



# Identifying Access Gaps in Dual Enrollment Webinar

May 2, 2025

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# Welcome



**Sesen Perrilliat**

*Higher Education Policy Analyst*  
The Education Trust—West



**Dan Storz**

*Vice President*  
Pathways Implementation  
Linked Learning Alliance



**Kylie Campbell**

*Director*  
Career Ladders Project

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# Guest Presenter



**McKenna Salazar**

*Executive Director*

WE Will! K-16 Educational  
Collaborative



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# Agenda

- Welcome
  - Jumpstart - Background & Foundation in Equity
  - The Dual Enrollment Access Gap Tool
    - Tool Overview
    - WE WILL! Experience
  - Synthesis - Equity in Access for Pathways
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# A Brief Introduction to EdTrust-West

## Our Mission

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

## Who We Prioritize

We prioritize students of color and multilingual learners, especially those experiencing poverty – including those from Black, Latinx, Asian, Pacific Islander, and Native American communities.

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**TIMELINE OF ETW DUAL ENROLLMENT RESOURCES: 'THE JUMPSTART SUITE'**

**2017**

**2021**

**2022**

**2025**



***The Jumpstart Report***

***The Jumpstart Mapping Tool***

**Updated:**  
1) *The Jumpstart Mapping tool*  
2) *The Jumpstart Report*

*Desegregating Dual Enrollment: Equitable Access Brief*

*Dual Enrollment Advocacy Toolkit*

*Black Minds Matter*

# The Jumpstart Report

- Published in 2017, updated 2022
- Details the key opportunity provided to California students through Dual Enrollment
- Emphasizes the importance of equitable access for all students, particularly those at the margins
- Initiated a number of secondary resources all found at [jumpstartca.org](http://jumpstartca.org)

## What is Dual Enrollment?

### A Brief Guide for Students and Families

**What is Dual Enrollment (DuE)?**  
Dual enrollment is an opportunity for high school students to take college-level courses. Participation in dual enrollment allows students to earn high school and college credits simultaneously, thus decreasing students' time to complete a college degree and saving them tuition costs.

**How does dual enrollment differ from Advanced Placement (AP) courses and International Baccalaureate (IB) courses?**  
Dual enrollment courses do not require an additional fee to receive college credit. AP courses culminate with an AP exam, and depending on the exam scores, students may receive college credit for AP courses. Additionally, while high school teachers teach AP courses, college professors traditionally teach dual enrollment courses.

**Is it primarily an international program offering a challenging and dense education at schools authorized as IB World Schools. To receive an IB Diploma, students must take a standard set of courses and exams during their senior and senior high school years. Students may receive college credit for IB courses depending on their exam scores?**

**What are the benefits of DuE courses?**  
There are several positive outcomes for students when they enroll in DuE courses. These positive outcomes include increased high school completion rates, higher rates of college enrollment, higher rates of college degree completion, and shorter average time spent earning a bachelor's degree.

**How can students enroll in DuE courses?**  
There are various ways students can enroll in DuE courses. High school students may independently go to their local community college and enroll in a course. If their high school has arranged DuE courses, students may take them with the general population on the community college campus or with their peers on their high school campus after enrollment during regular school hours. Students and families must speak with their students' counselors to learn about dual enrollment opportunities at their schools.

**What types of DuE programs are available?**  
College and Career Access Partnership (CCAP) agreements are formal partnerships made between K-12 and community college districts under state legislation. CCAP courses are meant to provide a pathway to college for students who are unable to benefit from DuE, as well as reduce barriers for K-12 and community college districts.

**Memorandums of Understanding (MOU) agreements are between K-12 school districts and community colleges, and they are not under the authority of state legislation, allowing districts to operate outside of CCAP partnership agreements. Under these agreements, courses may have a particular focus on structure and serve specific students.**

**Early College High Schools (ECHS) and Middle College High Schools (MCHS) are collaborations between a high school and a community college, allowing students to earn college credits through dual enrollment courses alongside their high school. Students graduate from high school with up to two years of community college-level coursework equivalent to an associate degree. MCHS dual enrollment programs are opportunities for applicants who may not have been "tracked" to college.**

**What to look for:**  
Students should research and compare:  
• Course content  
• Academic schedule  
• Additional fees  
• Prerequisites  
• Transferability

**Download**

**Dual Enrollment Resources for Students and Families**  
March 2022

## JUMPSTART

### How does dual enrollment pave a smoother path to college for Latinx students in California?

**College aspirations and preparation**

**Access and requirements**  
Just over half of school districts require students to successfully complete A-G courses to graduate.

**Latinx high needs for items:**

- High school students who take dual enrollment courses are more likely to graduate from high school and are less likely to take remedial education courses in college.
- Historically underrepresented students in dual enrollment programs accumulate more college credits and are more likely to transition to a 4-year college.

From 2014-15 to 2019-20, the proportion of California community college enrollees who are high school students has more than tripled, accounting for nearly 7% of community college enrollment. Despite this increase, only 3% of Latinx high school graduates in California's 2018-19 graduating class participated in dual enrollment courses while in high school. In fact, most students in the state attend schools where only 2% or fewer of their classmates participate in dual enrollment. Equally-driven practices that increase access to dual enrollment in California schools, districts, and colleges can pave a smoother path for Latinx students on the road to and through college.

