

How Los Angeles College Accelerator  
Network Participants are  
**ENHANCING EQUITY IN  
DUAL ENROLLMENT TO  
CATALYZE  
COLLEGE ENROLLMENT  
AND SUCCESS**



**THE GREATER LA**  
EDUCATION FOUNDATION

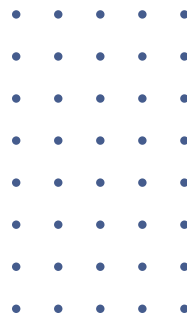


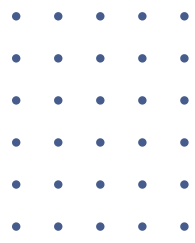
**Los Angeles County**  
Office of Education

## ACKNOWLEDGEMENTS

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Special thanks to the K-12 district and community college participants for their commitment to the network and their dedication to expanding access to postsecondary opportunities for all Los Angeles County students. Special thanks to the K-12 district and community college participants for their commitment to the network and their dedication to expanding access to postsecondary opportunities for all Los Angeles County students.





# INTRODUCTION

Dual enrollment, along with other forms of early postsecondary opportunities, is found to promote [academic momentum and college success](#) for students of color and students from low-income communities; however students often experience inequitable access to these opportunities and the accompanying supports that foster student success and seamless postsecondary transitions. One of the many contributing factors that can impact students' dual enrollment access and experience is the strength of district and community college collaborative partnerships. The Greater LA Education Foundation (GLAEF) and Los Angeles County Office of Education (LACOE) are striving to address these barriers in Los Angeles County communities with the Los Angeles College Accelerator Network ([LA-CAN](#)), a regional effort to strengthen district and community college partnerships and expand equitable access to and success in high-quality dual enrollment programs.

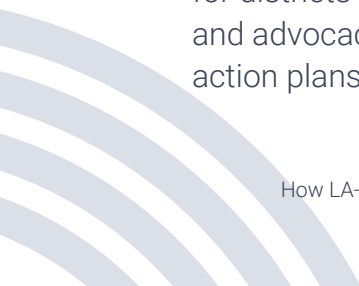
# LA-CAN PARTICIPANTS

In September 2021 the Greater LA Education Foundation, LACOE, and Education Strategy Group (ESG) put forth a call for applications for K-12 districts and their community college partners to participate in the Network. The first LA-CAN cohort included a total of nine district-community college teams:

- Alliance College-Ready Public Schools and Los Angeles Community College District
- Antelope Valley High School District and Antelope Valley College
- El Rancho Unified School District and Rio Hondo College
- Glendale Unified School District and Glendale Community College
- Hacienda La Puente Unified School District and Mt. San Antonio College
- Los Angeles Unified School District and Los Angeles Community College District
- LAUSD Northeast Communities of Schools and Los Angeles Mission College
- Lynwood Unified School District and Compton Community College
- Norwalk-La Mirada Unified School District and Cerritos College

# SUPPORT AND RESOURCES PROVIDED

ESG is proud to support the LA-CAN by creating a professional learning community for districts to build stronger relationships with community colleges and advising and advocacy organizations, and to interact with their data to develop equity-focused action plans to enhance their dual enrollment offerings and supports. Over the nine-



month network engagement, LA-CAN teams established dual enrollment equity goals and an action plan aligned with at least one critical category of the [Unlocking Potential](#) framework—a roadmap for states and communities to enhance equity and quality in dual enrollment programs. To support the cross-sector teams in this effort, ESG led a monthly community of practice and developed customized tools that equip districts to do the following:



Assess their current dual enrollment partnerships, policies, and programs;



Deepen their expertise in evidence-based practices; and



Review and analyze data with an equity lens.

## CHALLENGES IDENTIFIED BY DISTRICT-COMMUNITY COLLEGE PARTNERS

The LA-CAN district-community college partnerships identified access and communications, staff capacity, and a lack of navigational support as the main challenges to achieving equitable dual enrollment programs for students and their families. Not all high schools within school districts offer dual enrollment opportunities; among the schools that do, they are often not communicated effectively to students, especially students with marginalized identities. In addition, sites reported a lack of staff capacity to teach dual enrollment courses. Many high school teachers do not meet the minimum qualifications set by institutions to teach dual enrollment courses, making it difficult to expand dual enrollment programs. Lastly, there is a lack of sufficient navigational support for students and their families. Providing students and their families with holistic and comprehensive advising and adequate support to enroll in and successfully complete dual enrollment opportunities can help promote retention and completion of programs. Most importantly, these issues primarily affect students who are experiencing poverty and students of color. Over the next year, ESG will support district-community college partnerships through the LA-CAN to overcome these challenges and implement their action plans to promote equitable access and success in dual enrollment programs.

## EQUITY GOALS

The LA-CAN is intentional about helping district-community college partners identify areas to enhance equity in dual enrollment programs and supports. Throughout the course of this last year, teams leveraged data and tools such as the [EdTrust West dual enrollment equity dashboard](#) to create action plans that would specifically target or address equity gaps in dual enrollment. Some of the equity goals focused on the following areas:



Completion of college courses by all students – Each district partner set a goal to ensure that students have access to and complete a dual enrollment program before they leave high school. Some school districts aim to have all students complete at least one college course, while others seek to have all students complete at least six college credits by the end of their high school graduation.



