerations for a new or expanded dual enrollment pathway should be student interest. Partnerships should be creating awareness among students for pathways and the opportunities that they will lead to and gauging student interest through various means, starting before high school and continuing with follow up throughout high school.

Centinela Valley UHSD collects survey responses from all incoming 9th grade students to rank their preferences of existing pathways as well as their interest in potential new pathways at the high school.

In **Inglewood USD**, early exposure to pathways in junior high like their Animation and Film Awards Night has led to an increase in requests from students and parents for animation courses at the high schools.

IDENTIFY SCHEDULING, LOCATION, AND MODALITY PREFERENCES

Identifying when, where, and how potential dual enrollment courses could be offered can help partnerships determine which pathways will be the most accessible to their students as well as which ones are the most viable options for implementation.

- **Scheduling.** When could the courses be offered? If courses are outside of the school day or in the summer, will students face barriers with transportation or other time commitments? Scheduling dual enrollment courses during the day requires additional planning and preparation, but can help remove barriers to access.
- **Location.** Where could the courses be offered? If the course cannot be offered on the high school campus, will transportation be provided for students?
- **Modality.** How could the courses be offered? There are several course modalities (in-person, online asynchronous, online synchronous, or hybrid), but partnerships should consider which will be the best fit based on the students' learning styles, availability of resources and supports, and the content of each course.

IDENTIFY INSTRUCTOR PREFERENCES AND QUALIFICATIONS

Identifying available instructors and creating instructor pipelines are crucial to the sustainability and success of dual enrollment pathways. Dual enrollment courses may be taught by faculty assigned by the community college or by high school teachers who meet the community college's [minimum qualifications](#).

Partnerships can brainstorm their instructor preferences and options by considering the following:

- Does the high school have CTE instructors with at least an associate degree and several years of industry experience?
- Does the high school have instructors with master's degrees in the relevant discipline?
- Is the college open to having qualified high school instructors teach the college courses through dual enrollment?
- Are faculty from the college willing to teach dual enrollment courses at the high school?

In addition to these considerations, partnerships should ensure that their preferences for and assignment of instructors for dual enrollment courses are aligned with their local agreements, policies, and processes.

El Camino College and Inglewood USD are working with their academic divisions and human resources departments to determine which teachers meet minimum qualifications to support their need for more dual enrollment instructors.

IDENTIFY PLANNING AND IMPLEMENTATION TEAM

Planning for the implementation of a dual enrollment pathway requires participation and input from staff from various positions and areas at the high school and college. Implementation teams should include, but do not need to be limited to, the following:

- College and high school program leads
- College and high school instructors
- College and high school counselors or advisors
- College and high school deans
- College and high school department leads
- College admissions lead
- College scheduling lead
- K-12 pathway coordinator



PLAN FOR IMPLEMENTATION

SELECT COURSES AND PLAN COURSE SEQUENCE

Once a partnership has decided on which pathway they want to implement, they will need to determine which courses they will offer, the sequence of courses, and how they will staff each of the courses. After the pathway is mapped out, partnerships should also consider services and activities that they can embed to increase access, provide student support, and ensure success. Partnerships should also identify any areas they still need to investigate before launching their pathway.

Medical Assisting Pathway at Artesia High School

Designed by ABCUSD and Cerritos College

Through the Dual Enrollment Pathway Institute, the team from ABCUSD and Cerritos College recognized the need to add a pre-HS and 9th grade option so students were better prepared for the pathway, as well as a 12th grade option for work-based learning to create a natural transition to the college program.

