

## How to Play

The object of the game is to earn college credit. Taking the role of students, players make progress thanks to factors on the yellow cards, or they are forced into detours described on blue cards.

At the beginning of each turn, a player rolls the dice and moves the matching number of spaces. Depending where they land, one of three things happens next:

1. If they land on a blank square, or a square that contains the *top* of a ladder or *bottom* of a slide, they pick a card of the same color as the square, read the card, and follow its instructions.
2. If a player lands at the *foot* of a ladder, they get to climb it and advance but do not draw a card. Or...
3. Watch out! — if they land at the *top* of a slide, they tumble to its bottom without drawing a card.

The first to the top earns college credit!

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Download the Dual Enrollment Game here:

[www.careerladdersproject.org/dualenrollment](http://www.careerladdersproject.org/dualenrollment)

The logo for the Career Ladders Project (CLP) is centered on a white rounded rectangle. It features the letters 'CLP' in a large, dark blue, sans-serif font. To the right of 'CLP' is a vertical line, followed by the words 'Career Ladders Project' stacked vertically in a smaller, dark blue, sans-serif font. The background of the entire page is a bright yellow color with a faint, repeating pattern of stylized ladders and slides.

## The research\*

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3. Fink, Jenkins & Yanagiura. (2017). *What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?* New York, NY: Columbia University, Teachers College, Community College Research Center.
4. Harris, Brice W. (2016, March 11). California Community Colleges Chancellor's Office. Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion 16-02.
5. Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. (2007). The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states. Saint Paul, MN: University of Minnesota, National Research Center for Career and Technical Education.
6. Speroni, C. (2011). Determinants of students' success: The role of Advanced Placement and dual enrollment programs (NCPR Working Paper). New York, NY: National Center for Postsecondary Research.
7. Speroni, C. (2011). High school dual enrollment programs: Are we fast-tracking students too fast? (NCPR Working Paper). New York, NY: National Center for Postsecondary Research.
8. Community College Research Center. (2012). What We Know About Dual Enrollment. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>.

\*The numbers above correspond to the footnotes on the game cards. An earlier version of this game was developed with CLP's partner SIATech.

## Why dual enrollment?

Research shows that high school students who take community college courses through dual enrollment get better grades in high school and are more likely to enter and stay in college — and attain a degree or a certificate.

\* **Underrepresented students:** Studies show that young men of color, students from low-income families, and those who are the first college students in their families get the biggest boost from dual enrollment.

\* **Increasing demand:** California's K-12 accountability system now includes dual enrollment among its college and career readiness indicators, so high schools are asking for more offerings. The state still lags below the national average.

\* **Program design:** Students succeed when courses are a part of a pathway and integrate student supports.

\* **Room for growth:** Some logistical challenges were addressed by the College and Career Access Pathways Act, which focused on underrepresented students. But numerous challenges and opportunities remain.

The Dual Enrollment Game from Career Ladders Project explores the research, California-specific policies, and real students' experiences.