



TO: Chief Instructional Officers
Academic Senate Presidents
Chief Student Services Officers

FROM: John Stankas, Ph.D. Vice Chancellor of Academic Affairs
Cheryl Aschenbach, President, Academic Senate for the California Community Colleges

RE: Dual Enrollment: Empowering Colleges to Equitably Serve Communities

Statement of Purpose

Aligned to the Vision for Success and the pillars of Guided Pathways, dual enrollment enables students from groups historically underrepresented in higher education to access and succeed in college coursework for credit. Dual Enrollment is a powerful lever for closing equity gaps, extending pathways, and accelerating the completion of degrees and credentials.

- *from 2020 CCCCCO Strategic Plan on Dual Enrollment*

Purpose of this Memo

Equitable dual enrollment is a key component of [Vision 2030](#) and the [Governor's Roadmap for California Community Colleges](#). This memo will explain how dual enrollment can advance the three goals of Vision 2030: Equity in Access, Equity in Support, and Equity in Success. When it's designed and implemented effectively, dual enrollment can provide more equitable and intentional transitions to college for high school students in our communities. For colleges, this requires collaboration across the campus and partnerships with local K-12 districts and schools. And while each partnership is unique to its local context, a shared understanding of dual enrollment across the California Community Colleges can help advance equity goals and support postsecondary attainment for all Californians.

December 01, 2023

The Evidence for Dual Enrollment

Dual enrollment, when high school students enroll in college courses, has been on the rise both nationally and in California. Nearly two decades of national [research demonstrates](#)¹ that participation in dual enrollment increases rates of high school graduation, postsecondary-going, and postsecondary attainment. Furthermore, evidence suggests that gains may be higher for male students, under-resourced students, and students who start with lower GPAs. The [U.S. Department of Education](#)² named dual enrollment as a strategy to both re-engage students and accelerate in-school learning opportunities as part of COVID-19 recovery.

In California, historically, access to dual enrollment has not been equitable, with large opportunity gaps by race and ethnicity. One major contributing factor was structural—the primary avenue for dual enrollment was for an individual high school student to find their own way to the college campus. These students tended to be from ethnic/racial groups already well-represented in postsecondary education.

In 2016, California set out to remedy this inequity through AB 288 legislation, the College and Career Access Pathways (CCAP) Act, which was designed to support students underrepresented in postsecondary education or who may not already be college-bound in accessing dual enrollment opportunities.

A recent Public Policy Institute of California (PPIC) report³ found that, while still relatively new, CCAP dual enrollment shows promise and is relatively equitable compared with non-CCAP dual enrollment. Reviewing student participation from the graduating classes of 2015-16 through 2020, PPIC found that 82% of CCAP students continued in postsecondary directly after high school compared with 80% of students who took other types of dual enrollment, and only 66% of non-dual enrollment peers. Among the three groups, CCAP students continued on to community colleges at the highest rate of 51% compared to 41% for other

¹ [Community College Research Center \(2017\). What We Know About Dual Enrollment. Teachers College Columbia University. Dual Enrollment Programs \(2018\). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse.](#) Also see the multiple literature reviews in [Taylor, J. L., et al. \(2022\). Research priorities for advancing equitable dual enrollment policy and practice. Salt Lake City, UT: University of Utah.](#)

² [U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs Washington, DC, 2021](#)

³ [Rodriguez, O., Payares-Montoya, D., Ugo, I., and N. Gao. \(2023\). Improving College Access and Success through Dual Enrollment. Public Policy Institute of California.](#)

December 01, 2023

types of dual enrollment and only 37% of non-dual enrollment peers. CCAP students also completed transfer-level math and English in their first year at higher rates compared with students who took other types of dual enrollment and students who did not participate in dual enrollment. Yet, although opportunity gaps are narrowing in CCAP, disparities by race/ethnicity persist; Latino students are participating in CCAP dual enrollment at rates proportional to their representation in the high school population, but Black students are still under-represented.