### What is Dual Enrollment? A Brief Guide for Students and Families

From jumpstartca.org, we support students and families in understanding the benefits of dual enrollment, including benefits, how to enroll, and the types of programs available.

Available in English & Spanish  
[Load more](#)

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### Expanding Access to DuE: Recommendations for District Leaders

A blueprint for K-12 community college district leaders and community colleges on the expanding dual enrollment across their schools and communities.

Available in English  
[Load more](#)

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### Joint Board Resolution: Dual Enrollment Equitable Expansion

A sample joint board resolution template for K-12 & CCJ boards that advocates, students, and families can share with education leaders.

Available in English  
[Load more](#)

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### Dual Enrollment Resources Curated by the Career Leaders Project

A page with a variety of helpful resources to learn more about dual enrollment.

Available in English  
[Load more](#)

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### Dual Enrollment Public Comment Guide

A guide for community advocates, leaders, and parents programs to advocate for better representation of students of color in local dual enrollment programs.

Available in English & Spanish  
[Load more](#)

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### Dual Enrollment Conversation Guide

A brief guide with questions that students and families should ask when talking to education leaders about access to dual enrollment courses.

Available in English & Spanish  
[Load more](#)

# Jumpstart Report Data

- ETW subsequently published more in-depth data from the Jumpstart report broken down into categories for Black, LatinX, and Native Students
- Data was sourced from the CCCCO Data Mart for Fall of 2019 and CDE enrollment data from 2019-2020

## How representational are California Community College District Dual Enrollment programs for Black students?

Community College District (CCD)	What percentage of high school students in this CCD region are Black?	What percentage of Dual Enrollment students in this CCD are Black?	Dual Enrollment Participation Score	How many additional students are needed to reach full representation for Black students?	Equity Rating
Allan Hancock	1.21%	0.59%	48%	14	Low Representation
Antelope Valley	14.69%	9.79%	67%	35	Low Representation
Barstow	15.74%	4.76%	30%	14	Low Representation
Butte-Glenn	2.36%	0.8%	34%	8	Low Representation
Cabrillo	0.81%	0.14%	17%	5	Low Representation
Cerritos	5.89%	4.41%	75%	2	Moderate Representation
Chabot-Las Positas	6.1%	3.38%	56%	18	Low Representation
Chaffey	6.32%	5.15%	81%	10	Moderate Representation
Citrus	3.5%	2.34%	67%	9	Low Representation
Coast	0.97%	0.49%	50%	7	Low Representation
Compton	10.06%	7.12%	71%	40	Moderate Representation
Contra Costa	9.18%	7.45%	81%	36	Moderate Representation
Copper Mountain	9.1%	8.33%	92%	1	High Representation
Desert	2.29%	1.78%	78%	2	Moderate Representation
El Camino	10.25%	12.52%	100%	*	High Representation
Feather River		3.45%		*	
Foothill-DeAnza	1.03%	1.97%	100%	*	High Representation
Gavilan	1.27%	1.48%	100%	*	High Representation
Glendale	1.11%	0.6%	54%	4	Low Representation
Grossmont-Cuyamaca	6.02%	9.19%	100%	*	High Representation
Hartnell	0.62%	0.5%	81%	1	Moderate Representation



# Jumpstart Mapping Tool

- A visual representation of participation levels by CCC district
  - three demographics
    - Black
    - LatinX
    - Native
- Provides a participation score and shares what's needed for parity to be reached

## Jumpstart: Mapping Racial Equity in California's Community College Dual Enrollment

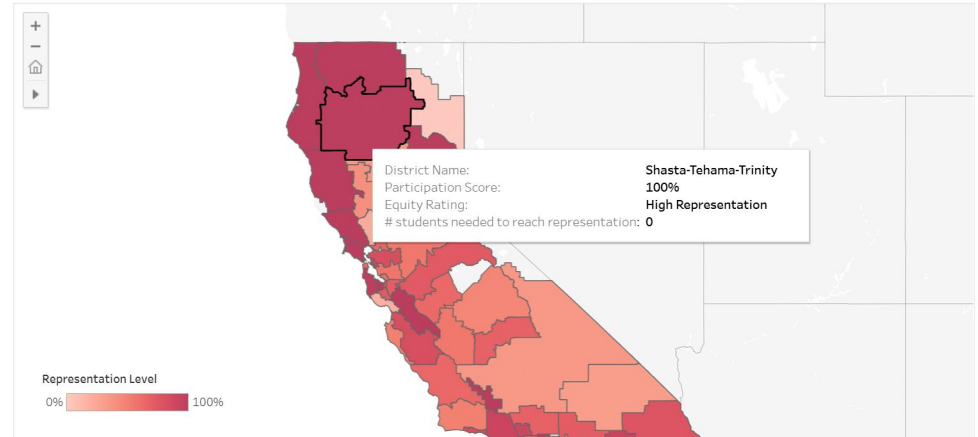


### Black Student Participation in Dual Enrollment

The colors on this heat map illustrate a community college district's projected dual enrollment representation for Black students. The levels of racial/ethnic representation are depicted by shade from light to dark, with the lightest districts having the lowest levels of representation.

