

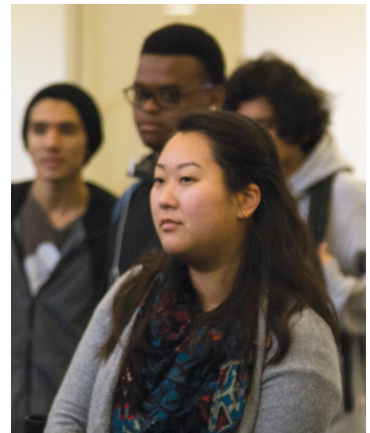
Challenges and promising approaches across California

Students who participate in high-quality dual enrollment during high school are more likely to graduate, enter college, and persist in college to completion than their peers who don't, according to multiple studies. For students with little "college knowledge" in their families, dual enrollment in community college provides an introduction to higher education, helping them see they can do college-level work. Dual enrollment also offers a low-cost or no-cost way to earn college credit and may help students obtain a degree faster. And studies show it can provide the biggest boost to young men of color and low-income and first-generation college students, improving educational equity.

Despite these advantages, California community colleges encounter significant challenges when they try to implement dual enrollment. To understand these barriers — and document how colleges address them — Career Ladders Project interviewed representatives of 48 of California's 114 community colleges and studied six college-high school partnerships in depth. We found challenges in five broad categories that also present opportunities for policy change (see box below). And we found a wide range of approaches to implementing and addressing specific challenges (see dual enrollment snapshots).

Even amid uncertainty about state policy and funding, our research revealed promising approaches across California. For example, colleges already have:

- **Paired dual enrollment with noncredit classes** for adults that help families see college as a resource for the whole community (East Los Angeles College/ELAC)
- **Designed intensive student supports**, in counseling and instruction, especially geared for underrepresented and first-generation students (Santa Monica College, Reedley College)
- **Nurtured strong relationships** with community and K-12 partners and between college and high school faculty and counselors (Norco College, College of the Canyons)
- **Added dedicated staff** as dual enrollment has blossomed (Bakersfield College)
- **Integrated dual enrollment** with pathways to certificates, degrees and transfer (Reedley, ELAC)



"Going back to what's in the best interest of the student is what has led to our success. It guides us in what we're doing."

— Miguel Duenas, Associate Dean,
Student Services,
East Los Angeles College

DUAL ENROLLMENT POLICY OPPORTUNITIES

- **Improve data collection and management** to learn how many students participate, improve coordination, and plan more effectively
- **Streamline enrollment process**
- **Prioritize policies** to help colleges build staff capacity and coordination
- **Encourage supports for underrepresented students**
- **Align dual enrollment with other reforms**

Reedley College

Reedley, California

Dual Enrollment Snapshot

Integrating dual enrollment with pathways

Pathways at Reedley College in the Central Valley take various forms. There's a Middle College High School on its campus; a longstanding partnership with the local Regional Occupational Program (ROP); and an agreement with individual area schools outlining well developed pathways that can lead to degrees and transfers. Four aspects of dual enrollment at Reedley stand out:

1. **Coordination** — Having a single point of contact improves communication on campus and smoothes enrollment, coordination of sections, and training of instructors. And the college district's dual enrollment committee ensures clear communication and a venue to anticipate concerns and design effective programs.
2. **Streamlined enrollment** — Instead of requiring dual enrollment students to re-apply each term or use a paper form, the norms statewide, Reedley re-enrolls continuing students, communicates clearly, and provides a dedicated staff person.
3. **Serving underrepresented students** — Most area students are the first in their families to attend college so dual enrollment provides an important introduction. Reedley includes intensive student supports: Each student meets regularly with counselors at the college and high school; faculty and counselors work together across institutions; and students enrolled in college courses also receive support from high school teachers.
4. **Integration with pathway strategy** — Reedley involves students as early as eighth grade. Students take college courses each semester, starting as freshmen, and may complete an associate's degree even before they graduate from high school. And pathways are based on local economic needs, including a partnership with the Wonderful Company that offers work-based learning, scholarships, and jobs.



"They're starting to piece things together and see that this transcript means something.... It's real.... Parents and students [say], 'I can do this,' because we are doing this."

