Los Angeles County
TOOLKIT
to Equity-Centered Dual Enrollment Partnerships

THE GREATER LA
EDUCATION FOUNDATION

Los Angeles County
Office of Education

Organizing Framework

Context and Framing ▼

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Increasing academic supports

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LA-CAN Mission & Vision

Mission

The Los Angeles County Accelerator Network (LA-CAN) is a regional effort to strengthen district and community college dual enrollment partnerships and expand equitable access to high-quality dual enrollment and advising supports to ensure students successfully transition to postsecondary education and training.

Vision

All districts in LA County have access to strong and sustainable relationships with community colleges, and advising and college access organizations that allow them to meaningfully interact with their student data in order to create equitable dual enrollment offerings and supports that encompass structures that expand access, provide robust student academic supports and college navigation advising, eliminate long standing equity gaps, and improve postsecondary outcomes for historically underserved groups in the region.

Introduction of the LA County Dual Enrollment Toolkit & the Architects

This toolkit is a comprehensive collection of tools and resources assembled by leaders throughout LA County with the hope that this resource can be used by California school, district, and college practitioners and leaders to gain a better understanding of how to begin, maintain, and continuously improve high-quality and equitable dual enrollment partnerships and programs. The working group responsible for the creation of this toolkit, known as the Architects, included the following individuals:

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Educator Engagement Associate, Ed Trust - West

To support the development of this dual enrollment resource, the organization of this toolkit is guided by the six core elements of an effective dual enrollment partnership as introduced and defined in Unlocking Potential: A State Policy Roadmap for Equity & Quality in College in High School Programs, a report published by the College in High School Alliance and the Level Up Coalition to promote effective dual enrollment partnerships nationwide.

The six core elements of an effective dual enrollment partnership include the following:

Equity Goal & Public Reporting

Program Integrity & Credit Transfer

Finance

Course Access & Availability

Instructor Capacity

Navigational Supports

It is the goal of this toolkit for practitioners to be able to use this toolkit to strengthen their partnerships, ensure that all stakeholders have adequate information to make informed decisions about dual enrollment opportunities as well as the means to continuously evaluate the efficacy of program offerings and ultimately improve practice and the supports students receive to be successful in these courses.

Importance of High-Quality Dual Enrollment Opportunities

Dual enrollment courses provide a range of advantages to all participating high school students. The ability to earn postsecondary credit prior to high school graduation helps accelerate the time to a degree or credential, which serves as a cost-saving mechanism for many students and families that are dissuaded from college due to the financial burden associated with tuition. Dual enrollment courses also help students prepare for a full schedule of college-level courses, oftentimes while in their familiar high school setting, amongst peers of a similar age, and while receiving the common academic and personal supports that come with the high school experience.

When designed and implemented with intention, dual enrollment programs can serve as one considerable lever for promoting equitable access and success in higher education. Overall, participation in high-quality dual enrollment programs can boost students' self-confidence by allowing them to demonstrate college course competency early, which ultimately serves as an additional strategy that helps cultivate a more seamless transition for students as they transition between K-12 and postsecondary.

Research has shown that first-generation college students, students from low-income backgrounds, and students from underrepresented racial minority (URM) communities stand to benefit most from these programs.

How to Navigate the LA County Dual Enrollment Toolkit

Each of the subsequent sections of this toolkit correspond to core elements of an effective and equity-driven dual enrollment partnership. Each section begins with a brief description of the element and an overview of its importance to designing and sustaining meaningful dual enrollment programs.

Each section also contains a list of resources to support high school, district, and college leaders in the dual enrollment space with their efforts as they relate to each core element. The LA-CAN has also developed unique resources to further strengthen the ecosystem of existing resources and those particular resources are spotlighted in each section below.

🔖 Readers can navigate between specific sections by using the bookmarks in the table of contents.

Elements of an Effective Dual Enrollment Partnership

Effective and equitable dual enrollment programs necessitate a strong and healthy collaboration between K-12 and postsecondary partners. K-12 and postsecondary leaders must have clearly identifiable roles and responsibilities as it relates to program design and implementation on the front end in addition to having a role in subsequent progress monitoring and program evaluation that both continue in perpetuity. The resources and tools provided below aim to help these partners coordinate and strengthen local partnerships between school districts and postsecondary institutions with the ultimate goal of supporting the conditions necessary for implementing and maintaining high-quality dual enrollment opportunities for students.

Key Organizations Supporting Equitable & High-Quality Dual Enrollment Programs in California and across the United States

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is at the intersection of college and high school, advancing quality college courses for high school students. NACEP's national network of members share and advance knowledge through national, regional, and state-level convenings, federal policy seminars, topical webinars, published resources, and specialized technical assistance. NACEP helps dual and concurrent enrollment programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. In May 2023 a group of NACEP members established the California Alliance of Dual Enrollment Partnerships to further support equitable dual enrollment growth in the state.

Jobs for the Future (JFF) drives transformation of the American workforce and education systems to achieve equitable economic advancement for all.

