



Supporting Dual Enrollment Partnerships with Scheduling

May 08, 2025

Welcome



Vice President

Pathways Implementation
Linked Learning Alliance



Sesen Perrilliat

Higher Education Policy Analyst
The Education Trust—West



Kylie Campbell

Director
Career Ladders Project

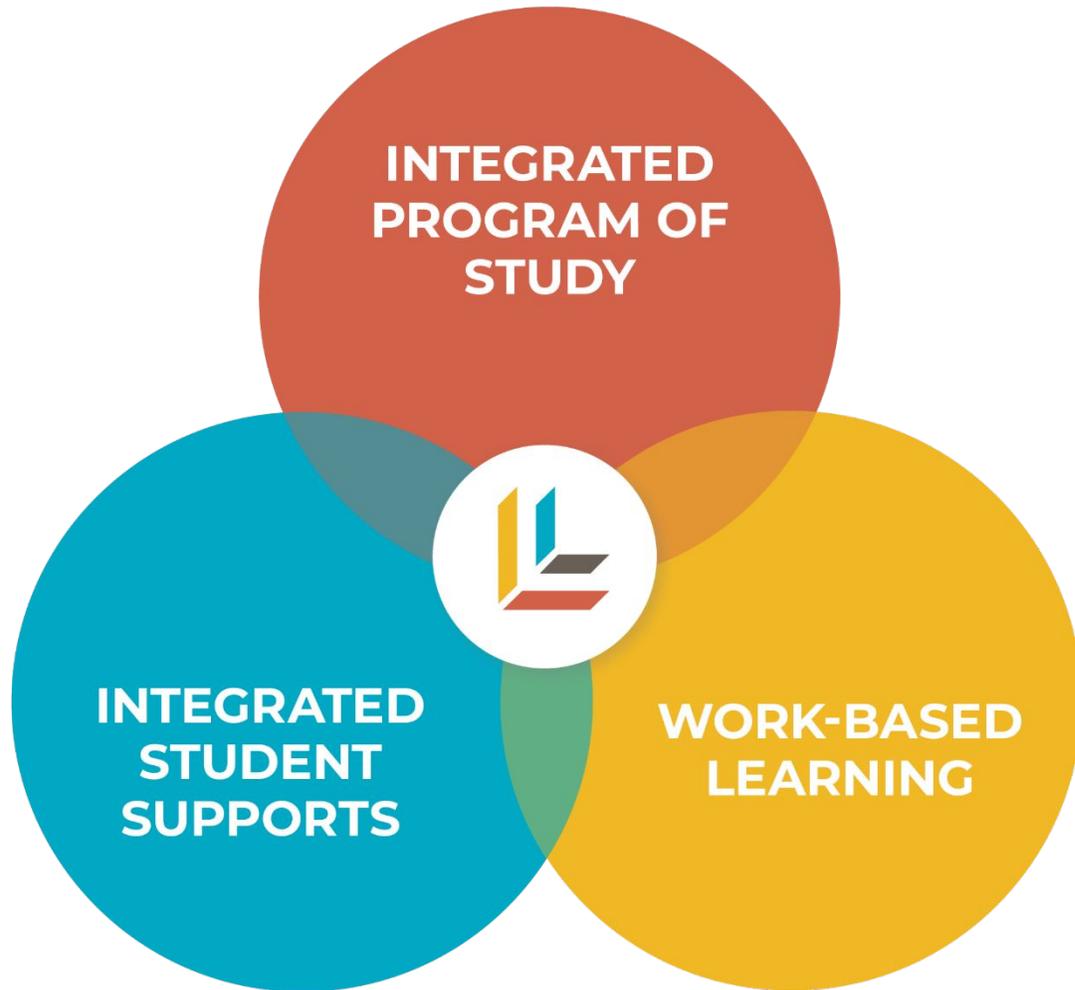


Agenda

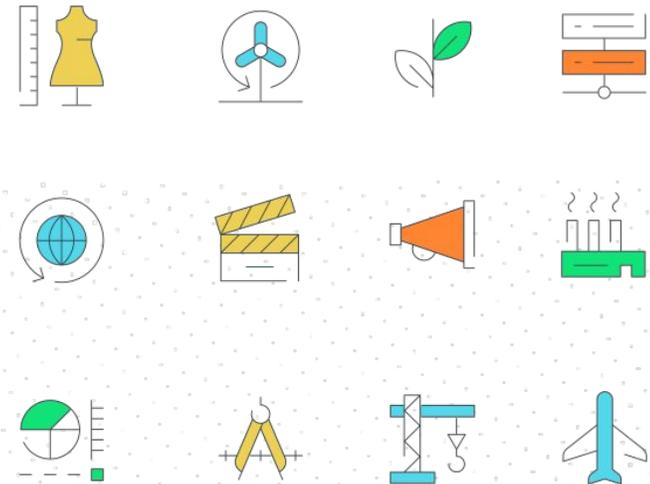
- Welcome
- GSPP Key Components
- The Scheduling Dual Enrollment Tool
- Tool Overview
- Jumpstarting California Towards Universal Dual Enrollment

Linked Learning Alliance

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

CLP's Dual Enrollment Scheduling Tool

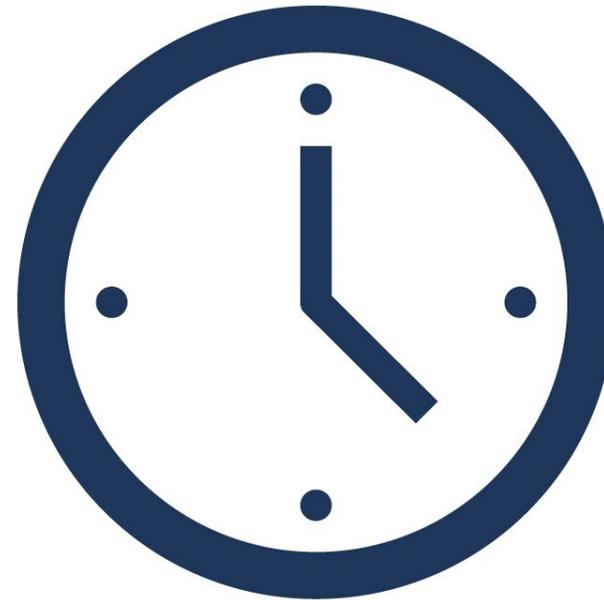
The Challenge

Scheduling dual enrollment courses **during the high school day** while meeting **time requirements** from two governing agencies, maintaining **trust and collaboration** between high school and college faculty, and, most importantly, ensuring that the opportunities are **equitable and created with student access and success as the top priority**.

