



# Culturally Responsive Teaching and Learning In Dual Enrollment

October 29, 2025

CLP | Career  
Ladders  
Project





# CLP Team



**Laurencia Walker**  
Director



**Dr. Byron Reaves**  
Director



**Cristina Sandoval**  
Senior Program Associate



# Agenda

- Why CRP and DuE?
- Bay Area K16/ Vision for Course
- Course Structure & Content
- Examples of Student Work
- Faculty Voices
- Q&A





# Why CRP and DuE?

# Dual Enrollment Policy Timeline



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**BAY AREA K-16**  
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# ASCCC Empowerment Memo on Dual Enrollment

## Overview of Equitable Dual Enrollment Approaches

### The Central Role of Faculty

- First Impressions of College
- Building Connections
- Opportunities for culturally responsive pedagogical approaches and practical application from counseling and discipline faculty



California  
Community  
Colleges

MEMORANDUM

December 07, 2023

ESS 23-46 | Via Email

**TO:** Chief Instructional Officers  
Academic Senate Presidents  
Chief Student Services Officers

**FROM:** John Stankas, Ph.D. Vice Chancellor of Academic Affairs  
Cheryl Aschenbach, President, Academic Senate for the California Community Colleges

**RE:** Dual Enrollment: Empowering Colleges to Equitably Serve Communities

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#### Statement of Purpose

Aligned to the Vision for Success and the pillars of Guided Pathways, dual enrollment enables students from groups historically underrepresented in higher education to access and succeed in college coursework for credit. Dual Enrollment is a powerful lever for closing equity gaps, extending pathways, and accelerating the completion of degrees and credentials.

- from 2020 CCCC Strategic Plan on Dual Enrollment

#### Purpose of this Memo

Equitable dual enrollment is a key component of [Vision 2030](#) and the [Governor's Roadmap for California Community Colleges](#). This memo will explain how dual enrollment can advance the three goals of Vision 2030: Equity in Access, Equity in Support, and Equity in Success. When it's designed and implemented effectively, dual enrollment can provide more equitable and intentional transitions to college for high school students in our communities. For colleges, this requires collaboration across the campus and partnerships with local K-12 districts and schools. And while each partnership is unique to its local context, a shared understanding of dual enrollment across the California Community Colleges can help advance equity goals and support postsecondary attainment for all Californians.

Chancellor's Office, Division Name

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | [www.cccco.edu](http://www.cccco.edu)



## **Dr. Agustín Cervantes**

Executive Director  
Bay Area K-16 Collaborative



# Bay Area K16/ Vision for course







# Using the Bay Area K16 Collaborative to Strengthen Dual Enrollment



## What is the Bay Area K-16 Collaborative?



- |     |   |
|-----|---|
| 01. | A state-funded grant designed to strengthen occupational pathways in Education, Engineering, and Health;                                  |
| 02. | A structured collaboration among PK-12, Community College, CSU, UC, and Employer partners;  |
| 03. | Development of Pathway Maps for students, counselors, families that are sustainable and useful over time, and that require collaboration; |
| 04. | Identification of pathway-specific DuE courses, and support for implementation;   |
| 05. | Embedding Work-based Learning early on through internships, industry visits, summer employment.   |

# ● ● ● What we are Learning about DuE in the Bay Area



We are coming together to identify challenges and find workable solutions across institutions, learning from each other, and trying new ideas in support.

**01**

**There is much interest in and willingness to offer DuE courses.**

**02**

**Dual Enrollment is implemented inconsistently depending on many variables.**

**03**

**Finding instructors is challenging.**

**04**

**With the right people in the room, solutions can be found.**





# Our Vision for the SFSU Course: a Long-term Resource for the Bay Area

- Partnering with Career Ladders Project (CLP) allows all their experience and insight to come alongside this DE effort;
- Creating a three-part course that emphasizes practical, culturally responsive approaches in a diverse and interdisciplinary community of practice;
- Designed for Community College instructors teaching DuE in High Schools;
- Using this initial experience as a pilot for a course that can be offered for years to come;
- PLAN: Beginning Summer 2026, offer this course through SFSU's College of Professional and Global Education (CPaGE).



# Course Structure & Content



**Join us as we prototype a course for new and seasoned dual enrollment instructors for the Bay Area K-16 Collaborative. As the first group of students to participate, you will have the opportunity to provide feedback to improve this future SFSU course.**

### **Part 1**

#### **Creating Conditions for Success**

In person,  
March & April 2025

### **Part 2**

#### **Cultivating Learner Success**

Virtual, June 2025, a  
combination of  
asynchronous and  
synchronous

### **Part 3**

#### **Course Reflection and Refinement**

Virtual, September 2025, a  
combination of  
asynchronous and  
synchronous

# Structure and Content of Course

## **Part 1 Creating Conditions for Success**

- Equity and Justice in Pedagogy
- Designing Course Elements
- Creating an Inclusive Classroom Environment