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

Community College Research Center (CCRC) is an independent research organization funded entirely by grants from foundations, government agencies, and other organizations. CCRC studies community colleges because they have the potential to dramatically improve educational equity and social mobility in the United States. The organization has released many reports on dual enrollment outcomes across the country and its research has helped advance policy in this space.

[↗] **The Aspen Institute** is a global nonprofit organization committed to realizing a free, just, and equitable society. The Institute drives change through dialogue, leadership, and action to help solve the most important challenges facing the United States and the world. In their education practice, the Institute seeks to improve education by developing and informing education leaders across policy and practice, with an emphasis on sustainability and equity.

[↗] **Linked Learning Alliance** is a nationwide coalition of education, industry, and community organizations dedicated to increasing equity and empowering young people for college and career success.

[↗] **The California Coalition of Early & Middle Colleges (CCEMC)** supports educational institutions through the decision and planning process via different types of services. CCEMC's professional development events are an excellent vehicle to learn more about successful Dual Enrollment practices and programs and a perfect opportunity to network with Dual Enrollment educators. CCEMC's Technical Assistance and Program Development is the next level of customized support that can be provided on-site, virtual or a combination of both.

General Resources

A Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California This guide was developed by the Research and Planning (RP) Group for California Community Colleges in partnership with the California Community College Chancellor's Office and the San Joaquin Delta Community College District to assist and inform secondary and postsecondary partners who are considering launching or expanding dual enrollment programs for underrepresented minority (URM) populations. Content has been designed to offer insights into and highlight resources and tools for programs seeking to serve URM populations.

A Foot in the Door Growth in Participation and Equity in Dual Enrollment in California In this 2021 report, researchers from the California Education Lab (UC Davis) match high school and community college datasets to provide a clearer picture of college course-taking among California public high school students statewide.

NACEP Launching & Managing Concurrent Enrollment: A District/High School Guide This NACEP guide provides a step-by-step manual for how to start a dual enrollment/concurrent partnership.

The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students This playbook details lessons for high school, district, and college leaders in ensuring that traditionally underrepresented students have equitable access to and success in high-quality dual enrollment programs. With more than 1 million students counting on it, and even more students missing out, it's an opportunity we can't afford to ignore.

Creating a Dual Enrollment Partnership (Career Ladders Project) This Career Ladders Project resource page offers workshops and professional development on building and managing dual enrollment in California and provides videos, presentations, and information sheets broken out by subtopic.

Dual Enrollment Glossary of Terms & Definitions This glossary includes a list of common dual enrollment-relevant terms and definitions in California.

A Jumpstart on College: Dual Enrollment Resources Ed Trust-West's dual enrollment resources page includes a variety of resources for practitioners to consider as they seek to expand dual enrollment programs and partnerships.

Equity Goal & Public Reporting

Being intentional about closing equity gaps, accurately measuring them, and being held publicly accountable to closing any such gaps that may be present in dual enrollment programs is fundamental to unlocking the promise dual enrollment has for long-term student success for all students, and especially students historically marginalized and excluded in postsecondary education. All dual enrollment partnerships should have a public goal for increasing the participation and success of traditionally underserved student groups, with clear, disaggregated public reporting and accountability for progress toward the goal. What does success look like in terms of equitable access and success for all students? Your answer to this question can help drive the goal developed for dual enrollment programs and support the investigation of the type of information and data needed to effectively monitor and track progress toward this overall goal.

California Spotlights - Dual Enrollment Data Dashboards

Mapping Racial Equity in California's Community College Dual Enrollment (Ed Trust - West) Within the tool, there are maps that give a visual representation of racial equity in dual enrollment participation across California's high school and community college districts (CCDs), specifically for Latinx, Native, and Black students. Local education leaders use this tool and the accompanying Jumpstart report to evaluate the level of racial representation that exists in their dual enrollment participation. This tool can also help leaders set actionable goals to increase dual enrollment among historically underserved student groups.

Pasadena City College Dual Enrollment Dashboard Shows headcount, enrollment, retention, success, and demographic information for high school students enrolled in dual enrollment courses at all Pasadena City College campuses.

Cabrillo College - Dual Enrollment Dashboard provides detailed information on student enrollment, success, and completion rates by race and ethnicity, gender, and first-generation status.

Note: See Data Analysis & Evaluation section for more resources detailing guidance on using data to target student outreach and support, defining key student populations, and best practices for data disaggregation.

Equity Goal & Public Reporting Resources

Jumpstart: Setting Goals to Drive Equitable Dual Enrollment Participation in California's Community Colleges (Ed Trust - West) This report analyzes data on dual enrollment at California's community colleges to determine the extent to which they are effectively serving students of color through equitable participation in dual enrollment and provides a set of recommendations to address disparities in dual enrollment participation and offers suggestions on opportunities for its equitable expansion.