High School Requirements

Minimum Day Requirement (1)

A day of school shall only count towards the instructional time requirements and for ADA purposes if it has been scheduled for at least the minimum day (not applicable to charter schools).



High School Requirements

Minimum Day Requirement (2)

Grade/Setting	Minimum Schoolday	EC Section
TK/Kindergarten	180 minutes	46117
Grades 1-3	230 minutes	46112
Grades 4-8	240 minutes	46113
Grades 9-12	240 minutes	46141
ECHS & MCHS	180 minutes (Dual Enrollment)	46146.5
ECHS & MCHS	240 minutes (Non-Dual Enrollment)	46146.5

What does 240 minutes look like?

348 Minutes

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	85 Minutes	
1	8:30 am	9:28 am	58 Minutes	5 Minutes
2	9:33 am	10:31 am	58 Minutes	5 Minutes
3	10:36 am	11:34 am	58 Minutes	5 Minutes
4	11:39 am	12:37 pm	58 Minutes	5 Minutes
Lunch	12:37 pm	1:23 pm	46 Minutes	
5	1:28 pm	2:26 pm	58 Minutes	5 Minutes
6	2:31 pm	3:29 pm	58 Minutes	
7 (After School)	3:35 pm	5:00 pm	85 Minutes	

What does 240 minutes look like?

