

Citations

Dual Enrollment Workgroup

1. Career Ladders Project. (2022). *A Deeper Dive: Understanding Dual Enrollment Programs in the Central Valley*. Career Ladders Project. <https://www.careerladdersproject.org>

The report provides a detailed analysis of dual enrollment programs in California's Central Valley, with a specific focus on challenges and promising practices of each program. It highlights how these programs are essential for accelerating college completion, particularly for first-generation, low-income students, and students of color when part of a structured pathway. Key barriers include the complexity of enrollment processes, insufficient qualified instructors, and the misalignment between high school and college course offerings. Promising practices to overcome these barriers include adjusting high school schedules to accommodate college courses, integrating dual enrollment into career pathways, and using data to tailor programs to meet student needs. The report also emphasizes the importance of comprehensive support systems, such as counseling and tutoring, to aid student success in dual enrollment programs. These elements are crucial for expanding equitable, high-quality dual enrollment that can lead to workforce readiness and college completion.

2. Career Ladders Project and Engage R+D. (2022, October 31). *Learning Priorities for Advancing Equitable Dual Enrollment in California*. Career Ladders Project. Retrieved from <https://careerladdersproject.org/news-item/supporting-k-12-partners-in-dual-enrollment/>

This publication by the Career Ladders Project and Engage R+D identifies critical areas for future research and development to enhance equitable dual enrollment programs in California. Based on discussions with K-12 education leaders and partners, the document outlines five priority areas for inquiry: Success, Equity, Staffing and Resources, Enrollment, and System Conditions. The report emphasizes the significant benefits of dual enrollment for students, particularly young men of color, low-income, and first-generation college students, by providing an accessible introduction to higher education and a means to earn college credits at minimal or no cost. The challenges highlighted include the need for better program effectiveness measures, deeper understanding of equity dimensions, and improved enrollment processes. The findings aim to guide further research over the next 1-2 years, supported by the Stuart Foundation among others, to enhance the scalability and impact of dual enrollment initiatives, ultimately contributing to educational equity advancements in California.

3. Central Valley Higher Education Consortium. (2022, June 23). *CVHEC Teacher Upskilling Program for Master's Degrees Will Boost Dual Enrollment in South Valley via Kern K-16 Collaborative State Grant*. Retrieved from <https://cvhec.org/cvhec-teacher-upskilling-program-for-masters-degrees-will-boost-dual-enrollment-in-south-valley-via-kern-k-16-collaborative-state-grant/>

The Central Valley Higher Education Consortium's Teacher Upskilling Program, funded by the K-16 Collaboratives Grant Program, aims to enhance dual enrollment in California's South Valley by



enabling high school teachers to earn master's degrees in English and Math. This initiative, crucial for qualifying teachers to instruct community college-level courses on high school campuses, targets addressing the shortage of qualified dual enrollment instructors. By increasing the pool of eligible teachers, the program seeks to expand dual enrollment opportunities, thus improving college readiness and completion rates among students.

4. Central Valley Higher Education Consortium. (2022, June 23). *Blurring the Lines Between High School and College: Dual Enrollment in the Central Valley* [Video]. YouTube.

<https://www.youtube.com/watch?v=zsivGM8iZ7w>

This video discusses the benefits and implementation of dual enrollment programs in California's Central Valley, emphasizing the role of the Central Valley Higher Education Consortium in fostering these initiatives. It features three student testimonials that vividly portray how dual enrollment has aided their educational journeys.

5. EdTrustWest. (2023). *Jumpstart: A California Roadmap for Equitable Dual Enrollment Policy & Practice*. Retrieved from <https://www.jumpstartca.org>

The "Jumpstart" report by EdTrustWest provides strategic recommendations for expanding equitable access to dual enrollment. It outlines the importance of integrating dual enrollment with community college and local education agency (LEA) student success initiatives, especially those targeting historically marginalized students. Key barriers such as insufficient access for students of color and financial resource constraints are highlighted, with solutions including establishing robust partnerships between colleges and school districts, and creating dedicated dual enrollment budgets to support program expansion. Best practices for instruction and advising are detailed, emphasizing the need for high-quality, rigorous courses that count for dual credit, meet graduation requirements, and align with transfer-level credits at state universities. The report advocates for focused recruitment strategies to enhance participation among underrepresented groups, suggesting the removal of restrictive entry requirements to mitigate implicit bias and ensure high expectations for all students. These strategic approaches aim to enhance both the reach and the impact of dual enrollment programs, ensuring they are accessible, supportive, and effective for students pursuing CTE pathways.