A blank representation goal presented as indicates our estimate that the district has achieved equitable representation for this racial/ethnic group. While achieving representation is a good first step, we encourage leaders to consider additional opportunities to expand dual enrollment equity in alignment with our report recommendations.

Consistent with California Department of Education data reporting rules, only K-12 districts with 11 or more Latinx, Black, and Native American students, respectively, were included in our analysis. Districts without listed data were omitted for this reason. View district-specific data by hovering over areas on the map below or select a district name from the dropdown menu.



# Access Gap Tool

CLP

Career  
Ladders  
Project

edtrust  
WEST



LINKED  
LEARNING®  
ALLIANCE

# DUAL ENROLLMENT ACCESS GAP TOOL

Enabling community college & high school practitioners in California to examine dual enrollment participation by age and ethnicity by high school.

# Definitions

## DUAL ENROLLMENT

When a high school student enrolls in community college course.

## ACCESS GAP

The difference between the representation of a group participating in dual enrollment within a high school and the total representation of that same group at the high school.

# What is the “Dual Enrollment Access Gap Tool”?

**FREE! Resource**

*Additional CLP contract services available*

**Google Sheets Document**

*Collaborate, share & store in your Google Drive*

**Pre-Populated + Added Data**

*Pre-Populated Data from CDE and CCCCCO*

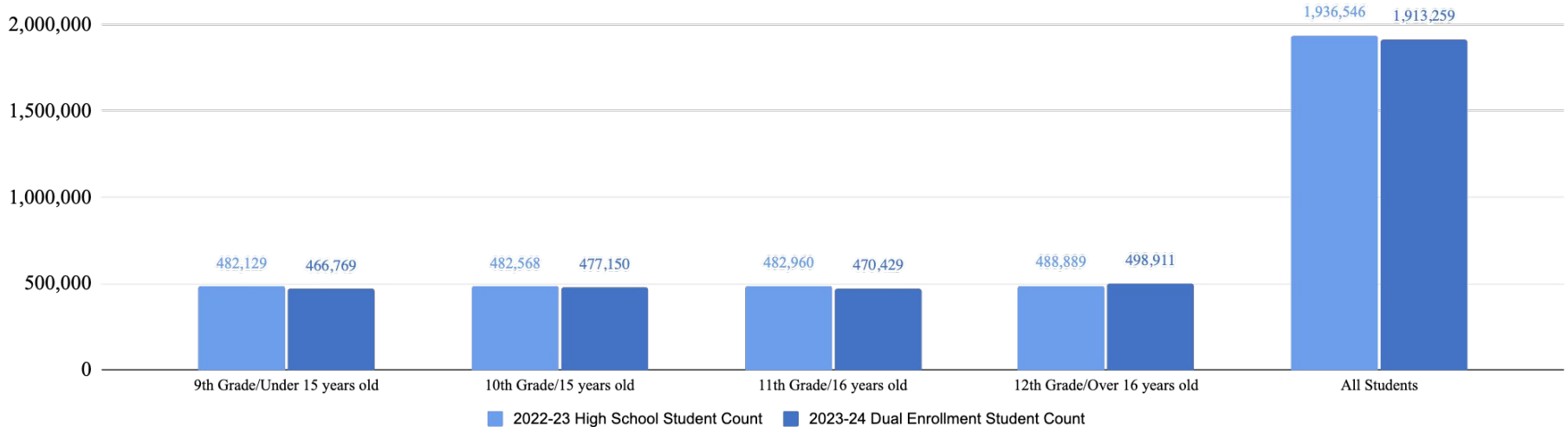
*Added Data from Community Colleges*

# State Level

*How are we doing, CA?*

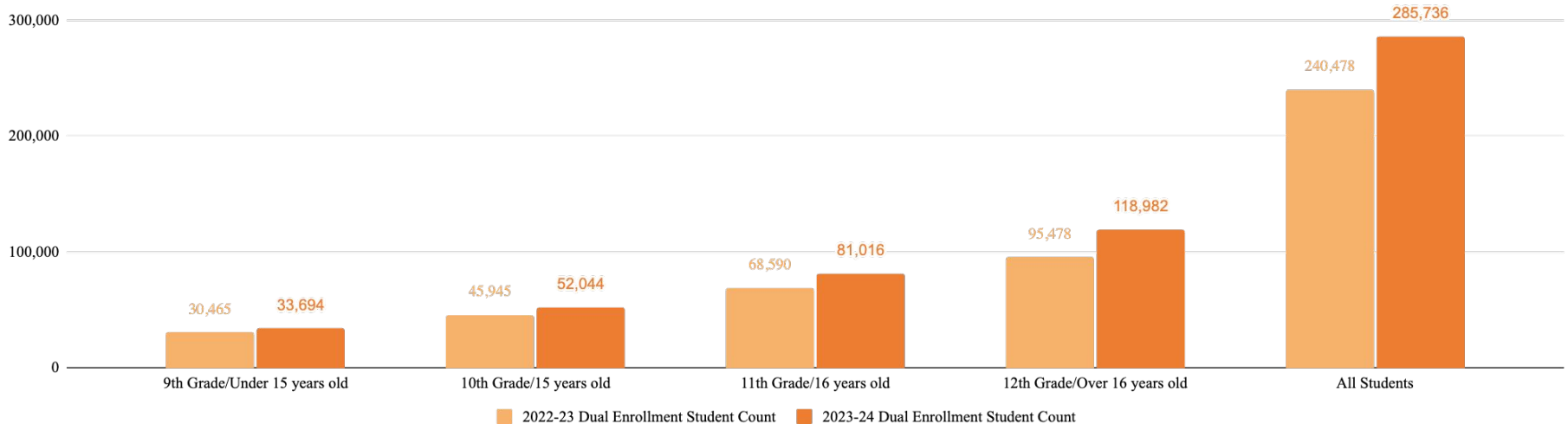
# High School Student Count

High School Student Count by Age/Grade  
2022-2023 & 2023-2024



# Dual Enrollment Student Count

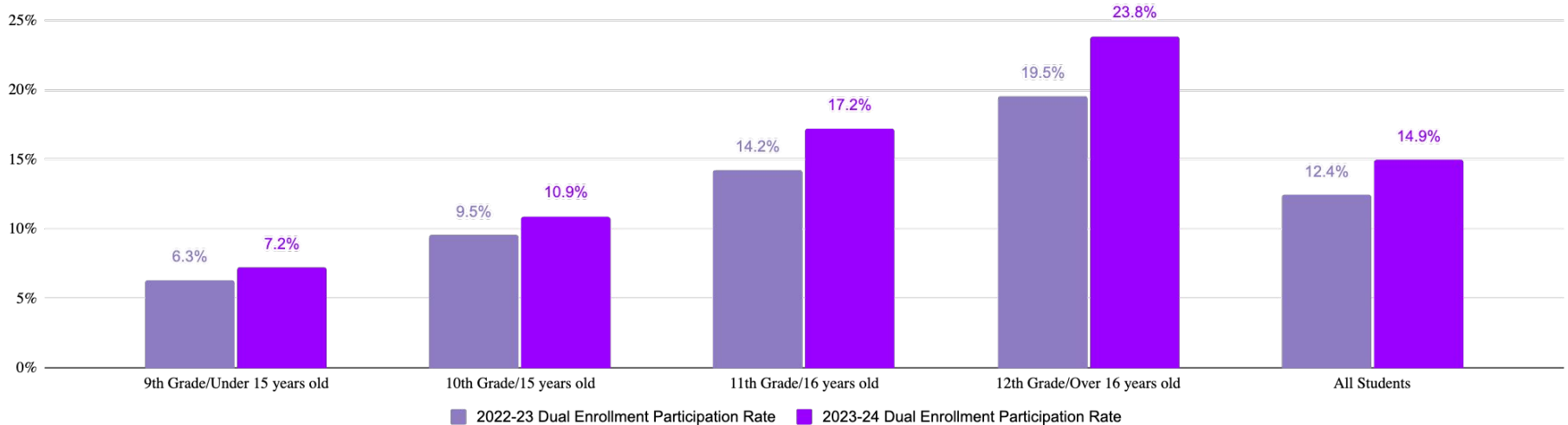
Dual Enrollment Student Count by Age/Grade Level  
2022-2023 & 2023-2024