373 Minutes

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	<i>85 Minutes</i>	
1	8:30 am	9:28 am	<i>58 Minutes</i>	<i>5 Minutes</i>
2	9:33 am	10:31 am	<i>58 Minutes</i>	<i>5 Minutes</i>
3	10:36 am	11:34 am	<i>58 Minutes</i>	<i>5 Minutes</i>
4	11:39 am	12:37 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
Lunch	12:37 pm	1:23 pm	<i>46 Minutes</i>	
5	1:28 pm	2:26 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
6	2:31 pm	3:29 pm	<i>58 Minutes</i>	
7 (After School)	3:35 pm	5:00 pm	<i>85 Minutes</i>	

Dual Enrollment

Dual Enrollment & Independent Study

LEAs can offer dual enrollment offerings through IS.

The instructional time and ADA computation conditions described in *EC* sections 46146, 46146.5, and 76004 apply to IS.

Dual Enrollment

Apportionment

EC Section 76004(r): A district or COE shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

In other words:

- Both entities (school district and community college) cannot be funded for the same course, nor can courses at the community college that generate FTEs for community college be used towards meeting TK/K-12 instructional time requirements or be used to generate ADA.

Dual Enrollment

Funding

TK/K-12 LCFF

- LEAs are funded through the LCFF.
- LCFF funding is allocated through the Principal Apportionment and based on ADA reported at different points throughout the FY.
- Students generate ADA through either in-person instruction or independent study.

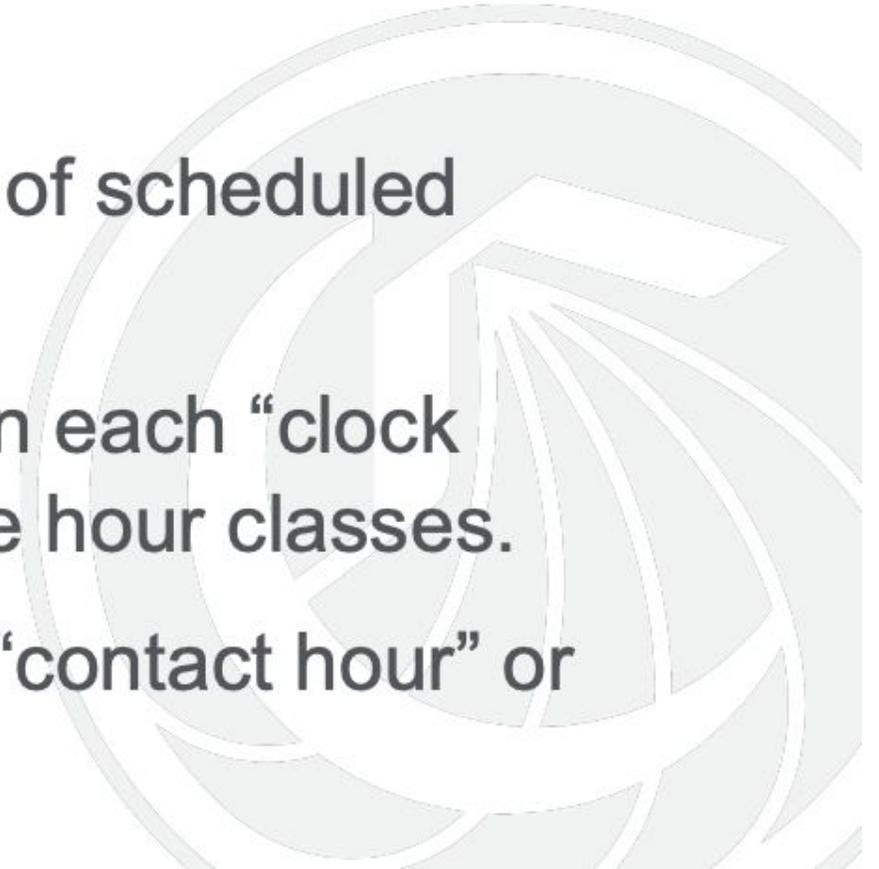
Community College

- CCC funding is separate and distinct from TK/K-12 education.
- CCCs claim FTE students for funding.
- For more information on how CCCs generate funding, contact the Intersegmental Support Unit at the CCC Chancellor's Office at 916-322-1440.