Racial equity – All school districts center racial equity within their action plans. With many focusing specifically on increasing the number of Black and Latinx students participating in and completing dual enrollment programs.



Other underrepresented identities – Students who identify as low-income, first-generation, “middle performing,” or as English language users are also highlighted as important student populations to target in dual enrollment program participation and completion.



## Examples of LA-CAN Teams' Equity Goals

- **Alliance College-Ready Schools:** All high school scholars, regardless of Alliance school, have access to dual enrollment opportunities.
- **Antelope Valley Union High School District:** By the end of 2022-2023, every high school graduate in AVUHSD will earn at least six college credits via DE, CE, AP, or IB and to increase the percentage of AVUHSD students and/or DE students who continue to matriculate with Antelope Valley College.
- **El Rancho Unified School District:** Increase access and success for all students by expanding dual enrollment courses in a range of subject-areas and focus on certificate pathway programs to meet various students' interest and career pathways and raising awareness of student support.
- **Hacienda La Puente:** To increase the number of students enrolled in dual enrollment classes with a focus on low-socioeconomic and Hispanic students.
- **Los Angeles Unified School District:** All high schools will have access to offering students dual enrollment courses at their schools sites in order to provide students with extensive opportunities. L.A. Unified will have every student graduate with at least one community college dual/concurrent enrollment course.
- **Lynwood Unified School District:** Every student in LUSD will have taken at least one college course by the time they graduate from the district with a particular focus on expanding participation of students with diverse academic backgrounds.



## POSITIONING TEAMS TO TAKE ACTION

With the support of the Greater LA Education Foundation and ESG, teams were provided with facilitated monthly sessions and coaching support to develop action plans to take concrete steps to address their identified challenges and equity gaps. Each team was provided the opportunity to receive \$5,000 mini-grants to help implement some of the strategies outlined in their action plans, and each team set equity goals to help guide their efforts in the following areas:

### Program Quality and Credit Transfer

- ***Increasing credit transferability eligibility:***

***El Rancho Unified School District*** plans to expand articulation agreements and certificate learning pathways. Their plan of action includes targeted recruitment efforts to incoming 9th graders, increasing enrollment of students in courses, supporting students through course completion, and hosting parent informational meetings to increase awareness of dual enrollment opportunities.

***Lynwood Unified School District*** will increase dual enrollment participation by creating more pathways with transfer credit eligibility. To achieve this goal, they will plan to incorporate the classes needed for an Associate degree and select course offerings on a yearly/semesterly basis at each high school.

- ***Increasing program quality:***

***Los Angeles Unified School District*** will elevate program quality by incorporating enhanced data platforms, training school counselors on the proper policy and procedures, updating current policies and practices around credit transferability, and collaborating with other partners to increase opportunities and supports for students to succeed in dual enrollment classes and beyond.

### Finance

- ***Hacienda La Puente Unified School District*** is exploring ways to increase the number of teachers who qualify to teach for the Community College and the District. The district highlighted the A-G completion or Expanded Learning Opportunities Program grant as potential funding opportunities.

- **Lynwood Unified School District** got creative with identifying ways to reduce the materials cost for students. By partnering with Compton College and working with school site librarians, they plan to ensure that students have access to all the books and materials they need to succeed in their dual enrollment courses. Other district partners, like El Rancho Unified School District, plan to pay for student materials costs through their district lottery fund.

## Course Access and Availability

- **Increasing course access and availability:**

**Alliance College-Ready Public Schools** plans to increase course access and availability by providing high school students with access to at least one dual enrollment course offering in Spring 2023 by creating a centrally managed virtual option for high schools who currently do not have the capacity or structures established at their individual school sites. They plan to survey all high schools to determine current and planned courses availability in order to identify which high schools would benefit most from a centrally managed course offering. Afterward, they plan to establish partnerships with the community college and work with high school sites to gather feedback and inform strategies to recruit and support high school students with enrollment into course(s).

**El Rancho Unified School District** intends to expand course access by offering a wide-variety of dual enrollment courses with a clear focus on certificate pathways. By evaluating current course offerings, surveying course interests among students, hosting informational meetings for 8th graders, and scheduling new courses can help increase enrollment into dual enrollment course opportunities.

Hacienda La Puente Unified School District plans to utilize surveys, parent outreaches, and other strategies that will reduce barriers and increase the incentive for students to participate. Some of these strategies include hosting courses during specific class periods and providing students with a celebration when they complete tasks related to dual enrollment course opportunities.

Los Angeles Unified School District will train school counselors and administrators on the process to embed dual enrollment courses into their master schedule. Additionally, they will update and clarify the AB 288 policy to ensure a seamless process for schools to partner with the local community college and offer courses.



