

# JUMPSTART:

## A California Roadmap for Equitable Dual Enrollment Policy & Practice



Dual enrollment can tangibly advance racial equity for California students. By taking college-level courses while still in high school, students can jumpstart their paths to college and graduation. However, dual enrollment has an equity problem: few community colleges and high schools enroll Black, Latinx, and Native American students in these courses. This disparity not only limits the potential of dual enrollment to expand college access and success for these marginalized students but also perpetuates the systemic inequalities they already experience – many of which have been exacerbated by the COVID-19 pandemic.

The current influx of state and federal resources to address recovery from the COVID-19 pandemic provides California with a clear window of opportunity to establish policies and practices that will strengthen dual enrollment offerings in the state. Leveraging pandemic-related funding to prioritize equity in dual enrollment will help ensure California's recovery efforts target those most impacted.

The Governor, legislature, California Department of Education (CDE), California Community College Chancellor's Office (CCCCO), Local Education Agencies (LEAs), and Community College Districts (CCD) should prioritize the success of Black, Latinx, and Native American students in their expansion of dual enrollment by focusing on the following priorities:

### State, K-12, and higher education leaders should:



Define a vision that guides the strategic and equitable expansion of dual enrollment.



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



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



Engage in focused recruitment strategies to drive participation and success of students underrepresented in dual enrollment and higher education.



**Define a vision that guides the strategic and equitable expansion of dual enrollment.**

**CDE and/or CCCCCO**

- ▶ The CDE and CCCCCO should collaborate for racial equity in California’s dual enrollment programs by:
  - ▶ Developing a state-level task force made up of CDE and CCCCCO leaders, college and high school practitioners, researchers, and advocates to set a shared, equity-focused vision for dual enrollment and foster inter-agency collaboration
  - ▶ Identifying challenges for equitably expanding dual enrollment and coordinating to develop solutions to challenges
  - ▶ Collecting and disseminating dual enrollment resources, including successful field practices, via centralized public-facing platforms (e.g., websites, webinars, etc.)



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

**CDE and/or CCCCCO**

- ▶ The CDE and CCCCCO should set statewide dual enrollment goals to eliminate racial equity gaps in access, participation, and success – particularly for Black, Latinx, and Native students. Goals should be:
  - ▶ Ambitious and specific (e.g., disaggregated by race, gender, socioeconomic status, English Language Learner status, etc.)
  - ▶ Quantifiable (e.g., base enrollments, units earned, course type, success rates, degree or certificate-based, etc.)
  - ▶ Timebound (e.g., a tiered or multi-year approach with incremental goals identified)
  - ▶ Transparent (e.g., progress towards meeting the goals publicly shared via a state report card, dashboard, yearly report, etc.)
  - ▶ Informed by stakeholder input (e.g., insights provided by site practitioners on infrastructure and scalability capacity; perspectives shared by students on course offerings and pathway development)

**Governor or Legislature**

- ▶ The legislature should direct the Office of Cradle-to-Career Data to ensure that dual enrollment data is available, coherent and actionable by:
  - ▶ Clearly outlining that dual enrollment data from CDE and CCCCCO should be regularly shared and published

**LEAs and CCDs**

- ▶ 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.).
- ▶ 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

(in disaggregated form) via the Cradle-to-Career data system to ensure visibility for the public into dual enrollment opportunities and the effectiveness of dual enrollment programs

- ▶ Providing local leaders with guidance on how to use statewide data to improve programs and identify the need for intervention
- ▶ Preparing local leaders to collect and share local data to improve dual enrollment access for marginalized students

**LEAs and CCDs**

- ▶ 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 towards meeting local dual enrollment goals
- ▶ LEAs and CCDs 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 ensure equitable program expansion.**

### Governor or Legislature

- ▶ The governor and legislature should increase both one-time and ongoing investments in K-12 and higher education to establish and strengthen Career and College Access Pathways (CCAP) and other structured dual enrollment partnerships for the purposes of:
  - ▶ Allowing CDE and CCCCO to develop partnership and program infrastructure across both systems
  - ▶ Allocating funding to LEAs for resources that adequately cover staff, equipment, and student participation costs (e.g., course materials, transportation, counselor and faculty professional development, etc.)
  - ▶ Providing funding to CCDs to expand the capacity of campuses for more students participating in dual enrollment (e.g., designated outreach and support staff, academic support, peer mentors, and tutoring capacity)

### LEAs and CCDs

- ▶ 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 out new partnerships to broaden dual enrollment access. Additional partnerships should prioritize access for underserved 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





**Engage in focused recruitment strategies to drive participation and success of students underrepresented in dual enrollment and higher education.**

**CDE and/or CCCCCO**

- ▶ CDE, in consultation with CCCCCO, should develop a joint communications campaign that equips LEAs and community colleges with the resources to engage in regular and tailored messaging to families and students about dual enrollment.

**LEAs and CCDs**

- ▶ 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:
  - ▶ Developing a robust set of orientation resources (e.g., information packages, virtual webinars, in-person workshops, etc.)
  - ▶ Hiring a dedicated dual enrollment liaison(s) to assist LEAs in case management and introducing 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<sup>1</sup>, 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 supports necessary to be successful.

California must advance equity in dual enrollment so that underrepresented students have greater access to courses that will lead to their success in college. With state and federal resources focused on ensuring an equitable recovery from the pandemic, now is the time to reimagine and rebuild more racially just, equity-focused, and integrated systems across K-12 and higher education. Policymakers, practitioners, and dual enrollment advocates can collectively advance the critical work of providing every student of color the opportunity and support to access, participate, and succeed in dual enrollment programs. We urge state leaders to use this roadmap to develop policies that prioritize dual enrollment. We ask local leaders to leverage our recommendations to expand dual enrollment in ways that center racial equity.

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

<sup>1</sup> For both CCAP and non-CCAP agreements, districts cannot restrict admission or enrollment based on high school GPA, see: Nguyen, T, "Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion 16-02," California Community Colleges Chancellor's Office, 2016, Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion 16-02 ([cocco.edu](http://cocco.edu))