College Requirements- Contact Hours

Class Hour

- A period of not less than 50 minutes of scheduled instruction or examination
- There can be only one “class hour” in each “clock hour,” except as provided for multiple hour classes.
- A “class hour” is commonly called a “contact hour” or “Student Contact Hour.”



College Requirements- Contact Hours

Contact Hours Computation Table

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
50 Minutes	00:50	8:00 - 8:50	1.0	NA	1 CH
65 Minutes	01:05	8:00 - 9:05	1.3	NA	1 CH + 15-minute PCH
70 Minutes	01:10	8:00 - 9:10	1.4	NA	1 CH + 20-minute PCH
75 Minutes	01:15	8:00 - 9:15	1.5	NA	1 CH + 25-minute PCH
80 Minutes	01:20	8:00 - 9:20	1.6	NA	1 CH + 30-minute PCH
85 Minutes	01:25	8:00 - 9:25	1.7	NA	1 CH + 35-minute PCH
90 Minutes	01:30	8:00 - 9:30	1.8	NA	1 CH + 40-minute PCH
95 Minutes	01:35	8:00 - 9:35*	1.9	NA	1 CH + 45-minute PCH
110 Minutes	01:50	8:00 - 9:50	2.0	1	2 full CH
125 Minutes	02:05	8:00 - 10:05	2.3	1	2 CH + 15-minute PCH
130 Minutes	02:10	8:00 - 10:10	2.4	1	2 CH + 20-minute PCH
135 Minutes	02:15	8:00 - 10:15	2.5	1	2 CH + 25-minute PCH
140 Minutes	02:20	8:00 - 10:20	2.6	1	2 CH + 30-minute PCH
145 Minutes	02:25	8:00 - 10:25	2.7	1	2 CH + 35-minute PCH
150 Minutes	02:30	8:00 - 10:30	2.8	1	2 CH + 40-minute PCH
155 Minutes	02:35	8:00 - 10:35*	2.9	1	2 CH + 45-minute PCH



Adding in Dual Enrollment

252 Minutes

**Dual Enrollment
(Closed)**

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	<i>85 Minutes</i>	
1	8:30 am	9:28 am	<i>58 Minutes</i>	<i>5 Minutes</i>
2	9:33 am	10:31 am	<i>58 Minutes</i>	<i>5 Minutes</i>
3	10:36 am	11:34 am	<i>58 Minutes</i>	<i>5 Minutes</i>
4	11:39 am	12:37 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
Lunch	12:37 pm	1:23 pm	<i>46 Minutes</i>	
5	1:28 pm	2:26 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
6	2:31 pm	3:29 pm	<i>58 Minutes</i>	
7 (After School)	3:35 pm	5:00 pm	<i>85 Minutes</i>	

Adding in Dual Enrollment

242 Minutes

**Dual Enrollment
(Closed)**

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	<i>85 Minutes</i>	
1	8:30 am	9:28 am	<i>58 Minutes</i>	<i>5 Minutes</i>
2	9:33 am	10:31 am	<i>58 Minutes</i>	<i>5 Minutes</i>
3	10:36 am	11:34 am	<i>58 Minutes</i>	<i>5 Minutes</i>
4	11:39 am	12:37 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
Lunch	12:37 pm	1:23 pm	<i>46 Minutes</i>	
5	1:28 pm	2:26 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
6	2:31 pm	3:29 pm	<i>58 Minutes</i>	
7 (After School)	3:35 pm	5:00 pm	<i>85 Minutes</i>	

*Community college may have local policies that allow you to close some of these sections.

