



# Equitable Dual Enrollment Policy to Practice Guide

By Career Ladders Project

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To access a web-based version, visit

<https://careerladdersproject.org/resource/equitable-dual-enrollment/>



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# Introduction

## The Charge for Dual Enrollment in California

Current intentions for dual enrollment in the state of California are set forth in the [Governor's Roadmap for Community Colleges](#) and [Vision 2030](#) from the California Community Colleges Chancellor's Office. The charges for the field are clear:

- Increase the number of dual-enrolled students earning 12 or more units of college credit by high school graduation.
- Close access gaps in dual enrollment offerings, ensuring historically underrepresented students are served by dual enrollment.
- Provide equity in access, support and success of students.

Multiple [studies](#) have shown that students who participate in high-quality dual enrollment programs during high school are more likely to graduate high school, enter college, and persist in college to completion. [Research](#) shows that when dual enrollment is designed for quality and equity, students who are most underrepresented in postsecondary degree attainment—young men of color, students from low-income families, and students who are the first in their families to attend college—often benefit the most. [Evidence](#) also suggests that students who start with lower GPAs experience similar gains.

Dual enrollment provides an introduction to postsecondary education for first-generation college students and their families. It offers a low- or no-cost way to earn college credit and can help students obtain degrees faster. It can also serve as a powerful equity strategy when it intentionally prioritizes underserved students and is integrated into holistic college guided pathways designed to support student completion of degrees and certificates.

## How to Use this Guide

The Equitable Dual Enrollment Policy to Practice Guide is intended for practitioners implementing the early college credit option of dual enrollment in California. Building on the work of the original [Dual Enrollment Toolkit](#) published in 2016, the guide takes into account the significant legislative reforms enacted since that time, along with lessons learned by practitioners teaching and learning during and after a global pandemic, and an infusion of state, federal and philanthropic funds to support expansion of equitable dual enrollment.

This guide comprises eight content-specific sections that, while related, can also be used independently. There is also a [Resources](#) section with links to web-based tools, research, and organizations focused on dual enrollment. Sections contain items such as examples of promising practices, equity considerations, getting started guides, frequently asked questions, and resources related specifically to the section topic.

Centering equity is foundational to impactful and high-quality dual enrollment. Each section includes special attention to equity considerations. Equitable dual enrollment can be quantifiably measured by disaggregating data on participation and success by race/ethnicity, gender, pathway type, and other factors. Equity can also be qualitatively measured by partnering with the community to better understand their needs and experiences. Our hope is that dual enrollment partnerships move beyond treating equity as a “checkbox” end point, instead recognizing equity as an iterative transformation focused on increasing opportunity and achievement for students across California who have been historically underserved by these opportunities.

## A Note on Terminology Used in the Guide

**Dual enrollment** is used in many different ways in California. For the purposes of this guide, the term is a description of a student’s enrollment status for students who are enrolled in both college and high school at the same time.

**Faculty** is the term the guide uses most often to describe the person who teaches college classes that enroll students who are also in high school. Depending on local partnership agreements, that person may be formally employed by a college or by a high school. Because the classes are college classes, however, any person who teaches those classes is a college faculty member who has met the requirements to teach that particular course. The guide also uses the term **instructor** when focusing on the instructional aspect of the role.

In this guide, we often refer to **historically underserved** students in postsecondary education. The descriptor refers to students from groups who have had limited access to postsecondary education or to high-quality educational supports or services. Because this descriptor encompasses a student’s experience in a given educational institution, it has both quantitative and qualitative dimensions. Depending on the context, the guide also uses the term **historically underrepresented** in postsecondary education, which speaks to quantifiable representation of the access and success of groups of students. Students of color—particularly students who identify as Black, Indigenous or Latine—have often been both underserved and underrepresented. Historically, structural inequities in educational institutions produced outcomes and experiences generally predictable by race and other forms of identity.

It’s important to note that different datasets use various descriptors and definitions for student groups, especially when describing race and ethnicity, and no single terminology is perfect. Students’ identities are also complex and intersectional. Race, ethnicity, socioeconomic status or class, gender, gender identification, sexual orientation, diverse-ability, age, religion, national origin, immigrant status, and others—all are facets of identity that influence how students experience and are impacted by our educational institutions. Identities are also deeply shaped by experiences, such as those of justice-impacted students. Similarly, students in rural communities, foster youth, youth experiencing homelessness, English language learners and students who are parents or caregivers, may all have differing experiences of postsecondary education. Data for dual enrollment in particular does not capture the various identities students may hold. For example, many datasets do not account for factors such as income status,

gender identity, or specific ethnic identities that may be subsumed within broader racial categories like Asian or Latine.

**Disproportionate impact**, according to the California Community Colleges Chancellor's Office (CCCCO), "occurs when a subset of students based on student characteristics, such as age, race and gender, are unjustifiably experiencing lower outcomes compared to the total student population" (CCCCO, 2022, [Percentage Point Gap Method](#)). A disproportionately impacted group may therefore need more access to student services and additional support to reach success. Addressing disproportionate impact requires analyzing data, identifying inequities, and implementing focused interventions to achieve equitable outcomes.

Note that a [formal definition of disproportionate impact](#) is provided in Title 5 of the California Code of Regulations for the express purpose of assessment and placement. The California Community Colleges are legislatively mandated to use at least one common methodology to measure disproportionate impact, making it easier to measure and track equity gaps in outcomes. This method can assess "disproportionate impact across a variety of indicators, including those in the Student Success Metrics, successful course completion, ESL & basic skills completion, degree and certificate completion, transfer, and others." See CCCCCO 2022, [Percentage Point Gap Method](#).

For a more detailed explanation of disproportionate impact and methodologies for assessing disproportionate impact, see [Using Disproportionate Impact Methods to Identify Equity Gaps](#), by G. Sosa, Research and Planning Group, issued 2017, revised 2022.

# Structures and Policies



## Structures and Policies: Overview

To help high school students and adults who are pursuing a high school diploma or GED get a head start on college, California has introduced several dual enrollment options that connect community colleges and high schools. These opportunities are designed to meet the unique needs of local communities while giving students the chance to experience college before graduating from high school. This section explores the structures and policies that create meaningful early college opportunities for students, advance equity, and strengthen collaboration between educational systems.

Developing student-centered, equity-driven dual enrollment is key to expanding access and fostering success, especially for students from communities that have been historically underserved by postsecondary education. When schools and colleges work together to build supportive structures, they can align policies to remove barriers and create a more seamless transition to postsecondary for students and families. This cooperation around structure and policy fosters a deeper understanding of shared expectations and responsibilities, enhancing student access, support, and success in dual enrollment.

## Dual Enrollment Structures in California

For the purposes of this guide, structures are defined as the various ways dual enrollment is organized in California and the infrastructure that institutions build to support dual enrollment. These structures are legislatively defined, yet local partnerships are able to shape many aspects of implementations to meet the needs of the students and communities they serve.

There are many different ways a student can access dual enrollment in California, as illustrated in the chart, [Dual Enrollment Structures](#) (see excerpt below). These vary from highly structured middle- and early-college high schools to little-to-no structure for students who sign up for college courses individually and on their own.

| More 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      |

## Structure Definitions

**Middle College High Schools (MCHS)** are located on a college campus, as set forth in Ed Code, and are designed to mitigate the dropout rate for at-promise students (see Education Code [11300](#)). An MCHS has a special designation by the California Department of Education. MCHSs are supported in part [through a grant](#) managed by the California Community Colleges Chancellor's Office. **Early College High School (ECHS)** is a small autonomous high school that allows a student to earn a high school diploma and up to two years of college credit while in high school (see Education Code [11302](#)). ECHSs have a special designation by the California Department of Education. The location of an ECHS is not specified in legislation.

### A Note on Programs

Unlike other forms of dual enrollment, early college programs and middle college programs are not legislatively defined and should not be confused with ECHSs and MCHSs which are entire schools. Sometimes "early college program" is used as a descriptive marketing term to convey to students and families that dual enrollment opportunities—either CCAP or non-CCAP—are available.

**College and Career Access Pathways (CCAP)** are partnerships governed by a formal CCAP agreement and empowered through legislation (Ed Code [76004](#)). There are many legally required elements of CCAP agreements. Some distinguishing features include:

- CCAP is designed for students from groups who have been historically underrepresented in postsecondary education or who are not already college-bound.
- Students do not pay tuition or fees for supplies and textbooks.
- Classes may be closed to the general public and the college may still claim apportionment, if the course meets certain requirements including being offered during the regular high school day.
- The dual enrollment experience is designed along pathways to transfer, career technical education, college and career readiness and/or high school graduation.
- Students may take up to 15 units of college credit per term, if specific requirements are met:

Ed Code [76004 \(p\)](#) states, "A community college district may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term in courses offered at the community college campus or the participating high school campus, if all of the following circumstances are satisfied: (1) The units constitute no more than four community college courses per term. (2) The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article. (3) The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential."

**Non-CCAP** refers to partnerships governed by agreement or individual admit covered by Education Code section [48800](#). This is distinct from CCAP, which falls under Ed Code [76004](#). Non-CCAP is designed for “advanced scholastic and vocational work” (Ed Code [48800](#)). Courses must be open to the general public, if the college will claim apportionment. Partnerships may close the courses to the general public if they are not funded through apportionment but through a different mechanism, such as a grant or contract with the high school. These types of dual enrollment existed before CCAP legislation and often had a career technical education focus. For more about the differences, see [CCAP and non-CCAP Partnerships](#).

- **Individual Dual Enrollment** is when a high school student is admitted to the college as a special admit student and enrolled in college courses of their own choosing outside of a legislatively-defined program. The goal is to provide access to “advanced scholastic and vocational work” (Ed Code [48800](#)). It is important to note that, while there is no legislated program for individual dual enrollment, partnerships are still able to create support and add structure to this kind of dual enrollment. For example, high school counselors can suggest courses and colleges can provide support to help students navigate the enrollment process.
- **Non-CCAP Partnerships** are governed by a formal agreement or memorandum of understanding (MOU) and must comply with Ed Code section [48800](#). These kinds of agreements existed before CCAP legislation and often had a career technical education focus. Non-CCAP MOUs may close the courses to the general public, if they are not funded through apportionment, but through a different mechanism, such as a grant or contract with the high school.

## Equity Considerations in Choosing Structures

When deciding which type of dual enrollment structure to offer, consider the local context and which structure offers the most equitable solutions. A [February 2024 PACE report](#) found that, among types of dual enrollment, CCAP had the smallest access gaps by race and by socioeconomic status. An [August 2023 PPIC report](#) showed that student participation in CCAP is relatively equitable; Latine and Asian students were proportionally represented, while white and Black students were slightly underrepresented.

**Los Rios Community College District (LRCCD)** undertook a major revision to their dual enrollment policies and procedures in an intentional effort to remove barriers and provide more equitable access to dual enrollment. The policy and regulation changes removed barriers to dual enrollment participation such as prerequisites to enrollment and cumbersome approval processes before enrolling in classes. LRCCD’s work to revise regulations resulted in revised definitions, a streamlined admissions process that reduced

frequency of applications and consent forms, a reduced number of steps in the appeals process, clarification of FERPA regulations, and removal of exclusionary wording based on “advanced academics” in favor of a more [asset-based approach](#) to dual enrollment programming.

The LRCCD workgroup overseeing the revisions explained the district’s goal in the [Los Rios District Equity and Student Success Committee Charter](#): “Denying access to eligible students undermines our strategic goals and commitment related to equity. Aligning our process with regulation and law as well as policies, practices and forms across the district will remove access barriers for all students, but in particular our disproportionately impacted students.”

Implementing more equitable dual enrollment opportunities starts with understanding the needs and context of the students the partnership intends to serve, and then deciding on a structure that best fits those needs. Schools and colleges can consider the following in choosing a dual enrollment structure for their partnership. Which structure:

- Allows for more access for students historically-underserved by postsecondary education?
- Enables the student supports to meet students’ needs?
- Removes common barriers such as fees, supply costs, or transportation?
- Supports the college and career aspirations of students and families?

## Dual Enrollment Policy

Dual enrollment in California is governed by a body of law and regulation that establishes the structure, standards, guidelines, and policies necessary for its implementation. Educational institutions must operate within these parameters. Below are the key components that provide the legal and policy foundation for dual enrollment:

[California Education Code](#) codifies laws passed by the state legislature through senate and assembly bills and signed by the governor. These laws define the eligibility criteria, funding mechanisms, and overall governance of dual enrollment as well as the community college system and the K-12 public school system. The Education Code also covers the University of California and the California State University systems.

[Title 5 of the California Code of Regulations](#) encompasses administrative regulations for education, as authorized by legislation codified in California Education Code. It details the operational aspects for both K-12 and community college systems. Specific divisions within Title 5 provide more granular guidance:

The [Dual Enrollment Policy to Practice Guide: Policy Table](#) provides a summary of state dual enrollment law and policy organized by topic with links to full-text references.

- [Division 6: California Community Colleges](#) is set by the Board of Governors for the California Community Colleges. This division outlines the rules and procedures for community colleges, including the responsibilities of colleges participating in dual enrollment agreements.
- [Division 1: K-12 Education](#) is set by the California Board of Education. This division provides regulations for K-12 education, including the responsibilities of school districts participating in dual enrollment agreements.

**Local Community College District Policies.** Each community college district in California adopts policies to implement dual enrollment in alignment with state laws and regulations. These policies address specific operational details such as course offerings, faculty qualifications, and collaboration with K-12 partners.

**Local School Board Policies.** School districts develop policies to support dual enrollment in areas such as dual credit. These policies ensure that dual enrollment aligns with the district's educational priorities and provides equitable access to students.

### Example: Policy Parameters for Parental Consent in Dual Enrollment

|                                    |   |
|------------------------------------|---|
| <b>California Education Code</b>   | <b>Education Code Section 48800</b> requires parental consent for a high school student to take community college courses             |
| <b>Title 5 Code of Regulations</b> | <b>California Code of Regulation Title 5 Section 56700</b> states that when parent consent is given it is presumed for future classes |
| <b>College District Policy</b>     | <b>College District</b> creates policy to store parent consent and link to student record   |
| <b>Implementation</b>              | <b>Implementation</b>   |

## State Policy

Since 2015, California has seen a steady wave of reform and support for dual enrollment. The timeline below shows the evolution of major dual enrollment policy and investments over the past ten years.

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

→ **California Community Colleges Roadmap**

Close equity gaps in access and increase percentage graduating high school with 12 or more 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 count towards 15-unit max for CCAP

## Common Misconceptions About State Policies

| Misconception  | Response   |
|--|--|
| Dual enrollment is only for academically high-performing students in high school.  | <p>The Education Code governs dual enrollment through two sections: section <a href="#">48800</a> for non-CCAP and section <a href="#">76004</a> for CCAP. CCAP focuses on expanding access for underrepresented or non-college-bound students by creating seamless pathways to college and careers. Non-CCAP provides advanced academic or vocational training for students deemed ready for college coursework.</p> <p>For more details, see <a href="#">What is the Difference? College and Career Access Pathways (CCAP) and non-CCAP</a>.</p>   |
| Dual enrollment partnerships can't offer college courses that are in the high school core requirements.  | Governing boards must provide alternative means for students to meet high school graduation requirements. Education Code <a href="#">51225.3(b)</a> lists examples of ways to meet this requirement, including work experience, demonstration of skill, courses at regional occupational centers or programs (ROP/ROC), independent study, and credit earned from postsecondary institutions.  |
| High schools are penalized in Average Daily Attendance (ADA) with dual enrollment.   | <p>Education Code <a href="#">46141</a> sets the minimum instructional day at 240 minutes (about four classes), and <a href="#">46146.5</a> sets it at 180 minutes (about three classes) for early and middle college high schools. Most high schools exceed these minimums with six-class days.</p> <p>Schools can claim full ADA if students meet the minimum instructional minutes. College courses claimed for apportionment must occur outside these minutes. The California Department of Education recently clarified that early and middle college programs require only 180 minutes to claim full ADA. See the CDE <a href="#">dual enrollment FAQ</a> for more information.</p>  |
| Partnerships can set a minimum GPA for students to participate in dual enrollment.   | <p>Because high school students in dual enrollment are college students, there are very few ways in which they can be treated differently than other college students. As open access institutions, California community colleges do not require certain GPAs or test scores to be eligible for admission. Therefore, they cannot require certain GPAs or test scores of younger students. Colleges can utilize GPAs as a part of guided self-placement for students to place themselves into a math or English course, and to help determine what level of corequisite support might be needed.</p> <p>See <a href="#">Title 3 76000-76004</a>, <a href="#">Legal Opinion 16-02</a>, <a href="#">Title 3 78210-78219</a>, <a href="#">SB 1456</a>).</p> |
| Colleges can require students to submit high school transcripts and social security numbers as a condition for participating in dual enrollment. | Title 5 contains the rules and regulations adopted by the Board of Governors for the California community college system. In November 2023, Title 5 was amended to add section <a href="#">56700</a> , which clarifies that colleges may not require students to provide high school transcripts or social security numbers as a requirement for admission in dual enrollment.   |

| Misconception  | Response  |
|--|---|
| Undocumented students are only allowed to participate in dual enrollment if they pay international student tuition.                                | Education Code section <a href="#">74140(a)(4)</a> allows special part-time admit students who are immigrants to be exempt from paying nonresident tuition and fees.  |
| Colleges can require dual enrollment students to submit a CCCApply application and a parent consent and school recommendation form every semester. | <p>The frequency of CCCApply completion is a local college district decision. Education Code <a href="#">48800(a)</a> requires a principal's recommendation and parental consent for high school students to attend college, but does not specify how often it must be renewed.</p> <p>Title 5 section <a href="#">56700</a> states that parental consent applies to all courses until revoked in writing.</p> <p>For CCAP dual enrollment, Education Code <a href="#">76004(c)(1)</a> requires only one parent consent, principal recommendation, and application for the duration of participation.</p>   |
| Homeschooled students cannot participate in dual enrollment.   | Homeschooled and independent study students can access dual enrollment by meeting eligibility requirements, obtaining parental or program administrator approval, and completing necessary forms like CCCApply and consent documents. Students select courses that align with their academic goals and comply with state homeschool or independent study guidelines. Fees are often waived for CCAP dual enrollment, while non-CCAP may involve additional costs.   |
| College and high school partnerships cannot share student data and information due to FERPA requirements.  | <p>The Family Educational Rights and Privacy Act (FERPA) is a federal law. There are many ways that a college and high school can share student data in a dual enrollment partnership. They include two basic categories: 1) data sharing with student consent, and 2) exceptions to the student consent requirement.</p> <p>Some dual enrollment partnerships include a FERPA consent form as a part of their enrollment process. Exceptions to the written consent requirement include: directory information, school officials with legitimate educational interest, audits and evaluations, studies, and health and safety. For a more detailed explanation, see <a href="#">Understanding Federal Privacy Law and Dual Enrollment</a>.</p> |

## Local Policy

The governing boards of school districts and community college districts approve board policies and administrative procedures or administrative regulations. Board policies are locally determined, but they need to be in compliance with policies of their respective state governing boards, which in turn need to comply with state and federal law.

State law sets broad parameters. Policy—both state and local—provides more clarity for areas in which the law is either silent or ambiguous.

To ensure more equitable access, a partnership can perform an equity audit of local policies at both the college and high school districts. The audit could address questions such as: Are there policies that are barriers for student participation, like a GPA requirement? If so, are those



policies in compliance with state law? Institutions may have outdated, restrictive policies because of bureaucratic inertia. Changing those policies to bring them into compliance with state law and support students is a step towards providing more equitable dual enrollment.

### **Example: Dual Credit**

Dual credit is when a student receives high school credit for passing a college course. Education Code [48800\(c\)](#) states that, “A pupil shall receive credit for community college courses that the pupil completes at the level determined appropriate by the governing boards of the school district and community college district.” Education Code [51225.3](#) requires school boards to adopt alternative ways for students to meet high school graduation requirements and gives examples such as work experience, courses at regional occupational centers or programs (ROC/ROP), independent study and college courses.

Local school boards decide on the policies and procedures for dual credit; this includes determining how much high school credit to award for college courses, and what academic areas qualify. High school districts may determine that no credit is appropriate, but should consult legal counsel in determining whether they are in compliance with Education Code if they choose not to award credit.

## Getting Started with Revising Policy and Structures for Equity

Local policy can remove barriers for more equitable dual enrollment, or it can create barriers. Below are some policy approaches that support more equitable dual enrollment.

### Dual credit

K-12 school boards are empowered to apply successfully completed college courses as credit towards high school graduation via board policy. The local school board also determines other factors such as whether college credit will be applied towards high school subject requirements or as electives, and limitations on the total amount of credit that may be counted. The local board also determines the college-to-high school credit formula; for example, three college credits could be equal to 10 high school credits.

Having a transparent policy and equivalency list for dual credit can support students in their college journey. Honoring students’ college course work gives credit where credit is due. Merced Unified School District and Merced College created an [equivalency list](#) for awarding dual credit.

### Requirements for participation in dual enrollment

Because dual-enrolled students are college students, their participation is very similar to that of adult students. The only additional requirements that can be placed upon high school students enrolled in college courses, by California law, are the requirements for a principal recommendation and parent consent. No other requirements for participation are allowed, including GPA requirements or high school transcripts. GPA may be used to support placement in math or English courses. Colleges may place age restrictions on certain courses, but those

must be applied to all students regardless of enrollment status. An example could be to restrict a wine-making course to students who are 21 and older, or to restrict a firearm safety class to students who are 18 and older.

### Course offerings

Ideally, courses should accelerate a student's progress towards both high school graduation and a college certificate or degree. That means the course sequence should be designed along a pathway.

### Scheduling

Local policy around scheduling should primarily serve the needs of the students in terms of location, time and modality; the needs of the institutions should be secondary. For many partnerships, this means scheduling courses during the high school day.

### Instructors

Local policies that allow high school instructors who meet the minimum qualifications to teach college courses creates more opportunity for course offerings for more students and allows for scalability. It is important to include collective bargaining units for both college and high school instructors when creating policy around teaching college courses offered through dual enrollment.

### Data sharing for intervention

Local policies that allow instructors and counselors to more regularly and frequently share student progress will actively support student success. Examples of real-time data sharing include: weekly or biweekly grade reports to the student and high school counselor, the use of early alerts that include high school counselors, and high school counselor access to Canvas. See the [Data](#) section for more information.