Term & Grade Level	Before High School	9th Grade	10th Grade	11th Grade	12th Grade	After High School
Summer				Medical Assisting Course at College (Optional)	Medical Assisting Course at College (Optional)	Continue in Medical Assisting Pathway at Cerritos College
Fall	Introduction to Medical Careers - HS CTE Course <i>Instructor:</i> Middle School CTE Teachers		Medical Assisting 60 & Health Occupations 53- Dual Enrollment Courses <i>Instructors:</i> Cerritos College Faculty & HS CTE Teacher	Medical Assisting 161- Dual Enrollment Course <i>Instructors:</i> Cerritos College Faculty & HS CTE Teacher	Medical Assisting 68 Internship- Dual Enrollment Course	Inform students of certificate, degree & career opportunities.
Spring		Counseling 101A & Counseling 101B- Dual Enrollment Courses <i>Instructor:</i> Cerritos College Faculty	Medical Assisting 64 (Hybrid)- Dual Enrollment Course <i>Instructors:</i> Cerritos College Faculty & HS CTE Teacher	Health Occupations 54 & Medical Assisting 64- Dual Enrollment Courses <i>Instructors:</i> Cerritos College Faculty & HS CTE Teacher		
Increasing Access <ul style="list-style-type: none"> Parent information that is targeted Targeted student recruitment EL Counselors Flyers Counseling Team Expansion Automated phone calls 		Providing Student Support <ul style="list-style-type: none"> Medical Assisting Orientation Co-teaching model for support to student success Peer mentorship Dual Enrollment Counselors 		Ensuring Success <ul style="list-style-type: none"> Monitoring course grades Completion of its CTE Pathway Completion of college certificate Retention of all 30 students in pathway 		Areas to Investigate <ul style="list-style-type: none"> What would the course sequence be after high school to complete a certificate, associate degree, and/or bachelor's degree? Are there limits to how much work experience and internships that a student can do?

EXPLORE SCHEDULING AND INSTRUCTOR OPTIONS

Determining when the classes will be offered and who will teach them are some of the most technical aspects of planning a dual enrollment pathway. Start by level setting with your partners to make sure everyone has a shared understanding of how scheduling works for the high schools and the community college. Partnerships should then discuss which dual enrollment schedule will best meet the needs of students, especially those who may face additional barriers when trying to participate in classes at certain times of the day or in certain modalities, such as students with limited access to transportation or internet or students who have familial or work obligations before or after school.

Partnerships will need to develop or refine mechanisms for onboarding, training, and supporting college faculty and high school instructors teaching dual enrollment courses. If the college and high school do not have instructors for the courses, partnerships may need to recruit new hires. Some partnerships with limitations on high school instructor qualifications and/or scheduling limitations have developed collaborative models. In these models, courses are assigned to college faculty (either some days of the week or online) and also have high school teachers assigned to the classroom to support the students. Collaborative teaching models are a strong practice for providing student and instructor supports in dual enrollment.

Santa Monica High School has dedicated three-hour blocks in their 12th grade schedule, making it easier to schedule college classes during those times.

Artesia High School has a CTE credentialed teacher with the students on the days that the faculty is not onsite to provide additional support and work-based learning experiences, and to reinforce the lessons from the college course.

DETERMINE NECESSARY EQUIPMENT AND MATERIALS

Dual enrollment courses, especially CTE courses, may require specific facilities and equipment. The facilities and equipment must meet the standards required by the college to ensure alignment with the college curriculum and learning outcomes. Partnerships should consider the facilities and equipment available to them, as well as what funding they may need to improve or add to what they have.

Examples of dual enrollment funding sources:

- Perkins funding
- K-12 general funding
- K-12 Strong Workforce funding
- Community college base allocation funding
- LCAP funding
- CCAP and Early/Middle College grants
- Golden State Pathways Program grants

Cerritos College is supporting **Norwalk-La Mirada USD** in acquiring equipment, supplies and technology with SWP funding so that their high school facilities replicate the college and industry standards.

PLAN OUTREACH, AWARENESS, AND ENROLLMENT WITH A FOCUS ON EQUITABLE ACCESS

Plans for outreach, awareness, and enrollment should focus on promoting equitable access to the dual enrollment pathway. Partnerships can use the following questions to examine access to their dual enrollment programs.

- Which students do not currently have access to dual enrollment in high school?
- What barriers prevent these students from participating in dual enrollment?
- Can these barriers be addressed with this new or expanded pathway?