242 Minutes

Adding in Dual Enrollment

**Dual Enrollment
(Open*)**

**Dual Enrollment
(Closed)**

Period	Start Time	End Time	Period Minutes	Passing Period
0 (Before School)	7:00 am	8:25 am	<i>85 Minutes</i>	
1	8:30 am	9:28 am	<i>58 Minutes</i>	<i>5 Minutes</i>
2	9:33 am	10:31 am	<i>58 Minutes</i>	<i>5 Minutes</i>
3	10:36 am	11:34 am	<i>58 Minutes</i>	<i>5 Minutes</i>
4	11:39 am	12:37 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
Lunch	12:37 pm	1:23 pm	<i>46 Minutes</i>	
5	1:28 pm	2:26 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
6	2:31 pm	3:29 pm	<i>58 Minutes</i>	<i>5 Minutes</i>
7 (After School)	3:35 pm	5:00 pm	<i>85 Minutes</i>	

CLP's Dual Enrollment Scheduling Tool

[Request your free copy!](#)

Part 1. High schools can input their bell schedules to **total their instructional minutes** outside of their dual enrollment class times. This will help verify that they are meeting minimum requirements for apportionment purposes.

Part 2. Colleges can use the term-by-term template to factor high school non-instructional days into their **calculation of required contact hours** for the course. (Classes meet for less than 50 minutes on non-instructional days such as holidays, rally days, non-student days, etc.) By adjusting factors such as class meeting days, start dates, and end dates, colleges can use this tool to create a schedule for the dual enrollment class that is within the required amount of contact hours.

MONDAYS

	Start Time	End Time	HS Class Period Instructional Minutes		HS Passing Period Instructional Minutes	
Before School	7:45 AM	8:39 AM	0:54	Non-Instructional Time		
1	8:45 AM	9:42 AM	0:57	Dual Enrollment	0:00	Non-Instructional Time
Break	9:42 AM	9:52 AM	0:10	Non-Instructional Time	0:06	Non-Instructional Time
2	9:58 AM	10:58 AM	1:00	HS Instructional Minutes	0:06	HS Instructional Minutes
3	11:04 AM	12:01 PM	0:57	HS Instructional Minutes	0:06	HS Instructional Minutes
4B	12:07 PM	1:04 PM	0:57	HS Instructional Minutes	0:00	Non-Instructional Time
4B Lunch	1:04 PM	1:34 PM	0:30	Non-Instructional Time	0:06	HS Instructional Minutes
5	1:40 PM	2:37 PM	0:57	HS Instructional Minutes	0:06	HS Instructional Minutes
6	2:43 PM	3:40 PM	0:57	HS Instructional Minutes		
7			0:00			
After School			0:00			
<i>Total HS Class Period Instructional Minutes</i>					288	
<i>Total HS Passing Period Instructional Minutes</i>					24	
<i>Total HS Instructional Minutes</i>					312	

MONDAYS

	Start Time	End Time	HS Class Period Instructional Minutes		HS Passing Period Instructional Minutes	
Before School	7:45 AM	8:39 AM	0:54	Non-Instructional Time		
1	8:45 AM	9:42 AM	0:57	Dual Enrollment	0:00	Non-Instructional Time
Break	9:42 AM	9:52 AM	0:10	Non-Instructional Time	0:06	Non-Instructional Time
2	9:58 AM	10:58 AM	1:00	Dual Enrollment	0:06	Non-Instructional Time
3	11:04 AM	12:01 PM	0:57	HS Instructional Minutes	0:06	HS Instructional Minutes
4B	12:07 PM	1:04 PM	0:57	HS Instructional Minutes	0:00	Non-Instructional Time
4B Lunch	1:04 PM	1:34 PM	0:30	Non-Instructional Time	0:06	HS Instructional Minutes
5	1:40 PM	2:37 PM	0:57	HS Instructional Minutes	0:06	HS Instructional Minutes
6	2:43 PM	3:40 PM	0:57	HS Instructional Minutes		
7			0:00			
After School			0:00			
<i>Total HS Class Period Instructional Minutes</i>					228	
<i>Total HS Passing Period Instructional Minutes</i>					18	
<i>Total HS Instructional Minutes</i>					246	

