

JUMPSTART:

A California Roadmap for Equitable Dual Enrollment Policy & Practice

Expanding Access to Dual Enrollment: Recommendations for K-12 District and Community College District Leaders



Define a vision for the strategic and equitable expansion of dual enrollment

Community College Districts (CCDs) should:

- ▶ Integrate dual enrollment within their existing student success goals and initiatives, particularly those goals and initiatives that target marginalized* students (e.g., Vision for Success, Student Equity and Achievement Plan, Master Plan, Guided Pathways, etc.)

Local Education Agencies (LEAs) should:

- ▶ Leverage dual enrollment to bolster college and career readiness by:
 - ▶ Including dual enrollment equity strategies in their Local Control Accountability Plan (LCAP) college and career readiness goals
 - ▶ Using dual enrollment as a credit recovery strategy so students in need of high school credits can simultaneously gain transferable college credits



Establish dual enrollment goals, engage in data collection, and evaluate the data to inform planning

- ▶ CCDs and LEAs should establish data-sharing agreements for streamlining and standardizing data around student access, persistence, and success. Dual enrollment data should be used to:
 - ▶ Evaluate programs both during and after each term
 - ▶ Equip counselors and instructors with real-time data to use in identifying needs for intervention and support
 - ▶ Inform resource planning such as budgeting, staffing, and student support services
 - ▶ Track and publicly report ongoing dual enrollment data and mark progress toward meeting local dual enrollment goals

- ▶ CCDs and LEAs should make joint commitments to establish or increase dual enrollment opportunities for all high school students in their districts, prioritizing students of color and solidifying those commitments by articulating local dual enrollment goals.



Establish and strengthen partnerships between colleges and school districts and direct resources to program expansion

- ▶ Partnering CCDs and LEAs should craft dedicated and sustainable dual enrollment budgets that combine and maximize funding streams where applicable (e.g., sharing costs of hiring designated dual enrollment community college counselors, data collection specialists, parent engagement staff, or other support staff).
- ▶ CCD and LEA leaders should strengthen their existing dual enrollment programs and seek new partnerships to broaden their access to dual enrollment. Additional partnerships should prioritize access for marginalized* students by focusing on high schools with:
 - ▶ The fewest financial resources
 - ▶ The highest number of unduplicated Local Control Funding Formula students
 - ▶ High levels of student groups underrepresented in dual enrollment, including Black, Latinx, and Native American students
- ▶ LEAs should partner with colleges to maximize the number of rigorous and high-quality dual enrollment courses. A high-quality dual enrollment course should:
 - ▶ Count for dual credit so that students receive both high school and college credits
 - ▶ Count toward high school graduation in equivalent subject areas
 - ▶ Meet A-G subject-matter requirements
 - ▶ Count towards satisfying a certificate or degree at the California Community College and California State University or University of California system and is a transfer-level credit



Implement focused recruitment strategies to drive participation of underrepresented students in dual enrollment and higher education

- ▶ CCDs should produce a plan for onboarding new dual enrollment students that connects them with a robust set of matriculation and student wrap-around services. This should include the following:
 - ▶ Develop a robust set of orientation resources (e.g., information packets, virtual webinars, in-person workshops, etc.)
 - ▶ Hire a dedicated dual enrollment liaison(s) to assist LEAs in case management and introduce students to college campus academic advising, counseling, and other services
- ▶ Partnering CCDs and LEAs should collaborate to identify opportunities to embed dual enrollment awareness within their ongoing college preparation and recruitment programming (e.g., Umoja, Puente, Guardian Scholars, EOPS, Cal-SOAP, AVID, high school college centers).
- ▶ LEAs should provide all high school students and their families with information about dual enrollment. This information should build families' awareness and understanding of dual enrollment opportunities by:
 - ▶ Engaging in ongoing communication through a variety of mediums (e.g., webinars, parent portals, counselor and teacher discussions, etc.) and in families' preferred language
 - ▶ Including details explaining the program, its benefits, costs, and any eligibility or course requirements
- ▶ LEAs should remove entry requirements (e.g., staff recommendations, GPA, etc.) for dual enrollment participation. This will diminish the risk of implicit bias in access and reflect high expectations of all students by pairing the course with the academic support necessary to be successful.

*Marginalized here refers to students in the local context who are not equitably represented in and/or historically excluded from dual enrollment courses. Within California, we know that LEAs and CCDs do not equitably enroll Black, Latinx, and Native American students into dual enrollment courses. Recommendations can also be found in Jumpstart: Setting Goals to Drive Equitable Dual Enrollment Participation in California's Community Colleges.

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