Responses from Dual Enrollment Pathway Institute Teams

Populations with the least access to dual enrollment were multilingual students and students with disabilities.

Largest barrier to participation is a lack of awareness, followed by tedious enrollment processes.

To address barriers, sites need training on intentional enrollment and more funding to provide support services.

Outreach and Awareness

When gaps in dual enrollment participation exist, partnerships should think of new methods and relationships that they can leverage to reach underrepresented student populations. After considering their own access gaps and barriers to participation, the teams from the Dual Enrollment Pathway Institute shared the following ideas for how they could improve outreach and awareness for dual enrollment.

Ideas for Improving Outreach & Awareness for Dual Enrollment

- Establish a Dual Enrollment page on district and school website.
- Create eye-catching flyers and posters detailing the pathway.
- Make pathway information available at registration, back to school night, parent academy, and open house events.
- Provide early exposure to pathways for students in middle school.
- Send targeted emails to parents in English and Spanish.
- Host multilanguage parent information nights.
- Hire former students to serve as influencers, mentors and tutors to increase awareness, assist with onboarding and tutoring to ensure successful completion of dual enrollment courses.
- Promote community college courses and pathways to parents at school events to enhance their own skills and careers.
- Schedule dual enrollment presentations at school board meetings and throughout the community with chambers of commerce, Rotary Clubs, veteran organizations and churches.
- Host transfer workshops connected with HBCUs.
- Host engaging events and workshops to help attract and educate potential students.
- Participate in local and regional career fairs to showcase the program’s benefits and career prospects.

Enrollment

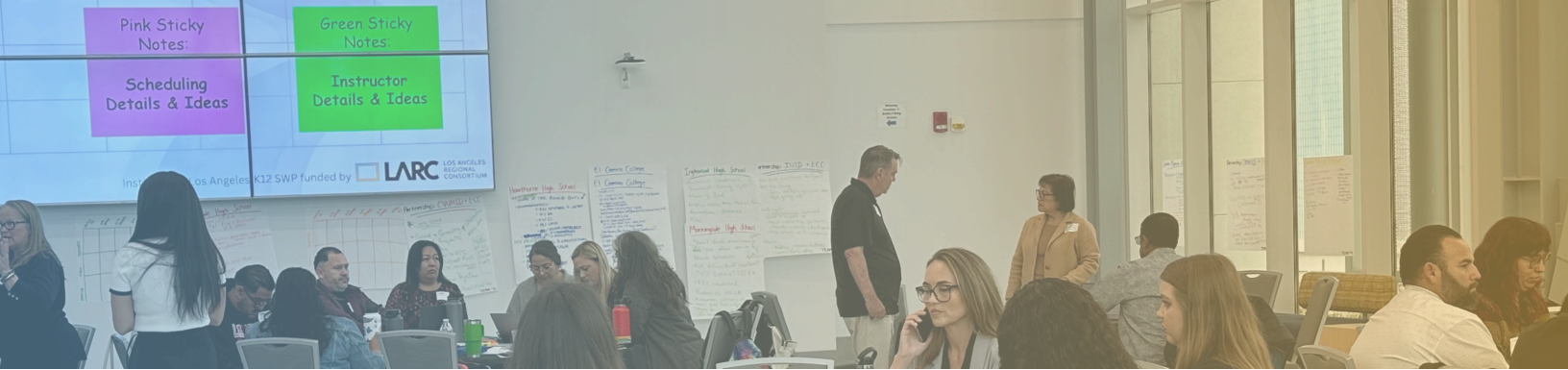
Getting through the enrollment process for dual enrollment courses is often one of the largest barriers for dual enrollment staff and students. Simplifying and streamlining this process is key to supporting new and expanded dual enrollment pathways. Colleges have used common approaches to remove enrollment barriers, including:

- Simplifying and clarifying policies.
- Providing students with support through the enrollment process.
- Establishing regular communication structures between partners.
- Leveraging technology to streamline processes.

The team from Inglewood USD and El Camino College established the following enrollment timeline for their new and existing dual enrollment pathways.