### Data sharing for program improvement

Understanding the student experience beyond student course evaluations is imperative for improving programs. Partnerships can use surveys, interviews, and focus groups to collect data on the student experience to improve access, support, and success for more students in dual enrollment. See the [Data](#) section for more information.

### Consistency of policy across district

A common complaint among students and families is inconsistency of dual enrollment policies and procedures across colleges in the same community college district and across high schools in the same K-12 district. More uniform policies and procedures can create a more equitable experience for students.

## Resources

- [Dual Enrollment Structures in California](#)
- [What is the Difference? College and Career Access Pathways \(CCAP\) Partnerships and Non-CCAP Partnerships](#)
- [Dual Enrollment Policy to Practice Guide: Policy Table](#)
- [Creating a Dual Enrollment Partnership](#)

## FAQs

### 1. Do Middle Colleges start in middle school?

No. Middle College is short for Middle College High School (MCHS); they are high schools that enable students to earn college credit and are specially designated by the California Department of Education (CDE). Similarly, an Early College High School (ECHS) is also a CDE-designated high school where students can earn college credit. The primary difference between the two is that an MCHS must be located on a college campus, per Ed Code. Middle and early college *programs* are not defined in law; these are often used as marketing terms describing a program within a comprehensive high school that allows students to earn college credit. A program can start as early as middle school, typically in 8th grade, but that is uncommon.

### 2. Can ECHSs and MCHSs offer CCAP?

Yes. The CCAP agreement may be between a community college district and either a school district, county office of education, or charter school/charter school governing organization. As long as the ECHS or MCHS is governed by one of the allowable partners, it can be included in a CCAP agreement. An MCHS operating under a CCAP partnership agreement must comply with all of the sections of Education Code 76004.

### 3. Is there a limit to the number of college courses that can be offered through a CCAP partnership agreement?

No. However, students enrolled in college courses under a CCAP agreement may enroll in up to a maximum of 15 units, if all of the following circumstances are met: (1) The units comprise no more than four community college courses per term; (2) The units are part of an academic program that is part of a CCAP partnership agreement; and (3) The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

**4. Can a student participate in Non-CCAP individual dual enrollment and CCAP dual enrollment?**

Yes. The California Community Colleges Chancellor's Office guidance has determined that, if a student participates in both Non-CCAP individual dual enrollment and CCAP dual enrollment, then the student can enroll in up to a maximum of 11 units.

**5. I work in a school district with multiple high schools; one high school offers CCAP opportunities and the other high schools do not. How can I get other high schools included in the CCAP?**

CCAP agreements are between a community college district and either a school district, county office of education, or charter school school/charter school governing organization. It is up to the school district representative to negotiate including the different high schools in the agreement. If a CCAP is already in place, the district could add another high school with an addendum that includes the pathways, college courses and student supports to be added at that particular high school.

**6. Can we include adult schools as part of our CCAP agreements?**

Yes, as long as the adult school is serving students who are pursuing a high school diploma or high school equivalency certificate, and also wants to enroll students in college at the same time.

# Designing Pathways

## Designing Pathways: Overview

Intentionally designed pathways are important for dual enrollment because they provide a structure for both acceleration and success. Completing a planned sequence of college courses while in high school allows for accelerated time to certificate and degree completion. But designing the pathway is more than the sequence of courses, it includes the services and resources that support student success.

For students, a well-designed pathway guides career exploration, provides holistic support, and accelerates time to completion along a chosen pathway. When designed well, pathways begin with guided exploration of college and career to aid students in choosing a pathway based on both their interests and the potential to enter a high-wage, high-growth career path. Sometimes high schools already have a mechanism for this, especially if they have career academies or Linked Learning pathways. After students finish high school, college credits that they have earned should accelerate them towards their next education or career goal; this could be a certificate, an associate degree, or transfer within their chosen pathway. Dual enrollment is particularly effective as a means to accelerate college completion when the classes are offered as dual credit classes that count both as high school core requirements and college degree or certificate pathway requirements.

To design dual enrollment pathways, high schools and community colleges need to partner with local education and workforce partners to ensure pathways are aligned, coordinated, and collaborative. The planning, communication, and continuous improvement of dual enrollment pathways will support a successful intersegmental partnership. As you are planning, consider ways to sustain this intersegmental partnership over time.

## What is a Pathway?

The term pathway is used in a variety of ways in education. For the purposes of dual enrollment pathway development in California, we are defining a pathway as a structured program that leads to a degree or certificate and career. Pathways are made up of connected courses, experiences, and support services that enable students to advance over time to higher levels of education and training and, by extension, obtain better jobs that provide family-sustaining wages with benefits and advancement opportunities. Defining clear pathways is important because they provide students with a roadmap and support structure for college and careers.

This guide adopts a broad conception of pathways that includes both career education, also referred to as career technical education (CTE), and traditional academic disciplines with the understanding that every degree leads to a career and that all students need both academic skills and career preparation. Other legislation, systems, and organizations have put forth

concepts and definitions of pathways that are useful to consider in designing dual enrollment pathways:

- The California Department of Education (CDE) defines [CTE pathway completion](#) as a sequence of courses totaling at least 300 hours and completion of a capstone course.
- The federal Workforce Innovation and Opportunity Act ([WIOA](#)) promotes state and system alignment to workforce needs when designing pathways.
- California's [Golden State Pathways Program](#) states:

*“The purpose of the Golden State Pathways Program (GSPP) is to provide local educational agencies (LEAs) with the resources to promote pathways in high-wage, high-skill, high-growth areas, including technology, health care, education, and climate-related fields that, among other things, allow pupils to advance seamlessly from high school to college and career and provide the workforce needed for economic growth.”*

- The CDE explains [Perkins](#) as a “federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.”
- The Center for Law and Social Policy (CLASP) provides a [framework for career pathways](#) from secondary through postsecondary inclusive of apprenticeship and focused on a learner's career pathway over their lifetime.
- The California Community College Chancellor's Office (CCCCO) [Career Pathways Design](#) emphasizes industry-informed pathways inclusive of guided pathways.
- The Strong Workforce Program (SWP) and K12 Strong Workforce Program (SWP K12) provide allocated funds to community colleges and K-12 districts to enhance and expand CTE and workforce training that prepares students for high-wage employment in industries that meet regional labor market needs.

## What Does a Well-designed Dual Enrollment Pathway Look Like?

A successful pathway design allows for the course sequence to meet multiple requirements for graduation, transfer, certificates and degrees—including both general education and major requirements—and leads to high-wage, high-growth careers providing opportunities for advancement. They are designed so that if students switch pathways, excess units are kept to a

### Quick Tip

Community college career education programs have data that can help you plan a dual enrollment pathway that is in a high-wage, high-growth career field. Add the dean of career education to your design team to help you plan with careers in mind.

minimum. Limiting completion of excessive units is important when a student is no longer in high school and using financial aid to fund their education or to pay for life expenses while they complete their educational plan.

Well-designed pathways utilize a combination of high school and community college curriculum, college dual enrollment opportunities, and internships or pre-apprenticeship programs to transition students into college and career. Some pathways start as early as middle school with a pre-collegiate and career preparation course. This dual enrollment coursework starts in middle school or high school and continues through to college with nested credentials and degrees that support students in earning college degrees and accessing higher wage jobs.

## Three Key Elements to a Well-Designed Dual Enrollment Pathway

### Intentionally Sequenced Experiences

Well-designed dual enrollment pathways often begin with a first course focused on college and career exploration and planning to build college-going navigational capital. Choosing the remaining experiences in the pathway depends on a variety of considerations including the placement of work-based learning opportunities. See [Getting Started: Designing Dual Enrollment Pathways for Equitable Completion](#) for a checklist and guiding questions.

### Embedded Student Supports

Partnerships should think through student support while designing pathways. Plan to have support for students before they start the pathway courses, during the semester, and throughout their journey to completion. See the [Supporting Student Success](#) section for more ideas about embedding student support in the pathway design.

### Data-informed Planning and Iteration

Planning to capture data, assess success, and identify areas of growth or iteration should start with the initial design of the pathway. Pathway design teams should be sure to identify data needs. See the [Data](#) section for more detailed guidance.

## Design for Equitable Student Outcomes

The United States has a history of sorting students into rigid, career-focused “tracks” in which white, middle class students were destined for academic or white-collar careers, and Black, Latine and low-income students were tracked into lower-paying blue-collar or domestic careers. This was a way to [maintain racial segregation in American schools](#). Given the context of tracking, it is important that partnerships do not reproduce that legacy of racial or gender segregation as they design pathways.

Partnerships are working to address historic and systemic barriers to success. In an equitable student pathway, student success outcomes would not be predictable by race, ethnicity, gender,



socioeconomic status, disability status, or any other demographic data. Partnerships should determine early how they will collect and identify disproportionate impact. As a regular practice of continuous quality improvement, partners can regularly examine disaggregated data on access, retention, and success. (See the RP Group’s [Using Disproportionate Impact Methods to Identify Equity Gaps](#) for more information.)

When establishing pathways, consider student and community interest and aspirations as well as labor market needs. Pathways should lead to jobs that pay family-sustaining wages and “[credentials of value](#).” Equitable student outcomes for dual enrollment pathways means that all students receive the resources, opportunities, and support to access and succeed in the pathway.

When recruiting and enrolling students, look at the data. Are any student groups underrepresented in any particular pathway? Consider race, ethnicity, gender, socioeconomic status, multilingual/English language learner status, and disability status. It is important to identify student populations who might be underrepresented so the partnership can purposefully conduct outreach, recruit, and engage students from those groups. To ensure that dual enrollment pathways are equitable, partnerships should work closely with the community to understand where opportunity gaps exist and where resources are needed. See the [Outreach and Recruitment for Historically Underserved Students](#) section for more guidance on designing for equitable outcomes.

## Dual Enrollment Pathways at McFarland High School

[McFarland High School](#) enrolls about 940 students each year. The high school counselors partner with Bakersfield College and local middle schools to work with all 8th graders to ensure that, by the time they get to 9th grade, every student has a completed college application on file. Their efforts also ensure that every incoming 9th grade student and their family has had the opportunity to learn about the dual enrollment pathways at McFarland, understand the benefits of each pathway, and explore how their college and career interest will be served by dual enrollment pathways offered at their future high school.

### 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 |

### Success Tip

McFarland High School counselors attest much of their success with enrollment to a Bakersfield Early College Mentor. This was a student worker who was onsite at the high school and at enrollment workshops helping students and counselors navigate the college systems, checking on enrollment holds, and processing necessary forms.

## How Students Learn About the Pathways

Counselors at McFarland’s feeder middle school introduce the dual enrollment pathways to students in their first 8th grade one-on-one meeting with the students. The McFarland High counselors then follow up by going to middle schools to orient the students to the dual enrollment pathways available to them at the high school. They discuss the first two classes in the pathway for students who start a pathway in 8th grade—College and Career Preparation and a Music History class.

The Bakersfield College dual enrollment team also provides information days and enrollment workshops for the 8th graders to help them get the college applications completed before they graduate 8th grade. A Bakersfield College counselor is also assigned to work onsite at McFarland High School one day a week to provide navigational support and college guidance.

## How Caregivers Learn About the Pathways

The high school and college dual enrollment teams also hold caregiver information sessions where parents/guardians or other caregivers meet with the high school counselors and receive information about the dual enrollment offerings. These presentations explain the benefits of dual enrollment, the importance of doing well in the first two dual enrollment classes and the rigor of the associate degree pathway. The goal of these early communication efforts is to help students and parents understand the opportunity provided by dual enrollment pathways and the differences in the pathway options.

## How Students Are Supported to Explore

All students are provided the opportunity to participate in a dual enrollment pathway. Students complete an interest survey in 8th grade, in the first semester of 9th grade with the student

development class, and again in the second semester of 9th grade as part of the exploration of college and career. This is used to help identify which dual enrollment pathway the student might be most interested in. The high school counselor uses the information in the survey in one-on-one meetings with students to guide them toward the pathway that they are interested in pursuing, encouraging students to try the pathway they are most excited about while also encouraging them to not be afraid to reach for the associate degree pathway if that fits their life and schedule.

The high school and college counselors explain to both students and caregivers that the student's mental health is paramount, emphasizing the need to consider how the student can ensure they have a balanced high school experience while participating in a dual enrollment pathway. When a student is struggling academically, they are still encouraged to participate in a pathway. Counselors support students to make a "success plan" to help them manage their time and the workload. Students are never discouraged from pursuing one pathway or another. When students are struggling academically but want to pursue the most rigorous pathway, the Spanish AA-T pathway, they are supported to do so. Similarly, when students who are excelling academically express interest in a less rigorous academic pathway, the counselors talk them through the benefits of the associate degree program to encourage the student to try it.

## How Students are Supported Through the Pathway

The following table highlights key ways students are supported in dual enrollment pathways in the McFarland and Bakersfield partnership.

| Student Support Intervention | Description   |
|------------------------------|---|
| Mid-semester Check-in Survey | The survey helps counselors identify the dual-enrolled students who may be overwhelmed in college courses. Counselors meet with students who indicate that they are struggling to see how they can help.  |
| Celebration of Milestones    | The counselors work to celebrate every milestone that students achieve, from submitting their application to completing their first class and throughout their pathway. These celebrations help to build community by bringing students together to celebrate each other and their successes. It also helps keep students motivated by recognizing progress and celebrating the pathway journey and educational goal.   |
| Regular One-on-one Meetings  | The high school counselors are assigned a caseload of students by academic year. Each counselor meets with their assigned students to provide regular touchpoints at the beginning, middle, and end of the semester where students can share their experiences and have an opportunity to get connected to support resources. The counselors also meet with students as needed when they may be struggling in a class. Counselor-to-student ratios are a factor with this intervention. |
| Progress Updates             | A high school teacher is in each classroom with the community college faculty. Throughout the semester, the high school teacher provides the high school counselors with progress updates to alert them about students who may benefit  |

| Student Support Intervention | Description   |
|------------------------------|---|
|                              | from a one-on-one check in with a counselor. The high school teachers can also provide this kind of communication support for the college instructor, especially if the class is online or hybrid.  |
| Pathway Communication        | Counselors and other support staff work to keep students engaged and excited about the pathway that they are on in their one-on-one meetings, through pathways events, and on registration days. Their goal is for every student to be aware of the pathway they are on, the transferable skills they are learning, the degree and certificate options available to them either in high school or after high school, the economic benefits of earning a college degree or certificate, and the personal growth opportunities offered in dual enrollment pathways. They also support students to understand the community that is built in the pathways and in college. They find this communication helps students to stay connected and motivated. |

## What Success Looks Like for McFarland High School

Out of the 210 students who graduated from McFarland High School in 2024:

- 208 (99%) took at least one dual enrollment class
- 119 (57%) completed a pathway
- 99 (47%) earned a degree or certificate from Bakersfield College
- 44 (20%) earned an associate degree for transfer in Spanish

## Getting Started: Designing Dual Enrollment Pathways for Equitable Completion

### Assess Your Starting Point

The first step focuses on information gathering and data analysis. You might try creating a storyboard or a visual representation of this starting point to support a dialogue among partners.

- ☐ **Identify students furthest from opportunity.** Review your student data to identify the student populations that are underserved or underrepresented in college access. Student populations furthest from opportunity can be identified by comparing the high school demographics and the community college demographics. Are there populations underrepresented in community college? Are there populations underrepresented in dual enrollment? Where there are fewer students enrolled in community college versus high school, there may be an access gap.

- ❑ **Identify populations impacted by high expulsion, high absences, and lower graduation rates.** Are there current efforts to re-engage these students through dual enrollment? How are these students currently supported to re-engage in high school, college, and career planning?
- ❑ **Examine current pathways.** What are the current pathways that exist at the high school or community college? Do you want to expand on any of them? Is there something missing? Do you want to build a new pathway? Do the high school pathways align with the community college pathways? Are you ensuring students are not tracked into either career education/CTE or transfer based on their race, ethnicity, gender, or socioeconomic status?
- ❑ **Identify high-wage and high-growth regional sectors for potential pathways.** What are high-wage and high-growth career fields in your region that the community college has developed pathways around? Are there further training opportunities in the region or local area that lead to high-wage jobs or careers?
- ❑ **Assess current instructor capacity.** Who will teach the classes? Can high school teachers teach community college courses? Will the high school allow college instructors to come on the campus during the school day? Are community college faculty interested in teaching at high schools? Are there high school teachers who meet minimum qualifications to teach college courses? Is there an opportunity for high school teachers to share pedagogical strategies with college faculty?
- ❑ **Determine employer engagement.** Do you have employers that might be interested in offering work-based learning opportunities such as field trips, guest presentations, project ideas, job shadowing, pre-apprenticeship programs, internships, or direct work experience?
- ❑ **Review current partnership agreements.** Identify existing agreements or partnerships with K-12, colleges, and community based organizations that support intersegmental alignment and cooperation. Assess your partnerships and all existing agreements. Are there agreements that you can build upon to add or strengthen dual enrollment? Are there agreements that need to be modified?

### Partnership Example

In the fall and winter of 2019-20, Hartnell College hosted a series of three convenings—focused on the agriculture, health, and education sectors—to support the college’s vision for improving students’ employment opportunities. The convenings brought together students, instructors, counselors, and external partners—including employers, K-12 districts, CSU Monterey Bay, the Monterey Bay Workforce Development Board, and guests from other colleges. These gatherings, which included student and employer panels and dynamic group discussions, revealed diverse perspectives on the current state of work-based learning at the college, strengths and challenges of these current offerings, and opportunities to respond more effectively to the needs of students and employers.

Participants learned about industry trends and hiring practices, and they heard moving student stories about work-related experiences that had proved meaningful and beneficial to their future employment. The implementation plan, [Better Careers at Hartnell College](#), describes Hartnell's existing assets as a starting point and proposes a system of employment-focused support. The report concludes with a proposed staffing plan, timeline, and work plan to guide creation of this college-to-career model. (Better Careers at Hartnell College: Creating a System to Connect College to Career, Career Ladders Project, 2020)

## Plan a Course of Action with Your Partners

This section can support partnerships to begin planning dual enrollment pathways that best meet the needs of the community.

- **Establish a design team.** Develop a workgroup or design team that includes key dual enrollment roles. These could include community college faculty, deans, vice presidents, high school instructors, assistant superintendent or director over curriculum, high school counselors, community college counselors, Strong Workforce Program (SWP) pathway coordinator, a current or former dual enrollment student, and others specific to your partnership. As you are putting together your team, consider the following questions:
  - Who needs to be at the table to make decisions about which pathways to work on and to begin mapping out courses?
  - Who needs to be at the table to ensure the partnership is designing for equitable outcomes?
  - How will the team ensure they are keeping students at the center of the decision making? In other words, how are they prioritizing students' needs and student success in making design decisions?
- **Map pathways.** Begin by reviewing the data and information you found in the previous step, Assess Your Starting Point. Use the questions below to begin conversations with your partners about aligning the high school and community college pathways. Can the general education course sequences for the high school partners provide a guide for what year and semester to offer courses, especially when students earn both high school and college general education credit?
  - What pathway is the most viable option based on regional workforce needs, college pathways available, student interest, and instructor availability?
  - What core competencies are needed in the pathway courses and what courses support students to gain those skills?
  - What course sequence does the community college discipline faculty recommend for students to complete the degree or certificate?
  - Are courses offered on a schedule that will allow a student to complete the degree or certificate in a reasonable timeframe?
  - Are there work-based learning opportunities embedded in the program? Are there age requirements for those experiences? How can those experiences support student retention and completion of the pathway?

### Quick Tip

Consider pre-requisites in designing the course sequencing.

- Consider support and interventions for students in dual enrollment. How will you ensure that they are successful and supported? Do you have an early alert mechanism that can support students? Do you have tutoring support that dual enrollment students will be able to take advantage of? See the [Supporting Student Success](#) section of this guide for additional information and resources.
- **Assess facilities, equipment, and materials needs.** Does the pathway program you have decided to develop have specific facilities and equipment needs? Are there specific materials that students will need as part of the program? How can the partnership ensure those needs are met?
- **Plan class schedule.** Determining when the classes will be offered to students can be one of the more challenging and technical aspects of planning dual enrollment pathways. Start by level setting with your design team to make sure everyone has a shared understanding of how scheduling works for high schools and community colleges. Discuss the benefits and challenges of offering dual enrollment within the school day. What dual enrollment schedule will best meet the needs of students furthest from the opportunity to attend college?
- **Make a plan to identify, onboard, and support instructors.** Successful dual enrollment pathways have instructors who want to teach college courses and are supported by both the high school and community college. Discuss which high school teachers or community college faculty may be ready and available to teach courses offered through dual enrollment. Do you have instructors who share the demographics of the students served? Where do you have gaps for instructors in your pathway courses? Make a plan to recruit and train faculty to fill those gaps.

#### College Examples

Some colleges are leveraging Program Pathway Mapper to communicate pathway options to students and families. See examples from [Reedley College](#) and [Chaffey College](#).



## Next Steps: Prepare for Implementation

Use the steps in the following table to help your partnership prepare for implementation.

| Implementation Preparation To Do List | Description  |
|---------------------------------------|--|
| Plan for Outreach and Enrollment      | <p>Create an outreach plan for students and families furthest from opportunity, and for recruitment of students and instructors. Develop an enrollment plan. Successful implementation of dual enrollment pathways should have clear roles and responsibilities for outreach, recruitment, and enrollment.</p> <p>Review the sample list of roles and responsibilities in the <a href="#">Outreach and Recruitment for Historically Underserved Students</a> section of this guide.</p>  |
| Onboard Instructors                   | <p>Onboard faculty to teach dual-enrolled students in the relevant context or environment. If teaching in a prison or jail, ensure faculty have proper clearance.</p> <p>Refer to the <a href="#">Instructor Onboarding</a> section of this guide for ideas about how to ensure your instructors feel supported.</p>   |
| Plan for Just-in-time Support         | <p>Before implementing the pathway, ensure there is a plan to capture data that will enable partners to identify struggling students during the semester and evaluate success for disproportionately-impacted groups at the end of the semester. Successful dual enrollment partnerships are consistently reviewing data to take action to support students; this could be by connecting students to support or by re-evaluating pathways or course offerings.</p> <p>Refer to the <a href="#">Data</a> section of this guide for more details on collecting and using data to inform equity in access and success in dual enrollment.</p> <p>Identify the mechanism you will use to monitor student progress and engage an early alert mechanism or system to support communication. Before implementing, make sure you also have alternative on- and off-ramps for students who may be struggling.</p> <p>See the <a href="#">Supporting Student Success</a> section of this guide for additional considerations and tips for student success.</p> |
| Plan to Iterate                       | <p>Make a plan for continuous quality improvement. This may include an annual meeting where partners review the disaggregated data together, discuss challenges, and iterate on the pathway design as needed. This annual reflection and planning meeting can also serve as a place for identifying resource needs that can be included in annual program review to support sustainability. Work to prepare data dashboards or other tools</p>   |

| Implementation Preparation To Do List | Description  |
|---------------------------------------|--|
|                                       | that provide the dual enrollment design team access to retention and success data. Use this data and other feedback students have provided to plan for the following semester. |

## Implementation Preparation for Dual Enrollment in Specific Contexts or Institutions

When implementing dual enrollment pathways in contexts outside of traditional high schools, make sure to consider the needs of the community and the restrictions that may exist in the facility. Use the recommendations below as a starting point:

**Adult and Continuation Schools.** Adult and continuation school students who are seeking their high school diploma or equivalency may also participate in [CCAP pathways](#) and enroll in community colleges through [dual enrollment](#), if they are enrolled in a school district or county office of education (COE). Dual enrollment pathways for students in adult education or continuation programs should be designed to help students earn their high school diploma. The courses offered should be ones that grant students dual credit, accelerate them towards their high school diploma or equivalency, and get them started on a path to a college certificate or degree and a career that offers a family-sustaining wage.