Identifying and Reporting College-Credit Bearing Courses in CALPADS for the College/Career Indicator (CDE) This short resource helps local education agencies identify any courses that students take and complete for college credit for purposes of calculating the College/Career indicator (CCI) for the California School Dashboard.

Sample Memorandum of Understanding Regarding Sharing of Student Performance Data This resource is a sample data sharing agreement/memo of understanding (MOU) between Los Rios Community College District Cosumnes River College and the Elk Grove Unified School District.

Dual Enrollment State Course Codes Common Dual Enrollment State Course Codes for Aeries Student Information System.

Program Integrity & Credit Transfer

Dual enrollment programs will aid a college-going mindset if students are confident that the college courses they complete will help move them successfully towards a degree or credential. Simply providing access to these courses without ensuring quality and alignment does not create opportunity for students. It is also critical to ensure that credits earned in dual enrollment programs can actually be transferred to two- or four-year colleges in the state and that these credits also satisfy high school A-G course requirements for admissions to California postsecondary institutions. Students that cannot transfer all credits earned lose time, money, and momentum towards their degree. Enabling credit transfer for dual enrollment programs is an essential step to ensuring that these courses maintain a high value for students and put students on a solid pathway to greater credential attainment. In addition, seamless credit transfer encourages more efficient state investment of resources; if credits do not transfer, states can end up investing in students taking courses in high school to only again take those same courses in college.

Program Integrity & Credit Transfer Resources

Partnership Agreement Resources

[↗] **AB 288 College and Career Pathways (CCAP) Partnership Agreement Framework (Career Ladders Project)** This document provides a framework to assist community college districts and their partners in crafting College and Career Access Pathways (CCAP) Partnership Agreements.

[↗] **Comparison of Non-AB 288 Agreements and AB 288 (Career Ladders Project)** This document provides a comparison of AB 288 CCAP Agreements and non-AB 288 agreements for dual enrollment programs.

[↗] **Customizable CCAP Agreement** This resource is a sample CCAP agreement to support high school and community college practitioners with establishing a formal dual enrollment partnership.

[↗] **Sample Memorandum of Understanding (MOU) between Los Rios Community College District and El Dorado Union High School District** With the passage of Assembly Bill 288, California community college districts are authorized to enter into agreements with high school districts to expand opportunities for high school students to take college courses during the regular school day and for community colleges to claim apportionment. To go forward with this program, the law requires community college districts and high school districts to enter into a Memorandum of Understanding (MOU) approved by the governing boards of both the community college district and the high school district. The proposed MOU is between the Los Rios Community College District and El Dorado Union High School District (EDUHSD).

[↗] **[AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility - March 2016 (Career Ladders Project)](#)** This document serves as a list of required elements required to be met for a College and Career Access Pathways (CCAP) Agreement. This document can be used in preparation of these agreements/contracts alongside Legal Opinion 16-02 (Dual Enrollment and AB 288)

[↗] **[Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion 16-02 (Career Ladders Project)](#)** The purpose of this Legal Opinion is two-fold: to opine on the key legal issues regarding: CCAP partnerships under AB 288; and districts' ability to operate outside of the CCAP framework (that is, either develop or continue existing non CCAP partnership agreements and other dual enrollment, non-cohort programs in general).

[↗] **[Customizable CCAP Annual Amendment](#)** This resource is a sample CCAP agreement amendment that allows a CCAP agreement to be amended to add courses but allowing the entire remainder of the existing agreement to remain in full force.

[↗] **[Butte-Glen/ CORE Charter School CCAP Agreement with Appended Instructor Agreement](#)** This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and between the Butte-Glenn Community College District on behalf of Butte Community College ("College") and the CORE Butte Charter School ("School District") pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act ("AB 288") and California Education Code section 76004.

[↗] **[College and Career Access Pathways: A Dual Enrollment Partnership Agreement 2022-2025 - Agreement between Santa Monica College District (SMC) and Santa Monica Malibu School District](#)** This is a College and Career Access Pathway Partnership Agreement (CCAP) between Santa Monica College District (SMC) and Santa Monica Malibu School District for for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

[↗] **[Butte-Gen/ Inspire School Appendix to CCAP Agreement](#)** This College and Career Access Pathways Partnership Agreement ("CCAP Agreement') is between Butte- Glenn Community College District ("College") and Inspire School of Arts & Sciences ("School District"); and the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

Credit Transfer Resources

🔗 **ASSIST** Assist is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university. Articulation agreements across two and four year institutions can be found.

🔗 **California State University Transfer** This California State University webpage provides a comprehensive overview of transfer and credit articulation policies for the Cal State system.

🔗 **University of California Admissions and Transfer Requirements** This University of California webpage offers an overview of admissions and transfer policies for the UC system.

🔗 **Checklist for Portfolio Development of Dual Enrollment Courses** When seeking to establish or scale a Dual Enrollment program, the college needs to develop a portfolio of course offerings for the high school(s) based on the alignment of programs. Several steps need to be taken when developing a thoughtful selection of courses and this resource serves as a step-by-step checklist to complete this process.