CLP's Dual Enrollment Scheduling Tool



MONDAYS

	Start Time	End Time	HS Class Period	Instructional Minutes	HS Passing Period	Instructional Minutes
Before School	7:45 AM	8:39 AM	0:54	Non-Instructional Time		
1	8:45 AM	9:42 AM	0:57	HS Instructional Minutes	0:00	Non-Instructional Time
Break	9:42 AM	9:52 AM	0:10	Non-Instructional Time	0:06	Non-Instructional Time
2	9:58 AM	10:58 AM	1:00	Dual Enrollment	0:06	Non-Instructional Time
3	11:04 AM	12:01 PM	0:57	HS Instructional Minutes	0:06	HS Instructional Minutes
4B	12:07 PM	1:04 PM	0:57	HS Instructional Minutes	0:00	Non-Instructional Time
4B Lunch	1:04 PM	1:34 PM	0:30	Non-Instructional Time	0:06	HS Instructional Minutes
5	1:40 PM	2:37 PM	0:57	Dual Enrollment	0:06	Non-Instructional Time
6	2:43 PM	3:40 PM	0:57	HS Instructional Minutes		
7			0:00			
After School			0:00			
<i>Total HS Class Period Instructional Minutes</i>					228	
<i>Total HS Passing Period Instructional Minutes</i>					12	
<i>Total HS Instructional Minutes</i>					240	

CLP's Dual Enrollment Scheduling Tool



Term	FALL 2024	Term Start Date (MONDAY)	8/26/2024						
High School	SAMPLE	DuE Class Meeting Days	HS Start Time	HS End Time	DuE Minutes	DuE Contact	DuE Start Time	DuE End Time	
Course	SAMPLE	<input checked="" type="checkbox"/>	Monday	9:33 AM	10:35 AM	00:50	1.0	9:35 AM	10:25 AM
HS Period	2	<input checked="" type="checkbox"/>	Tuesday	9:33 AM	10:35 AM	00:50	1.0	9:35 AM	10:25 AM
Course Start Date	8/26/2024	<input type="checkbox"/>	Wednesday						
Course End Date	12/13/2024	<input checked="" type="checkbox"/>	Thursday	9:33 AM	10:35 AM	00:50	1.0	9:35 AM	10:25 AM
Required Contact Hours	54.0	<input checked="" type="checkbox"/>	Friday	9:33 AM	10:35 AM	00:50	1.0	9:35 AM	10:25 AM
Current Contact Hours	56.0	<input type="checkbox"/>	Saturday						
Current Difference (Contact Hours)	2.0	<input type="checkbox"/>	Sunday						
Current Difference (Percent)	3.70%								

Day	Date	DuE Start Time	DuE End Time	Contact Hours	Non-DuE Day
Monday	8/26/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Tuesday	8/27/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Wednesday	8/28/2024				<input type="checkbox"/>
Thursday	8/29/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Friday	8/30/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Saturday	8/31/2024				<input type="checkbox"/>
Sunday	9/1/2024				<input type="checkbox"/>

Monday	9/2/2024				<input checked="" type="checkbox"/>	Holiday
Tuesday	9/3/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>	
Wednesday	9/4/2024				<input type="checkbox"/>	
Thursday	9/5/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>	
Friday	9/6/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>	
Saturday	9/7/2024				<input type="checkbox"/>	
Sunday	9/8/2024				<input type="checkbox"/>	

Day	Date	DuE Start Time	DuE End Time	Contact Hours	Non-DuE Day
Monday	11/4/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Tuesday	11/5/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Wednesday	11/6/2024				<input type="checkbox"/>
Thursday	11/7/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Friday	11/8/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>
Saturday	11/9/2024				<input type="checkbox"/>
Sunday	11/10/2024				<input type="checkbox"/>