The scales have slowly begun to tilt toward more equitable access, but there is still a great deal of work to be done. Although CCAP is currently the fastest growing type of dual enrollment in California, it currently makes up less than a quarter of the state's dual enrollment totals. The way most students participate in dual enrollment is by coming to the college individually and access to that option remains largely inequitable, particularly for Black and Latino students. As the state continues to address the inherent biases in the current educational systems, CCAP dual enrollment can serve as a vital avenue for colleges to improve access to postsecondary education for underrepresented students. And it is a key strategy to reach the goal of 70% of Californians having a college credential—an associate degree, long-term certificate, or a baccalaureate degree—as set forth by Governor Newsom in the 2022-23 budget.

Despite recent debate about the perceived value of college, the evidence is clear that postsecondary attainment makes the biggest difference for young people in securing career-path jobs that pay family-sustaining wages and lead to upward economic mobility. With dual enrollment as the first step in their postsecondary journey, high school students can see themselves as successful college students, an especially powerful message for students from families that have been excluded from higher education. This impact can reach beyond individual students to extend college opportunities to their families—parents, siblings, friends, and children—potentially influencing their economic trajectory across generations. It can also support the community, fostering growth of a skilled workforce in pathways offered by the colleges that meet the needs of the local and regional economy.

December 01, 2023

CCAP vs. Non-CCAP Dual Enrollment: Considerations for Colleges

In California, there are several kinds of dual enrollment specified in legislation, but they can be grouped in two general types⁴: [College and Career Access Pathways \(CCAP\) and non-CCAP](#). The two types have different purposes and goals, but CCAP dual enrollment has far greater potential as an equity strategy compared with non-CCAP dual enrollment, and it offers other advantages for students and colleges.

CCAP dual enrollment was designed specifically for students who are underrepresented in postsecondary education or who may not already be college bound. The purpose of CCAP is to provide students with seamless pathways to college and career. As noted in Education Code section [76004](#), the goals of CCAP are to prepare students for transfer, support Career Technical Education, improve high school graduation rates, and help achieve college and career readiness.

The focus on seamless pathways supports CCAP dual enrollment as an [extension of guided pathways into high school](#). Working together to design dual enrollment, the high school and college partners will clarify the path from high school through college. The result: Students “get on the path” in high school. This re-envisioning the transition to college as a long onramp that encompasses a student’s high school years.

CCAP is a partnership governed by a formal agreement between community college districts and K-12 districts. CCAP agreements are unique in that they allow partnerships to close courses, enrolling only high school students if the course is offered at a high school campus and meets during the regular high school day. Colleges may claim apportionment for enrollments in these closed classes.⁵ Students may enroll in up to 15 units per term if the courses are part of an academic program that is part of the CCAP agreement and that academic program is designed to award students both a high school diploma and an associate degree, credential or certificate. If those conditions are met, CCAP students may enroll in up to 15 units, but not more than four college courses per term; and students also get tier three enrollment priority. To gain the benefits of CCAP partners must meet specific

⁴ For other dual enrollment legal references please see [this table](#)

⁵ See the [AB 288 Apportionment Eligibility](#) memo for general guidance on claiming apportionment. Since its passage in 2016, subsequent legislation changed a few requirements including the number of times an agreement must come before each respective board (now once only) and the requirement of not offering oversubscribed courses (now waived).

December 01, 2023

requirements. These include approval of the formal CCAP agreement by both governing boards; covering student costs including textbooks, tuition and fees; agreeing to share data; and complying with certain reporting requirements.

The purpose of non-CCAP dual enrollment is to provide students with advanced scholastic or vocational coursework, as defined by Ed Code. It encompasses all other kinds of dual enrollment including individual students taking college courses on their own (often called concurrent or enrichment) and non-CCAP MOUs between college and K-12 partners. Courses must be open to the general public, if the college plans to claim apportionment. A common interpretation is that any course that is college level meets this requirement. For non-CCAP dual enrollment, students are limited to 11 units per term.

For a summary of the differences between CCAP and non-CCAP dual enrollment, see [this table](#).