🔗 **Merced Union High School District, Merced College, UC Merced Course Equivalencies** This course equivalency document details the full list of courses that MUHSD students can take as dual enrollment courses at Merced College to earn both high school and college credit while also fully satisfying high school graduation requirements. This resource also includes information as to whether the credits earned in these courses are transferable to the UC and CSU

Program Equity

[↗] **The Dual Enrollment Playbook: Tool for Assessing Equitable Practices at Community Colleges (CCRC)** This tool is designed to help community colleges assess the alignment of their dual enrollment practices with those described in The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students, published in October 2020 by the Aspen Institute College Excellence Program and Education & Society Program and the Community College Research Center at Teachers College, Columbia University.

[↗] **Advancing Equitable Dual Enrollment: Initial Findings from the Dual Enrollment for Equitable Completion Initiative (DE4EC)** DE4EC helps California community colleges and their high school partners build dual enrollment programs centered on strengthening equitable access and completion outcomes for students underrepresented in higher education, particularly African American/Black, Latina/o/x, and students experiencing economic disadvantage. This report highlights recommendations and suggestions to clarify, elevate, and catalyze equitable dual enrollment efforts state- and nationwide.

[↗] **College and Career Access Pathways Survey - Survey Design** The sample survey targets students to assess their experiences in dual enrollment, and to explore their perceptions of the program's strengths and weaknesses. Ultimately, the analysis of the survey results can be used to understand a variety of stakeholder perceptions, managing dual enrollment programs, and implementing changes to support students and all stakeholders involved with these programs.

[↗] **Dual Enrollment for Students from Special Populations: Improving College Transitions for English Learners, Students with Disabilities, Foster Youth, and Young People Experiencing Homelessness (JFF)** This report explores promising practices and recommendations for designing dual enrollment with the assets and needs of English learners, students with disabilities, foster youth, and young people experiencing homelessness at the center.

[↗] **The Dual Enrollment Playbook: Tool for Assessing Equitable Practices at High Schools (CCRC)** This tool is designed to help high schools and districts assess the alignment of their dual enrollment practices with those described in The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students, published in October 2020 by the Aspen Institute's College Excellence Program and Education & Society Program and the Community College Research Center at Teachers College, Columbia University. These practices were identified through research on partnerships of high schools and community colleges with high rates of access and success in dual enrollment among historically underrepresented students of color.

Advancing Equitable Dual Enrollment Research Series (RDP Consulting) RDP Consulting is working with the Dual Enrollment for Equitable Completion (DE4EC) initiative to learn more about what constitutes equitable dual enrollment and how it benefits students who are historically underrepresented in postsecondary education. RDP Consulting produced a series of four research briefs to highlight key takeaways and recommendations from their research.

Brief 1 Strategies for Equitable Dual Enrollment Participation

Brief 2 Characteristics of Successful Dual Enrollment Partnerships

Brief 3 Insights on Dual Enrollment Students' Experiences

Brief 4 Recommendations for Advancing Equitable Dual Enrollment Programs

Program Development

[↗] **Texas - College, Career, and Military Readiness Prep through Early College High Schools** Early College High Schools in Texas are one way accelerated pathway models work in different states across the country. Early College High Schools (ECHS) are open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree. The ECHS Blueprint provides foundational principles and standards for innovative partnerships with colleges and universities. The ECHS Blueprint contains six benchmarks outlining the design elements that each ECHS campus must implement before serving students. Additionally, outcome-based measures in Access, Attainment, and Achievement provide guidance for ECHS program implementation and continuous improvement efforts.

[↗] **NACEP's National Accreditation Standards** As the only national set of quality standards applicable to dual enrollment programs (for both college-provided faculty and high school instructors serving as adjuncts), NACEP's standards serve as model institutional policies and practices for colleges to use as a framework for program development and/or for voluntarily pursuing national accreditation.

[↗] **CCAP Survey Parent/Guardian Consent Form** This document provides a sample CCAP parent/guardian consent form for practitioners to request parent/request approval to have students participate in a College and Career Access Pathways Dual Enrollment Program Improvement Survey.

[↗] **Customizable dual enrollment calendar** This document is a sample dual enrollment calendar that outlines the common responsibilities and tasks school district leaders need to accomplish on an annual and ongoing basis.

[↗] **Orange County Dual Enrollment Handbook: Building and Scaling Effective Practices for Leadership and Implementation Teams** The goal for this publication is to provide the information needed by colleges and K12 partners to help them conduct strategic implementation of dual enrollment, and take the next steps in scaling up their dual enrollment program.

[↗] **[Bay Region Dual Enrollment Toolkit - Special Topics & Areas Related to Dual Enrollment](#)**
(Career and Technical Education, Guided Pathways, Apprenticeship)

[📄] [Connecting Dual Enrollment with Apprenticeships and Pre-Apprenticeships](#) This presentation overviews how to begin the process of connecting dual enrollment with pre-apprenticeships and apprenticeships in California.