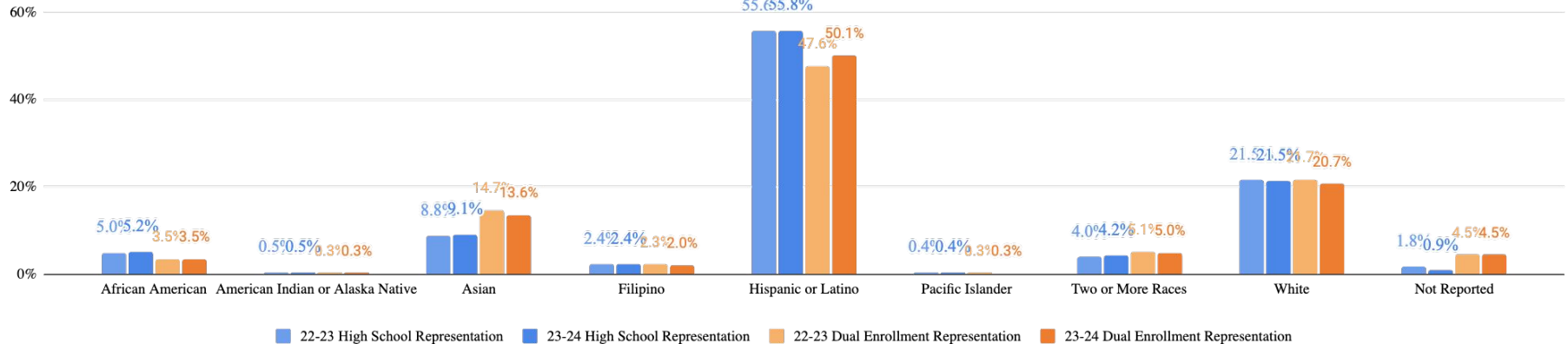
# Participation by Grade Level

Dual Enrollment Participation Rate by Age/Grade Level  
2022-2023 & 2023-2024



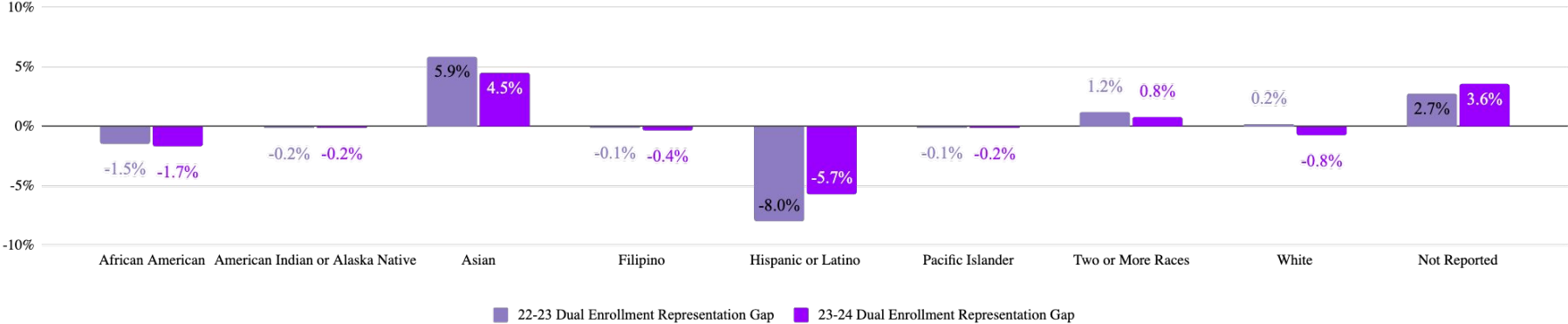
# Participation by Ethnicity

High School vs. Dual Enrollment Representation by Ethnicity  
2022-2023 & 2023-2024



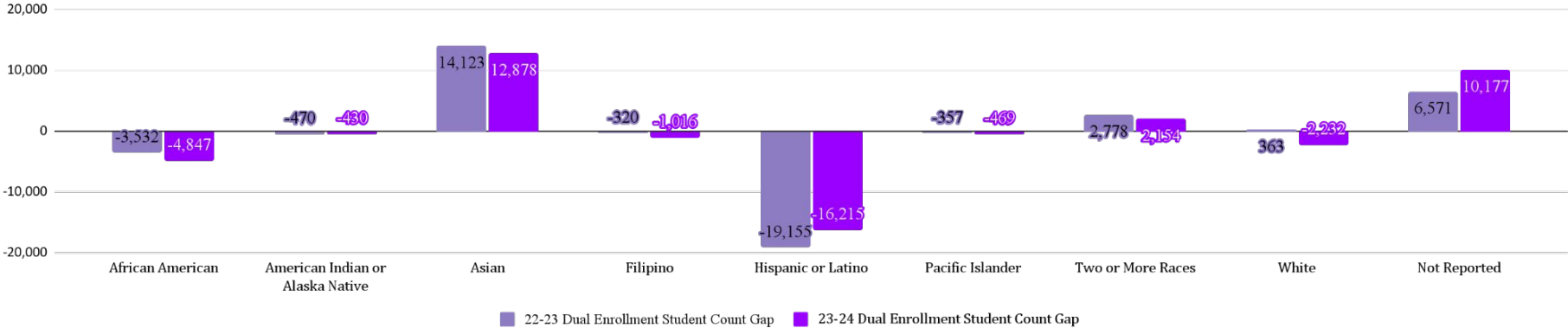
# Access Gaps

Dual Enrollment Representation Gaps by Ethnicity (Percentage)  
2022-2023



# Access Gaps

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



# Getting Started

*How do you use the tool?*

## Step 1: Request your FREE copy of the tool.



Complete [this form](#) to request your **FREE** copy of the tool.



*Your copy will be emailed to you, and then you will be able to edit and share your copy.*

<https://bit.ly/accessgaptopool>

## Step 2: Gather your data for the tool.



List of high schools with students participating in dual enrollment with the community colleges or district.



The number (headcount) of students that participated in dual enrollment, separated by high school and grade level or age.



The number (headcount) of students that participated in dual enrollment, separated by high school and ethnicity.

## Step 2: Gather your data for the tool.

Use the [“Data Prep File”](#) to gather and organize your data for the tool.

*Note: Only enter data in YELLOW cells. The rest of the cells will populate.*

		Enter 2022-2023 Dual Enrollment Student Headcount by Ethnicity Group									
K12 Districts	High Schools	Not Reported	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Two or More Races	Total
Sample Joint HSD	Sample High	1	1	13	0	1	14	2	13	0	45
Sample Joint HSD	Sample Cont. High	0	1	1	0	0	0	0	13	0	15
Sample County Office	Sample Community School	0	1	1	0	0	2	0	15	1	20
Sample County Office	Sample Juvenile Court School	0	0	0	0	0	6	0	4	0	10
Sample Valley Unified	Sample Mountain High	0	0	23	1	4	46	12	142	2	230
Sample Valley Unified	Sample Valley High	0	0	49	1	4	48	20	108	0	230
Sample Valley Unified	Sample Valley Independent Studies	0	0	9	0	0	31	0	5	0	45
Sample Valley Unified	Sample Technology High	0	0	5	0	1	4	0	30	0	40
Sample Valley Unified	Sample Oak Charter High	3	0	115	2	12	34	2	62	0	230
Other	Other	0	1	25	1	2	0	0	73	3	105
											0
											0