**Juvenile Facilities, Community and Alternative Schools.** The [CCCCO's Juvenile Justice Program](#) was created to “help youth throughout the state transition out of the justice system and into higher education.” Colleges can work with juvenile detention facilities to coordinate dual enrollment pathways onsite or remotely for students in these centers. The school district or county office of education and the college should select courses that help students advance towards earning their high school diploma and expose them to college and career pathways that they can transition to and complete at the college when they transition out of the state system. Each facility will have its own limitations on when and how courses can be offered, and it is essential that instructors and support staff are properly trained to support justice-impacted students and facility protocols.

**Career Education Centers.** When designing career education pathways, there is often an added element of equipment and facility requirements. School locations may be limited in space or funding needed to provide the proper facilities and equipment for certain college programs, so it is important to review these needs and options before marketing and scheduling courses. Several partnerships have benefited from utilizing facilities at regional occupational centers or at the college, depending on proximity to these locations or the ability to provide transportation. The [Strong Workforce Program \(SWP\)](#) has funded several high school and college collaborative career education programs, and is a potential resource for partnerships expanding or starting new career education dual enrollment pathways.

**County Offices of Education.** Colleges may also enter [CCAP partnerships](#) with COEs to offer dual enrollment pathways for students enrolled in schools and programs under that COE. These

programs often serve students from specific populations, many of whom may be transitory, so many of them are independent study or hybrid programs. Partnerships should consider courses at the college that are designed for and have success with the intended modality. Students in these programs may have more flexibility to enroll in courses at the college or online, but may still benefit from additional supports and structures that can be included in a well-designed dual enrollment pathway.

## Resources

- [Career Pathways Mapping Toolkit](#)
- [K-16 Transitions in a Guided Pathways Framework](#)
- [Dual Enrollment and Guided Pathways Converge for Equity](#)
- [Pathway map examples](#)
- [Dual Enrollment Pathway Implementation Roadmap](#)
- Dual Enrollment Work-based Learning: [Wonderful Career Pathways](#)

## FAQs

1. **How do we help prevent dual-enrolled students from acquiring excessive units when taking college classes? How do excessive units impact a student's financial aid?**

Federal financial aid is limited to 150% of the units required for an educational goal. If the goal is a 60-unit associate degree, federal aid is limited to 90 units. Some STEM degrees have higher unit requirements than non-STEM degrees. Designing pathways that ensure students don't come close to the threshold will protect students from negative financial aid impacts. Staying as close as possible to the required units for the pathway is ideal.

2. **Can students receive both college and high school credit for college courses?**

Yes. Students receive college credit for credit-bearing courses they pass with a C or higher. The school district can also grant credit for these courses, a process known as "dual credit." Granting high school credit in the same subject area as the college course ensures high school students aren't doubling up on both college and high school courses. This allows for more equitable participation, particularly for students who have obligations beyond school, such as working or taking care of family members.

3. **Do CCAP pathways need to result in certificate or degree completion in high school?**

[Legislation](#) requires that CCAP pathways are “seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.” Courses should be selected and scheduled in a sequence that gives students a head start towards college certificates and/or degrees, but the student does not need to be able to complete the certificate or degree while in high school for it to be a CCAP pathway.

**4. How do partnerships ensure the pathway will have faculty to teach the courses?**

Working with your partners to identify high school and community instructors who meet minimum qualifications to teach the courses is a good first step. Partnerships that have successfully scaled dual enrollment leverage both high school teachers who meet minimum qualifications and community college faculty to ensure staffing needs are met.

# Scheduling

## Scheduling: Overview

Scheduling courses can be one of the more challenging and technical aspects of implementing dual enrollment pathways. Resources from this section can help partnerships make sure everyone on the team has a shared understanding of how scheduling works for high schools and for community colleges. Partnerships will need to discuss the benefits and challenges of offering dual enrollment within the school day and determine which dual enrollment schedule will best meet the needs of students, particularly those of students farthest from opportunity. Scheduling is distinct from selecting the specific courses and building the pathway. See the [Designing Pathways](#) section for more information.

This section of the guide will walk partnerships through five essential questions to consider and discuss when scheduling dual enrollment classes:

1. Requesting Courses. What is the process?
2. Modality. How will we offer the classes?
3. Location. Where will we offer the classes?
4. Schedule. When will we offer the classes?
5. Instructors. Who will teach the classes?

### 1. Requesting Courses. What is the process?

Once a partnership has designed the pathways and determined which college courses they would like to offer, it is essential for there to be a process for how and when class sections should be requested from the college. Setting up the process involves close attention to timelines and the needs of the high school and specific college departments. Factors to consider include:

#### Deadlines

Colleges usually begin their scheduling and staff assignment process at least a year in advance. Colleges should provide deadlines for requesting class sections to their high school partners on a regular basis. Requesting all the classes for both fall and spring, an entire academic year, can help ensure proper course sequencing and give partnerships more time to identify and prepare instructors and share opportunities with and enroll students.

## Points of Contact

Establishing points of contact can streamline communication between the high school and college. The people in these roles can be responsible to collect all of the information necessary to schedule classes. There are often several people involved in the process of forming a master schedule and organizing faculty assignments, so it is crucial that the high school and college dual enrollment leads know exactly who to communicate scheduling requests to, and what information they need to provide.

## Class Details

The information needed to request and schedule classes may vary by college and by partnership. Colleges should provide templates for requesting classes and scheduling details to their high school partners to ensure that they are collecting all of the information that they will need to schedule the classes.

## 2. Modality. How will we offer the classes?

Classes can be scheduled using various modalities. The most common modalities for classes are in-person, virtual, and hybrid. Hyflex is a newer modality that offers an innovative approach based on student choice. Class modalities are determined by each partnership based on several factors such as time available in the high school schedule, availability of instructors, availability of facilities, and student preferences. Additional descriptions and considerations for the common modalities for classes are included below.

### In-Person

Offering classes in person is often considered the best way to provide a more traditional college experience for high school students. Whether a class is taught by college faculty or a qualified, approved high school instructor, in-person classes give students more opportunity to engage with their instructor and experience the college classroom environment, on the high school or college campus.

### Virtual

Virtual classes can either be asynchronous, with no scheduled meeting times, or synchronous, with scheduled meetings times. High school students, especially those taking their first online class, may need additional support with navigating online platforms and may benefit from additional accountability measures and academic support, like check-ins with a high school teacher, tutor or counselor, as they progress through the online class.

## Hybrid

Hybrid classes combine in-person with online class time, which can be either asynchronous or synchronous. This option may be especially helpful with classes that require lab hours, which can be done in person, reserving lectures for online. Scheduling at least some of the class meetings in person can help partnerships fit college course schedules within the high school's term and also reduce the number of days per week that an instructor needs to go to the high school location. For days when the course does not meet online or in-person, the high school should consider where students should be at that time, what they should be working on, and if the students will need supervision and/or support.

## Hyflex

In Hyflex courses, students choose between in-person, asynchronous, or synchronous virtual instruction based on their needs. All students must meet the same learning objectives, and colleges may define the required mix of modes for full participation. Though a newer format, it shows promise in addressing diverse student learning needs with flexibility.

### 3. Location. Where will we offer the classes?

Classes can be offered on high school campuses, college campuses, or at other community locations.

#### In-Person Classes on the High School Campus

Offering college classes on a high school campus will typically require a formal agreement (i.e. CCAP agreement or MOU) between the community college district and the high school district. Under a CCAP agreement, the community college may close classes that are offered at a high school campus—either in person or using an online platform—during the high school's regular school day, restricting enrollment in the sections to only students at that high school. See the [Instructor Onboarding](#) section for suggestions on how to support college faculty teaching at high school sites.

#### In-Person Classes at the College Campus

Some partnerships find it beneficial to offer dual enrollment opportunities for students on a local community college campus. While formal agreements are not required for high school students to enroll in classes at the community college, having a CCAP agreement or MOU can help with defining the pathway and setting terms for enrollment, transportation, materials, data-sharing and other elements that are considered between partners that are designing a dual enrollment program.

If the college campus is not located within walking distance of the high school, the partnership should consider transportation between the high school and college location to help ensure



equitable access. Partnerships should also consider if they will be able to provide materials for students enrolling in classes at the college, especially if they are enrolling in the course as part of a program or pathway established between the high school and college. College and high school districts may voluntarily share apportionment, which may support the cost of texts and supplies (see [CCCCO Legal Opinion 16-02, question G](#)). When high school students are attending classes on a college campus for the first time, they may need additional support navigating the campus, accessing available resources, and interacting with adult peers.

If a high school does not have enough students to fill a class, or lacks the time or facilities to offer the class, colleges can strategically schedule classes at community locations where they can be accessed by high school students from multiple high school locations, as well as members of the community.

### **Partnership Example**

East Los Angeles College schedules dual enrollment classes in [partnership with community-based organizations](#) like the Central American Resource Center and the Salvadoran American Leadership and Educational Fund.

## **Virtual and Hybrid Classes**

Offering virtual and hybrid classes can be a great way to increase access for high school students, especially those in remote areas or those interested in a pathway that is not offered at their high school location. If possible, finding ways for students in online classes to interact with their course instructor during the term can strengthen the college experience for students. Some examples of this include scheduled office hours, the instructor visiting the high school classroom, and the class taking a trip to the college campus.

It is important to consider that students may not have access to computers and the internet outside of the school day. Partnerships may be able to provide additional resources to students who do not have adequate means to access and engage with the online course. Some high schools provide a designated class period and/or space on campus for students to receive ongoing support as they participate in their online course.

## **4. Schedule. When will we offer the classes?**

While classes that are embedded into the high school schedule tend to be more accessible for students who have other obligations or limitations on transportation, partnerships have utilized various scheduling methods to help students maximize the amount of college credit that they can earn while in high school.

## 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:

- Comprehensive high schools need to meet an average of 240 instructional minutes in a day to be able to claim state apportionment known as [Average Daily Attendance \(ADA\)](#).
- If the college course is scheduled outside of those 240 minutes (about four class periods), but still within the regular bell schedule, the high school has met their ADA for those students and can claim full apportionment without counting the college class minutes.
- The college can claim state apportionment for the class if the high school is not claiming it as part of their ADA.
- See the [CLP Dual Enrollment Scheduling Tool](#) for [examples](#) of classes scheduled during the school day, outside of the 240 instructional minutes that comprehensive high schools need to claim full ADA.
- Some structures for offering dual enrollment, including Early and Middle College High Schools and early and middle college programs, only require 180 instructional minutes to claim full ADA (see the [FAQ from the California Department of Education](#)). This opens more opportunities to schedule college courses within the school day.
- Consider scheduling implications for instructors. If the instructor is an employee at the high school, they would most likely be more comfortable with the course being scheduled five days a week, during a period of the normal bell schedule. If the instructor is coming from the college, going to the high school campus five days a week may be challenging. Partnerships can consider reducing class meeting frequency to two or three times a week by scheduling longer class meetings times or by adding online hours to the course (i.e., using a hybrid modality).
- Block scheduling at the high school, when classes meet for about 90 minutes on alternating days, is much more conducive to traditional college course schedules. Some high schools have changed to a block schedule to better accommodate dual enrollment.
- It's important to note that college courses offered through a CCAP partnership agreement may be closed to the general public only if they meet the following conditions: The course must be offered at a high school campus, either in person or using an online platform, during the regular school day, and the course must be part of the CCAP agreement. If courses are offered before or after the regular school day on the high school campus or at a community location, then they must be open to the general public.

## Scheduling Classes Before or After the School Day

Many partnerships have addressed the challenges of scheduling classes during the high school day by utilizing time directly before or after the school day. High schools can also extend the first or last period of the day to start or end outside of the normal bell schedule; this allows college classes to meet for more than 50 minutes, increasing the contact hours and lowering the frequency of class meetings per week. For example, classes that meet for 85 minutes count as 1.7 contact hours, and there are often enough weeks in a semester for classes that meet for 85 minutes at a time to meet only twice per week.

Scheduling classes outside of the high school day can create additional barriers to accessing dual enrollment opportunities and may interfere with students' extracurricular activities, jobs, or family obligations. It is important to consider these factors to determine what supports and resources can be built in to ensure students are set up for success and not shut out of dual enrollment opportunities. Partnerships should also consider additional needs for supervision, student transportation, and meals that may need to be provided for classes outside of the school day.

## Scheduling Classes in Evenings, Weekends and Summer Term

Partnerships may also find a solution to scheduling difficulties by offering classes in the evenings, on weekends, or over the summer. Evening and weekend classes could be held at the high school, at the college, online, or at community locations where other learners can access and benefit from them as well. Some classes may be easier to schedule over the summer, when there are fewer restrictions on schedules and facilities. Summer classes could be scheduled at the high school during or outside of the summer school session. Some colleges also host academies over the summer where they bring the high school students to the college campus to enroll in classes and get exposure to the campus culture and resources.

## Navigating Different Academic Calendars

Another challenge with scheduling classes is that high schools and colleges often have different academic calendars, holidays, breaks, and term lengths. It is helpful for partnerships to review the following together before scheduling dual enrollment classes.

**High school terms often start before community college terms.** High school and community college partners should work together to determine if they will start classes with the high school term, the college term, or on some other schedule. For a community college, the term in which a course is scheduled is typically determined by when the course ends, not when it starts. Knowing the end date for a course can help partners backwards map a schedule.

**College courses typically do not meet five days per week.** Because high school classes meet five days per week, there are usually more than enough contact hours available in the term to satisfy the requirement of the college course. Partnerships may use “extra” days and times in their schedule to start college courses later in the semester, which allows additional

time for outreach and enrollment, or to space out class meetings days, which provides time for supplemental instruction and other student support between class meetings. Partnerships need to factor these extra days into their program design.

**High schools have more “non-instructional days” than colleges.** High schools often have non-student days, minimum days, testing days, rally days, drills, and other scheduled events that would prevent a college course from meeting for the regularly scheduled time. These days should be considered as non-instructional days or “holidays” by the community college when scheduling courses. The [CLP Scheduling Tool](#) can help partnerships identify non-instructional days and determine course meeting days and times that will meet the required number of contact hours for each course.

**High schools and colleges have different grade deadlines.** Community colleges need to post final grades for all students (dual-enrolled and college) soon after the end of the term. Students need grades for college classes posted to their transcripts for transfer purposes and/or to satisfy prerequisites for other classes or programs. It is recommended that partnerships follow the same schedule as the community college in determining the dates for classes ending and collecting grades.

## 5. Instructors. Who will teach the classes?

Any instructor teaching a community college class must meet the [minimum qualifications](#) set by the California Community Colleges Board of Governors and any additional requirements of the college. College departments have their own processes to determine instructor qualifications and equivalencies.

### College Faculty Teaching Dual Enrollment

College department chairs and deans assign faculty to course sections based on the requests and needs for certain courses, availability of faculty, and capacity (load) of current or new faculty. When a high school requests that the college provide faculty to teach classes, it is important to consider the following:

**Instructor Assignments.** Scheduling assignments are offered to faculty based on a process within the college or department that usually factors in seniority, status, and how instructors were hired. Classes count in the overall teaching load for any faculty member employed and paid by the college. Ed Code section [87482.5](#) sets adjunct teaching load at 67% of full time, although faculty unions may negotiate a lower percentage. Colleges may be limited in their ability to hire new faculty to meet scheduling needs, even when the sections will meet a minimum enrollment. Some colleges may hire faculty specifically for classes offered through dual enrollment.

**Preparing College Faculty to Teach at the High School.** Navigating the high school campus and high school procedures may be challenging for college faculty. Providing orientations and introductions to the staff, students, and facilities can help faculty feel more comfortable and

included on the high school campus. Many college instructors have never taught high school-age students. Providing opportunities to learn about classroom management, pedagogy, and engagement for adolescents can better prepare instructors to teach in dual enrollment. See the [Instructor Onboarding](#) section of this guide for more information.

**Additional Requirements.** Teaching classes may add additional requirements and costs for faculty, such as travel time and costs, requests to update grades, submitting attendance, provisioning progress updates, recommending students for interventions or drops, and other activities. There may also be additional training or background requirements for college faculty teaching on the high school campus, such as mandated reporting training, vaccination requests, and fingerprinting. Some colleges provide stipends to compensate instructors for any additional requirements or costs.

**Engaging with Bargaining Units.** High school districts should consult with their teacher bargaining unit to discuss any concerns or barriers to college faculty teaching on the high school campus. Colleges should engage with faculty bargaining units to discuss issues or concerns and garner support among faculty.

## High School Teachers Teaching in Dual Enrollment

If partnerships are exploring opportunities to have high school employees teach classes, they should consider the following:

**Instructor Onboarding.** Instructors must apply and be approved by the college (usually the department chair, dean, and/or vice president) to teach courses. Each college has its own application, hiring, and onboarding processes. See the [Instructor Onboarding](#) section of this guide for more information.

**Additional Requirements.** There may be additional requirements of high school employees who are teaching classes. Additional time and cost considerations should be discussed with administration and teacher bargaining units; these may include orientation and onboarding requirements, training and professional development, department engagement, syllabus creation, enrollment and roster management, along with additional reporting requirements to the college like attendance, progress, and grades. Some high school districts provide stipends to compensate teachers for any additional requirements.

**Engaging with Bargaining Units.** Colleges should consult with faculty bargaining units to discuss any concerns or barriers to high school instructors teaching courses offered through dual enrollment.

## Collaborative Teaching Models (College Faculty and High School Teachers)

Collaborative teaching models, where the college provides faculty to teach the class some days of the school week or online and the high school assigns a teacher to support the students in the class, can provide the following benefits:

**Collaborative teaching models may provide a solution for partnerships that face barriers in finding high school instructors who meet minimum qualifications.** This model also may eliminate the need for college faculty to travel to high school campuses throughout the week.

**High school teachers can provide supplemental instruction and additional support for students.** The high school teacher can reinforce ideas and concepts covered in the class, offer structured time for students to do their homework, and provide support for navigating online learning management systems.

**High school teachers can support instructor and high school site needs.** As employees of the high school, these teachers can notify program leads and counselors of students who are struggling, collect class attendance, and help provide progress reports during the term. The high school teacher can also check in with the college instructor to see how they can support them and/or students who are struggling in the class.

## FAQs

### 1. Who can teach college classes?

The classes offered in dual enrollment are college courses, and are taught by a college instructor. The college instructor may work for the college full time or part time. They may also be a high school instructor who has met the requirements for teaching a college course. High school instructors who meet the requirements are vetted through a college process. In the case of a high school instructor who is qualified to teach the course, they do not need to be employed directly by the college.

### 2. What are the minimum qualifications to teach a college course?

The California Community Colleges Board of Governors sets the [minimum qualifications](#), but local colleges may have higher requirements. Generally, an instructor must have a master's degree in the discipline area. For example, to teach a college-level math course an instructor would need a master's degree in mathematics. In career and technical education, an instructor can generally have either an associate degree or a bachelor's degree coupled with years of professional experience in the discipline area; this is for areas that don't generally offer master's degrees. Colleges may also grant an [equivalency](#), if an applicant provides evidence of coursework and experience that is comparable to the minimum qualifications. Each college will have a process and committee for reviewing and granting equivalencies. Having instructors who meet the

minimum qualifications is a requirement for a college's accreditation and is essential to ensure the transferability of courses to the university level.

**3. Does an instructor from the college who is teaching on the high school campus also need a high school teaching credential?**

No. The course is a college course. The only time in dual enrollment when an instructor must have both the college minimum qualifications and a secondary teaching credential is if the high school is claiming ADA for the minutes in that specific college course.

**4. How do you know how many contact hours a college course needs to have?**

Community colleges must maintain Carnegie units, which include a formula for how long a lecture or lab course must meet, depending on the number of weeks a course runs and how often it meets during the week. College course meetings must be at least 50 minutes, and start times are only scheduled in 5-10 minute increments, so a course cannot start at 10:03, for example. This [computation table](#) shows how class meeting minutes are computed to contact hours. The college department that administers dual enrollment will know what their schedule requirements are, and the required lecture and lab hours for a course should be detailed in the course outline of record (COR) from the college.

**5. When does a class need to be open to the public?**

According to Ed Code section [76004](#), "a community college district may limit enrollment in a community college course solely to eligible high school pupils if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement." Classes that are scheduled outside of the school day and/or at the college campus are typically open to the public, depending on local policies and agreements at and between the high school district and community college. Regulations for restricting access to a community college course can be found in Title 5 section [58106](#).

**6. Can a high school and a college in a CCAP partnership receive average daily attendance and apportionment for the same dual enrollment instructional experience?**

No, only one partner is able to collect apportionment or average daily attendance for the instructional experience under Ed Code section [76004\(s\)](#).

# Instructor Onboarding



## Instructor Onboarding: Overview

Students who complete college courses during high school value faculty who offer a challenging and engaging curriculum balanced by a safe, supportive, and success-oriented environment. To prepare high school students to handle a college course's pace, rigor, and responsibility, faculty new to dual enrollment may benefit from intentional onboarding. High school teachers may need to know more about following the college course outline of record and effectively addressing student learning outcomes. College instructors may benefit from learning about class management techniques and developmentally appropriate and culturally responsive pedagogy and approaches.