El Camino College is in the process of transitioning their manual enrollment process to an automated process using an online platform called DualEnroll.com.

Sample Enrollment Timeline from Inglewood USD and El Camino College Team	
March-April (Fall Courses) October (Spring Courses)	May-June (Fall Courses) November-December (Spring Courses)
<div><div>1. Coordinate with high school administrators and college faculty to determine course offerings, prerequisites, and registration timelines.</div><div>2. Develop a clear registration timeline and communicate it to all stakeholders.</div><div>3. Ensure all necessary paperwork and forms are prepared and available.</div><div>4. Prepare course catalogs, registration forms, and guidelines.</div><div>5. Schedule information sessions and workshops to inform students and parents about dual enrollment options.</div><div>6. Advise students on course selection, ensuring courses fit within their academic plan and meet high school graduation requirements.<div><div>▪ Assist students in completing necessary forms and obtaining required signatures from parents or guardians.</div><div>▪ Provide guidance on college readiness and academic preparation for dual enrollment courses.</div></div></div></div>	<div><div>7. Provide logistical support for registration sessions and ensure adequate resources are available.<div><div>▪ Maintain accurate records of student registrations, course enrollments, and communications.</div><div>▪ Assist in resolving registration-related issues and inquiries from students, parents, and staff.</div></div></div><div>8. Registration Period<div><div>CTE Advisor<div><div>▪ Facilitate registration sessions where students can submit completed forms and receive any additional guidance needed.</div><div>▪ Address any registration-related questions or concerns from students and parents.</div></div></div><div>College Advisors<div><div>▪ Monitor registration progress and address any technical issues with the registration system.</div><div>▪ Review and approve course registrations, ensuring students meet eligibility criteria and prerequisites.</div></div></div><div>Students and Parents<div><div>▪ Complete registration forms accurately and submit them along with any required documents.</div><div>▪ Monitor email and communication channels for updates on registration status and next steps.</div></div></div><div>Administrative Support<div><div>▪ Staff registration sessions to provide assistance and answer questions.</div><div>▪ Collect and organize completed registration forms and documents for review and processing.</div></div></div></div></div></div>



PLAN FOR EMBEDDED STUDENT SUPPORTS

Embedding student support services within dual enrollment courses and pathways can help give students their best chance at succeeding in their college courses. High schools and colleges should coordinate which services each institution already has in place and how they can work together to bring these services to the dual enrollment students at the high school. Some partnerships share the cost of providing services, while others split the services provided between the high school and the college. Types of student support services that partnerships should consider include:

- Enrollment Support
- Academic Support
- Disability Services & Accommodations
- Supplemental Instruction
- Advising/Counseling
- Intervention & Drop Support
- Peer Mentorship

Dual Enrollment Pathway Institute Teams Planning for Embedded Student Supports

Supplemental Instruction

ABCUSD & Cerritos College will have a supplemental instructor dedicated to the pathway to ensure that students receive targeted assistance tailored to the specific requirements of the program. This additional support can clarify difficult topics and provide valuable practice opportunities.