Details About Various Structures for Offering Dual Enrollment

While the two types—CCAP and non-CCAP—set the legal parameters for dual enrollment, there are also different [structures](#) for dual enrollment, and the structures and legal types may overlap. For example, [Middle College High Schools and Early College High Schools](#) are special structures built around dual enrollment that are defined separately in Education Code. They may offer dual enrollment through CCAP or non-CCAP. Most of the legal parameters for Middle and Early College High Schools are spelled out in Ed Code governing high schools, some of which affect the college directly. Here are some examples:

- There is a smaller number of total high school instructional minutes for Middle and Early College High Schools, compared to comprehensive high schools.
- Students at Middle and Early College High Schools have tier three enrollment priority.
- Middle College High Schools must be located on a college campus.
- Middle and Early College High Schools are autonomous high schools with their own special identification number from the California Department of Education (CDE).
(These should not be confused with early college *programs*, which are programs within comprehensive high schools that offer early access to college credit.)

Middle and Early College High Schools have been piloted nationally and in California. Designed around dual enrollment, these schools have yielded very promising outcomes for

December 01, 2023

students, with high rates of college going and college completion. Middle and Early College High Schools tend to be small, autonomous schools, however. As such, the results are not scalable, yet they have provided a great deal of insight into effective practice supporting dual enrollment.

The table below shows the [types and structures of dual enrollment in California](#).

More Structured				Less Structured
At the College	At the High School			At the College
Middle College High School	Early College High School¹	CCAP at HS Governed by Agreement	Non-CCAP at HS Governed by Agreement	Individual²
<ul style="list-style-type: none"> • Integrated structure • Goal: AA/AS • Focus: Mitigate dropout rate for at-promise students • An autonomous school with a CDE designation • On a college campus 	<ul style="list-style-type: none"> • Integrated structure • Goal: AA/AS • Focus: Mitigate dropout rate for at-promise students • An autonomous school with a CDE designation 	<ul style="list-style-type: none"> • Must be part of a pathway • Can offer closed classes • Supports are embedded • Focus: Students who are not college-bound or who are underrepresented in higher education • Partner institutions share data 	<ul style="list-style-type: none"> • <i>Purpose specified in law:</i> Provide advanced scholastics or CTE • In reality: Offer all courses to students except remedial English or math • Classes are open to the community 	<ul style="list-style-type: none"> • High school students across the state enroll and attend college on their own, without a designed dual enrollment partnership • Students who can navigate the college system likely have "college knowledge"

¹ This should not be confused with early college programs, which are programs in comprehensive high schools that offer early access to college credit.
² Individual dual enrollment is also referred to as "concurrent" or "enrichment."

CLP | Career Ladders Project

Dual Enrollment Supports New and Ongoing State Efforts

The [Governor’s California Community College Roadmap 2022-2027](#) includes goals to “increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15%” and to “close equity gaps in access to dual enrollment.” Vision 2030 builds on the Vision for Success and the Governor’s Roadmap. As envisioned by CCC Chancellor Christian, the [“9th Grade to Baccalaureate Strategy.”](#) brings these goals together. In this strategy, dual enrollment is envisioned as accelerating student progress toward college credentials—a certificate, associate degree, transfer, or the community college baccalaureate. Offering dual enrollment as a default experience for 9th graders, rather than as a choice

December 01, 2023

available only to some, is a strategy designed to address inequity, particularly for students of color, under-resourced students and first-generation students. Providing college and career success-type courses at the outset can provide students with college navigational skills and tools for college and career planning. And college and career exploration through dual enrollment represents an early onboarding to college guided pathways. Although students can stop after earning a certificate, they will retain clear options through a pathway to a baccalaureate degree. Courses offered are carefully chosen to enable students to meet multiple requirements and count toward meeting both major and general education requirements.