[📄] [Dual Enrollment and Guided Pathways Converge for Equity (Career Ladders Project)](#) This report lays out the steps that partners took to implement carefully structured dual enrollment — and the lessons that their experience offers for other partnerships across California. Section One explores the motivations and conditions that have fostered dual enrollment in Kern County. Section Two describes the convergence of dual enrollment with Guided Pathways, and how dual enrollment is a strategy for equity. Section Three shows how Bakersfield College laid the groundwork for change and then implemented dual enrollment. It also describes the current landscape of dual enrollment at the college. Section Four looks at students' experience as told through data and their own stories. The final section of this report addresses sustainability and offers lessons for the field.

Finance

It is crucial for students to understand any and all costs associated with taking dual enrollment courses and education leaders have the responsibility to help make students fully aware of all financial assistance that might be available to lower the total cost burden, when and if there exists one. This knowledge is central to supporting all students and their families in evaluating whether or not dual enrollment courses are a suitable choice, and if they have the means to cover the expenses. Having a clear understanding of all potential financial assistance options and the true cost associated with all dual enrollment courses can aid students in making an informed decision about their educational future and can help ensure they are setting themselves up for success both academically and financially. While there may be some costs for students to participate in dual enrollment courses, there is considerable sums of money students can save simply by taking these college courses while concurrently enrolled in high school rather than waiting to complete all college courses after high school graduation. To help students understand the cost and potential funding options for dual enrollment, we have provided a list of resources and tools that can be used by advisors, students, and their families to strengthen their knowledge around the cost of dual enrollment courses in California.

Ultimately, gaps in access to dual enrollment for low income students will never close while financial barriers remain. There are also resources below that list strategies for eliminating or significantly reducing traditional costs to dual enrollment—tuition, registration and enrollment fees, books, transportation, etc—to low- and moderate income students.

LA-CAN Spotlight Resource

Funding for a Dual Enrollment Counselor Oftentimes, to get dual enrollment programs to run effectively, a dual enrollment counselor is needed. However, finding ways to fund this full-time/part-time position can be challenging; as such, this resource overviews some of the federal funding sources local education agencies (LEA) have at their disposal.

Finance Resources

Enrollment Management Metrics Primer This presentation overviews Strategic Enrollment Management (SEM) and how it can help increase student recruitment, retention and success.

CDE Interview Notes - Instructional Minutes FAQs These interview notes overview a California Department of Education school fiscal services' staff member's answers to frequently asked questions on the basics of instructional minutes and dual or concurrent enrollment.

Using ESSA to Expand and Support College in High School Programs This School Superintendents Association and College in High School Alliance resource offers strategies for how school systems can utilize ESSA funds for college in high school programs, including dual enrollment.

STRENGTHENING CAREER & TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT: Provisions of Perkins V Benefiting College in High School Programs This College in High School Alliance resource serves as a guide for how Perkins V funds can be leveraged to support college in high school programs, including dual enrollment.

Dual Enrollment in the Context of Strategic Enrollment Management The American Association of Collegiate Registrars and Admissions Officers (AACRAO) periodically undertakes research projects to keep the higher education community in general informed about current and emerging institutional level practices. The goals of this survey were to capture a current snapshot of dual enrollment (DE) course and program practices at institutions in the United States and determine if and how dual enrollment plays a role in the strategic enrollment management efforts of the institution.

Course Access & Availability

Students deserve access to dual enrollment courses, regardless of geography, with pathways that maximize opportunities for them to earn college credits aligned to programs of interest. In addition, they must be able to explore academic and career opportunities and their applicable requirements while also knowing that the dual enrollment courses they take will count toward their high school graduation requirements. Students with the potential to succeed in dual enrollment courses should be able to access these programs regardless of where they live, the high school they are enrolled in, their ability to pay, or any other unnecessary bureaucratic hurdle that can serve to hinder their participation and success. Students from underserved and underrepresented backgrounds, in particular, have the most to gain from thoughtfully designed dual enrollment programs, yet, they face the biggest barriers to accessing and ultimately succeeding in dual enrollment courses.

Course Access & Availability Resources

Fast Forward California - Catalyzing Coherence: Workbook and Planning Resource (Ed Trust-West, Linked Learning Alliance, Career Ladders Project) This resource designed to help communities begin to create the high-quality, seamless student experiences from K–12 to postsecondary education that research shows lead to college completion, meaningful employment, and equitable outcomes.

Resources for Dual Enrollment Online Onboarding (Career Ladders Project) Career Ladders Project convened a group of practitioners from across the state to share resources for online onboarding of dual enrollment students. They developed this list of videos, presentations, handouts and other web-based tools to share broadly with California practitioners. The resources are listed by topic and each one is categorized by type; see the key for more information.

Bay Region Dual Enrollment Toolkit: Special Topics & Areas Related to Dual Enrollment The Bay Region Dual Enrollment online toolkit includes a comprehensive list of CTE, pathway, guided pathways, and apprenticeship resources specific to California.