# Step 3: Enter schools and data into the tool.

Enter CDS Codes	High Schools	Enter College IDs	Colleges	Enter District IDs	District
1000000000000001	Sample Junior/Senior High	101	Sample College	100	Sample CCD
1000000000000002	Sample High (Continuation)				
1000000000000003	Sample County Community				
1000000000000004	Sample County Juvenile Hall/Court				
1000000000000005	Sample Mountain High				
1000000000000006	Sample Valley High				
1000000000000007	Sample Valley Independent Studies				
1000000000000008	Sample Technology High				
1000000000000009	Sample Oak Charter High				
1000000000000000	Sample High				

CDS codes, college IDs & district IDs are provided in the tool

**Tab 4- Enter Schools**

Tab 5- Enter Count by HS & Age

Tab 6- Enter Count by HS & Ethnicity

## Step 3: Enter schools and data into the tool.

Enter 2022-2023 Dual Enrollment Student Headcount by Ethnicity Group									
High Schools	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Two or More Races	Total
Sample Junior/Senior High	1	13	0	1	14	2	13	0	45
Sample High (Continuation)	1	1	0	0	0	0	13	0	15
Sample County Community	1	1	0	0	2	0	15	1	20
Sample County Juvenile Hall/Court	0	0	0	0	6	0	4	0	10
Sample Mountain High	0	23	1	4	46	12	142	2	230
Sample Valley High	0	49	1	4	48	20	108	0	230
Sample Valley Independent Studies	0	9	0	0	31	0	5	0	45
Sample Technology High	0	5	0	1	4	0	30	0	40
Sample Oak Charter High	0	115	2	12	34	2	62	0	230
OTHER	1	25	1	2	0	0	73	3	105

Tab 4- Enter Schools

Tab 5- Enter Count by  
HS & Age

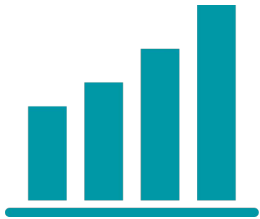
Tab 6- Enter Count by  
HS & Ethnicity

# Table & Chart Descriptions



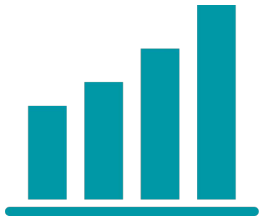
## Table A- Participation by Grade/Age (By HS)

This table contains the number (headcount) of high school students by grade level at the high schools and the number of students from those high schools who participated in dual enrollment by grade level for each high school.



## Chart A1- Participation by Grade/Age (All HS)

These charts compare the total number (headcount) of high school students by grade level at the high schools to the total number of students from those high schools who participated in dual enrollment by grade level.



## Chart A2-Participation by Grade/Age (By HS)

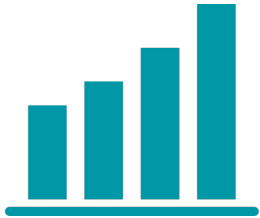
These charts compare the number (headcount) of high school students by grade level at the high schools to the number of students from those high schools who participated in dual enrollment by grade level for each high school.

# Table & Chart Descriptions



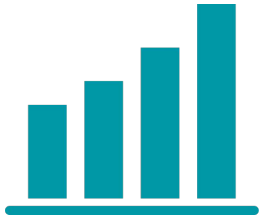
## **Table B- Participation by Ethnicity (By HS)**

This table contains the number (headcount) of high school students by ethnicity and the representation (percentage) of each ethnicity at the high schools and the number (headcount) of high school students who participated in dual enrollment by ethnicity and the representation (percentage) of students from each ethnicity in dual enrollment for each high school site.



## **Chart B1-Participation by Ethnicity (All HS)**

These chartes compare the total number (headcount) of high school students by ethnicity and the representation (percentage) of each ethnicity at the high schools to the total number (headcount) of high school students who participated in dual enrollment by ethnicity and the representation (percentage) of students from each ethnicity in dual enrollment.



## **Chart B2-Participation by Ethnicity (By HS)**

These charts compare the number (headcount) of high school students by ethnicity and the representation (percentage) of each ethnicity at the high schools to the number (headcount) of high school students who participated in dual enrollment by ethnicity and the representation (percentage) of students from each ethnicity in dual enrollment for each high school site.

## Step 4: Review & share charts and tables.



Print tabs as handouts to save and share.



Copy or download tables and charts to add to other documents.



Use the reflection & discussion prompts provided in the tool to begin the work of addressing any access gaps.



## Access Gap “How To” Videos

- How to Use the Data Prep File
- How to Add Schools & Data to the Tool
- How to Print Tabs as Handouts
- How to Copy Tables & Charts to Other Documents

All videos are linked within the tool.

# Results

*WE Will! Northern San Joaquin Valley K-16  
Collaborative Access Gap Tool*

**DUAL ENROLLMENT ACCESS GAP TOOL**

CLP | Career  
Ladders  
Project



**WE Will!**

workforce + education

**WE WILL!**

**Regional Access Gap Tool**

**Workshop**



# Collaborative Timeline



### Planning

Identify and measure outcomes and goals.  
Establish strong partnerships.



### Action

Allocate funding to partners and engage in cross-county collaboration with educators and workforce professionals.