The CCCCO will support the field and advance this work through college partnerships, resources, system development and policy change. It is actively working to identify and remove barriers to equitable dual enrollment and support the colleges in streamlining processes and pathways for students. Examples of these efforts include:

- In 2020, the CCCCO developed a Strategic Vision for Dual Enrollment.
- In collaboration with CDE, the CCCCO provided input into the Exemplary Dual Enrollment Awards for high schools that can serve as examples for the field.
- In collaboration with CDE and the State Board of Education, the CCCCO held 10 regional convenings to support implementation of the California State Plan for Career and Technical Education, which features equitable expansion of dual enrollment as a key lever in pathways extension and workforce development.
- The Board of Governors began the process of reviewing Title 5 regulations to remove barriers to dual enrollment. [Two important revisions](#) passed at the September 2023 meeting; the first affirmed that once a parent gives consent for their student to enroll in dual enrollment, that consent applies to all subsequent course enrollments until the parent withdraws it. The second revision prevents college districts from requiring students to provide social security numbers or high school transcripts as a condition of dual enrollment.
- The CCCCO is holding ten regional convenings focused on equitable dual enrollment as a part of Vision 2030 that include local and state education leaders.
- Capacity-building workshops focused on dual enrollment implementation are also being convened to support the field.

December 01, 2023

- The CCCCCO and ASCCC is supporting the expansion of dual enrollment to justice-impacted students. To launch this more inclusive effort, the Inland Empire regional convening will be augmented to include the Rising Scholars Network and a focus on dual enrollment for justice-impacted youth. Working in coordination with Rising Scholars, support for justice-impacted youth in dual enrollment will be integrated into overall plans.
- The CCCCCO is continuing to consider policy changes to remove barriers to offering high quality, equitable dual enrollment.
- The CCCCCO is working to review the application and enrollment processes for dual enrollment.

Equity in Access

The first goal of [Vision 2030](#) is Equity in Access. Dual enrollment *is* access. To meet the call for students to complete 12 units of college credits before they graduate high school, dual enrollment can be designed as the default schedule for all ninth graders. This will interrupt the exclusionary process of choosing which students can and cannot access dual enrollment, and the school culture will reinforce college-going for every student.

Intentionally designed college pathways are connected with high school offerings and academies, student interest, labor market needs, and community aspirations. And they can lead students to careers that earn family-sustaining wages, especially students who are underrepresented in postsecondary education.

Examples of how to promote equity in access include:

- Review the partnerships. CCAP allows partnerships between the college district and a school district, county offices of education or charter governing agencies. This means that continuation schools, alternative schools and programs serving justice-impacted youth, which are often run by county offices of education, are included in CCAP and should have access to dual enrollment pathways.
- Identify underrepresented student groups. [Datamart](#) can disaggregate college dual enrollment participation by ethnicity/race, gender and age. [Dataquest](#) includes publicly accessible data for K-12 schools and can disaggregate high school student populations by ethnicity/race, gender, and grade.

December 01, 2023

- To find out if different subgroups are represented with parity in dual enrollment, compare disaggregated data for “special admits,” the term used for enrollment status of dual enrollment students, to the potential student population in partner high schools.
- For example, if 10% of special admits are Black/African American and 10% of the college feeder high school students are Black/African American, then there is parity in representation.
- The Education Trust-West published the [Jumpstart](#) report and tool that displays this comparison for each college district and its feeder high school districts. It provides an equity rating to college districts for Black, Latino and Native student representation in dual enrollment.
- Use strategies to increase enrollment among students who are underrepresented. For example, Madera College and Madera Unified School District found that men of color were severely underrepresented in dual enrollment. Their interventions included:
 - Surveying students about course offerings.
 - Changing course offerings.
 - Creating a protocol for counselors to invite young men into dual enrollment.
 - The results: In the first semester after creating the interventions, the percentage of young men in dual enrollment (primarily students of color), increased by 10%.
- Eliminate barriers. These often include a [cumbersome enrollment process](#) and exclusionary gate-keeping criteria such as illegal GPA requirements or counselors restricting dual enrollment to “college-bound” students.
 - Many colleges across the state are working with their high school partners to streamline enrollment and intentionally reach out to disproportionately impacted student populations.
 - Southwestern College is integrating the enrollment process into an overall technological redesign with Client Management Software.
 - A number of other colleges are working with vendors specifically on a dual enrollment process solution.

December 01, 2023

- East Los Angeles College provides student ambassadors to their partner high schools to support students in the application and enrollment process.