California Community Colleges (CCC) Virtual Campus (Preparing for Online Learning) This CCC resource page includes a series of videos that address the real challenges experienced by online students, new and experienced, while pursuing success in online classes, short videos on how to use Canvas, mental health resources, and strategies for how to engage and utilize classmates, instructors, and student support services online.

[↗] **[Career Pathways Mapping Toolkit (Career Ladders Project)](#)** This toolkit is intended for community colleges and their partners in K-12 systems and four-year institutions who wish to collaborate on creating strong, seamless career pathways for their students, although all kinds of institutions looking to create career pathways maps with their community partners may find the toolkit valuable. The toolkit offers background on the mapping process and outlines five essential steps. Each step is supported with videos, presentations, and links to resources that can help move the process along.

[↗] **[High School to Postsecondary Step-by-Step Toolkit: Improving Outcomes Through Inclusive School-Based Inquiry](#)** This toolkit was designed for use by practitioners, especially high school and school district staff and leaders, who desire to improve postsecondary outcomes for students. School-based teams can use the toolkit as a guide through inclusive cycles of inquiry, analysis, and action that promote equitable student access to, participation in, and completion of dual credit programs. The toolkit—which includes practical examples, templates, instructions for data access, and more—can be used as a guide to begin similar studies at schools nationwide.

Instructor Capacity

For effective dual enrollment partnerships to persist, school, district, and college leaders must identify strategies to recruit, support, and diversify the pool of instructors that have the qualifications needed to teach dual enrollment courses. Ensuring equity and quality in dual enrollment programs requires a strong and diverse pool of teachers and faculty with the appropriate training and support to ensure that, regardless of instructor type or location, students are receiving the same quality college course experiences and support.

One of the most prevalent capacity issues affecting dual and concurrent enrollment is a shortage of instructors who can teach college courses for high school students. In California, instructors may be college faculty or high school teachers who meet the qualifications to serve as college adjuncts—but the supply of both groups is limited, and the shortage is particularly acute in school districts serving low-income and underserved populations. College faculty may be reluctant or unavailable to teach on a high school schedule, and they must meet licensure requirements to deliver courses on a K-12 campus. High school teachers, meanwhile, often lack the minimum qualifications required to teach at the postsecondary level (typically a Master's degree or a minimum number of graduate credits in the specific subject being taught). The shortage of qualified instructors is often most acute in rural areas and under-resourced communities.

To scale equitable and high-quality dual enrollment opportunities, K-12 and higher education partners not only need to develop strategic approaches to grow the ranks of qualified diverse instructors from both secondary and postsecondary institutions but they need to make sure both sectors are in constant and effective communication with one another to ultimately ensure that curricula, approach, expectations, and intended outcomes are clear and aligned, which all helps to ensure students experience a seamless transition from high school to postsecondary.

LA-CAN Spotlight Resource

Understanding the Differences in Minimum Qualifications for Instructors in CTE Dual Enrollment & General Dual Enrollment The **Minimum Qualifications** needed for instructors to teach community college classes – including dual enrollment - vary based on the disciplinary area. This resource provides a quick overview of the differences in qualifications between Career and Technical fields and general education fields, and what combination of education and professional experience is typically needed to teach CTE courses.

Instructor Capacity Resources

Building a Concurrent Enrollment Teacher Pipeline: Opportunities, Challenges, & Lessons (College in High School Alliance) This paper provides the latest best practices, challenges and opportunities for states, colleges, and school districts looking to build a stronger pipeline for concurrent enrollment teachers. Overall, the goal of this report is to inform audiences on: (i) current growth and inequities in concurrent enrollment participation, (ii) ways in which existing teacher credentialing requirements are creating—or exacerbating— inequities in student access to and participation in concurrent enrollment opportunities, (iii) complexities in retrofitting well-established teacher preparation and professional development systems to address new concurrent enrollment teacher credentialing requirements, (iv) strategies, common themes, and lessons learned from a variety of state and local approaches to address the shortage of credentialed concurrent enrollment teachers.

Early College and Dual Enrollment Pathways Faculty Manual (Irvine Valley College) This manual, created by Irvine Valley College, serves as a resource to support college faculty during their dual enrollment orientation process.

Planning for DE class choice This plain-text resource includes key guiding questions for teams to discuss and points to consider for each of these questions.

Dual Enrollment Agreements (union-specific) East Side Teachers Association and East Side Union High School District embarked on a process of exploring dual enrollment opportunities for EUHSD students in partnership with Palomar and partnered with those representatives to outline a model they believed would meet the needs of students while protecting unit positions.

Frequently Asked Questions (FAQs) about the instructional time and attendance accounting requirements for dual enrollment (CDE) This FAQ sheet from CDE provides a list of answers to the most commonly asked questions about dual enrollment instructional minutes, apportionment, and attendance calculations.