### Impact

Elevate student success with enhanced college and career readiness, work-based learning experiences, and creating solutions for affordability and sustainable pathways.



# WE Will! Overarching Collaborative Goals

1

## TRANSITION

Increase the number of under-resourced high school students that transition to and through a community college to a four-year institution.

2

## AFFORDABILITY

Increase dual enrollment offerings, participation, and course completion along with FAFSA/CADAA completion for under resourced students in the region.

3

## WORK BASED LEARNING

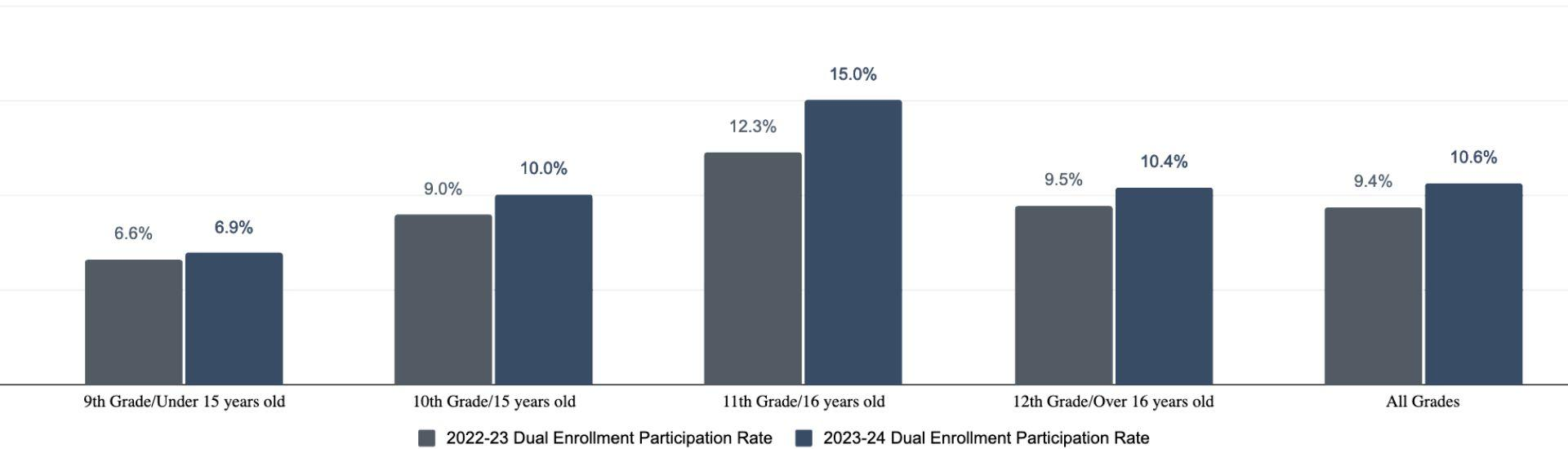
Increase the number of students participating in quality WBL experiences in critical industry sectors.

4

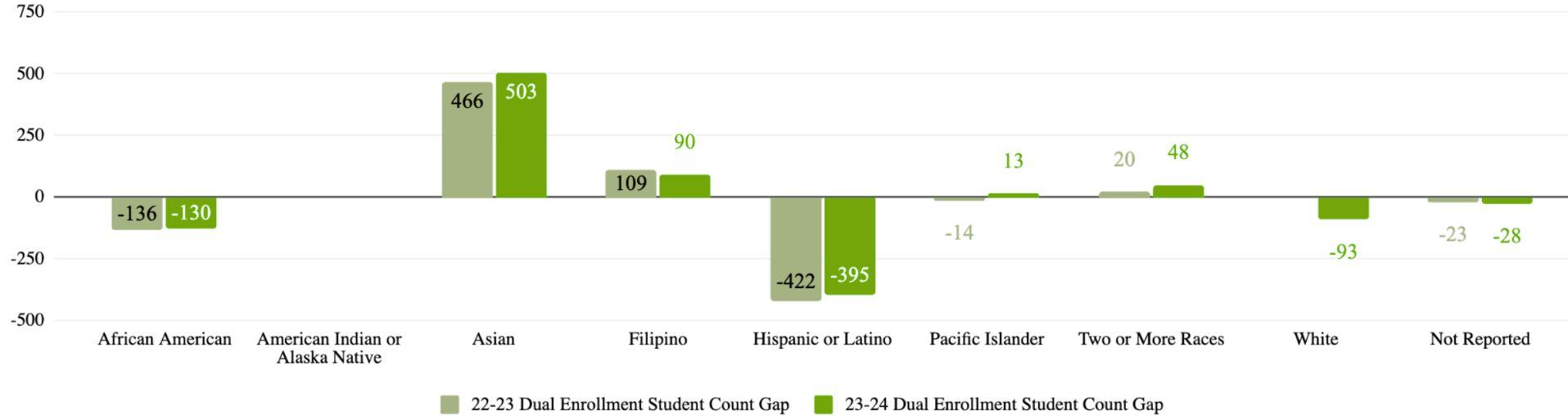
## READINESS

Improve college and career readiness by: increasing a-g completion rates, increasing a-g approved course offerings, and increasing CTE pathway completion rates.