Young people who are currently or have been involved in the criminal justice system face significant barriers to college and career success. Youth of color, primarily Black and Latino students, students with disabilities, and youth in foster care are most impacted by the criminal justice system and are overrepresented in California’s juvenile court schools. Historically, students who attend court and alternative schools have not had access to dual enrollment and have received little exposure to postsecondary opportunities.⁶

AB 102, signed into law in 2022, clarified that juvenile court schools are included in CCAP partnerships and authorized county offices of education, which run court schools, to enter into CCAP agreements. While relatively new, this expansion paves the way for juvenile justice-impacted students to access postsecondary education through dual enrollment—and it constitutes “a step forward in building truly inclusive college access pathways for all youth, no matter their background or circumstances.”⁷

To fulfill this promise, colleges should reach out to county offices of education and court schools in their service area to ensure their inclusion in CCAP partnerships. Attending to the success of the youth they serve will require partnerships to expand dedicated support services, adapt schedules and policies, and provide professional development supports to faculty and staff engaged in teaching justice-impacted youth in these settings.⁸

The 2022-2023 Budget Act allocated \$15 million to establish a new community college program explicitly designed to support justice impacted youth with dual enrollment and transition services. Forty-four colleges were awarded the Rising Scholars Youth Justice grants. The program aims to reduce recidivism, change lives, and build stronger

⁶ See Youth Law Center (2023) “[Out of Sight, Out of Mind](#)” for a recent report on how juvenile court schools are serving their students, profiles of the students served and recommendations for change. The [Youth Law Center](#), works to transform foster care and juvenile justice systems and is a useful resource for information on justice impacted youth.

⁷ [Youth Law Center Celebrates the Passage of AB 102 to Expand Dual Enrollment](#), (2022).

⁸ The [Rising Scholars Network](#) is resource for working with students who have experienced the criminal justice system. The network includes community colleges across California with programs for incarcerated and formerly incarcerated students. For an exploration of effective practices in partnerships between California community colleges and alternative high schools, including dual enrollment, see [Exploring Alternative High School and Community College Partnerships](#) (CLP, 2018)

December 01, 2023

communities. Dual enrollment can ensure that justice impacted students have access to higher education.

Equity in Support

Students need support to reach their educational goals. Access alone is not enough. High school students in college have a right to all the support services of the college, including tutoring and counseling. But dual enrollment students, like all first-time college students, may need more support. Colleges and high school partners share responsibility for creating structures to support students, and there is no easy formula to make it happen. While this is still a work in progress in most places, partnerships are finding ways to leverage the resources of both K-12 and college systems to provide student supports. Here are some examples:

- Some partnerships give high school counselors access to Canvas course shells so they can monitor student grades and provide timely academic interventions.
- Berkeley City College matches dual enrollment students with Puente mentors at one of their high school partner sites.
- Taking their cue from guided pathways, some colleges are exploring how to integrate dual enrollment and college success coaches.
- Some colleges are integrating supports available through trusted community partners who can provide case management, support basic needs, and foster deeper connections to students' communities of origin.
- Compton College ensures that dual enrollment students know about all of the supports available to them as college students, including technology, tutoring and food resources (i.e., one meal per day at the Compton College Everytable Cafeteria, food delivery program, mobile food pantry, on-campus food pantry and \$20 per week for the on-campus farmer market), and emergency aid.
 - Through a grant and with American Rescue Plan funds, Compton College has been able to provide cash emergency aid to every dual enrollment student. The college's partner school districts—Compton Unified, Lynwood Unified and Paramount School District—all enroll a high percentage of low-income students, ranging from 92% to 94%.

December 01, 2023

Equity in Success

Guided pathways and other community college reform efforts, including basic skills reform, have supported higher associate degree attainment in California, with an 11% growth in ADTs between 2015-16 and 2021-22.⁹ Guided exploration and clear pathways to certificates and degrees appear to be making a difference.