Partnerships can support instruction in several ways—by helping faculty navigate college and high school systems and providing professional development and support with curriculum. In particular, faculty play a central role in increasing students' navigational capital. The [Dual Enrollment Empowerment Memo](#) from the California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate for California Community Colleges (ASCCC) notes, “College faculty create the first impression of college for new dually-enrolled students, teaching both content and college navigation.” To create a rich classroom experience, faculty must be supported with training and professional development. This will help ensure that dual enrollment can promote high school success, college enrollment, and postsecondary degree/credential completion for students.

In developing plans to provide onboarding and support for instructors, it's important to note that class schedules are a major constraint on instructors' time and availability. Partnerships should approach scheduling with instructional support needs in mind. See the [Scheduling](#) section for more information.

## Areas for Consideration

There are three primary areas to consider when onboarding college faculty and high school teachers to instruct college courses offered through dual enrollment partnerships. This is especially important for those new to the adjunct faculty role at the community college. The three areas are:

- **Logistics:** information specific to the high school site, college and/or high school management information systems, and procedures.
- **Pedagogy:** professional development designed to support high quality instruction.
- **Curriculum:** collaboration, scaffolding and policies.

## 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.

### 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.

## Strategies for Addressing Considerations

Dual enrollment partnerships take different approaches to onboarding—creating checklists and handbooks, and sharing information through virtual workshops and in-person convenings.

### Logistics

Faculty new to dual enrollment need information specific to the high school site and the college to become familiar with access, logistics, and procedures. One of the most important things is for faculty to have a contact person that they can reach out to as questions come up during the semester. Some partnerships create a one-page resource for instructors, including critical information and contacts. See [Designing Professional Development for Dual Enrollment Instructors](#) for some logistical considerations for onboarding instructors.

There are four essential areas to address: health and safety; learning management systems, attendance, rosters, and grades; campus and classroom procedures; and schedules.

**Health and safety.** There are many considerations around health and safety, and colleges and high schools may have different procedures. Faculty new to dual enrollment need to understand these procedures at the site(s) where they teach. This information is often site-specific, such as what to do in a medical emergency, where to go in case of fire or earthquake, and how to respond to threats or violent attacks. Each site may also have specific policies and training for [mandated reporting](#).

**Learning management systems—attendance, rosters, and grades.** An instructor new to the college must be familiar with the learning management system, how to report attendance and access various attendance reports such as census reports, and how to submit grades. Colleges often have different enrollment procedures for dual enrollment, so ensuring rosters are correct is especially important. Policies for noting absences and adding or withdrawing students from the course are often part of either Title 5 regulations or state law.

**Campus and classroom procedures.** High schools will have procedures for faculty to enter the campus, such as signing in and showing identification at the front desk. They will also have a procedure for faculty to access the classroom and other facilities on campus, such as adult restrooms, the teachers' lounge, printing areas, and the library. The high school may want teachers or staff from the high school to take attendance, and the high school may have procedures for students to follow if they leave class. If there is a high school teacher or employee in the class, these are some areas that they can support. When they create their agreements, partnerships can negotiate the level of access to the high school campus that instructors will have. Partnerships should ensure faculty understand how to [protect student privacy](#), which is governed by federal law, also known as FERPA. It's important for faculty to have a clear understanding of procedures required by the high school, such as attendance, hall passes, and what to do in an emergency.

**Schedules.** High school and college daily schedules and semester calendars usually do not align. Partnership agreements should address the following questions (see the [Scheduling](#) section for more information):

- What is the procedure if the college class time does not align with the high school schedule? For example, the college class may end a few minutes before the passing period begins.
- What if the semester start and end dates and non-instructional days do not align?
- How will the partnership deal with any non-instructional days in the high school calendar that are instructional days in the college calendar? (Non-instructional days include breaks and professional development days.)
- How will the class be supported if the high school academic semester begins before (or ends after) the college academic semester?
- How will the partnership ensure instructional minutes for college classes are met, and who will supervise students if there is a gap between the college class time and the high school schedule?

### College Example

The [Golden West College Dual Enrollment Instructor Handbook](#) outlines the basic information a faculty member new to dual enrollment might need including key contacts, the instructor application process, course outline of record and syllabus, viewing rosters, reporting grades and dropping students. There is also a detailed section on collaboration between the high school and college instructors. A Venn diagram points out unique characteristics of the two systems and where they overlap in dual enrollment. The handbook also includes a timeline and collaborative practices. Faculty receive a stipend for participating in collaborative practices in dual enrollment.

## Pedagogy

Professional development opportunities such as orientation and onboarding sessions, high-impact teaching practices and faculty mentorship can prepare any instructor, regardless of training or tenure, to offer rigorous coursework, create an engaging classroom environment, and design assignments that support student success. Both high school and college instructors can benefit from professional development in adolescent pedagogy and culturally relevant pedagogy, and from participating in a community of practice.

**Adolescent pedagogy.** New dual enrollment faculty can benefit from training in pedagogy for adolescents (ages 10-25). Professional development in pedagogy is a common request of instructors in dual enrollment partnerships. See [Instructional Approaches to Supporting Adolescents](#) and the [Supporting Student Success](#) section for more information.

**Culturally relevant pedagogy.** Students thrive when they feel they belong, as stated in a [2024 Umoja report](#). Faculty play a key role in students' sense of belonging in college. This is especially true for Black, Indigenous, and Latine students. The CCCCO and ASCCC [Dual Enrollment Empowerment Memo](#) explains, "When faculty create culturally affirming spaces and utilize culturally relevant pedagogy in college courses, they support students in feeling they belong in college." A classroom experience in which students feel welcomed, are challenged academically, and are supported, can create a [sense of belonging](#) for students. Training can support faculty in creating a classroom environment where students can bring their whole selves and feel like they are welcomed and that their culture is valued. See the [Supporting Student Success](#) section for more information on creating a sense of belonging.

**Community of practice.** When discipline-aligned high school and college instructors collaborate in a community of practice, they grow in their professional learning. They can share methodologies and projects and solve instructional problems of practice such as concepts that students struggle with and approaches to help them through. Faculty may also benefit from norming sessions where they review assignments and assessments together and compare how they gauge student learning and mastery of course learning objectives. Communities of practice are also essential in building relationships between college and high school instructors. These relationships play a key role in institutional practices such as evaluations, comprehensive program review, and curricular mandates to ensure that high school and college faculty are supported in addressing, assessing, and implementing curricular changes.

### Resource

The Bay Area Community College Consortium hosts the [Bay Area Community of Practice for Dual Enrollment Instructors and Counselors](#). Their webpage has information on equity-focused counseling, culturally relevant pedagogy, and open educational resources (OER).

## Curriculum

Students who are completing college courses offered through dual enrollment are both high school and college students. While faculty agree to teach to the college's course outline of record, a collaboration between college and high school instructors can create more closely aligned coursework that meets the college's requirements while ensuring that students can successfully balance and complete their high school coursework. The following three elements can support rigorous coursework:

**Learning resources and tools.** When the college uses specific assessment tools, such as a common rubric for English papers, teachers can introduce the tool to students in their high school classes.

**Curricular alignment and scaffolding.** When both institutions collaborate, faculty can identify concepts and skills introduced in high school classes that the college class can either build on or lightly review and move on. The pathway, beginning with high school courses and

transitioning to college courses, can be aligned and scaffolded to build on prior learning and reduce redundancy.

**Curriculum policies and procedures.** Colleges have specific procedures for having courses approved at the college and state levels and having those approved courses articulated for transfer to other colleges and universities. They also may have specific grading policies.

### What Students Say

The research memo, [Navigating Dual Enrollment: Los Angeles Scholars Share Their Insights on What Matters Most for Success](#), reports findings from interviews with 58 former dual-enrolled students. Respondents attributed their overall success to dual enrollment professors' teaching. They appreciated the professors' enthusiasm, supportiveness, and approachability. Their professors' willingness to network and connect was key to creating a successful learning environment. Engaged professors empowered students to communicate their needs and prioritize their workload, knowing they had academic allies. Effective teaching styles and subject matter expertise were also crucial, making content relatable and engaging. Respondents highlighted the professors' leniency and adaptability in adjusting deadlines and course structures, significantly enhancing their success in dual enrollment.

## Resources

- [Golden West College Dual Enrollment Instructor Handbook](#)
- [Designing Professional Development for Dual Enrollment Instructors: Strategies for Coordinators](#)
- [Working with Adolescents: Strategies for Instructors](#)
- [Instructional Approaches to Supporting Adolescents](#)
- [Supporting English Language Learners: Strategies for Instructors](#)
- [UCLA's Center for the Developing Adolescent](#)
- [Adolescent Brain Development Fact Sheet](#)
- Mandated Reporting Resources
  - [California Department of Education: Child Abuse Identification and Reporting Guidelines](#)
  - [Information for Mandated Reporters \(Older/Dependent Adults\)](#)

## Frequently Asked Questions from Faculty

This is a list of common questions to address with faculty before classes are scheduled.

### **1. When teaching off-site, how do faculty access their classrooms?**

The college dual enrollment lead will introduce instructors to the high school point of contact. That point of contact will be able to help them with classroom access.

### **2. What kind of technology or equipment is available at the high school? Will faculty be able to access web-based sites, or are there firewalls?**

Faculty should arrange for a site visit before the class is scheduled so they can determine if the high school has the required equipment for the class. Many high schools have a professional development day for all teachers prior to the start of classes. This is a great time for the dual enrollment instructor to learn more about the school site and systems, meet the point of contact, and learn about any updates to school processes and procedures. They should also talk to the high school point of contact to determine if the high school site restricts internet access and how to allow access if it is restricted.

### **3. What does the faculty member do when a roster is inaccurate?**

Faculty should contact the college dual enrollment lead as soon as they notice inaccuracies on the official roster. The lead will have a procedure to correct inaccuracies that may require support from the high school contact and the college admissions and records department.

### **4. Can faculty drop students from the class?**

Yes. It's important to work with the college dual enrollment lead. Colleges have different procedures for dropping dual enrollment students. It's important for the college lead to let the high school counselor know if a student is dropped so they can adjust the student's schedule.

### **5. How do faculty report absences? Does the high school need to know who is absent, too?**

The college will have a way to record attendance, which should be covered during early training. Faculty can contact the college lead if additional training is needed or if they need access to the management information system. The high school may need attendance for the class as well. The high school point of contact will have a procedure for attendance, if needed. Ideally, a high school instructor will also be in the classroom, and they can manage logistical items for the high school, like attendance.

### **6. Do faculty need to write hall passes for students?**

If a high school teacher is acting in a support capacity in the class, they can manage logistical items for the high school, like hall passes. If there is no high school staff person

in the class, faculty should work with the high school point of contact to learn what the procedures are at that site for allowing students out of class.

**7. How do faculty print materials for class?**

Faculty should print materials as they would for an on-campus course by working with their campus department. The high school point of contact may have a way to print copies onsite in an emergency.



# Outreach and Recruitment for Historically Underserved Students

## **Outreach and Recruitment for Historically Underserved Students: Overview**

Historically underserved students—including students from economically disadvantaged or immigrant backgrounds, first-generation college students, juvenile justice-impacted students, and students who identify as Black, Indigenous, or Latine—often face systemic barriers to access and success in postsecondary education. Dual enrollment, when designed with an intentional focus on supporting underserved students, presents an opportunity to remove these barriers through culturally responsive, comprehensive outreach and asset-based messaging that highlights that dual enrollment is for all students. In recent years, California has worked to create a more inclusive vision of who can be served through dual enrollment. This has created an avenue for colleges, schools, and communities to work together to engage historically underserved students in accessing and succeeding in postsecondary education.

This section describes actions and promising practices that can support efforts to remove systemic barriers such as racially-biased outreach practices, inaccessible recruitment materials, deficit-based mindsets with regard to student abilities, and unclear enrollment processes that disproportionately impact historically underserved students.

## **Center Historically Underserved Students and Families in Outreach and Recruitment Efforts**

Improving access, support, and success in dual enrollment requires intentional engagement that centers students and their families and communities. It also requires collaboration between schools and colleges starting from the pre-enrollment phases of outreach and recruitment. An important first step is understanding how your partnership is currently approaching outreach and recruitment for historically underserved students in dual enrollment. It's vital to consider early communication about dual enrollment opportunities and strategies for engaging students who have historically been excluded or denied access to early college opportunities.

### **Start with an Asset-based Mindset**

An asset-based mindset highlights the skills, talents, and resilience that students already possess. This recognition can build students' confidence and encourage them to see themselves as capable of succeeding in college courses. By valuing students' lived experiences, an asset-based outreach approach uses culturally responsive strategies that resonate with students and their families. Ensuring outreach and recruitment efforts utilize an asset-based approach is essential.

## Deficit Framing vs. Asset Framing

Deficit framing focuses on perceived shortcomings of individuals. Asset-based framing recognizes strengths and potential that students already have. Asset framing shifts the focus from what students lack to how institutions can adapt policies, outreach, and support systems to meet students where they are and help them thrive. A strength-focused framing of dual enrollment is crucial to ensure buy-in and a commitment to inclusive dual enrollment from staff and faculty, and to effectively engage and enroll historically underserved students.

Use the table below to identify and address deficit framing in dual enrollment opportunities. This tool may serve as a conversation guide to support partners as they collaborate in reframing discussions and approaches to be asset based. A shift to an asset-based approach can promote and demonstrate inclusivity in dual enrollment.

| Deficit Framing  | Asset Framing   |
|--|---|
| Students are not academically ready for college courses. | Students bring unique strengths, experiences, and potential that can be built on through well-designed dual enrollment opportunities. Providing structured support, like college navigation and career exploration courses, builds on existing skills and positions students for success in college work. Designing dual enrollment pathways of interest to students leads to meaningful milestones such as certificates, degrees, and/or jobs that can increase students' engagement in the learning.  |
| Students are not mature enough to handle college work.   | Many middle and high school students excel in dual enrollment programs, demonstrating academic maturity when supported with resources. Federally funded programs like <a href="#">GEAR UP</a> and <a href="#">Upward Bound</a> show that early exposure to college work fosters growth, not failure. Dual enrollment itself can play a role in helping students cultivate independence, time management, and other college-ready skills. Dual enrollment pathways can be tailored to meet students where they are, starting with foundational courses to build confidence and skills. |
| Their parents didn't go to college.                      | Colleges can support first-generation college students by designing a program that includes building the navigational capital of students and families. In general, first-generation college students have demonstrated postsecondary educational success and, with support, often succeed at similar or higher rates than adult students. Inquire with educators at your campuses to understand first-generation college student experiences in navigating college.  |
| Students don't have family support.                      | Families support their students in myriad ways. They provide encouragement, create space for learning outside of class, sign the required enrollment paperwork, and provide many other forms of support. Institutions can share with families the variety of support services available to dual enrollment students. Both colleges and high schools can also ensure that families receive notifications about important dates.  |
| Students don't understand the                            | Students bring curiosity and a willingness to learn, which can be supported by clear, accessible guidance and resources. Providing transparent communication  |

| Deficit Framing     | Asset Framing   |
|---------------------|---|
| enrollment process. | and step-by-step support empowers students to navigate the enrollment process confidently and successfully. Institutions can support students by streamlining overly complicated processes and clearly defining and communicating to students and families using multiple modalities and languages. |

## Ensure a Race-Conscious, Intersectional Approach

Equitable dual enrollment must acknowledge that students may identify with multiple groups that have been historically excluded or underserved in postsecondary education. This requires practitioners to understand that intersectionality isn't about counting the number of identities to which a student may ascribe—multilingual, (dis)ability, racialized minority, juvenile justice-impacted and many others. Rather, it means that practitioners need to understand the ways in which students experience college in order to approach outreach and recruitment effectively.

### Strategies for Ensuring a Race-Conscious and Intersectional Approach to Outreach and Recruitment

- ☐ Ensure all outreach staff are trained in culturally responsive practices and have an awareness of common racialized experiences that students face in postsecondary education.
- ☐ Hire a diverse outreach team that is part of or familiar with the communities being served.
- ☐ Hire racially and ethnically diverse, multilingual peer ambassadors who can attend outreach events and connect with the students and their families.
- ☐ Leverage both qualitative and quantitative data when evaluating outreach and recruitment practices and outcomes.
- ☐ Evaluate and reflect on how historically underserved students may experience outreach and recruitment events and/or materials.

### Questions to Consider

- How do students from a variety of backgrounds experience the outreach workshops or events? Consider, for example, a student from a mixed-status family who is the only male of color in the workshop. (Mixed status refers to a household where members may have different legal or immigration statuses.)
- Is the outreach and recruitment information available in multiple languages and formats?
- Are interpreters available to engage parents and families who may be more comfortable conversing in languages other than English?

- Are the messaging and materials inclusive of students from mixed-status families and minoritized populations?

## Adopt Practices and Policies that Promote Inclusive Outreach and Recruitment

Outreach and recruitment focused on increasing engagement of historically underserved students is foundational to ensuring equitable dual enrollment access and participation. Some promising practices include the following:

**Establish default opt-out schedule options.** Schedule college courses to be integrated into students' regular high school schedule by default. If students and families do not wish to participate, they can opt out of the dual enrollment opportunity. With this approach, outreach and recruitment can focus on enrollment processes for students and communication of dual enrollment opportunities to communities and families.

**Engage families.** Utilize events that parents and families attend, such as registration days and back-to-school nights, to share dual enrollment opportunities. Families can support dual enrollment students by providing positive reinforcement; engaging in conversations about program expectations, timelines and support services to better understand the commitment involved; and staying informed by connecting with educators about their student's progress and needs.

**Engage communities.** Identify community and cultural events that students and families are likely to attend. Partner with community-based organizations (CBOs) that serve populations and communities who have been historically underserved by education. Community-embedded CBOs have relationships and often have cultural connections to the communities they serve. Examples of CBOs to connect with include: faith-based organizations, court-appointed special advocates (CASA volunteers), panhellenic organizations associated with sororities and fraternities, Boys & Girls Clubs, and local tribal organizations. The report, [Building Community Through Dual Enrollment](#), documents how East Los Angeles College partners with community-based organizations to provide dual enrollment opportunities.

**Publicize opportunities in multiple modalities and languages.** Create multilingual marketing materials in both written and visual (video) formats, and include representation from a diverse group of students and communities in these materials. Present success stories showcasing the impact of dual enrollment on historically underserved students.

**Engage with data.** Understand the student populations that your partnership is serving well, not serving well, or not serving at all. Start by understanding where there are dual enrollment access gaps using the [CLP Dual Enrollment Access Gap Tool](#). Questions to consider include: Who are you serving? Who are you not serving? Then look at retention and success data. Who are you serving well, according to retention and success data? If you notice that one group is not being served well, get curious. Gather quantitative and qualitative data on student

enrollment and experiences to better understand the trends seen in the data. See the [Data](#) section for more information.

**Leverage equity-centered programs and services on campus.** Build thoughtful partnerships with campus-based, equity-centered programs that serve the student populations you are trying to engage and support; examples include learning communities, affinity groups, and others . These programs and services might exist on either the college or high school campuses. In some cases, each campus might be able to offer services to support the whole student.

### **Culturally Responsive Outreach at Sierra College**

Nigel Haikins-Appiah, director of dual enrollment at Sierra College, strove to close the opportunity gap for Black students participating in dual enrollment. By working in partnership with the local high school that had the largest Black student population, he designed a pathway that students were interested in and that included work-based learning opportunities focused on solving real-world problems. Students are excited about the program at Sierra College. This three-class entrepreneurship pathway ends in a summer micro-grant for students to pilot their business solution.

To conduct outreach to the Black community, the dual enrollment team at Sierra College leveraged personal and professional relationships to identify community events, such as Juneteenth festivals, where they could share information about the benefits of dual enrollment and the details of CCAP and non-CCAP opportunities for high school students. They also connected with local churches and community organizations serving the Black community to invite them to outreach events focused on informing parents and caregivers of dual enrollment opportunities. “Dual enrollment sells itself,” states Haikins-Appiah, “We just have to give people the information and they are excited about the dual enrollment opportunities.” When parents and caregivers are supportive of students participating in dual enrollment, the students are much more likely to enroll.

## **Create Intentional Partnerships**

Improving access for historically underserved students and cultivating their subsequent success in dual enrollment also requires attention to designing supports for students. In some cases, this might mean identifying programs and services that have proven successful with engaging students from the relevant demographic groups. Although some of these programs may not be geared toward dual-enrolled students, partnerships can learn from them to develop innovative approaches and strengthen promising practices.

## Start with Relationship Building

- Identify partners, programs, community-based organizations, and individuals who are working to support students historically underserved by education and by your institution specifically.
- Develop an understanding of how they are working to support students and where there might be opportunities for collaboration to better support dual-enrolled students.
- Co-create a plan with your partners that includes how you will collaborate, coordinate, and communicate to support students. Define clear roles for high schools and colleges in outreach and recruitment and ensure regular communication. Be flexible; recognize capacity constraints that partners may face and work to build a mutually beneficial partnership.

## Engage Partner Organizations and Programs

A key consideration when engaging with historically underserved students is to learn from and engage with partners who have experience supporting priority populations. Leveraging their trusting relationships can cultivate a meaningful dual enrollment experience for students. Partner organizations that work with specific populations have structures, resources, and expertise to support students in college courses offered through dual enrollment. Partner organizations and programs may have specific resources that can support dual enrollment for historically underserved students, such as Hispanic Serving Institution (HSI) grants, or specialized services such as Math, Engineering, Science, Achievement (MESA) Centers and Rising Scholars. Leveraging such partnerships in outreach, recruitment, and support of students is critical for ensuring their success.