**Lynwood Unified School District** plans to increase course access by utilizing targeted approaches to recruit African American students, homeless, foster youth, and males into their programs. Engagement of students, parents, and administrators are key components of their action plan. For students, they will explore pipeline programs and intentional small group recruitment sessions to increase awareness and participation in dual enrollment course opportunities. In addition, outreach to families about college readiness activities starting in middle school will help build awareness. Lastly, engaging school administrators and staff within the equity department to create a shared vision for dual and concurrent enrollment will also help increase course access.

### **Instructor Capacity**

- **El Rancho Unified School District** plans to work with the academic deans at the community college to identify the best fit faculty members for the dual enrollment program. This is vital to ensure that students are paired with faculty members equipped to engage with high school students and provide them with a faculty connection that will help increase persistence and build their college identity.
- **Hacienda La Puente Unified School District's** strategy is to increase instructor capacity to teach dual enrollment courses. The high school teachers have targeted training and intervention strategies to work with high school students, in addition to many years of experience of working with high school students. By having HLPUSD teachers hired as the dual enrollment teachers, they not only bring the needed content knowledge but pedagogical skills of teaching high school students to help them succeed in these classes.

### **Navigational Supports**

- **Antelope Valley Union** is preparing to implement additional supports for students and parents to support students' participation in and successful completion of dual and concurrent enrollment course opportunities. They intend to update informational resources for DE/CE, host parents information and orientation sessions, incorporate additional counseling options for students, and potentially expand the number of Bridge Counselors or the number of hours of existing counselors.

• **Hacienda La Puente Unified School District** proposes providing targeted support to students navigating the application process for dual enrollment. To increase the seamless enrollment of students in dual enrollment courses, HLPUSD will work with all staff to ensure they are well-prepared to inform and support students with the enrollment steps for dual enrollment. In addition, they plan to create visual roadmaps for students and families to access when they need additional information. Lastly, staff members will work to identify students who have not taken advanced placement courses and have the potential to benefit from dual enrollment courses to provide them with the navigational support to enroll.

## IMPLICATION AND RECOMMENDATIONS FOR STATE DUAL ENROLLMENT POLICY

The LA-CAN initiative has surfaced several key implications for state leaders who want to build and scale equitable dual enrollment offerings to increase access to the availability of dual enrollment opportunities and support for students statewide. Key implications include the following action steps:



### *Create credit equivalencies for early postsecondary courses such as Advanced Placement (AP), International Baccalaureate (IB) and Dual Enrollment.*

- Offering credit for both high school graduation and college units will help improve college completion and economic mobility. Some courses do not offer college credit nor provide students with aligned career pathways. This poses an issue for multiple district partners because it disincentivizes students from wanting to take courses and makes it difficult for students to seamlessly navigate between educational institutions.

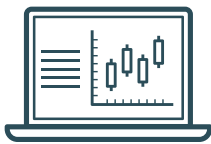


### *Leverage funding to enhance instructor capacity and dual enrollment affordability:*

- Pay for teachers to earn Master's Degrees in English and Mathematics. Instructional capacity is low for many district partners and school districts across California. With staffing shortages and teachers not meeting the minimum qualifications, it makes it difficult for schools to implement or expand dual enrollment programs. English and Mathematics are two subject areas where schools have the most difficulty finding talent. In

addition, community colleges should reexamine their minimum qualifications for teachers. The Public Policy Institute of California suggested that teachers who have taught AP/Honors courses could be an alternative to a Master's degree.

- Increase counseling capacity/staffing to provide navigational support to students. As it stands, many dual enrollment initiatives require students to take initiative to enroll rather than taking part in structured programs. To increase student awareness, it is important to increase counseling capacity/advising staff to inform students of their opportunities and increase the capacity to implement high-quality programs with support for students to succeed.
- Reduce or eliminate all material costs for students. LA-CAN district partners highlighted that transportation cost, book cost, and other costs related to dual enrollment can pose a barrier for students. Utilizing the recent funding allocations can help boost dual enrollment amongst students who are financially strapped.



#### *Leverage longitudinal student data.*

- Currently, California is constructing a longitudinal student database that will connect K-12, higher education, workforce, and social services systems. The Cradle-to-Career System was authorized by the California legislature in 2019 and the tools were designed by a committee of state agencies, community members, and data experts. The development of the data system began in 2021 and is set to launch in the 2022-2023 academic year. However, the expansion of access to tools, students, and educators will not be available until 2023-2024. Other additions, including early learning, private college data, social services, health data, and workforce data will not be fully incorporated until 2025-2026. The Cradle-to-Career System will offer resources and tools to support students and families with early learning through K-12 and higher education. In addition, it will allow educators to streamline college and financial aid applications, monitor student progress and milestones, and help educators pull insights and data that can inform their action plans. Lastly, advocates and researchers will be able to analyze data collected from many sources to shape policy and advance educational equity. More specifically, this will help educators easier identify dual enrollment access and equip them with the data to help improve student outcomes.

How Los Angeles College Accelerator Network Participants are Enhancing Equity in Dual Enrollment to Catalyze College Enrollment and Success  
- 2022 -