## **Part 2 Cultivating Learner Success**

- Building Relationships with students
- Applying CRP to Course Design
- Applying CRP to Assessment Design

## **Part 3 Course Reflection and Refinement**

- CRP Dual Enrollment Practicum
- Critical Reflection
- Peer Feedback and Engagement



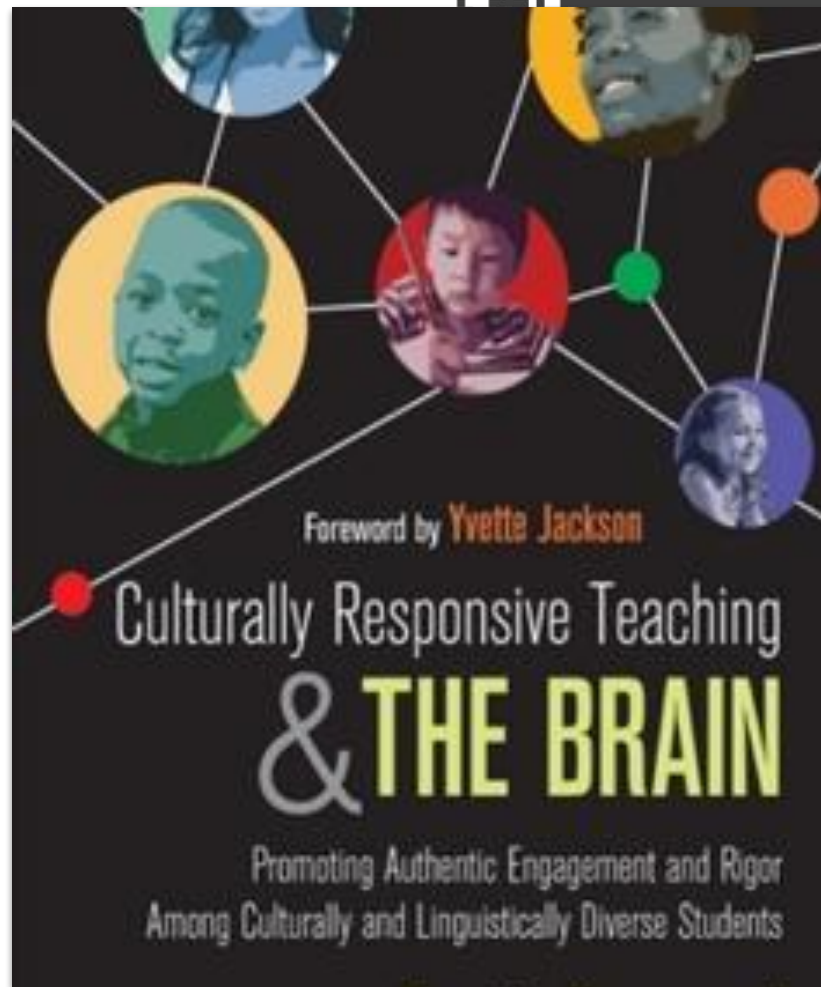




# Defining Culture

“Culture is the way the brain makes sense of the world. Think of culture as software for the brain’s hardware. The brain uses cultural information to turn everyday happenings into meaningful events. If we want to help dependent learners do more higher order thinking and problem solving, then we have to access their brain’s cognitive structures to deliver culturally responsive instruction” (Hammond, 2015, p.22)

Hammond, Z. L. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press



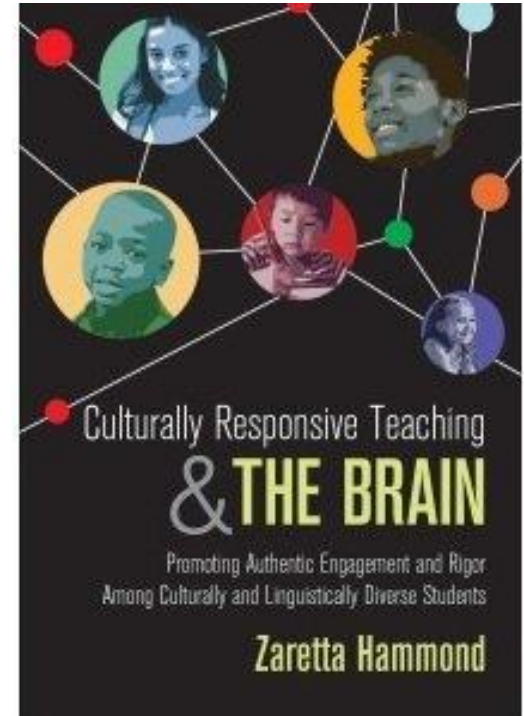


# Culturally Responsive Teaching



“An educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning (Hammond, 2015, p.15)”.