# Dual Enrollment Participation Rate by Age/Grade Level 2022-2023 & 2023-2024



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



# What did you learn?

- **Which ethnicities and populations are most underserved**
- **Great resource for facilitating program growth and improvement**
- **Tracking numbers to determine discrepancy**
- **Reaching students to close gaps**

# Ah-Ha! Moments

- **Lack of communication between CC partners**
- **High schools closest to CC geographically have the biggest gaps**
- **Work for systems to understand each other and meet in the middle**
- **There is a lot that I need to educate myself on**

# Common Findings

- **Overload of communication to parents**
- **Certain ethnic groups have the same gaps**
- **Same population across the region needs assistance**

# Addressing Barriers

- **Some barriers were addressed but we need more people in the room**
- **Messaging, changing perceptions and providing exposure**
- **Increasing awareness in the community**



# Overall Feedback

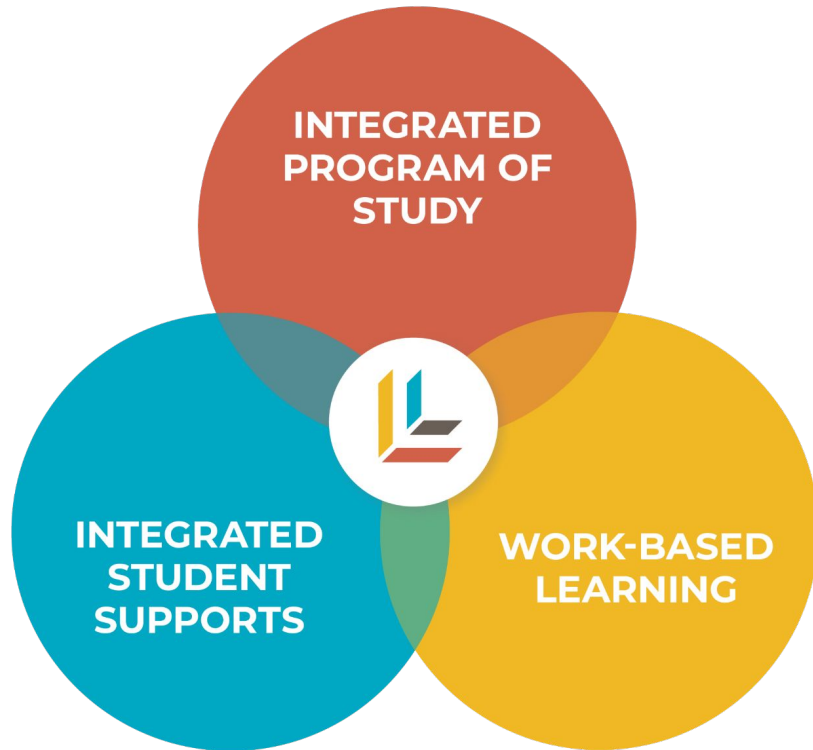
- **Everything!**
- **The opportunity to slow down and really take a look at the data. You can't make up facts!**
- **Conversation was great for K12, but where were the CC partners? They need to be part of the same conversation on how to get dual enrollment implemented.**

# What's Next

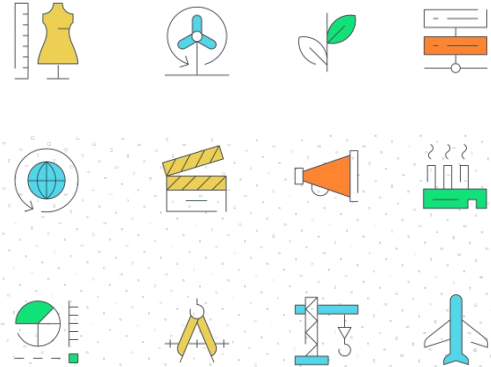
- Review of the tool with strategic discussion
- Scalining access to all partners
- Virtual discussions with Career Ladders Project to discuss strengths, barriers, needs, and future goals for dual enrollment in each district
- Connections with Post-Secondary partners to identify obstacles
- Regional approach - community of practice, support network, Family Resources
- Continuous Improvement



# Linked Learning approach



Students learn through a pathway connected to a local industry sector.



KEY FACTORS

# Integrated Program of Study

- ✓ **Rigorous** and **equitable** instructional design and delivery
- ✓ **Interdisciplinary projects** integrating core academic and career-themed courses, with industry partner input and tied to performance assessments.
- ✓ Access to **early college** credit opportunities
- ✓ Shared learning experiences for students through partial **cohort structure**



# In Linked Learning pathways meaningful early college credit opportunities are :

- tied to a pathway theme
- aligned to certifications and degree granting programs
- integrated into a cohorted program of study providing a strong culture of support for success

# Q & A



**2**

## **Supporting Dual Enrollment Partnerships with Scheduling**

May 8, 2025 | 11:00 am – 12:00 pm

Navigate the task of scheduling classes during the school day and coordinating high school and college schedules. Save time and effort with the Dual Enrollment Scheduling Tool.

**FAST FORWARD  
CALIFORNIA**

Fast Forward California is co-led by EdTrust West, Career Ladders Project and the Linked Learning Alliance to help bring the promise of Golden State Pathways and dual enrollment to life for California.

**Register Here**



[bit.ly/4jNpTiH](https://bit.ly/4jNpTiH)

# Thank you!