The table below lists potential organizations and programs to engage in promoting equitable dual enrollment access and success.

| Program or Service   | Population Served | Institution |
|--|-------------------|-------------|
| <a href="#">District English Learner Advisory Committee/English Learner Advisory Committee (DELAC/ELAC)</a><br>Family-led advisory committee to the school or school district with a focus on practice and policy effects on multilingual learners | Families          | K-12        |
| <a href="#">Parent Institute for Quality Education (PIQE)</a><br>Includes family programming to support students' postsecondary goals  | Families          | K-12        |

| Program or Service  | Population Served  | Institution                |
|---|--|----------------------------|
| TRiO Programs/ <a href="#">GEAR UP</a> and <a href="#">Upward Bound</a><br>College access programs; some programs offer scholarships  | Low-income, first-generation students, and students with (dis)abilities  | K-12 and community college |
| <a href="#">Migrant Ed</a><br>Provides academic and socio-emotional resources for migratory students  | Students who are considered migrant, with a parent or guardian who is a migratory worker in the agricultural, dairy, lumber, or fishing industries     | K-12                       |
| <a href="#">Disabled Student Programs and Services (DSPS)</a><br>Students with IEPs/504s can meet with this college department to learn about services available to them  | Students with (dis)abilities   | Community college          |
| <a href="#">Puente</a><br>Intersegmental college access program focused on English, counseling and mentoring  | Educationally underrepresented students  | K-12 and community college |
| <a href="#">Umoja</a><br>A community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students   | African American and other students  | Community college          |
| <a href="#">Rising Scholars Network</a><br>A network of community colleges that actively works to incorporate the unique needs of incarcerated and formerly incarcerated students into the California Community College system and its equity initiatives | Students who are currently or formerly incarcerated; juvenile justice-impacted students under 26 who have experienced arrest, probation, or detainment | Community college          |
| <a href="#">Mathematics, Engineering, Science, Achievement (MESA)</a><br>Provides support services for students in STEM fields  | Underserved and underrepresented students  | K-12 and community college |
| <a href="#">NextUP</a><br>Supports students with resources to aid in academic success   | Students with experiences in the foster care system  | Community college          |



## Establish Clear Roles and Responsibilities in Dual Enrollment Partnership Agreements

Setting up clear roles and responsibilities for everyone in the partnership helps ensure that historically underserved students have a positive and holistic experience. The partnership can emphasize shared responsibility by detailing clear roles. High school counselors, dual enrollment coordinators and directors, and college outreach staff play particularly important roles in outreach and recruitment. Below is an example of college and high school partner roles.

### Sample Roles and Responsibilities in Outreach and Recruitment

#### College Responsibilities

- ☐ Provide up-to-date information about course offerings (e.g., content, credits, transferability, applicability towards certificates and degrees). Include this information in marketing materials as well as in student and family handbooks that are updated on an annual basis. Provide these materials in multiple modalities and languages, as needed.
- ☐ Clearly communicate and train partners on the application and enrollment processes and requirements.
- ☐ Support students and school partners through application and enrollment processes; examples of support include workshops and step-by-step instructions.
- ☐ Regularly communicate updates to students' course schedules and enrollment status to school partners.

#### High School Responsibilities

- ☐ Inform students of opportunities when they are selecting (pre-registering) the courses that they will take in the next academic year.
- ☐ Communicate the benefits of dual enrollment and the cautions. (One example would be cautioning students that grades will be recorded on a student's permanent transcript.)
- ☐ Expose students to course and pathway options before high school.
- ☐ Provide in-person opportunities for students and families to learn about courses and the application/enrollment process.
- ☐ Provide students and parents time to complete the processes with assistance.
- ☐ Encourage parents to learn about courses and the application/enrollment process.
- ☐ Regularly communicate updates on student interest and enrollment status (i.e., need to add or drop) to college partners.

## Develop Communities of Practice

Sharing and implementing strategies across systems can transform institutions. Relying on semester grades and informal conversations to facilitate collaboration is not enough to mitigate barriers. Ongoing, regular and effective communication, conversations about data, and action planning will support increased student access and success in dual enrollment. Establishing communities of practice with school and college counselors, teachers and faculty, and those involved in administering dual enrollment partnerships is critical for continuous improvement. The table below includes examples of focus areas for communities of practice and what roles might be included.

| Community of Practice Focus Areas     | Who is involved?  |
|---------------------------------------|---|
| College and Career Counseling         | High school counselors, college counselors, dual enrollment coordinators or directors, support staff  |
| Dual Enrollment Planning and Outreach | Dual enrollment coordinators or directors, outreach specialists, faculty, teachers, high school and college counselors, peer mentors, K-16 collaborative leads, community-based partners                          |
| Instructional Support                 | Faculty, teachers, tutors, peer mentors, instructional support staff, dual enrollment coordinators or directors   |
| Pathway or Meta-major Aligned         | Dual enrollment coordinators or directors, faculty, teachers, college and high school counselors, outreach specialists, employment specialists, work-based learning coordinator, college department chairs, deans |

## Take College to Students

Vision 2030 takes the stance that when students cannot access college, the college must go to the students. CCAP dual enrollment provides partnerships with the greatest opportunity to engage a diverse group of learners at scale by bringing college to the high school. CCAP partnerships can be led by community college districts, school districts, charter-governing bodies and county offices of education. For CCAP, the term “high school” includes community schools, continuation high schools, juvenile court schools, and adult education programs that offer high school diplomas or high school equivalency certificates. By bringing college to students, CCAP provides access to early college credit in nontraditional education settings.

### County Offices of Education

County offices of education (COEs) serve students that comprehensive school districts may be unable to adequately serve. They provide students and families alternatives to traditional high schools. Depending on the COE, they may have special programs to serve students who are newcomers, migrants, students with (dis)abilities who need extra support, and juvenile justice-

impacted students. Juvenile court schools provide public education for juveniles who are incarcerated in facilities run by county probation departments. These schools are located in juvenile halls, juvenile homes, day centers, ranches, camps, and regional youth education facilities. They are operated by the county board of education in the county in which the facility is located.

## Adult Schools

Adult schools, which are often run by school districts, support students in a variety of educational goals including learning trades, becoming more proficient in English, and completing a high school diploma or equivalency. Adult students who are completing a high school diploma or high school equivalency certificate are eligible for dual enrollment. Partnerships can offer structured pathways that include dual enrollment opportunities that accelerate completion of a high school diploma and a college certificate or degree. While adults are not required to have a high school diploma or equivalency to enroll in a California community college, finishing their secondary credential can help students gain AB 540 status. A high school diploma or an equivalent is often a requirement for employment. Adult students who are in an eligible college credit-bearing career pathway and an adult school high school diploma or equivalency program may also qualify for federal financial aid through Ability to Benefit (ATB).

## Rural High Schools

Students in rural communities may have specific needs that dual enrollment partnerships need to meet. With large distances between high schools and colleges, there may be fewer available instructors. Access to technology and reliable broadband may also be challenging. Partnerships may also need to pay special attention to providing supports for students in remote locations. This is especially important for students taking courses in a virtual modality.

## Juvenile Justice Facilities

Juvenile justice-impacted students may be attending court school in a number of different types of facilities such as juvenile halls, juvenile homes, day centers, ranches, camps, and regional youth education facilities. Creating dual enrollment opportunities for students in detention may involve a number of different partners. Each facility may have different restrictions that will affect how courses may be delivered and what materials students may have access to. Faculty and counselors should receive logistical training specific to the facility as well as professional development on trauma-informed practices. The [Rising Scholars Network](#) has a number of resources and a technical assistance team within the Foundation for California Community Colleges that can support your partnership.

# Getting Started: Creating Effective Outreach and Recruitment

## Planning dual enrollment outreach and recruitment

- ☐ Gather data to uncover which students are currently accessing dual enrollment. See the [Data](#) section for more information.
- ☐ Identify any gaps and student groups on which to focus recruitment efforts and create more equitable access.
- ☐ Assess your starting point:
  - What outreach methods is your partnership currently using?
  - What partner organizations could reach priority student groups?
  - What events or locations might best reach families of priority student groups?
  - What materials do you need to develop? Do you need translation support or interpretation services?
- ☐ Develop your outreach team. It should include counselors, outreach staff, instructors and, if possible, students and community members.
- ☐ Collect student and family data. What do students and families know about dual enrollment? What are their aspirations for college?

## Assessing efficacy of outreach and recruitment for dual enrollment

- ☐ Collect and incorporate feedback from students and families to refine your outreach efforts.
- ☐ Collect access data.
- ☐ Review and analyze data. Are gaps in access changing?
- ☐ Refer to the [Data](#) section for additional ways to assess efficacy.

## Resources

- [CLP Dual Enrollment Access Gap Tool](#)
- [Rising Scholars Network](#)

# Enrollment Process

## Enrollment Process: Overview

Each California community college has its own enrollment processes for high school (special admit) students. Many of these colleges and their high school partners recognize the immense barriers that the traditional college application, CCC Apply, and local enrollment requirements create for high school students attempting to enroll in college courses. This is especially true for students who are from groups that are underrepresented in postsecondary education.

Simplifying and streamlining the enrollment process is key to supporting a robust dual enrollment program. In a [report](#) by CLP and Engage R+D, challenges with the enrollment process were named as the top barrier to dual enrollment implementation and the fourth highest ranked barrier was challenges with CCCApply. The most successful dual enrollment partnerships have identified ways to remove or reduce barriers to enrollment.

## Barriers Identified

The following categories have been identified by college and high school leaders around the state as the four primary barriers high school students face in accessing college classes:

- Application Process
- Enrollment Process
- Lack of Understanding of College Processes
- High School and College on Different Calendars

## Strategies for Removing Enrollment Barriers

### Simplify Policies

The California Community Colleges Board of Governors revised [Title 5 requirements](#) for dual enrollment admissions in November 2023, and partnerships should review, update, and simplify their dual enrollment processes. A key change is requiring parent consent **one time** for the duration of high school and **removing the requirement for students to submit their high school transcripts or social security number** to the college. It is essential for partnerships to continuously review their enrollment process and address any existing barriers and ensure that policies and procedures are up to date with state and federal requirements.

## Provide Students with Support Through the Process

The application and enrollment process should provide high school students with a positive and welcoming college-entry experience. Several college and high school partnerships, like Bakersfield College and Kern High School District, and Santa Barbara City College and Santa Barbara Unified School District, have dedicated staff within their institutions to support students through the enrollment process. There are also some colleges, like American River College and Mt. San Antonio College, that acknowledge when students successfully enroll in college courses by giving them college ID cards.

## Establish Regular Communication Structures Between High School and College

A successful enrollment process for students does not delay or deter students from participating in a dual enrollment opportunity. Partnerships need to equip students with an understanding of what it will take to apply and enroll in a course, what it means to be enrolled in the course, and how they can unenroll in (drop or withdraw from) the course, if necessary.

In a strong partnership, college and high school staff work together to identify the students to be enrolled in college courses, share the responsibility of helping students through the application and enrollment process, and consistently communicate regarding the students' enrollment status. Because dual-enrolled students spend the majority of their time on the high school campus, that is often the best place to reach them and support them through the application and enrollment process.

By creating a way to share updated course rosters, the college and high school can correct errors quickly. A shared and transparent enrollment process allows faculty and staff to monitor and provide assistance to students and parents at each step of the way.

## Leverage Technology to Streamline Processes

As dual enrollment participation increased rapidly at colleges including Bakersfield College, East Los Angeles College and Compton College, they turned to digital solutions to eliminate manual processes that had become burdensome for admissions and records staff. Manual processes also created delays for students attempting to enroll in classes. Using technology tools to automate enrollment processes has enabled these partnerships to spend more time and resources supporting students and programs.

### Quick Tip

While digital tools can help streamline the process, it is important for partnerships to ensure that the required steps and available tools are fully accessible for all students and their parents, especially those who may not have access to a computer or internet.

By implementing automated solutions, colleges can simplify and streamline the dual enrollment process, identify students and parents who may be struggling with it, and provide transparency to all stakeholders during each step of the process. Bakersfield College has combined a case-management model of staff who support students from a set list of high schools with the

implementation of an online program that guides students through the enrollment process and automatically enrolls them in college courses after they are approved by the high school.

## Equity Considerations

### Evaluate Enrollment Processes for Gatekeeping Criteria

The [CCCCO and ASCCC](#) encourage dual enrollment partnerships to evaluate their enrollment process for barriers and gatekeeping criteria that create obstacles for students, particularly those from underrepresented or historically underserved groups. Gatekeeping policies or processes that are no longer permissible due to changes in Ed Code or Title 5 include:

- Requiring a minimum GPA or the completion of certain courses that are not prerequisites for the college course.
- Limiting enrollment to (or only recruiting from) advanced placement, honors or “advanced” students.
- Requiring additional approvals (from counselors, teachers, or other school officials) for enrollment.
- Requiring high school transcripts as a condition for enrollment. (Note: Colleges may accept transcripts for placement purposes.)
- Restricting enrollment or adding enrollment steps based on residency determination or citizenship status.

In order for dual enrollment to be leveraged as a tool for equitable college access, the process for enrollment must be simple to navigate, transparent to all stakeholders, and intentionally tailored to reach underserved student populations. [This CLP publication](#) details how admissions and records departments can play an essential role in providing an open door to college for dual-enrolled students.

### Identify Access Gaps by Comparing High School Enrollment to Dual Enrollment Participation Data

To ensure that students have equitable access to dual enrollment opportunities, compare high school enrollment data to dual enrollment participation data. Be sure to review disaggregated data for the populations that your partnership has identified as underserved; these could include race/ethnicity, socioeconomic status, disability, LGBTQ+ identification, newcomer students and others.

As one way to address access gaps, some high school and college partnerships have developed “opt-out” models that automatically enroll students in college courses, unless the student or their parent or guardian chooses to opt out of the opportunity.



### McFarland High School's Opt-Out Model

Opt-out models that automatically enroll students in college courses can be powerful ways to address participation gaps. However, it is important to put safeguards in place to prevent students from being tracked by academic ability, socioeconomic status, race/ethnicity, or other factors. McFarland High School Early College uses a model that provides students with equal access to both degree and CTE pathways. Their model avoids tracking students toward specific pathways by enrolling every 9th grade student in the same course during their first semester. Each student then has the opportunity to enroll in the next course and the pathway of their choice.

## Design Support to Meet Individual Student Needs

The challenges that can be created by the enrollment process are often even greater for students from historically underserved groups, socioeconomically disadvantaged students, and students with non-resident or non-citizen status. For ideas and examples for outreach and recruitment, please see the [Supporting Student Success](#) section of this guide.

The table below includes some considerations to note for these student populations.

| Common Challenges  | Possible Solutions  |
|--|---|
| Students may not have the means or ability to access enrollment supports provided outside of the high school day, online, or at the college campus.  | Support that is brought to the student at the high school during the school day is likely to be more accessible for students.   |
| Parents and guardians may work long hours or spend evenings caring for children and family members, and they may not be available to provide their consent or help their student with their application. | Find ways to collect consent via text message or email to simplify this process for parents.  |
| Non-resident or non-citizen students and their parents may be hesitant or unable to provide documentation.<br><br>See the FAQs for more information about non-resident students and tuition.             | Providing "high-touch" supports for families, such as in-person meetings, web meetings or phone calls, can help answer their questions and make them more comfortable with the process. Students and their parents who need additional assistance with documentation should have a clear and easy way to reach out to the college for support, like a phone number or a web meeting link. |
| Some families may lack access or have trouble completing online steps or processes.  | If access to a computer, internet, or email is required for the enrollment process, provide alternative options or means to access these resources.   |

Underfunded high schools also face challenges in having enough staffing and resources to complete enrollment requirements from the college. Each of the challenges faced by students, parents, and schools should be considered and collectively addressed by partnerships seeking to provide equitable access and support for high school students in dual enrollment.

## Nuts and Bolts for Streamlining the Enrollment Process

This section describes [current legal requirements](#) and innovative practices to help partnerships identify ways to streamline and simplify their dual enrollment processes.

### Simplifying the College Application Process

Per Ed Code [76004 \(u\)\(4\)](#), the application process for students participating in CCAP dual enrollment should “allow a pupil to complete one application for the duration of the pupil’s attendance at a community college as a special part-time student participating in a CCAP partnership agreement.” (See [CCCCO 2021 CCAP Legislative Report](#) for more details.) While colleges may have local requirements for students to re-apply or update their information, making exceptions for students while they are still in high school will simplify the enrollment process for them and for the college and high school staff who support them through the process.

- Review local policies regarding the application process for high school students in dual enrollment. Update policies to align with current legislation and regulations and to simplify the process as much as possible.
- Work with your IT team and admissions and records office to update processes based on any changes to local policies.
- Consider designing a simpler application specifically for dual-enrolled students.
- Provide in-person and virtual workshops to educate students and parents on dual enrollment and guide them through the application process.

#### Partnership Example

Bakersfield College begins the application process with students as they are completing the 8th grade by hosting workshops at local middle schools. Several high schools work to have every incoming 9th grader complete a Bakersfield College application. The college assigns educational advisors and student ambassadors to high school sites to support students with enrollment needs during the term. High school and college counselors host workshops for parents and students to learn about the dual enrollment pathways offered at each site, the benefits and commitment required for each pathway, and the ways students are supported in college classes.

## Reducing Amount and Frequency of Consents

High school students need consent from a parent/guardian and a recommendation from their high school principal to enroll in a community college course (Ed Code [48800](#)). For CCAP participation, the parent consent and principal recommendation are required once for the duration of the student's participation (Ed Code [76004 \(c\)\(1\)](#)). Revisions to Title 5 clarified that, once parent consent is given, it applies to all college courses attempted until the parent revokes consent in writing (Title 5 [56700](#)). Partnerships can simplify the enrollment process for all stakeholders by reducing the amount and frequency of consents. Streamline the application process for high school students in dual enrollment to incorporate one-time consent.

- Explore use of digital platforms to collect parent consent through email and/or text message. Colleges can track parent consent through these programs or through fields in their student information system. Electronic forms and signatures must comply with Title 5 section [54300](#).
- Simplify the student and parent consent process to help your partnership do the following:
  - Give students the opportunity to approve or deny a FERPA release for their parents to receive information relevant to their participation in dual enrollment. Although FERPA consent cannot be used as a condition for dual enrollment participation, it is helpful for supporting students in dual enrollment.
  - Collect necessary consents for data sharing between the college and the student's high school.
  - Obtain acknowledgement of the college's or program's terms and conditions for participation.
- Simplify the principal recommendation process. Verify the principal's recommendation one time during the duration of high school using the same form or online platform as the parent consent.

## Streamlining the Course Enrollment Process

Each college has its own process for enrolling high school students. Colleges also often have different processes for students taking courses at their high school (as part of a CCAP partnership) and students who are enrolling in courses at the college on their own (outside of a CCAP partnership). The following are examples of how colleges are streamlining each of these processes.

- Include dual enrollment processes in college CRM systems such as Slate or Salesforce.
- Consider quicker and more supportive ways to enroll students in CCAP courses:
  - When a college has a verified roster of students to be enrolled in a course section, they can use batch enrollment features to add all students from the roster at one time.
  - Automated programs (DualEnroll.com, Parchment, etc.) can collect the necessary requests and verifications and then communicate directly with the college's student information system to enter the registration. These programs also often include automatic notifications of successful enrollment or problems preventing the registration.
  - Some colleges require dual-enrolled students to register themselves in courses after they have been cleared by the college. Depending on the process, students may need additional help navigating the registration system and high school partners may find it difficult to know which students have enrolled and might need help with registration. Data sharing agreements can bridge this gap between colleges and high schools. See the [Data](#) section of this guide for more ideas on data sharing agreements.
- Provide additional support for students who are enrolling themselves in courses at the college (in cases where the college requires students to enroll themselves). Having access to college counselors or advisers can help high school students select courses that align with their educational and career goals.
  - Navigating the college enrollment process can be tricky, especially for students who are still in high school. Providing in-person and virtual opportunities for students to complete all of their registration steps can help simplify the process and ensure that they are successful in registering for courses.
  - High school students who enroll on their own in courses may not be aware of the resources available to them at the college. Create orientation materials and marketing resources to connect students with the on-campus services that they may need, such as the textbook store, student health services, the pantry, or the tutoring center.

#### **College Example**

State Center Community College District created a Dual Enrollment Hub, an online platform where high school students can request to enroll in sections of online college courses and then be automatically enrolled once all approvals are received.

#### **College Example**

At Cerro Coso Community College, high school students enrolling themselves in courses at the college meet with an educational advisor or counselor to review their course selections and educational plans.

## Guiding Questions

Partnerships should consider the following when streamlining their enrollment process for high school students:

- How do you know when students or parents are stuck in the process? What additional support can you provide for them?
- Does your process provide transparency to all stakeholders during each step of the process? Are there long wait times or tedious manual processes that can be simplified or automated?
- Are the enrollment supports provided accessible to students, parents, and your partners? Are they available in various locations and formats (in person, online, at high school, at community centers, etc.)?

## Creating a Clear and Supportive Drop Process

Drop processes often face some of the same challenges as enrollment processes, so partnerships should consider ways to streamline them and support students in making the decision to drop a course. For ideas about how to support students to be successful and identify struggling students before there is a need to drop, see the [Supporting Student Success](#) section of this guide.

- Ensure that all stakeholders are aware of drop dates, processes and consequences prior to the start of the course.
- Clarify the steps and responsibilities for dropping students from courses. Consider the following:
  - If students decide to drop a course, who will remind them of drop dates and help them with the process, if needed?
  - If high school partners are responsible for communicating drops to the college for processing, what are the deadlines and what information is required?
  - What happens if a student is not dropped on time due to an error or lack of communication from the instructor, high school, or college?

### Quick Tip

Request a report of all dual-enrolled (special admit) students who receive a “W” or “F” in a course after each term. Counselors can reach out to the students and hold informational meetings on academic progress for the students and their parents.

- Leverage early alert systems to build interventions for students who drop or fail courses and help them avoid additional dropped or failed courses. See the [Supporting Student Success](#) section for more information.

## Resources

- [A Cumbersome Enrollment Process Named the Top Challenge to Dual Enrollment in California](#). CLP and Engage R+D, October 2022
- [Compliance and Compassion: Dual Enrollment and Admissions & Records](#). CLP, Spring 2023
- [CCCCO Contracted District Audit Manual](#)
- [Title 5 Section 56700](#), Program Consent and Documentation, November 2023
- [Dual Enrollment Empowerment Memo](#), CCCCCO and ASCCC, December 2023
- [CCC ID Memo](#), CCCCCO, September 2023
- [Policy Table](#)

## FAQs

### 1. How often does the college need to collect parent consent?

According to the latest revisions to Title 5 [56700](#), consent from a student's parent or guardian should only be collected one time for the duration that the student is in high school. Consent is valid unless withdrawn by the parent or guardian.

### 2. Are electronic signatures acceptable?

Yes. According to Title 5 [54300](#), electronic signatures are permissible for all types of "admission form or student form or document."

### 3. Can a community college require a certain GPA for high school students to participate in dual enrollment?

No. According to [Legal Opinion 16-02 from the CCCCCO](#), colleges cannot restrict admission or enrollment based on high school GPA.

### 4. Can a community college require high school transcripts from a student to participate in dual enrollment?

No. According to Title 5 [56700](#), community college districts may accept but shall not require students to provide high school transcripts as a condition of dual enrollment.

They may use transcripts as part of a placement process or to demonstrate that a prerequisite has been met.