Intervention & Drop Support

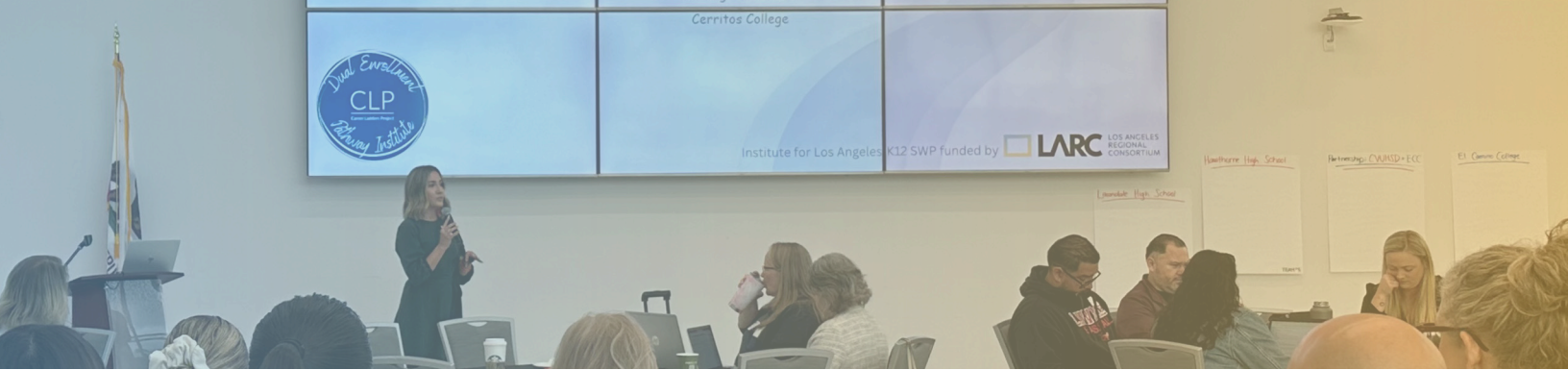
Pasadena City College & Gabrielino High School counselors and staff will check in on students every week. This will include reviewing relevant deadlines, planning intervention for students who are in danger of failing, reviewing drop process/procedures, and preparing to support students through the drop process.

Disability Services & Accommodations

Pasadena City College & Gabrielino High School will address accommodations jointly. The high school will inform the college of students who need accommodations and the college dual enrollment staff will inform their disability services team and support students in navigating the process to receive accommodations.

Supplemental Instruction

ABCUSD & Cerritos College will provide peer mentors to guide students in the pathway. Mentors will be students who have successfully completed the program themselves so that they can provide advice, encouragement, and assistance with navigating coursework and program requirements.



SET GOALS FOR STUDENT AND PROGRAM SUCCESS

Partnerships should set goals and put plans in place for monitoring progress before launching new dual enrollment pathways. Common indicators for success include participation rates (enrollment), retention rates, success rates, completion rates, and matriculation rates. By disaggregating data (by age, race/ethnicity, gender, socioeconomic status, EL designation, etc.), partnerships can also identify any gaps in participation or success in dual enrollment and set goals for closing these gaps over time.

While goals will vary based on the mission and vision of each dual enrollment partnership, a template for sample goals provided for the Dual Enrollment Pathway Institute teams is included below.

Sample Dual Enrollment Pathway Goals

- At least _____ students will enroll in this pathway each year.
- This pathway will increase access for students from the following underrepresented populations:
 - _____
- At least _____% of students will be retained in each course in the pathway.
- Each course will have a success rate of at least _____%.
- At least _____% of the students who begin the pathway will complete all courses in the pathway sequence.
- At least _____% of the students who complete the pathway will matriculate to _____.

CONCLUSION

There are countless considerations and decisions to make when designing and preparing to implement a dual enrollment pathway. Even after the first courses are scheduled and the first cohorts of students are enrolled, there will be the need for continuous quality improvement. Partnerships should regularly review data together, discuss challenges, and make changes to the pathway and services as needed. Learnings and reflections made throughout the implementation process can help inform professional development for instructors and staff, identify ways to improve the student experience, and prepare teams for designing and implementing future opportunities.





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Career Ladders Project promotes equity-minded community college redesign. We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change — and enable more students to attain certificates, degrees, transfers, and career advancement.

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The Los Angeles Regional Consortium (LARC) is the coordinating body for the 19 community colleges in Los Angeles County. It serves to coordinate, collaborate, organize, and facilitate interaction in the region to ensure workforce training is provided to all in a way that is accessible, efficient, responsive, data-driven and improves outcomes. Our mission is to bridge the gap between LA's workforce with the employers fueling our cutting-edge economy. By collaborating with K-12 partners, universities, high-road employers, and key industries, we align effective curriculum and workforce training programs to create seamless pathways to college and career readiness. This approach closes the supply-demand gap and enhances economic and social mobility for LA County residents.

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