— Matt Canaday, Curriculum Support Provider,
Sanger High School

QUICK TAKEAWAYS: DUAL ENROLLMENT AT REEDLEY

- **High school students enrolled:**
2,300 per semester in 2017-2018
More than 10 times 2014-2015 participation
- **Ways to participate:**
Through pathways, independently, or through ROP or middle college
- **Notable elements:**
Work-based learning, intensive student supports, faculty training

Norco College

Norco, California

Dual Enrollment Snapshot

Getting started with dual enrollment

Administrators at Norco College and Eleanor Roosevelt High School in nearby Eastvale took a year to plan their dual enrollment program, going slow to grow strong, and enlisting faculty in the process. The result is a carefully structured, scalable program that includes student supports from the beginning. Students have been enthusiastic.

1. **Strong partnership** — Leaders of the Norco-Roosevelt partnership, anticipating worries among college faculty, took them on a tour of the high school. Norco Vice President for Student Services Monica Green said the concerns disappeared when faculty met students at Roosevelt and visited their classrooms. The partnership's methodical approach also supports a strong working relationship. Maureen Sinclair, the project's director at Norco, said that having a single point of contact at Roosevelt was "essential."
2. **Student supports** — After an introductory meeting for parents and students, outreach and admissions advisers from Norco hold application workshops at the high school as needed. All dual enrollment students start with a college-readiness course before they take courses in their pathway.
3. **Student voices** — Roosevelt High School students would recommend the program, especially for anyone struggling academically.
 - They appreciate its rigor: "It's like an AP class but without the test," said one student. "It's more about the value of learning; the attitude is different."
 - One said dual enrollment helped her writing: "Before, I would say I was an average student, but now I feel I have a stronger footing in writing."
 - Another said participants develop "real-life, adult skills": "You need to be able to communicate with your instructor, and you need to have a work ethic."



"With the support of the college, we have been able to adapt and adjust how we enroll our students, as well as expand programs and pathways.... The leadership and relationship pieces are truly the most crucial."

— Jennifer Montgomery, Assistant Principal,
Eleanor Roosevelt High School

QUICK TAKEAWAYS: DUAL ENROLLMENT AT NORCO

- **High school students enrolled:**
304 students per semester in 2017-2018
Up from 0 in 2014-2015
- **Ways to participate:**
Through pathways or middle college or independently
- **Notable elements:**
Intensive student supports, college readiness course, advising at each high school
Pathway design; includes math and English

East Los Angeles College

Monterey Park, California

Dual Enrollment Snapshot

Bringing college to the community

ELAC's leaders are deeply committed to providing supports and dedicated staff to ensure that underserved students can study within structures that lead to their success. ELAC's large dual enrollment program, which is growing fast, serves students in traditional, alternative and charter high schools across a wide region. Six key features stand out:

1. **Commitment to community** — ELAC's program pairs dual enrollment with noncredit adult classes, based on local need, that help families see college as a resource for the entire community.
2. **Dedicated structure** — Dual enrollment functions are consolidated and provide a single point of contact for students, families, and high school partners. Current ELAC students regularly visit high schools to provide information about attending ELAC.
3. **Pathway model** — Options range from work-based learning with partners such as UPS to earning all required general-education transfer units before graduating high school.
4. **Support from leadership** — Leaders, including ELAC's president and local K-12 superintendents, meet regularly to coordinate and support dual enrollment.
5. **Carefully designed implementation** — ELAC meshes its offerings with high school programming, by coordinating with existing schedules, offering instruction online with support at high schools, and structuring college and career exploration.
6. **Enrollment support and student support** — ELAC allows high school students to enroll first and submit paperwork later, which streamlines administrative workflow and clarifies the process for students. From the Jaime Escalante non-credit summer math program to career counseling, ELAC focuses on supporting students to succeed.



“Now we have a family of learners that come in. And the parents themselves become a role model for their child, showing them how to be college students.”

— Miguel Duenas, Associate Dean,
Student Services, ELAC

QUICK TAKEAWAYS: DUAL ENROLLMENT AT ELAC

- **High school students enrolled:**
5,500 per semester in 2017-2018
Up 85% from 2014-2015
10% of total enrollment
- **Ways to participate:**
Through pathways, through a noncredit summer math program, or independently
- **Notable elements:**
Sequenced career technical and general-education courses for certificate, degree, or transfer
Almost all courses are part of a pathway