**5. Are students required to provide their social security number to participate in dual enrollment?**

No. According to Title 5 [56700](#), community college districts may accept but shall not require students to provide social security numbers as a condition of dual enrollment. If a student chooses not to, or is not able to provide a social security number, then the college should clearly state and publish their process for providing alternative numbers.

**6. Can high school students enroll in online college courses?**

Yes. High school students can enroll in online college courses that meet during and outside of their high school day and during summer terms. There are local, state, and federal limitations that may restrict online college course offerings, but there are no restrictions to California high school students enrolling in online college courses unless the course itself has a requirement that would make the student ineligible to enroll.

**7. Do high school students need to apply through CCC Apply?**

No. CCC Apply is the statewide application platform for California's community colleges. The CCCCCO released a [memo](#) to the field in September 2023 announcing that community colleges would need to have CCC ID numbers for 100% of their students by June 2024. While completing an application through CCC Apply is the most common way that students are issued a CCC ID, the CCCCCO will provide CCC ID numbers for students who do not have one from CCC Apply, per the September 2023 memo. This process could be used if a college did not want to require their dual-enrolled (special admit) students to use CCC Apply. Please note: There are specific requirements regarding the residency questionnaire and requirements to accept digital signatures that must be met.

**8. How is it decided that a student will earn dual credit (both high school and college credit) for a college course?**

When a special admit student enrolls in and receives a passing grade in a college course, that grade and the credit is issued to the student by the community college. High school districts have local control over their policies and practices for granting high school grades and credit for college courses taken by a student. Currently, there is wide variation in how districts apply college courses to high school requirements. Some districts apply them to high school graduation requirements, others only as electives, and some don't count them at all. Merced Unified School District and Merced College developed a [course equivalency chart](#) to determine which college courses count for which high school courses. Other examples are included in CLP's chart, [K-12 Board Policies & Administrative Regulations Samples](#).

Giving students full credit toward high school graduation would give them the full value of their dual enrollment experience. High school grades and credit are recorded on students' official high school transcripts, and college grades and credit are recorded on their official college transcripts. Students who are transferring credits or using credit to satisfy requirements at other colleges are required to provide transcripts from the community college to verify dual enrollment grades and credits. High schools use various methods for transcribing college courses and credit on their high school transcripts, but this will not take the place of or satisfy any requirement for students to also provide their community college transcript. The CLP resource, [Options for Adding Dual Enrollment Courses and Credit to High School Transcripts](#), provides more information.

**9. What is the 5% cap for summer dual enrollment approval, and when does it apply?**

The [CCCCO Contracted District Audit Manual](#) requires colleges to have a procedure whereby K-12 principals certify that they will not recommend community college summer attendance that equates to 5% or more of the total number of pupils who completed that grade immediately prior to the time of recommendation. For example, if 100 students completed their junior year, the principal could only recommend 5 students from that group. High school principals may exclude students that the principal expects will participate in CCAP programming when certain criteria are met; see Ed Code [48800\(d\)\(3\)](#) for more information.

It is important to note that the 5% cap does not represent an enrollment cap on how many students a community college may admit to a summer term. It also does not prevent a student exempted from the 5% limit due to anticipated CCAP participation from being able to enroll in non-CCAP programming, nor does it require them to participate in CCAP programming. This limitation only applies to how many students a high school principal may recommend for admission to community colleges for the summer term.

**10. Are there exceptions to the 5% summer enrollment limit?**

Yes. There are three exceptions. See Ed Code section [48800\(d\)\(1-4\)](#).

(1) CCAP students are exempt from the summer enrollment limit if the courses they enroll in are a part of the CCAP agreement.

(2) Non-CCAP students are not included in the summer enrollment limitation if the courses they enroll in are general education and transferable, specifically:

(i) A lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University.

(3) Non-CCAP students are not included in the summer enrollment limitation if the course they enroll in supports them in a CTE certificate or degree, specifically:



(ii) A college-level, occupational course for credit assigned a priority code of “A,” “B,” or “C,” pursuant to the Student Accountability Model, as defined by the Chancellor of the California Community Colleges and reported in the management information system, and the course is part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence.

It is important to note that physical education courses are not allowable for either CCAP or non-CCAP in summer.

#### **11. Can high school students take college physical education courses?**

For physical education courses, there is a limit of 5% of the district’s total reported FTES of special admit students. Additionally, special admit students can account for no more than 10% of the enrollment claimed for apportionment for each course section. Colleges can enroll over this cap, if they do not claim apportionment for those additional enrollments

However, Ed Code [76001\(d\)](#) states:

(d) A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils pursuant to this section, or any other course opportunities that do not assist in the attainment of at least one of the goals listed in subdivision (a).

Subdivision (a) outlines the goals of CCAP as seamless pathways for, “career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.”

#### **12. How is the maximum unit count per term determined for each student?**

Pursuant to Ed Code [76001](#), admitted special part-time students may enroll in up to 11 units a semester. Pursuant to Ed Code [76004](#), special part-time students participating in a CCAP program pathway may enroll in up to 15 units a semester in their pathway and still be considered a special part-time student, if all of the following circumstances are satisfied:

- (1) The units constitute no more than four community college courses per term.
- (2) The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.
- (3) The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

“CCAP students” are special part-time students. When they enroll in CCAP programming, they are CCAP-participating and can also enroll in courses outside their pathway. If the units lie outside the pathway, the 11-unit limit applies.

**13. Will enrolling in college courses in high school affect a student's financial aid eligibility?**

Students in California do not need to complete a FAFSA application for dual enrollment; in fact, they are not eligible for financial aid until after they graduate from high school. But there are still some ways that enrolling in college courses while in high school can affect a student's financial aid eligibility after high school. The first is the student's academic progress and standing. Students who exit high school on either progress probation (not successfully completing at least 50% of 12+ units attempted) or academic probation (having under a 2.0 college GPA) are at risk of not qualifying for financial aid when they enter college, until they improve their academic progress and/or standing.

Another risk is that students may take excessive units in high school that don't count toward their intended degree goal, lowering the number of units that they can receive financial aid for after high school. This is rare, but students are limited to receiving financial aid for up to 90 attempted units toward an associate degree and up to a combined total of 180 attempted units toward a bachelor's degree. Partnerships should monitor the number of units that students earn in high school and the grades they are receiving to ensure that this will not harm them after high school.

**14. Do non-resident high school students have to pay non-resident tuition fees for college courses?**

Pursuant to Ed Code [76140](#), part-time special admit students, including CCAP students, who are non-resident high school students, with the exception of students on tourist or student visas or other students considered "nonimmigrant," are exempt from non-resident fees. Another way to think about it is that any student who will be AB 540-eligible once they graduate qualifies for an exemption of non-resident fees under this section of the Education Code.

**15. How do school districts, county offices of education, and other local education agencies (LEAs) enter college courses into CALPADS?**

To report courses where a student attends community college and receives instruction from a community college professor, the LEA should assign the course using the CALPADS code corresponding to the primary content area being taught (e.g., 9020 Visual Arts, 9082 Dance, 9096 Theater, 9120 English, 9154 World Languages, 9200 History/Social Science, 9227 Other, 9273 Mathematics, 9303 Music, and 9358 Science). The course instructional level code should be filled with Code 23 if the student only receives college credit, or Code 24 if the student receives both high school and college credit. The LEA should report the course along with the student roster, attached to a "teacher" record utilizing a SEID of all 9s. Using a SEID of all 9s allows CALPADS to accept the course without requiring additional teacher demographic information. In cases where a student receives instruction from the community college professor, the LEA should not report a placeholder, such as administrator or counselor, as teacher of record.

The course attributes should also indicate that no English Services are provided, and that the setting is legally authorized by Education Code 76004 by selecting the appropriate education code option.

In cases where the student receives instruction from a certificated teacher at the high school but receives dual credit, LEAs should report the course utilizing the appropriate regular CALPADS code corresponding to the primary content area being taught and shall not use the CALPADS codes displayed above. Instructional level Code 24 should be selected, and the district must attach the course along with the student roster to the LEA's teacher of record which includes teacher demographic information. The course attributes should indicate what type of English Services are provided and reflect that the setting is legally authorized by Education Code 76004 by selecting the appropriate education code option.

# Supporting Student Success

## Supporting Student Success: Overview

Supporting students in dual enrollment with interventions that are equity-focused and tailored to students' various learning environments (high school site, online, college campus, alternative programs, juvenile facilities, adult schools, etc.) is a key ingredient in an effective dual enrollment partnership. In a meaningful dual enrollment experience, students gain content knowledge and a boost of confidence as they succeed in college courses. Even though high school student success rates in college courses are often higher than those of adult students, partnerships should ensure they are designing opportunities that set students up for success both during and after high school.

## Supporting Students in Dual Enrollment

Student supports encompass a range of services and resources designed to help students succeed in college. These supports include high-quality instruction, academic advising, tutoring, financial aid counseling, career services, mental health counseling, disability services, basic needs support, undocumented student navigation support, and extracurricular activities. Well-designed supports address the varying needs of diverse students. By providing comprehensive wraparound support for students, community colleges strive to enhance student retention, graduation rates, and overall educational outcomes.

### **From [Navigating Dual Enrollment: Los Angeles Scholars Share Their Insights on What Matters Most for Success](#):**

“Students underscored that their success in dual enrollment was not solely rooted in administrative support; mentioned equally often was the importance of the social fabric of the student community. Classmates, often more than mere peers, were integral to succeeding in dual enrollment. Frequently highlighted, the mutual assistance found in collaborative studying and note-taking enabled students to create meaningful relationships that further led to emotional support. These relationships were fostered in a collaborative environment where the students highlighted a heightened sense of comfort and willingness to engage, ask questions, and take academic risks. Moreover, a few students highlighted the motivation derived from classmates who were also friends, acting as a catalyst for perseverance through the challenges faced in dual enrollment.”

High school students, like many first-generation college students, may struggle with navigating college systems and norms, feeling a sense of belonging in the college classroom, and balancing educational demands with work and family responsibilities. Findings from a recent study on dual enrollment underscore the importance of including touchpoints with counselors in a college and/or career exploration course and in regular check-ins at key points of the

semester. The study included interviews with 58 former dual-enrolled students in Los Angeles, and over half of the respondents indicated that counselors had been their primary source for both encouragement and information. The research fellows conducting the study were themselves former dual-enrolled students, and their work is summarized in the memo [Navigating Dual Enrollment: Los Angeles Scholars Share Their Insights on What Matters Most for Success](#). Beyond ensuring that students have access to a counselor, dual enrollment partnerships can build in student supports throughout the student experience.

Partnerships can extend beyond the college and high school to include families and community groups to provide support for students. East Los Angeles College, for example, has created an [ecosystem of student support](#) that includes community-based organizations, parent centers in partner high schools, and a Family and Community Engagement Services Center on campus.

## Importance of Creating a Sense of Belonging

Proactive outreach and recruitment efforts are essential for students who don't see themselves as college-going. Students of color—including Black, Indigenous, and Latine students—along with students from other groups that have historically been underserved in educational opportunities may be fighting social narratives that have led to feeling excluded from postsecondary education. By focusing on and engaging students from historically underserved or underrepresented groups in outreach and recruitment, educators can make it clear that students are welcome and that they belong in college. Creating this sense of belonging for high school students enrolling in college courses requires holistic support systems that start with outreach and include wraparound academic, social, and basic needs support. This holistic support is crucial for students to feel confident that they belong in college and that the educators involved are committed to their success.

### **Napa Valley College's Pride Learning Community**

Napa Valley College (NVC) is developing its first Early College program with a focus on serving the LGBTQ+ community. The LGBTQ+ Pathway offers students three college courses and an internship that articulate to college programs. The LGBTQ+ Pathway also has opportunities to come to campus to meet the NVC students in the Pride Learning Community and visit the college's Pride Center to learn about LGBTQ+ resources and a community available to them as a college student.

Colleges have many ways of making students feel welcomed and creating a sense of belonging. Providing instructors professional development in culturally relevant pedagogy can better serve students of color. College learning communities like Puente or Umoja create community and belonging through culturally relevant pedagogy, focused case management by counselors, and events focused on supporting students from underserved populations. A [2024 Umoja report](#) found that Umoja students had higher first-year persistence and success, and greater degree attainment within three years, compared with their non-participating Black peers. The report also found that Umoja students reported significant improvements in self-concept, sense of

belonging, and academic self-efficacy, with Black Umoja students showing particularly high gains compared to non-Black Umoja students. Other examples of how colleges are providing holistic support for students include basic needs centers, veterans centers, LGBTQ+ centers, undocumented student services and centers, and other culturally specific resource centers. Connecting dual-enrolled students to these resources can support their sense of belonging by showing them that the college has a dedicated place with caring staff to meet their needs.

Partnerships around the state are currently in various stages of exploration of what it means to extend culturally affirming learning community principles and practices to high school students through dual enrollment. Some partnerships are bringing high school students to the college campus to access resources, while others are bringing resources—including culturally focused learning communities—to the high school campus.

## Examples of Student Supports in Dual Enrollment

Dual enrollment partnerships across California are supporting students in a variety of ways. Below are promising practices emerging from the field:

### Support in choosing a pathway

Partnerships can prepare students to choose a pathway by building college and career exploration and education planning into the beginning of each student's dual enrollment journey. See the [Designing Pathways](#) section of this guide for more information.

### A regular point person helps students navigate college processes and access resources

High school districts and colleges across the state have created dedicated dual enrollment positions such as a coordinator, an adviser, or a counselor who is responsible for supporting dual-enrolled students through the application and enrollment process. This person often serves as the point of contact for students, operates as the student's advocate when enrollment issues come up, and assists students in navigating dual enrollment opportunities. They can also connect students to supports such as virtual tutoring, an especially helpful strategy for students taking online classes.

### Regular student check-ins with an adviser or counselor

Ongoing check-in meetings with a counselor or adviser ensures that students have an opportunity to flag challenges they may be facing that are threatening their success in the course. These meetings can also serve to support student navigation and understanding of the additional courses that they will need to earn certificates and degrees both during and after high school. Keeping students regularly connected with a counselor or adviser is key to supporting their retention and success.

### **Mendocino College's Student Ambassador Program**

Mendocino College serves a large area with dual enrollment offerings. As the college's dual enrollment team expanded their efforts to include geographically distant high schools, it became more challenging to ensure that all students knew about the services offered through the college and how to access them. To solve that problem, they started a student ambassador program at each of their partner high schools. Mendocino High School hires two students at each high school, one junior and one senior, trains them in the support services offered at the college, and employs them throughout the semester to serve as liaisons between the college and the students. The ambassadors attend the first day of class, teach students how to access the Canvas learning platform, and inform them about available resources such as basic needs support, mental health counseling, and more. These student ambassadors serve as resources throughout the semester for dual-enrolled students.

In its second year, this program is now supported by the local K-16 collaborative, which trains the ambassadors and builds community among all of the ambassadors in the region. This year, the collaborative is planning a summer retreat for the student ambassadors where they will participate in team-building events and visit Sonoma State University to learn more about available programs and pathways.

### Connection with learning communities such as Puente or Umoja

Learning communities provide a cohort of students opportunities to build community and participate in activities outside of the classroom. For first-generation college students and students historically-underserved in education, these community-building opportunities can provide introductory college experiences that help build a sense of belonging in college courses. Developing learning communities that meet the needs of the students who are furthest from opportunity is an effective equity intervention to increase success and retention.

### Embedded tutors and peer mentors

Tutors or peer mentors who are embedded in a dual enrollment program can provide both in-class and out-of-class support for students. They can assist students who need additional support and intervention. In the classroom, faculty can leverage peer mentors and tutors by assigning them to work with specific groups of students. Outside of class, peer mentors and tutors can develop more relaxed and informal relationships with students than those typically found between students and faculty. This provides students with a comfortable go-to person to ask questions and seek support. Colleges can hire and train student workers to support this work.



### **Berkeley City College's Near-Peer Mentor Program**

Berkeley City College (BCC) has developed a near-peer mentor program that brings Umoja and Puente students to serve as mentors in dual enrollment classes offered at the high school. The Umoja and Puente scholars attend classes and support instruction by leading activities and participating as assistants in small group work. Miguel Sanchez, a BCC alum and Puente scholar, states that this experience empowered him “to be more expressive and confident...as a mentor to the younger generation.” The support structure also allowed the faculty to establish a 5-1 or 6-1 student to teacher/mentor ratio in the classroom. Puente and Umoja scholars were able to sit with students when they were working in small groups to support their discussion. They were also able to support student learning by facilitating community-building activities and topical workshops. The dual enrollment counseling team at BCC attests much of the success of their students to the relationships that grow from the near-peer mentor model.

#### Academic support classes

Courses that provide students with extra support as they work through their class material, expose them to models of work that meet college-level standards, and give them the chance to practice in a low stakes environment can set students up to be successful. These support courses are especially effective when they are directly connected to a course and taught by either the same faculty member or an instructor familiar with the course content, assignment requirements, and instructor expectations.

#### Instructor collaboration

Successful dual enrollment partnerships make space for and support high school and college instructor collaboration and professional development. When this kind of collaboration occurs, high school curriculum and course offerings can provide effective preparation aligned with the college offerings, and college courses can build on the prior knowledge developed in the high school courses; this helps to create aligned pathways.

## **Building Student Supports is a Collaborative Effort**

When partnerships collaborate to support students in dual enrollment, they have a clear understanding of which resources and services each partner is responsible for. They have a shared understanding that they are collectively responsible for student success.

### Ways Partners Can Collaborate

#### Ensure communication is consistent and timely

Communication between high school and college partners is key to supporting students. Faculty and counselors often have the most frequent contact with students, so ensuring there is a

regular feedback loop between instructional faculty and student support providers or liaisons is essential to providing students just-in-time support.

#### Identify a single point of contact at both the college and high school

Providing a single point of contact at both the college and high school who is responsible for supporting the dual enrollment program, monitoring the application and enrollment process, and serving as a liaison between the students and support services at each institution can establish an infrastructure needed for effectively connecting students to the resources that they need, when they need it. The college point of contact and high school point of contact can work together to coordinate overall delivery of services.

#### Have dedicated appointments with college and high school counselors for dual-enrolled students

Dedicated counseling appointments with counselors trained in supporting dual enrollment students will institutionalize counseling support. Some colleges and high schools may be able to dedicate a counselor for dual enrollment, others may need to train multiple counselors in supporting dual enrollment. Establishing a dedicated time with a dual enrollment counselor at both institutions contributes to effective communication and effective infrastructure support for students. Dual enrollment counselors can work as the single point of contact or they can work in partnership to ensure students' needs are met and students feel supported.

#### Establish an early alert system to identify struggling students

Establish a way for faculty to alert the single point of contact or counselors of struggling students so that they can get them connected to resources. Early alert systems can be an existing technology tool, a homegrown mechanism, or an agreement to routinely monitor student progress and needs.

#### Have high school teachers in classes with college faculty

The college faculty can teach the course as the content area specialist and the high school teacher can act as support within the class, utilizing their familiarity with the students, the high school setting and procedures. The college instructor can concentrate on the course material and the high school instructor can support individual students as well as ensure the norms of the high school are observed. When creating this kind of collaboration, be sure to include collective bargaining units in the discussion.

#### Embed student support time and services into student schedules

The high school can schedule students into a support class where they can complete work from college or high school courses. This can be especially helpful if the college course is online, but is also helpful if the college course only meets twice a week.

### **Partnership Example: Sharing the Responsibility of Supporting Students**

Long Beach City College and Long Beach Unified School District share the responsibility of supporting students through their dual enrollment journey. The partnership provides the following:

- College outreach provides registration and enrollment support.
- Faculty provide early alerts for poor academic progress.
- College interns follow up directly with students about enrollment concerns and other important deadlines and communications.
- Colleges and high schools collaborate to provide appropriate accommodations for students with disabilities.
- Dedicated college counselors support students at the high school.
- High school “teachers of support” act as a bridge between high school students and college faculty.
- High schools use non-instructional days to provide academic support.

## **Instructional Approaches to Supporting Adolescents**

Faculty who are new to dual enrollment often ask for professional development on pedagogy for adolescents. Because adolescence spans a wide range, from age 10 to age 25, pedagogy designed for high school students can be helpful for faculty in their on-campus classes as well. In the video, [Stages of Adolescent Brain Development](#), Dr. Adriana Galván, Director of the Galván Laboratory for Developmental Neuroscience at UCLA, describes key developmental stages and needs. Studies of adolescent brain development tell us that adolescents have particular needs that instructors should support in the classroom experience.

The table below describes these needs and offers examples of classroom approaches to meet those needs.

| Developmental Need of Adolescents   | Classroom Approaches   |
|---|--|
| Warmth and support from adults who are caring.  | Build in class time to check in with students and allow for authentic interaction. For example: Start class with check-in questions or end with quick writes that reflect on the assignment, and then follow up with individuals.  |
| Being able to define their sense of identity, personal goals, and values through experiences. | Create assignments that allow students to learn about and explore their own culture. Assign readings that allow students to explore and reflect on their own values.   |
| Ways to develop both meaning and purpose by contributing to communities, families, and peers. | Develop projects that involve families and communities such as service learning or family or peer interaction. For example: Students could teach a concept from the class to a friend or family member and ask that person to write a summary of the concept.  |
| Real world scenarios to help build decision making skills.                                    | Develop projects that utilize data about local issues. Assign projects that have a real-world audience, such as a public blog.   |
| Safe ways to explore the world and take risks.  | Create assignments that require students to try a new activity, such as volunteering at an animal shelter or going to a city council meeting. Have students identify in-class strategies for success that they want to challenge themselves to try, such as sitting in the front or raising their hand more often. |
| Positive ways to earn respect and social status from both adults and peers.                   | Create educational experiences where students can meaningfully contribute through service learning or classroom interaction. Highlight quotes and insights from student work.  |

## Equity Considerations

Different students, and different groups of students, have distinct support needs and our institutions have a responsibility to meet those needs. The partnership can uncover those needs by first looking at data to find out which students have been successfully accessing and succeeding in dual enrollment. Partnerships should be sure to review data disaggregated by race and ethnicity, gender, English language learner status, socioeconomic status, disability status, and other factors. If there are student groups that are underrepresented, find out why and take action. See the [Data](#) section for more information on collecting data.