Dual enrollment is the [extension of guided pathways](#) into high school and can begin in ninth grade. One of the challenges for practitioners is to design pathways that support both college and career success. Enrolling ninth graders in college and career success courses that focus on college knowledge and career exploration can be especially helpful for first-generation students. Providing early exposure to the full range of possible career options and the pathways to reach them can help interrupt inequitable, historic practices that have tracked students into particular careers based on their race, gender, or socioeconomic background. It is possible to design pathways that accelerate students towards certificates, degrees, and also meet A-G requirements. Careful design and pathway sequences can help students meet many and often all of these goals. Here is one example:

- The partnership between Bakersfield College and McFarland High School sees students graduating with an associate degree, a career pathway certificate, or significant units towards those goals. Career-focused, technical courses can be particularly engaging for students and provide opportunities for deeper exploration of pathways. When the sequence of courses is designed carefully, it can move students toward earning college credentials while also meeting general education requirements. All ninth graders at McFarland High begin with a student development course that focuses on college navigation skills and helps them choose a postsecondary credential goal. Courses are taught by a regular college faculty, high school instructors who meet the minimum qualifications to teach college courses, or online by a college faculty with a high school teacher as a facilitator.
 - McFarland High School, where the student population is 98% Latino, was chosen as the first school for Bakersfield College's strategy of offering dual enrollment to all students because of the relatively low rate of baccalaureate

⁹ [Mejia, M. C.; Johnson, H; Perez, C. A.; and Jackson, J. \(2023\). Strengthening Californian's Transfer Pathways. PPIC.](#)

December 01, 2023

attainment in the surrounding community. In McFarland, less than 3% of adults over 25 have a bachelor's degree or higher ([Statistical Atlas](#)). The decision to scale dual enrollment at McFarland High School aimed to close that gap.

- Between the 2020-21 and 2021-22 academic years, Mendocino College nearly doubled the number of Native students in dual enrollment. In a concentrated, post-pandemic effort to support more Native students, Mendocino College increased the dual enrollment offerings at the high school that serves the highest number of Native students. They also hired two part-time outreach specialists to serve their largely rural service area, one of whom works at this high school. And they began paying mileage for full- and part-time faculty to provide classes in this remote area.

It's important to review disaggregated data to monitor the progress of students by race/ethnicity, gender, and other demographic characteristics in order to provide timely interventions when students need more support—and to address equity gaps that appear. Although postsecondary certificate and degree attainment is the ultimate goal, other key leading indicators of student success such as course completion rates, persistence rates and GPAs can provide critical insights.

The PPIC statewide report examined data on the success of CCAP students. The researchers found that although degree-seeking Black and Latino CCAP students completed math and English in the first year of college at lower rates than other CCAP students, they completed these gateway courses at much higher rates than Black and Latino students who did not take dual enrollment (see [Technical Appendix Table 11](#)). Similarly, Black and Latino CCAP students had a higher GPA in the first year of college than Black and Latino students who did not participate in dual enrollment, but lower than their CCAP peers of other races (Technical Appendix Table 13). College and high school partnerships can look to disaggregated success indicators to improve program design and supports and to focus those supports on students most in need.

The Central Role of Faculty

Dual enrollment students are college students. They are college students when they take their first dual college course in high school, and they may return as college students again in the future, as they continue their educational journeys after high school. College faculty create

December 01, 2023

the first impression of college for new dually-enrolled students, teaching both content and college navigation. When faculty create culturally affirming spaces and utilize culturally relevant pedagogy in college courses, they support students in feeling they belong in college. For students from communities that are underrepresented in postsecondary education and who may not have been seen as “college material,” fostering a feeling of belonging is essential. Furthermore, faculty diversity and use of culturally-responsive pedagogical practices are key drivers of equitable achievement.¹⁰

To meet the needs of an increasingly diverse population of young people, faculty need to redouble their commitment to culturally-responsive pedagogy and faculty diversity as reflected in the [Academic Senate for the California Community Colleges \(ASCCC\) Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\)](#) work and the recommendations of the CCCCO Diversity, Equity and Inclusion Task Force.