Monday	11/11/2024				<input checked="" type="checkbox"/>	Holiday
Tuesday	11/12/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>	
Wednesday	11/13/2024				<input type="checkbox"/>	
Thursday	11/14/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>	
Friday	11/15/2024	9:35 AM	10:25 AM	1.0	<input type="checkbox"/>	
Saturday	11/16/2024				<input type="checkbox"/>	
Sunday	11/17/2024				<input type="checkbox"/>	

CLP's Dual Enrollment Scheduling Tool



EdTrust-West

Engaging Advocacy with 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

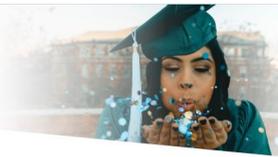
We prioritize students of color and multilingual learners, especially those experiencing poverty – including those from Black, Latinx, Asian, Pacific Islander, and Native American communities.

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

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 learn high school and college credit simultaneously, thus, decreasing students' time to college to 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 test to receive college credit. AP courses culminate with an AP exam, and depending on their 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.
IB is primarily an international program offering a challenging and diverse 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 junior and senior high school years. Students may receive college credit for IB courses depending on their exam scores.¹

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.²

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 school or during regular school hours. Students and families must speak with their academic 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 stand to benefit from DuE, as well as reduce barriers for K-12 and community college districts.
Memorandum 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 or 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 units through dual enrollment courses integrated into the school day. 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 at-risk youth who may not have been "tracked" for college.

With you to learn
Students course, enroll school c informat, with a sc district o



JUMPSTART:
A one-page brochure meant to support students and families in understanding the basics around dual enrollment, including benefits, how to enroll, and the types of programs available.

[Download](#)

The Education Trust—1
P 310-465-6444 | EdTrustWest.org | @edtrustwest
555 W. 9th St., 26th Floor, Los Angeles, CA 90013 | 589 2nd Street, Suite 200, Oakland, CA

JUMPSTART

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

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.¹ Despite this increase, only 16% of Latinx high school graduates in California's 2018-19 graduating class participated in dual enrollment courses while in high school.² In fact, most students in the state attend schools where only 5% or fewer of their classmates participate in dual enrollment.³ Equity-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.

College aspirations and preparation

Access and requirements
Just over half of school districts require students to successfully complete A-G courses to graduate.⁴



How dual enrollment helps

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.⁵

Historically underrepresented students in dual enrollment programs accumulate more college credits and are more likely to transition to a 4-year college.⁶

Dual Enrollment Resources for Students and Families

March 2023

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

A one-page brochure meant to support students and families in understanding the basics around dual enrollment, including benefits, how to enroll, and the types of programs available.

Available in English & Spanish

[Learn more](#)

Expanding Access to DuE: Recommendations for District Leaders

A brochure for K-12 and community college district leaders with recommendations for expanding dual enrollment access in their schools and communities.

Available in English

[Learn more](#)

Joint Board Resolution: Dual Enrollment Equitable Expansion

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

Available in English

[Learn more](#)

Dual Enrollment Resources Curated by the Career Ladders Project

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

Available in English

[Learn more](#)

Dual Enrollment Public Comment Guide

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

Available in English & Spanish

[Learn more](#)

Dual Enrollment Conversation Guide

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

Available in English & Spanish

[Learn more](#)