Hammond, Z. L. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press





# Examples of Faculty Work



# ●●● Exploring Culture

Surface Culture



Shallow Culture



Deep Culture



## CULTURAL TREE

### Leaves/Branches – Surface Culture

*(Visible, everyday things  
like food, dress, language,  
traditions)*

Dresses with neutral colors;  
Speaks three languages, have an  
accent, friendly but direct.

### Trunk – Shallow Culture

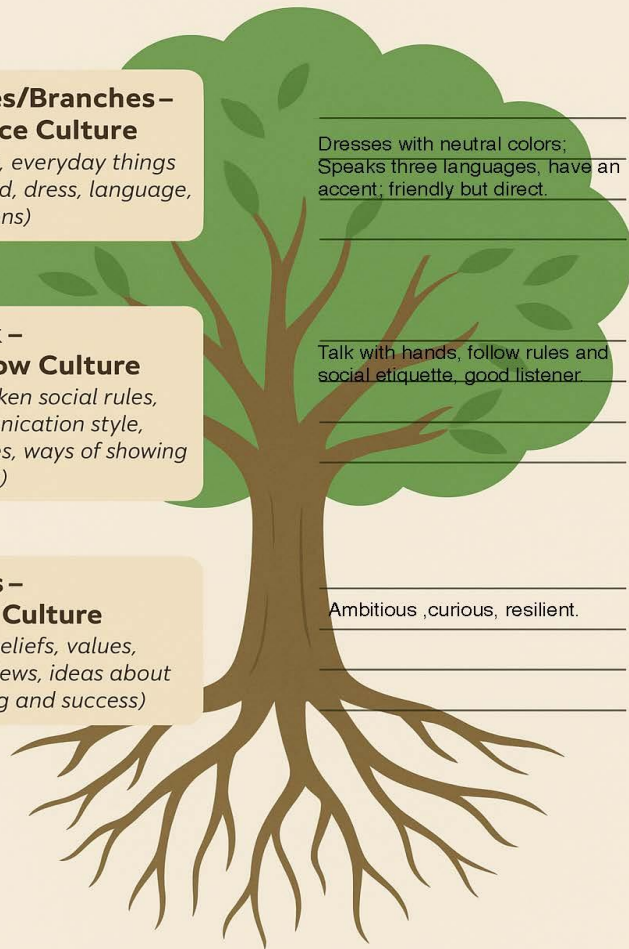
*(Unspoken social rules,  
communication style,  
gestures, ways of showing  
respect)*

Talk with hands, follow rules and  
social etiquette, good listener.

### Roots – Deep Culture

*(Core beliefs, values,  
worldviews, ideas about  
learning and success)*

Ambitious, curious, resilient.



# Examples of Participant Assignments and Feedback



Task

Whether you conducted a peer review, were observed, observed another instructor, or engaged in a reciprocal exchange, your reflection should highlight how you identified, applied, and reflected on culturally responsive pedagogy in a dual enrollment context. This is your opportunity to synthesize what you've learned and consider how it will inform your future practice.

The final reflection is your opportunity to:

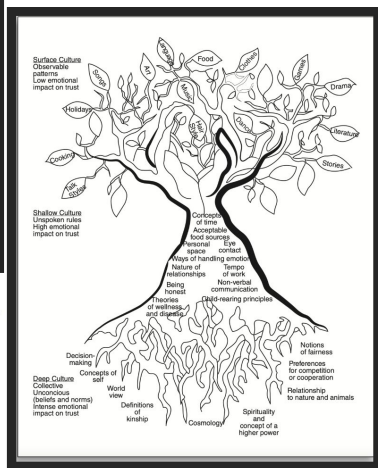
- Synthesize learning from the full course, with a special focus on your practicum.
- Articulate how your thinking and practice have shifted.
- Identify next steps for growth as a culturally responsive instructor in dual enrollment settings.

You may complete the assignment in one of three formats:

- A written reflection (2-3 pages)
- A video or voice-recorded reflection (4-7 minutes)
- A narrated slide deck (a screencast) (4-7 slides with audio)



Image adapted from [Women of Wise](#) →



Source: Illustration by Aliza Maynard

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# Facilitated Dialogue







# Faculty Voices



**Alan Mar David**

Ethnic Studies Instructor  
Chabot College



**Christopher Lahey**

Communications Professor  
Merritt College



**Megan Rodriguez**

Business Assistant Professor  
Cañada College



**Otto Lai**

Graphic Design Professor  
Laney College



**Please introduce yourself and reflect on a few meaningful moments or lessons learned from participating in the course.**





**What has this course meant to you,  
personally, professionally, or even in  
how you see your work or students?**





**As we build this professional learning course at SFSU, what kinds of supports or learning experiences would be most valuable for instructors, especially those new to dual enrollment or working with diverse high school populations?**





# Q & A





# Thank you!

CLP

Career Ladders Project

[www.careerladdersproject.org](http://www.careerladdersproject.org)



Bay Area K16 Collaborative

[www.bayareak16.org](http://www.bayareak16.org)