Dual Enrollment Memorandum of Understanding (District and Union) This resource includes a memorandum of understanding (MOU) established between Garden Grove Unified School District (GGUSD) and the Garden Grove Education Association (GGEA) for dual/concurrent enrollment.

Faculty Dual Enrollment Program Orientation PowerPoint College faculty buy-in and support is needed to sustain high-quality dual enrollment partnerships. This presentation serves as an example PowerPoint for facilitating a faculty orientation on dual enrollment.

⎘ **Sample Faculty Absence Scenarios** Embedded dual enrollment courses may look and function differently across partnering high schools. However, faculty absenteeism will occur with any program at some point in time. A dual enrollment faculty orientation or guide is advised for training and reference for various dual enrollment procedures.

⎘ **Addressing a Major Barrier to Dual Enrollment: Strategies to Staff Up and Scale Up (Jobs for the Future)** An acute shortage of qualified instructors threatens to derail dual enrollment, an effective and popular college transition strategy, just as the movement is picking up steam. Financial incentives have helped some school districts increase the number of high school teachers who are credentialed to teach college-level courses to their students. But, to date, such efforts have led only to incremental progress. In order to fulfill the potential of dual enrollment to improve high school completion, postsecondary success, and career readiness—particularly for underserved young people—it is essential to develop systemic solutions to the staffing crisis. Only through new approaches that merge the K-12, undergraduate, and graduate education systems can we address the host of logistical, political, and cultural challenges that have long stymied individual districts and colleges. This brief is intended for policymakers, education system leaders, and dual enrollment advocates who are considering what it will take to build long-term strategies that significantly expand the supply of instructors qualified to teach college in high school.

⎘ **California Community Colleges - Minimum Qualifications for Academic and Administrative Positions with the CCC System** This CCCCO webpage details the minimum requirements for academic and administrative positions in the CCC System, including adjunct positions for the purposes of dual enrollment. All public California community districts have hiring authority and must adhere to the minimum qualifications when establishing hiring criteria and/or determining hiring eligibility. The districts may include additional criteria over and above the minimums, but can never hire below the minimums.

⎘ **Sample Faculty Letter** College faculty members who are teaching dual enrollment courses on a high school campus need access to points of contact and location information for the course(s) they are teaching on-site. This resource is a sample letter used to communicate important school information to the college faculty member.

⎘ **Culturally Relevant Pedagogy Presentation** Culturally Relevant Pedagogy (CRP) is a teacher's guide for ensuring their students' "above and below ground" development. This presentation covers the basics of culturally relevant pedagogy in the dual enrollment classroom.

Navigational Supports

Comprehensive college and career advising and other navigation supports are needed to ensure student success in dual enrollment coursework, particularly for students historically underserved by these opportunities. Dual enrollment programs need to provide students with comprehensive support and advising services to maximize their success and ease their transition from secondary to postsecondary learning environments.

For students who are the first in their families to attend college or traditionally underrepresented in higher education, there exists an increased difficulty in navigating participation in dual enrollment courses. Equity-driven dual enrollment navigational support and advising programs must aim to systematize and maximize approaches for advising that supports students across K-12 and postsecondary to ensure a seamless transition happens for participating students.

LA-CAN Spotlight Resource

Student Resource Types in Dual Enrollment Across Modalities (Virtual, In the High School, and at Community Colleges) The modality in which a student pursues dual enrollment can affect the type of student services and support resources available to them, This document provides an overview of the varying types of resources across modalities and what resources should be considered when offering these courses to students.

Understanding the Enrollment Process: Steps for Students to Take to Successfully Enroll The enrollment process can be complex and actively serves as a barrier to postsecondary enrollment for many subgroups of students. This resource overviews the common steps in the enrollment process to support students in this process.

Navigational Supports Resources

[↗] **The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students (CCRC)** This playbook details lessons for high school, district, and college leaders in ensuring that traditionally underrepresented students have equitable access to and success in high-quality dual enrollment programs.

[↗] **Benefits of Dual Enrollment** This resource lists commonly known benefits of dual enrollment courses on student success and student postsecondary outcomes.

[↗] **College Dual Enrollment FAQ Sheet** This FAQ sheet provides a template for answering frequently asked questions from parents about dual enrollment.

[▶] **CCEMC Video Resource - Student Services: Examples of Student Supports This CCEMC video resource** provides an overview of student services that can be provided to students in dual enrollment to support their success.

[↗] **Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs for Students with Disabilities (College in High School Alliance)** This College in High School Alliance report specifically addresses policy solutions to expand access to college in high school programs such as dual enrollment, concurrent enrollment, and early college high school for students with disabilities.

[↗] **Supporting English-language Learners - Strategies for Instructors (Career Ladders Project)** This one-pager provides research-based strategies dual enrollment can utilize to maximize engagement of English-language learners. and benefit all students in the process.