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

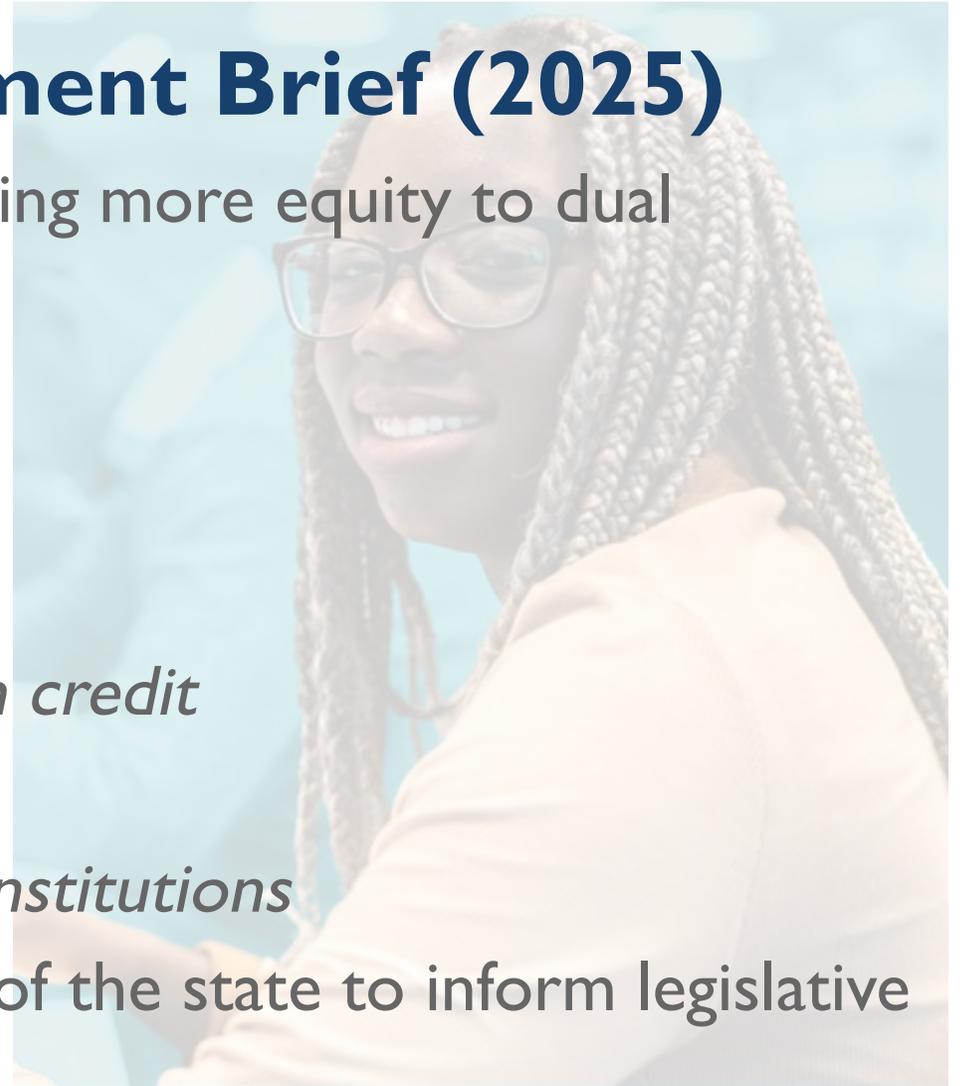
Desegregating Dual Enrollment: Equitable Access Brief

Dual Enrollment Advocacy Toolkit

Black Minds Matter

Jumpstart Equitable Dual Enrollment Brief (2025)

- 9 recommended areas of improvement to bring more equity to dual enrollment in CA
 - *disparities in access and participation*
 - *inconsistent granting of dual credit*
 - *lack of actionable data*
 - *courses not aligned to pathways through credit*
 - *instructor shortages*
 - *insufficient support for instructors and institutions*
- proposes examples from within and outside of the state to inform legislative solutions



The Importance of Advocacy

- ETW released a dual enrollment advocacy toolkit earlier this year, which includes:
 - background on the legal history of dual enrollment in recent years
 - a dual enrollment FAQ
 - details for 3 dual enrollment bills
 - factsheet on each bill
 - support letter template
 - a Social Media Toolkit



Advocacy Toolkit: FAQ Excerpts

- What is CCAP dual enrollment?
 - what are its unique advantages
- What are some proposed solutions to problems faced in dual enrollment?
- What commitments have state leaders already made (what are their goals)?
 - vision 2030
 - governors roadmap
 - historic investments in pathways
- * ***Goal: have our collective voices heard and concerns addressed***



Q & A



Thank You!