## Tailor Student Support to Student Needs

The following table lists a number of student groups and offers some considerations for tailoring support.

| Student Community   | Considerations for Student Support  |
|---|---|
| Multilingual Learners                                       | Collaboration with both college and high school ESL instructors can help faculty with strategies for multilingual learners. Honor the student's heritage language as an asset while offering scaffolded support for the course content.   |
| Adult Learners Without a High School Diploma or Equivalency | Adult dual enrollment serves adults who are in a high school diploma or equivalency program, often at an adult school. It's important to structure time for the college faculty to collaborate with adult school instructors to be able to meet the needs of this diverse community. Adult students often work and may be parents or caregivers.  |
| Students from Rural Communities                             | Rural communities often rely on online instruction for college courses because faculty may not be able to travel to remote high schools. Scheduling a support course in the high school schedule for any online classes is a structure that provides support for the online instruction.  |
| Justice-Impacted Youth                                      | Faculty working in detention facilities may face logistical challenges such as access to technology and limitations on what they may bring into the classroom. It's important for partnerships to give instructors time to prepare and rework their curriculum if needed. Instructors may also benefit from training such as trauma-informed pedagogy.  |
| Students with Disabilities                                  | Collaboration with the college special resource center and the high school special education department can provide general strategies that support students with special needs and who may have a range of abilities. To support specific students, make sure the college has a FERPA waiver that allows sharing of information about a student's disability. Faculty can be proactive and, once notified that a student has specific accommodations, they can ask the student what might be helpful for them. |
| Students with Basic Needs Insecurities                      | Find out what basic needs support the college and the high school offer, such as technology, food, housing and financial assistance. Work with those departments to create a protocol for how they will support dual-enrolled students when a need is identified.   |
| Student with Obligations Outside of School                  | Many high school students have obligations outside of school such as work, athletics, extracurricular activities, or are parents or caregivers. Scheduling college courses during the regular high school day is one way to support students with outside obligations. Another way is for instructors to provide flexibility in assignment due dates.   |

# Getting Started: Creating Effective Student Supports for Dual Enrollment

## Planning student supports

- ☐ **Gather data** to uncover the needs of the students and families your partnership serves.
- ☐ **Identify current agreements** and what they say about student supports.
- ☐ **Assess your starting point.**
  - What are current outreach methods?
  - What is the process for application and enrollment?
  - What academic services are available from each partner?
  - What support for basic needs are available from each partner? Types of support could include food and housing, monetary support, books, and mental health assistance.
- ☐ **Develop your support team.** It should include counselors, advisers, tutors and faculty.
- ☐ **Map out the student journey.** Be sure to include how students learn about dual enrollment and how they make decisions about college and career. Identify points in the journey where students might need interventions.
  - Are there leaks in the student journey? Where do students need interventions?
  - Where is there a need for removing barriers and improving processes, especially in application and enrollment? Are there smarter ways of working?
  - How can partners embed support services into the courses?

## Developing a plan to assess efficacy of student supports

- ☐ Collect data during the student experience, a leading indicator, to improve provision of support interventions. This can help partners identify patterns in when students need interventions (e.g., in the first two weeks of class, right after midterm exams) and whether those interventions are successful.
- ☐ Collect data after the student experience, such as a survey or focus group about their experience, to improve the system of supports.
- ☐ Consider both quantitative data, such as student success measures, and qualitative data, such as student focus groups.

## Resources

- [Building Community Through Dual Enrollment: East Los Angeles College and Community-Based Organizations](#)
- [Berkeley City College: Redesigning Practices Based on Equity and Justice](#),
- [Working Towards An Equitable Future In California Dual Enrollment Programs](#)

## FAQs

**1. Which institution is responsible for providing student supports for dual enrollment, the high school or the college?**

Both institutions have a responsibility to support students. If a partnership has a CCAP agreement, they should identify which supports will be provided by each partner.

**2. Who should counsel the students for dual enrollment, the high school or the college?**

High school and college counselors have distinct roles but should work in coordination with each other. College counselors can create college educational plans for students, but both high school and college counselors can help students explore career options and what certificates and degrees lead to those careers. Both counselors can connect students to academic and other supports offered by their institutions.

**3. What happens if a student fails a college course while in high school?**

Grades from college courses appear on the student's college transcript and are counted in their college GPA. This means that failed attempts or failing grades can impact a student's academic standing (academic or progress probation) and their eligibility for financial aid.

**4. What is "academic probation"?**

According to Title 5 section [55031](#), "A student who has attempted at least 12 semester or 18 quarter units as shown by the official academic record shall be placed on academic probation if the student has earned a grade point average below 2.0."

**5. What is "progress probation"?**

According to Title 5 section [55031](#), "A student who has enrolled in a total of at least 12 semester or 18 quarter units as shown by the official academic record shall be placed on progress probation when the student receives symbols of "W," "I," or "NP" (as defined in sections 55023 and 55030) in fifty percent (50 percent) or more of all units in which a student has enrolled."

## **6. What are “drop dates,” and how do they affect students’ transcripts?**

There are multiple drop dates and types of drops from a college course, based on when a student drops a course. These are described below:

- Drop with refund. This deadline usually occurs before the course starts and within the first or second week of the course. While dual-enrolled students do not pay tuition fees, there may be other associated course fees that can be refunded within this window. If a student drops before the refund deadline, there will be no record of the enrollment on the student’s college transcript.
- Drop without a “W” (before census). The census occurs 20% of the way through the course. If students drop before the census date, there will be no record of the enrollment on the student’s college transcript.
- Drop with a “W.” Students can drop a course up through the 75% date, but if they drop after the census date, then the course will appear on their college transcript with a “W” as the grade. These withdrawal grades are not included in a student’s GPA, but they do factor into calculations for progress probation.
- Any students enrolled after the 75% date will receive a grade for the course unless they are withdrawn through other methods determined by the college, such as an “Excused Withdrawal” (EW).

Barstow College defines each of these drop dates for students on [their website](#).

## **7. Can special admit students enroll in supplemental support courses?**

Yes. Special admit students can be enrolled in courses that prepare them for or support them in transfer, general, and CTE courses. Once admitted to the college, a student can take any course that they meet the prerequisite for, or that is not age-restricted (such as a wine-making course).

## **8. Can special admit students retake courses?**

Title 5 regulations limit how many times a student can repeat a community college course. According to Title 5 section [55040](#), “The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses.” View a sample of these policies and procedures from [Santa Monica College](#).

## **9. Do high school students enrolled in a college course need to adhere to the college student code of conduct if the class is held at their high school?**

Students are required to adhere to the college's student code of conduct if they are participating in a college course, regardless of location or modality.



# Data

## Data: Overview

As dual enrollment opportunities and participation increase, regularly collecting and analyzing data for positive or negative impacts on students should be incorporated into the design and evaluation of dual enrollment programs. [Historical data](#) shows that students of color, students with special needs, and multilingual learners have been underserved or [shut out](#) of dual enrollment programs across the country. Dual enrollment leaders need to closely examine participation and success in their dual enrollment offerings to ensure they are not recreating historical inequities. Any findings where a particular group is underrepresented in an opportunity or succeeding at lower rates than their peers indicates an area where partnerships will need to collaborate, plan, and take action to address the existing gaps.

This section of the guide includes resources that partnerships can use for quantitative and qualitative data collection and examples from the field of how partnerships are using data to identify and address gaps in dual enrollment access and success.

## Using Data to Ensure Equity

The three goals of Vision 2030 are equity in access, equity in support, and equity in success. For dual enrollment to truly be an equitable opportunity for students, the participation rates of students in dual enrollment from any given demographic or student group should mirror that of the high school, district, and community being served, and success rates should be similar across student demographic groups.

For example, one would observe equitable participation if 12% of dual-enrolled students are multilingual learners/English learners and 12% of students in the high school are also multilingual learners/English Learners.

Some examples of demographic subgroups include, but are not limited to:

- Age/Grade Level
- Race/Ethnicity
- Gender
- LGBTQ+ Identity
- First-Generation Status
- English Language Acquisition Status
- Socioeconomic Status

- Disabilities
- Homeless and Foster Youth Status

## What Questions Should We Ask?

Below are some questions that your partnership can investigate using local and statewide data. Examples and resources are provided to aid your partnership in collecting, analyzing and using the data to identify and begin to address equity gaps.

### 1. Are there equitable opportunities for students to participate in dual enrollment?

Depending on the data that is available, partnerships can disaggregate enrollment data by various student characteristics to compare high school enrollment to participation in dual enrollment. If students are underrepresented in dual enrollment, the first question to ask may be what opportunities exist that they can access. Equitable dual enrollment programs are designed with course and pathway opportunities for students at all levels of past academic performance with a range of interests and college and career goals.

#### Examples and Resources

- The [Jumpstart](#) report by [The Education Trust–West](#) in 2022 provided the state with an overview of and method for analyzing whether Black, Latinx, and Native American students in California are equitably represented in dual enrollment programs. By comparing the representation of student ethnicity subgroups within a community college’s service area to the representation of students currently participating in dual enrollment, the report identified the extent to which each community college district provides equitable access to dual enrollment for Black, Latinx and Native American students.
  - [A Jumpstart on College: Dual Enrollment Resources](#), from EdTrust-West
  - [CLP and EdTrust-West “Jumpstarting College Access” Worksheets](#)
- 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 for Foster Youth: Toward Effective Practice](#), a report from CLP, summarizes the work of three sites to increase high school and college success for foster youth through access to dual enrollment. It reviews key challenges encountered by students and practitioners and describes promising practices and notable strategies implemented by the sites. Based on these lessons, the report outlines recommendations for policy changes at the high school, college, and state levels that would enable college

and high school partnerships to engage and support more foster youth in dual enrollment in California.

## Partnership Example

Napa Valley College (NVC) and their Napa Valley Unified School District (NVUSD) high school partners participated in a Dual Enrollment Implementation Workshop hosted by CLP as a part of the CCCCCO's effort to build capacity for expanding dual enrollment partnerships and pathways throughout the state. At that workshop, participants reviewed their local data and assessed access gaps disaggregated by race and ethnicity using CLP's Dual Enrollment Access Gap tool. Through discussion at the workshop, the partners clearly identified an access gap for Black and Native American students. In the following months, they used the tool to further examine access gaps by high school site and planned a joint NVC and NVUSD board meeting. At the board meeting, the dual enrollment partners presented the data, shared their discussions and vision for moving forward, and received input and support from both boards to proceed with an ambitious plan to expand dual enrollment offerings with a focus on supporting Black and Native American students.

## 2. Do our dual enrollment recruitment and enrollment processes support access?

All students should be aware of the opportunities that they have to participate in dual enrollment through their high school or at the college. Equitable outreach and recruitment processes ensure that all students have the chance to express interest in and enroll in dual enrollment classes. See the [Outreach and Recruitment for Historically Underserved Students](#) section of this guide for more information and guidance on creating and implementing equitable practices.

Partnerships often keep a list of high school students who are interested in enrolling in college classes, which they use to monitor and support enrollment. By compiling a list of interested students who are not enrolled as part of the enrollment monitoring process, partnerships can analyze which students are not getting enrolled in the college classes. Disaggregating this data can show if there are certain groups of students who are less likely than others to successfully complete the enrollment process after expressing interest. This can help partnerships identify and address causes of equity gaps in participation. See the [Enrollment Process](#) section of this guide for information about equitable enrollment practices.

### Examples and Resources

- [Compliance and Compassion: Dual Enrollment and Admissions & Records](#) summarizes the perspectives and experiences shared by a small group of community college A&R leaders on how dual enrollment coordinators and A&R can work together to support an equitable enrollment process for students. CLP published this brief in spring 2023.
- [A Cumbersome Enrollment Process Named the Top Challenge to Dual Enrollment in California](#) describes key findings from a survey of college leaders and practitioners about implementation barriers and what is needed to ensure equitable access and success in

dual enrollment. It also includes prompts based on learnings from the survey that practitioners can use to guide reflection and discussion in their own efforts. CLP partnered with Engage R+D, with support from the CCCCO, to conduct the survey.

- [Dual Enrollment Snapshots](#), a series of four snapshots produced by CLP, highlights the characteristics of dual enrollment in colleges and high school partnerships across the state.
- [Building Community Through Dual Enrollment: East Los Angeles College and Community-Based Organizations](#), a brief from CLP, tells the story of how one dual enrollment partnership connects high school students to college courses in dual enrollment pathways, connects parents to ESL classes and job training, and supports the whole family in understanding college culture and how to be supportive of family members in college.

### 3. Are students succeeding at comparable rates?

For dual enrollment to be equitable, success rates should be similar across student demographic groups, with particular attention to underrepresented or historically underserved groups. There are various methods for measuring student success. Some data elements to consider for evaluating the success of dual-enrolled students include, but are not limited to:

- Course completion/college credits earned.
- Retention in courses (same term) and programs (term to term).
- High school graduation rates.
- Completion of certificate, degree, or transfer pathway during or after high school.

Some partnerships are incorporating dual enrollment participation and success into their local dashboards and provide data disaggregated by race/ethnicity and gender for monitoring and planning purposes. These dashboards can be extremely beneficial in keeping partnerships accountable for ensuring equitable outcomes within their programs.

#### Examples and Resources

- [Kern CCD Early College Dashboard \(2019-Present\)](#)
- [Compton College Dual Enrollment Dashboard](#)
- [Cabrillo College: Dual Enrollment Overall Trends \(2020-2023\)](#)
- [Pasadena College Dual Enrollment Dashboard](#)

## 4. Are students having a positive experience in dual enrollment?

Understanding the student experience beyond student course evaluations is imperative for improving programs. Partnerships can use surveys, interviews, and focus groups to collect data on the student experience to improve access, support, and success for more students in dual enrollment.

### Examples and Resources

- [Student Voice: Dual Enrollment Case Studies and Videos](#) focus on how dual enrollment provided historically underrepresented students and their families with an introduction to postsecondary education.
- [Where Are They Now? A Study of Dual Enrollment Students in the Kern Community College District](#), a report by CLP, includes a sample focus group protocol with questions for assessing student experience and potential impacts of dual enrollment after high school.
- [From Voice to Action: Putting Students at the Center of College Redesign](#) describes how focus groups and other methods of qualitative feedback can help practitioners incorporate student voice into college redesign.

### Using Quantitative and Qualitative Data to Understand Barriers to Success

Riverside City College (RCC) leverages retention and success data to better understand the student experience. RCC wants to ensure that their dual enrollment program participants have what they need to succeed. For instance, in their STEM Nursing Pathway, RCC noticed that students were slowly dropping out of the pathway each year. As a result, the pathway had significantly fewer students graduating than expected.

When the RCC dual enrollment team spoke to students who had stopped out of the program or switched to a different pathway, they learned that it was not the rigor of STEM Nursing Pathway courses that deterred students, rather it was the time commitment required in tandem with scheduling limitations. Students reported scheduling conflicts between pathway classes and extracurricular activities. With four core science courses built into the pathway, lab hours offered at RCC were a significant time commitment. Ultimately, students had to make hard choices about where to commit their time, and whether or not to continue on the pathway. To address these barriers, RCC is examining ways to schedule lab classes so students can participate in extracurricular activities and continue in the STEM Nursing Pathway. By using quantitative data to identify an issue and qualitative data to understand it, RCC took an effective approach to problem solving.

## 5. How does dual enrollment prepare students for college and career?

Multiple studies have shown that students who participate in high-quality dual enrollment programs during high school are more likely to graduate high school, enter college, and persist in college to completion ([What Works Clearinghouse, 2017](#)). Partnerships can use quantitative and qualitative data to measure outcomes of dual enrollment participation on students after high school. By collecting college enrollment and completion data from sources like the [National Student Clearinghouse](#) or local data sources, partnerships can measure correlations between dual enrollment participation and success in college and career. By conducting focus groups with former dual-enrolled students, partnerships can gain insight into student experiences and outcomes.

### Examples and Resources

- [Where Are They Now? A Study of Dual Enrollment Students in the Kern Community College District](#). Using data from the [National Student Clearinghouse](#), CLP and Kern CCD investigated post-high school college enrollment trends and how they correlated with the number of units completed by students through dual enrollment in high school.
- [Navigating Dual Enrollment: Los Angeles Scholars Share Their Insights on What Matters Most for Success](#). This memo summarizes a study conducted by former dual-enrolled students. The students developed research questions and conducted interviews to learn about students' experiences in dual enrollment, their sense of the benefits of dual enrollment, and the "ideal" set of dual enrollment opportunities.

## Accessing Dual Enrollment Data

### Data Sources

The sources and reports below contain data that are either publicly available, or available with certain subscriptions and credentials. Each report may provide different benefits to partnerships that are analyzing access and success in their dual enrollment programs. Note to practitioners: To ensure data at the state level is correct, be sure to complete dual enrollment reporting, such as CCAP reports.

| Reports  | How Partnerships Can Use This Data  |
|--|---|
| Source: <a href="#">DataQuest</a> , California Department of Education |   |
| <a href="#">Enrollment by Ethnicity and Grade</a>                      | State, county, district and school enrollment counts by grade and ethnicity. Comparing dual enrollment participation to school enrollment will show any gaps in representation. |



| Reports  | How Partnerships Can Use This Data  |
|--|---|
| <a href="#">Enrollment by English Language Acquisition Status (ELAS) and Grade</a>   | <p>State, county, district and school student counts by ELAS.</p> <p>Comparing dual enrollment participation of designated EL students to representation of EL students at high school will show if EL students are being equitably served.</p>   |
| Source: <a href="#">California School Dashboard</a>  |   |
| <a href="#">Performance Reviews</a>  | <p>School, district, county and state data on: Student Population (enrollment, socioeconomic status, English learners, foster youth); Academic Performance (English, math, English learner progress, college and career indicators); Graduation Rate; and Suspension Rate.</p> <p>Reviewing schools' dashboards can help partnerships identify schools where dual enrollment may benefit students. For example: by decreasing absenteeism, increasing graduation rates, increasing college/career readiness, and others.</p>      |
| <a href="#">College/Career Levels and Measures Report</a><br><br><i>Select school, district, county, or state, then select "College/Career Levels and Measures Report"</i> | <p>College/Career Indicator (CCI) by state, county, district and high school. The <a href="#">measures of college readiness</a> and <a href="#">career readiness</a> both include successfully completing college credit (dual enrollment) courses. View CCI status by ethnicity and for EL students, socioeconomically disadvantaged students, students with disabilities, and foster and homeless youth.</p> <p>Finding schools with low CCI scores can help partnerships identify where dual enrollment may be beneficial.</p> |
| Source: <a href="#">DataMart</a> , California Community Colleges Chancellor's Office   |   |
| <a href="#">Enrollment Status Summary Report</a>   | <p>View dual enrollment (special admit) student count by term by college, district, or statewide. Additional filters include gender, age and ethnicity.</p> <p>Comparing dual enrollment student count to the number of high school students in a college's or district's service area shows current reach and possibilities for expanding dual enrollment opportunities and access.</p>  |
| Source: Career Ladders Project   |   |
| <a href="#">Dual Enrollment Access Gap Tool</a>  | <p>This tool contains high school student enrollment counts and the count of all high school students who enrolled in community college courses (special admits), disaggregated by age/grade and ethnicity for all high schools and community colleges in the state.</p> <p>Colleges or high schools can use the tool to compare high school representation to dual enrollment representation.</p>  |
| Source: <a href="#">National Student Clearinghouse</a>   |   |
| Access depends on the organization's subscription.   | <p>Some schools/colleges subscribe to the National Student Clearinghouse (NSC) to collect student data longitudinally. Check with your district research/IT department to see if this information is available.</p> <p>Data from NSC can help partnerships investigate post-high school college enrollment and completion.</p>  |

## Local Data Sources

In dual enrollment, although students are enrolled at both their high school and the community college, the two institutions often have access to different information for these students based on what they collect during their individual application or enrollment process. The following table summarizes the student information that is typically collected by the high school or community college.

| Student Information  | High School | Community College |
|--|-------------|-------------------|
| Age  | X           | X                 |
| Grade Level  | X           |                   |
| Ethnicity  | X           | X                 |
| Gender   | X           | X                 |
| Qualification for Free or Reduced-Price Meal<br>(Indicator of Socioeconomic Status)                | X           |                   |
| Parents' Educational Attainment<br>(Indicator of Socioeconomic Status and First-Generation Status) | X           | X                 |
| English Language Acquisition Status (ELAS)   | X           |                   |
| Disabilities<br>*students must self-report at the college  | X           | X*                |
| Homeless/Displaced and Foster Youth Status   | X           | X                 |
| High School Enrollment and Grade History   | X           |                   |
| College Enrollment and Grade History   |             | X                 |
| Justice-Impacted Youth<br>**may include youth with or without a high school diploma                |             | X**               |

## Data Sharing Between High School and Community College

CCAP partnerships are required to establish protocols for data/information sharing within their formal agreements (Ed Code [76004](#)). Whether these protocols are included in the agreement itself or in a separate data sharing agreement, partnerships should include how they will ensure that [FERPA](#) and other confidentiality requirements are followed, what data is to be shared by each party, and how data will be shared. One challenge, even when data sharing agreements are in place, is finding unique student identifiers that enable partnerships to combine and update their data.

## Are partnerships allowed to share data?

Partnerships should be very careful when sharing information, and should always have a data sharing agreement in place when sharing any documents that contain identifiable student information. FERPA allows for data sharing with school officials for “legitimate educational interests,” for audits and evaluations, for research studies, and for health and safety reasons. Many partnerships share data for “legitimate educational interest.” Consent for the high school and college to share certain information between themselves should be included in the admissions or enrollment process. (See the [Enrollment Process](#) section of this guide for more details.) Establishing data sharing agreements, and notifying students about what information is being shared and why, will help make data sharing clear.

## What should we include in our data sharing agreement?

Partnerships may want to consider including all or some of the following data items in their agreements, although access and ability to share information will vary from institution to institution.

### Data from High School District to College

- Rosters of students to be enrolled in each course including name, birthdate, and other unique identifiers (such as high school and/or college identification number).
- Transcript-level data for college English and math placement.
- Classifications and accommodations for students: ELAS, IEP, 504, Foster, Homeless, Free or Reduced-Price Meal

### Data from College to High School District

- List of college ID numbers for students by high school. If these can be entered in the student information system at the high school district, then they can be used as a unique identifier.

#### **Sample student consent language**

By signing below, I acknowledge that my college identification number, enrollment activity, and grades will be shared with my high school district, according to the high school that I listed on my college application.

- Rosters (enrollment reports) of students currently enrolled in each course including name, birthdate, and other unique identifiers (such as college and/or high school identification number).
- Early alerts or progress reports. If the college uses an early alert system or requires progress grades to be entered by faculty, these could be provided to high school districts.
- Final grades and credits earned by students.