Integrating Student Support Guided Pathways Design Guide (Career Ladders Project) This Career Ladders Project Guided Pathways Design Guide provides an overview of integrated student supports as many students, stepping onto a college campus for the first time is an intimidating experience filled with processes, people, and procedures that aren't familiar. As such, students who are new to college and/or are first generation college students find that employees at the college are sometimes speaking a new language; guided pathways design seeks to make sure students have the support they need to succeed, no matter their background or prior postsecondary exposure.

Dual Enrollment Guidance For California High School and California Community College Counselors and Advisers (University of California) This resource includes a list of points meant to dispel some of the misinformation and speculation about dual enrollment programs and courses, including how dual enrollment coursework is reported on the UC admission application and how it is used to meet freshman admission requirements:

Guided Pathways Begin in High School: Models & Ideas (Community College Version) This toolkit is a collection of ideas from your fellow practitioners across the South Central Coast Regional Consortium's eight colleges (Deans, guided pathways leads, counselors, and faculty). Plus, it is a compilation of promising practices from early-implementing guided pathways colleges in California and other states that will provide you with models and resources as you revise your current recruitment and onboarding processes.

Data Analysis/Evaluation

Disaggregated data on the access and completion of dual enrollment courses is critical for equity goals to demonstrate their value and to target specific policy solutions to address persistent disparities across student populations.. Leaders benefit from leveraging data to track student progress and success, and data gives leaders the ability to meaningful and constructively evaluate the efficacy of existing dual enrollment practices and programs. High-quality data practices also grant K-12 and higher education partners the ability to identify areas for improvement, determine the types of courses of greatest interest to students, and create more effective strategies for student recruitment, enrollment, and retention. Furthermore, meaningful data collection and analysis can inform critical decisions regarding curriculum development as well as decisions regarding delivery, funding, and staffing. Finally, data sharing and collaborative data analysis amongst K-12 and higher education partners can further support the ability for students to seamlessly transition across sectors and improve postsecondary persistence and attainment in the process.

To support K-12 and higher education partners in strengthening data practices within their dual enrollment partnerships, we have collected an array of resources and guides that detail how to protect student data and how to use such data to effectively strengthen dual enrollment programs writ large.

California Spotlight

Where Are They Now? A Study of Dual Enrollment Students in the Kern Community College District (Career Ladders Project) The community college practitioners at KCCD and its colleges hope to close college-going equity gaps and, ultimately, gaps in college attainment. Having successfully increased the number of students participating in dual enrollment, they wanted to understand how dual enrollment affects post high school outcomes. The literature suggests that students are likely to continue on to postsecondary education and that students from underrepresented populations will see higher gains. To find out, staff from the Bakersfield College and KCCD Early College5 teams, the Bakersfield College Office of Institutional Effectiveness, and the Career Ladders Project (CLP) teamed up to discover where these former dual enrollment students are now. The KCCD research team and CLP conducted a mixed methods study using quantitative data from administrative data systems and qualitative data collected from focus groups to gain insight into the subsequent trajectories of dual enrollment students.

Data Analysis/Evaluation Resources

[↗] **Dual Credit System Improvement Guide (Washington)** This guide is designed to help stakeholders in a school building or district use their data to understand and interpret dual credit statistics for their district and for the state, engage in a collaborative self-assessment of their strengths and challenges in this area, and develop concrete plans to improve dual credit opportunities in their district. This guide includes four sections: (1) Why Dual Credit?, (2) Understanding Dual Credit Data, (3) Self-Assessment, and (4) Action Steps.

[↗] **NACEP Program Evaluation Guide** A key concern of the leaders who established NACEP was the quality of college classes offered in high schools by concurrent enrollment partnerships. To this end, in 2002 NACEP adopted national standards in five program areas: curriculum, faculty, students, assessment, and program evaluation. NACEP's Standards outline measurable criteria and effective procedures indicating a stable, supported program administered by an institution of higher education. The standards articulate best practices that colleges can follow to ensure academic integrity of its courses, regardless of where they are taught and by whom. In 2017, NACEP approved a new set of standards including major revisions to the Program Evaluation Standards. The purpose of this Evaluation Guide is to provide guidance on meeting and documenting the Evaluation Standards for NACEP accreditation.

[↗] **NACEP Evaluation Resources** The links embedded on this NACEP work site offer resources aligned to an organizational structure you may want to think about when starting an evaluation process. Components from all sections, however, are not necessary to begin your evaluation work. You may choose to only use specific resources (like guidelines for collecting data through surveys and focus groups), employ resources from all areas, or select resources from various sections to supplement your current improvement process. Links to resources include abridged documents you can directly download from Google Drive and links to the original documents containing full detail on their source websites.

[↗] **Checklist of Types of Data to Track in Dual Enrollment Programs** This resource serves as a checklist for the types of data for school- and district-based leaders should be tracking to monitor the efficacy and success of dual enrollment programs.

[↗] **Bay Region Dual Enrollment: Data & Standards** The Bay Region Dual Enrollment toolkit includes a comprehensive overview of resources to support equitable and sound data collection and analysis for dual enrollment programs.

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