Both counseling and discipline faculty play a pivotal role for high school students taking the first steps on their college journey. Dual enrollment partnerships allow a cross-institutional collaboration with high school colleagues to exchange both pedagogy and content knowledge. Colleges are moving intentionally to build these connections. For example, Skyline College has a regular faculty inquiry group, organized by discipline, for both college and high school instructors in their dual enrollment pathways. This group provides discipline-specific collaboration which can improve pedagogy and support an overall alignment of curriculum.

Counseling faculty play an important role in onboarding students, teaching the student development courses that provide navigational support and career exploration, and in working with discipline faculty to design dual enrollment pathways that lead to certificates and degrees. Counselors from Long Beach Unified School District collaborated with Long Beach City College counseling faculty in a one-day in-service that was an accelerated version of the College Success course. The high school counselors found it incredibly valuable in supporting students’ transition to college with “college knowledge.” Merced College hires high school counselors as adjunct college counselors to support dual enrollment students. The

¹⁰ Allan Hancock College developed a [Culturally Responsive Higher Education Curriculum Assessment Tool \(2002\)](#). See also [ASCCC resolution 09.01](#).

December 01, 2023

counselors are already embedded in the high school, know the students, and can support a smooth transition into college.

Because faculty have such a central role, it is important to include both college faculty and high school teachers when creating dual enrollment partnerships and agreements. The courses that dually enrolled high school students take are college courses and must be taught by faculty who meet the minimum qualifications to teach a particular course. The integrity and portability of the college units depend on that. However, colleges must follow fair and effective hiring practices when recruiting and hiring high school teachers who meet minimum qualifications as adjunct faculty to teach college courses. In particular, as the ASCCC points out, transparency and clear communication about the equivalency process is essential so that those who are not yet employed by the college can understand and have an equitable opportunity to demonstrate their qualifications. [The Model Hiring Principles and Procedures](#) issued by the ASCCC provides a useful set of tools for ensuring that these processes result in diverse and qualified faculty. It underscores the importance of using an equity framework and evidence-based, race-conscious, and systemically aware practices in the hiring process.¹¹

Instructors must comply with college processes for hiring, evaluation, and adherence to course outlines of record, whether they are employed by the college or the high school. Collective bargaining units at both the high school and college should be included in the dual enrollment conversation. Faculty teaching dual enrollment courses should be provided professional development to improve engagement strategies for an age range different from their prior experiences. As with all disciplines, it's also imperative for faculty to engage in professional development in anti-racist, culturally-responsive pedagogy and curriculum.

Intersegmental work is challenging. As college expands into high school through dual enrollment, it can be difficult to bridge the physical distances and structural differences. Working closely with the ASCCC, the CCCCO is providing support to the field in addressing these issues. This spring, the ASCCC will hold regional convenings with Senate leaders to take a deeper dive into dual enrollment as an equity strategy.

¹¹ See also ASCCC's [Inclusion, Diversity, Equity, Anti-Racism, and Accessibility \(IDEAA\) Tools](#) for useful resources, perspectives and references for hiring and anti-racist faculty development.

December 01, 2023

Conclusion

Aligned with Vision 2030 and the Governor’s Roadmap, dual enrollment can advance the goals of equity in access, equity in support, and equity in success. With intentional outreach, a streamlined enrollment process, wraparound student supports, and intentionally designed pathways, dual enrollment can open the door to college for students from underrepresented communities—students who might not have thought of college as an available option.

The CCCCO is continuing to support the field in advancing equitable dual enrollment, actively working to identify and remove barriers and support colleges in streamlining processes and pathways for students.

Dual enrollment alone is not enough to achieve educational equity. But as part of an overall institutional commitment to student success aligned with redesign efforts such as guided pathways, it can be a powerful lever for equity. Dual enrollment changes the way students see themselves. It can provide a clear path to college certificates and degrees that lead to career-path jobs with family-sustaining wages. For students who face economic and systemic barriers to postsecondary education, it can be a game changer. Dual enrollment can change the trajectory of a student’s life and support communities through educational attainment and economic mobility.

CC: Sonya Christian, Chancellor

Daisy Gonzales, Deputy Chancellor

Aisha Lowe, Executive Vice Chancellor

Chief Executive Officers

Admissions and Records Professionals

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