## How should we share the data?

When sharing data, partnerships should consider the following:

- Identify a secure way to send files and information between the high school and college.
- Specify who will send, receive, and have access to the information that is shared.
- Store information securely, and follow storage and destruction requirements, as set forth in the data sharing agreement and/or local policies.
- Set a schedule for when reports will be sent by each party, either manually or automatically.
- Build in assurance checks to verify that students have the correct and most up-to-date high school listed in their records before sharing identifiable student information.

## Resources

The resources linked throughout this section can be adapted or replicated in a college's local context. The reports listed below provide research on the impact of dual enrollment nationally and in California.

### California Reports

EdTrust–West

- [Jumpstart: Setting Goals to Drive Equitable Dual Enrollment in California's Community Colleges, 2021](#)
- [A Jumpstart on College: Dual Enrollment Resources](#)

Jobs for the Future (JFF)

- [Dual Enrollment for Students from Special Populations: Improving College Transitions for English Learners, Students with Disabilities, Foster Youth, and Young People Experiencing Homelessness, February 2021](#)

## Public Policy Institute of California (PPIC)

- [Improving College Access and Success through Dual Enrollment, August 2023](#)
- [Dual Enrollment in California: Promoting Equitable Student Access and Success, October 2021](#)

## UC Davis Wheelhouse

- [A Strong Start on College and Career: Dual Enrollment Participation from 9th to 12th Grade, February 2024](#)
- [A Foot in the Door: Growth in Participation and Equity in Dual Enrollment in California, October 2021](#)
- [A Leg Up on College: The Scale and Distribution of Community College Participation Among California High School Students, January 2020](#)

## National Reports

### Community College Research Center

- [How States and Systems Can Support Practitioner Efforts to Strengthen Dual Enrollment, January 2024](#)
- [“Waiving” Goodbye to Placement Testing: Broadening the Benefits of Dual Enrollment Through Statewide Policy, January 2024](#)
- [DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity, October 2023](#)
- [Assessing College-Credit-in-High-School Programs as On-Ramps to Postsecondary Career Pathways for Underrepresented Students, April 2023](#)
- [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students, October 2020](#)

### University of Utah

- [Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice Supplemental: Urgent Research Questions, October 2023](#)
- [Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice, July 2022](#)

### National College in High School Alliance (NCHSA)

- [The Next Phase of Dual Enrollment Policy: A Vision for the Field, November 2023](#)
- [Federal Playbook, September 2023](#)

- [Building a Concurrent Enrollment Teacher Pipeline: Opportunities, Challenges and Lessons, March 2022<sup>1</sup>](#)
- [The State of CTE: Early Postsecondary Opportunities, March 2022](#)
- [Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs for Students with Disabilities, November 2021](#)
- [College in High School Programs and Data: Reporting and Using Dual Enrollment Data to Improve Equity, November 2021](#)
- [College in High School Programs- What the research says, October 2021](#)

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<sup>1</sup> Although other systems or organizations use the term “concurrent enrollment,” this term is not found in California Education Code.

# Resources

## Resources: Overview

The growth of dual enrollment has also brought a growth in resources for practitioners. This section provides a list of resources specific for California dual enrollment partnerships as well as national resources. It includes implementation and informational tools, handbooks and toolkits, a repository of student voice publications and videos, research, networks of support, and both state and national organizations focused on dual enrollment.

### Implementation Tools

- [Dual Enrollment Scheduling Tool](#) helps schedule college courses offered through dual enrollment so that the high school maintains minimum instructional minutes. The tool also flags potential scheduling conflicts like holidays and minimum days.
- [Dual Enrollment Access Gap Tool](#) uses both publicly available data and data input from partnerships to create easy-to-read visualizations of dual enrollment participation disaggregated by ethnicity, age, and grade. It creates charts that compare disaggregated dual enrollment participation to the general high school population, revealing any gaps.
- [Creating a Dual Enrollment Partnership: Strategies for Coordinators](#) offers an overview and checklist of areas for consideration in starting dual enrollment partnerships.
- [Designing Professional Development for Dual Enrollment Instructors: Strategies for Coordinators](#) supports the planning of professional development for both college instructors new to teaching high school students and high school instructors new to teaching college courses.
- [Supporting English-Language Learners: Strategies for Instructors](#) offers strategies for instructors to support multilingual learners.
- [Working with Adolescents: Strategies for Instructors](#) provides strategies geared towards adolescent brain development.
- [Federal Privacy Law Related to Dual Enrollment: Strategies for Coordinators](#) is an overview of FERPA law and dual enrollment.
- [Transitioning Adult Learners to College: A User Guide for Ability to Benefit and Adult Dual Enrollment](#) is a manual on getting started with adult dual enrollment and utilizing the federal Ability to Benefit provision to support adults without a high school diploma or equivalent in qualifying for federal financial aid.



## Information Tools

- [Dual Enrollment Structures in California](#) is an overview of the various ways of accessing dual enrollment on a continuum of most to least structured.
- [What is the Difference? College and Career Access Pathway \(CCAP\) Partnerships and Non-CCAP Partnerships](#) is an overview of the two types of dual enrollment governed by an agreement between a college and high school district.
- [Policy Table](#) is a reference tool that links to original legislation, current Education Code, Title 5 regulations, CCCCCO memos, MIS data elements, and case law pertinent to students with special needs and dual enrollment.
- [The Multiplier Effect: Dual Enrollment x Math](#) provides an overview of issues and considerations for partnerships designing dual enrollment opportunities with math.

## Student Voice

- [Navigating Dual Enrollment: Los Angeles Scholars Share their Insights on What Matters Most for Success](#) presents the findings of a student-led research project to investigate what former dual-enrolled students say about their experience.
- [Student Voice Videos and Case Studies](#) is a repository of videos and short case studies of students in dual enrollment.

## Handbooks, Toolkits and Frameworks

- [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#) is a handbook that also includes case studies and self-assessments.
- [Los Angeles County Toolkit to Equity-Centered Dual Enrollment Partnerships](#) provides tools and resources for dual enrollment based on the five areas of an effective and equity-driven dual enrollment partnership: finance, course access and availability, instructor capacity, navigational supports, and data analysis/evaluation.
- [Dual Enrollment Handbook: Building and Scaling Effective Practices for Leadership and Implementation Teams](#), developed by the Orange County Regional Consortium, comprises four chapters with information specific to a leadership team, an implementation team, faculty, and students and parents. It includes examples from around Orange County.
- [Federal Playbook, September 2023](#), authored by the College in High School Alliance, outlines what federal funding currently exists that may support dual enrollment, and what policies may be on the horizon.
- [Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School](#), a report from the Community College Research

Center (CCRC), presents the case for a new approach to dual enrollment by summarizing the evidence for the four areas of DEEP practice: outreach to underserved students and schools; alignment to college degrees and careers in fields of interest; early career and academic exploration, advising, and planning; and high-quality college instruction and academic support.

- [\*\*DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity\*\*](#), authored by CCRC, presents ideas for redesigning dual enrollment based on field research at six promising community college and K-12 partnerships in Florida and Texas. These partnerships have extended guided pathways practices to dual enrollment, achieving strong results in expanding college access and opportunities for Black, Hispanic, and low-income high school students.

## Policy-focused Reports

- [\*\*How States and Systems Can Support Practitioner Efforts to Strengthen Dual Enrollment\*\*](#) (January 2024). This CCRC report presents strategies for states to enhance dual enrollment programs. Drawing from interviews with college and K-12 leaders, the report offers recommendations to expand access, strengthen postsecondary pathways, and build robust partnerships. The report highlights six mechanisms—legislation, funding, regulation, guidance, engagement, and resources—to support these goals, providing examples from various states to illustrate effective practices.
- [\*\*“Waiving” Goodbye to Placement Testing: Broadening the Benefits of Dual Enrollment Through Statewide Policy\*\*](#) (January 2024), a report from CCRC, evaluates Ohio's Innovative Programs policy that allows waivers for test-based eligibility requirements for dual enrollment, aiming to increase participation among underrepresented students. The study found that the policy increased dual enrollment among Black and Hispanic students, but its impact on post-high school college enrollment was mixed, emphasizing the importance of pairing increased access with adequate supports.
- [\*\*Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs for Students with Disabilities\*\*](#) (November 2021). This report from the College in High School Alliance provides a framework to improve access and equity for students with disabilities in college-in-high school programs. The report highlights the significant barriers these students face and offers policy recommendations for states to create more inclusive dual enrollment opportunities
- [\*\*Building a Concurrent Enrollment Teacher Pipeline: Opportunities, Challenges & Lessons\*\*](#) (March 2023). This College in High School Alliance report outlines best practices and policy recommendations to address challenges in creating a pipeline for dual and concurrent enrollment<sup>2</sup> teachers, emphasizing the need for professional

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<sup>2</sup> Although other systems or organizations use the term “concurrent enrollment,” this term is not found in California Education Code.

development and credentialing support to ensure high-quality instruction in college-level courses offered in high schools.

## Research

### California

- [\*\*A Strong Start for College and Career: Dual Enrollment Participation From 9th to 12th Grade\*\*](#) (February 2024). This Policy Analysis for California Education publication reviews CCAP participation by grade level in 2021-22 and disaggregates by race and income level.
- [\*\*Improving College Access and Success through Dual Enrollment\*\*](#) (August 2023). This Public Policy Institute of California (PPIC) report compares CCAP student outcomes to those from other types of dual enrollment and to students who have not participated in dual enrollment.
- UC Davis Wheelhouse: The Center for Community College Leadership and Research has a [dual enrollment web page](#) that houses all of their reports.

### National

- CCRC has a number of publications on [dual enrollment](#) from a national perspective including [The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis](#) (October 2024), which tracked outcomes for students who began dual enrollment in 2015.
- National researcher John Fink has a [publicly available data visualization](#) that shows state representation in both dual enrollment and advanced placement, disaggregated by race and gender.
- A large research project led by Jason Taylor of the University of Utah produced the white paper, [Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice](#). This paper includes as appendices several literature reviews on specific themes within dual enrollment.
- [The State of CTE: Early Postsecondary Opportunities](#), a report from Advance CTE and the College in High School Alliance, provides findings from a survey of state CTE directors on state policies that support early postsecondary opportunities in CTE.

## State System Support Infrastructure

- [Guided Pathways Regional Coordinators](#) provide local support for colleges and districts in their guided pathways implementation, and also serve as liaisons with the California Community Colleges Chancellor's Office.

- [Rising Scholars Network](#) supports colleges in building strong pathways from incarceration to postsecondary education for students who have experienced the criminal justice system.
- [K12 Pathway Coordinators](#) serve as a point of contact between K-12 and community colleges and support career and technical education pathways, including dual enrollment.
- [K14 Technical Assistance Providers](#) provide regional leadership in the development, administration, and organization of pathway improvement initiatives and intersegmental partnerships in their region for the K12 Strong Workforce Program and the overall expansion of career technical education.
- [Regional Consortium Chairs](#) provide leadership in eight community college regions of the state for their respective consortia of career education faculty and administrators.

## Organizations

### California

- [Career Ladders Project \(CLP\)](#) promotes equity minded community college redesign. CLP has a special focus on dual enrollment.
- [California Alliance of Dual Enrollment Programs](#), an affiliated chapter of the National Alliance of Concurrent Enrollment Partnerships,<sup>3</sup> is a unified coalition committed to the advancement of equity, student success and quality in dual enrollment programs in California.
- [The California Coalition for Early and Middle Colleges](#) promotes and expands proven best practices associated with dual enrollment to enable high school students to transition successfully to postsecondary education.
- [California College Guidance Initiative](#) provides tools, curriculum and infrastructure to smooth the transition to college.
- [The Central Valley Higher Education Consortium \(CVHEC\)](#) is a postsecondary education convener with the goal of increasing certificate and degree attainment in the Central Valley. CVHEC has a special focus on dual enrollment.
- [The California Association of Black School Educators \(CABSE\)](#) is composed of elected and appointed school officials, administrators and instructors committed to advancing equity for Black students. CABSE has a special focus on dual enrollment.

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<sup>3</sup> Although other systems or organizations use the term “concurrent enrollment,” this term is not found in California Education Code.

- [Dual Enrollment Coalition of California \(DECC\)](#) advances a shared vision of high-quality dual enrollment for equity, in which educators believe in the capacity of all students to succeed. DECC uplifts high-impact practices and promotes high-quality, equitable, dual enrollment policy and practice throughout California.
- [Education Trust–West](#), a research and advocacy organization, is committed to dismantling the racial and economic barriers in the California education system. EdTrust-West has a special focus on dual enrollment.
- [Fast Forward California](#) is a coalition of the Linked Learning Alliance, Career Ladders Project and EdTrust-West to support evidence-based practices of pathways and dual enrollment to drive excellence and equity through the Golden State Pathways Program.
- [Linked Learning Alliance](#) partners with education systems as they engage youth, strengthen workforce readiness, and advance equity and economic justice through Linked Learning.
- [Youth Law Center](#) provides support and advocacy for foster youth and justice system-impacted youth; its education focus areas include dual enrollment.

## National

- [The College in High School Alliance](#) is a coalition of national, state and local organizations that focus on dual enrollment policy.
- [Middle College National Consortium](#) is a national network of early and middle colleges.
- [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) supports programs, practitioners and policy to advance concurrent<sup>4</sup> and dual enrollment. NACEP offers a quality framework and certification for concurrent and dual enrollment programs.
- [Early College Research Center](#) conducts, synthesizes and disseminates research on early college.

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<sup>4</sup> Although other systems or organizations use the term “concurrent enrollment,” this term is not found in California Education Code.

## **Glossary: Definitions and Acronyms**

## Definitions

**A-G Requirements** in California are a set of high school courses that students must complete with a grade of C or better to be eligible for admission to the University of California (UC) and California State University (CSU) systems. These courses cover seven subject areas including history, English, mathematics, science, a language other than English, visual and performing arts, and college-preparatory electives. College courses can count towards A-G requirements. The [University of California counselors webpage](#) offers some guidance.

**Apportionment** is the funding an educational institution receives in relation to students served by the institution. For example, a K-12 district apportionment is based on Average Daily Attendance (ADA), while community college apportionment is based on census enrollments and Full Time Equivalent Students (FTES).

**College and Career Access Pathways (CCAP)** are partnerships governed by a formal CCAP agreement and empowered through legislation (Ed Code [76004](#)). There are many legally required elements of CCAP agreements. Some distinguishing features include:

- CCAP is designed for students from groups who have been historically underrepresented in postsecondary education or who are not already college-bound.
- Students do not pay tuition or fees for supplies and textbooks.
- Classes may be closed to the general public and the college may still claim apportionment, if the course meets certain requirements including being offered during the regular high school day.
- The dual enrollment experience is designed along pathways to transfer, career technical education, college and career readiness and/or high school graduation.
- Students may take up to 15 units of college credit per term, if specific requirements are met.

**Contact Hour**, also known as “class hour,” is used by community colleges to calculate instructional minutes for a course. This [computation table](#) shows how class meeting minutes are counted as contact hours.

**Data Sharing Agreement** is a formal arrangement that governs the exchange of student information to facilitate enrollment in college courses while still in high school. The agreement ensures that data, such as academic records and enrollment status, is shared securely and in compliance with privacy laws like FERPA. It supports collaboration between institutions to monitor student progress and provide necessary support. Such agreements are a required component of the formal MOUs between CCAP partner institutions.

**Disproportionate Impact** refers to a situation where policies, practices, or conditions have a more adverse effect on a particular group compared to others, often based on characteristics like race, gender, or socioeconomic status. This impact can occur even if the policies are neutral in intention. It is often used in discussions of equity to identify and address systemic inequalities.

**Dual Enrollment** is the umbrella term for students enrolled in two institutions at the same time. This guide sometimes uses the term “dual-enrolled” to describe students participating in dual enrollment. In the California community colleges, the term dual enrollment refers to “special part-time students” or “special full-time students” and includes:

- K-12 students who are enrolled in high school and community college.
- Students in adult education programs who are pursuing a high school diploma or high school equivalency certificate while enrolled in community college.

In California, there are five different ways a student can access dual enrollment. It’s helpful to think of them along a continuum of highly structured to very little structure. The different types of dual enrollment structures in California, along with some general characteristics, can be found in the chart on [Structures of Dual Enrollment](#).

**Dual Credit** is when a student receives high school credit in addition to the credit awarded by the college. The governing board of the school district determines if and how dual credit is awarded; this includes the number of high school units, the high school course or discipline the credit is awarded in, and the process by which the credit is transcribed on a student’s high school transcript. It is important not to assume that dual credit is being offered as a part of a dual enrollment partnership.

**Early Alert** refers to a system alerting educational staff or faculty that a student may need intervention. Many colleges have an early alert as a part of their management information system that an instructor or staff member can utilize to monitor student progress and seek interventions for students when indicated.

**Early College Credit** refers to college credit that students can earn while they are enrolled in high school. The three primary types of early college credit in California are high school articulation, dual enrollment, and advanced placement. See [Types of Early College Credit](#) for a brief overview.

**Early College High School (ECHS)** is a small autonomous high school that allows a student to earn a high school diploma and up to two years of college credit while in high school (see Education Code [11302](#)). ECHSs have a special designation by the California Department of Education. The location of an ECHS is not specified in legislation.

**Education Code**, also called Ed Code, is made up of the state laws enacted by legislation that govern education. For example, in 2016, the legislation known as Assembly Bill 288 was passed. It modified Education Code 76004. Education Code directs and authorizes entities such as the California Community Colleges Board of Governors to establish regulations in Title 5 of the California Code of Regulations; Education Code always supersedes Title 5.



**Education Plan (or Ed Plan)** in community college is a roadmap that outlines the courses and academic goals a student needs to complete in order to achieve their educational objectives. This plan is typically created with the help of an academic counselor or adviser and can include prerequisites, general education requirements, major requirements, electives and transfer requirements if applicable. The Ed Plan helps students stay on track, avoid taking unnecessary courses, and complete their certificate, degree or transfer on time. It can be adjusted as students refine their goals or if their academic circumstances change.

**504 Plan** is developed to ensure that a student with a disability attending a public school receives the necessary accommodations to support their academic success and access to the learning environment. It is designed to provide equal access to education by addressing the student's specific needs.

**General Education (or Gen Ed)** are patterns of college courses that students must complete from certain academic areas as part of their degree program. General education requirements are intended to provide breadth and depth to students' educational experience and prepare them for further academic curricula and lifelong learning. General education patterns vary depending on the specific degree the student is completing, and whether the student is completing a degree at the same college or planning to transfer to another institution.

**High School Articulation Agreement** offers a type of early college credit. Under an articulation agreement, a high school course, if mutually agreed upon by instructors from the high school and college, can result in a college transcript reflecting a college course annotated as credit by exam. Students can earn college credit by getting a specific grade in the high school class and through successful completion of a college-approved and proctored exam, portfolio or demonstration of skill. It is important to note that this is different from a community college's articulation with four-year/baccalaureate degree granting institutions. It is also important to note that high school articulated courses are distinct from dual enrollment experiences.

**Middle College High Schools (MCHS)** are located on a college campus, as set forth in Ed Code, and are designed to mitigate the dropout rate for at-promise students (see Education Code [11300](#)). An MCHS has a special designation by the California Department of Education. MCHSs are supported in part [through a grant](#) managed by the California Community Colleges Chancellor's Office.

**Non-CCAP** refers to partnerships governed by agreement or individual admit covered by Education Code section [48800](#). This is distinct from CCAP, which falls under Ed Code [76004](#). Non-CCAP is designed for "advanced scholastic and vocational work" (Ed Code [48800](#)). Courses must be open to the general public, if the college will claim apportionment. Partnerships may close the courses to the general public if they are not funded through apportionment but through a different mechanism, such as a grant or contract with the high school. These types of dual enrollment existed before CCAP legislation and often had a career technical education focus. For more about the differences, see [CCAP and non-CCAP Partnerships](#).

**Title 5** of the [California Code of Regulations](#) includes education regulations for both K-12 and community colleges. [Division 6](#) of Title 5 contains the rules and regulations adopted by the California Community Colleges Board of Governors, while [Division 1](#) of Title 5 contains the rules and regulations for K-12 districts under the California State Board of Education.

## Acronyms

**ADA (*Americans with Disabilities Act*)** is a civil rights law enacted in 1990 that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and public and private places open to the general public. The ADA ensures that people with disabilities have the same rights and opportunities as everyone else. It covers a wide range of disabilities and mandates reasonable accommodations to ensure accessibility and equal participation.

**ADA (*Average Daily Attendance*)** is an average of a student's attendance in instructional minutes in a school day. This is how school districts get their base funding.

**CCAP (*College and Career Access Pathways*)** are partnerships governed by a formal CCAP agreement and empowered through legislation (Ed Code [76004](#)). There are many legally required elements of CCAP agreements. Some distinguishing features include:

- CCAP is designed for students from groups who have been historically underrepresented in postsecondary education or who are not already college-bound.
- Students do not pay tuition or fees for supplies and textbooks.
- Classes may be closed to the general public and the college may still claim apportionment, if the course meets certain requirements including being offered during the regular high school day.
- The dual enrollment experience is designed along pathways to transfer, career technical education, college and career readiness and/or high school graduation.
- Students may take up to 15 units of college credit per term, if specific requirements are met.

**DSPS (*Disabled Student Programs and Services*)** are support services offered by colleges to ensure students with disabilities have equal access to educational opportunities. DSPS provides accommodations, such as assistive technology, academic counseling, and alternative testing arrangements, tailored to meet individual needs. The goal is to remove barriers and support academic success for students with disabilities.

**FTES (*Full Time Equivalent Students*)** measures enrollment in colleges and universities. It is calculated by dividing student contact hours in a course by the 525 student contact hours that a hypothetical full-time student would attend over an academic year. FTES is based on enrollments in a course at census, and how FTES is calculated and reported varies based on how it is scheduled and which accounting method is used.

**IEP (*Individualized Education Program*)** is a customized plan created for students with disabilities to ensure they receive specialized instruction and services tailored to their unique needs. It outlines specific educational goals, accommodations, modifications, and the support the student will receive to help them succeed in school.

**ELL (*English Language Learner*)** are also called multilingual learners (MLLs). In California, there are multiple classifications for ELL students: Initial Fluent English Proficient (IFEP), English Learner (EL), Reclassified Fluent English Proficient (RFEP) and Long-Term English Learner (LTEL).

**SES (*Socioeconomic Status*)** is a measure that combines a person's or group's economic and social position in relation to others, based on income, education, and occupation.