6. Hanover Research. (2024, January 26). *Leverage K-12 Marketing to Tackle Enrollment Challenges*. Retrieved from <https://www.hanoverresearch.com/insights-blog/leverage-k-12-marketing-to-tackle-enrollment-challenges/?org=k-12-education>

This article from Hanover Research discusses strategic marketing and community engagement approaches to address the ongoing decline in K-12 enrollment across U.S. public schools. It presents a multi-faceted approach involving recruitment marketing, community advocacy, and data utilization to strengthen school-community connections and combat student attrition. Key strategies include creating a compelling district value proposition through surveys and focus groups, enhancing the accessibility and appeal of district communications, and building robust community partnerships. Additionally, the article emphasizes the importance of a positive school climate and suggests hosting community events and expanding communication avenues to improve engagement and retention. It also highlights the critical role of data in understanding and addressing enrollment challenges, recommending practices such as interviewing disenrolled families, conducting climate surveys, and analyzing enrollment trends for better decision-making. The piece is valuable for educational leaders seeking to implement sustainable strategies to improve enrollment and foster more supportive school environments.



7. Fink, J., Griffin, S., Garcia Tulloch, A., Jenkins, D., Fay, M. P., Ramirez, C., Schudde, L., & Steiger, J. (2023). *Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity*. Teachers College, Columbia University.
<https://ccrc.tc.columbia.edu/publications/revamping-dual-enrollment-equitable-college-degree-paths.html>

This report discusses the redesign of dual enrollment programs to create more equitable pathways to college and career opportunities. The study focuses on the development and implementation of the Dual Enrollment Equity Pathways (DEEP) model. The DEEP model is intended to expand access to dual enrollment for students from underrepresented groups and to integrate these programs into broader postsecondary pathways aligned with students' interests. The report details the strategies adopted by early adopter institutions to align dual enrollment offerings with college degrees and career opportunities. It emphasizes the importance of outreach to underserved students, alignment of coursework to college and career paths, and providing high-quality instruction and supports. The findings suggest that such comprehensive approaches can significantly increase college-going rates and postsecondary success among underserved populations, thus offering a more inclusive and effective model for dual enrollment.

8. Fink, J. (2023). *Greater Equity in College Access Through High School/College Dual Enrollment Programs*. The Campaign for College Opportunity. Retrieved from <https://collegecampaign.org/affirming-equity-ensuring-inclusion-empowering-action>

The report emphasizes the potential of dual enrollment programs, particularly in career technical education (CTE), to enhance educational equity and access for underrepresented students, including Latinx, Black, Asian American, NHPI, and AIAN groups. It identifies key barriers such as exclusionary policies and practices, underrepresentation of minority students, and challenges like funding and instructor qualifications that districts and colleges face in scaling up dual enrollment programs. To overcome these obstacles, the report suggests implementing equitable access policies, such as reducing reliance on standardized testing for eligibility and subsidizing costs for low-income students. Best practices highlighted include integrated support services like advising and tutoring tailored to dual enrollment students' needs, ensuring high-quality instruction by qualified teachers, and active outreach to promote participation among underrepresented groups. This approach ensures that dual enrollment CTE programs not only equip students with valuable career skills but also facilitate a smoother transition from high school to higher education and the workforce.

9. Friedmann, E., Reed, S., Kurlaender, M., & Dykeman, K. (2024). *A Strong Start for College and Career: Dual Enrollment Participation from 9th to 12th Grade*. Wheelhouse: The Center for Community College Leadership and Research, University of California, Davis.

This infographic report presents an analysis of dual enrollment participation among California high school students, with a focus on increasing equitable access and readiness for college and careers. The report highlights that while overall dual enrollment participation has increased, significant racial and socioeconomic disparities persist. For Career Technical Education (CTE), it notes that about 25% of community college courses taken by high school students fall into this category, with popular subjects including Administration of Justice and Child Development. The report identifies barriers such as lack of awareness and limited access to dual enrollment opportunities, especially among underserved communities. Best practices suggested include strategic partnerships between high schools and community colleges, early exposure to dual

enrollment options, and targeted support services to boost participation rates among disadvantaged groups. The findings advocate for structured efforts to integrate dual enrollment into high school education, aiming to provide students with valuable career skills and improved postsecondary outcomes.

10. Gallegos, E. (2023, March 23). *Panel: Underrepresented students should be the target of California's dual enrollment*. EdSource. This article by Emma Gallegos for EdSource highlights the disparities in access to dual enrollment programs in California, particularly among Black and Latino high school students.

The report covers discussions from a panel entitled “Dual enrollment: How to increase access for all students,” where experts stressed the importance of expanding dual enrollment opportunities equitably across different student demographics. Panelists, including Olga Rodriguez of the Public Policy Institute of California and James Espinoza of Middle College High School, shared insights on the potential of dual enrollment to significantly improve high school and college outcomes for students. The article underscores the need for strategic use of resources to support students traditionally underrepresented in postsecondary education, especially in regions like Kern County where dual enrollment programs are growing rapidly. Key strategies discussed include the recruitment of qualified instructors and providing additional support for first-generation students to ensure they succeed in these challenging courses. The panelists advocate for a more inclusive approach that considers dual enrollment beneficial for all students, not just those who are high-achieving or enrolled in honors courses

11. Gallegos, E. (2022, November 30). *Dual enrollment thrives in Central Valley area where few earn college degrees*. EdSource. Retrieved from <https://edsourcesource.org/2022/dual-enrollment-thrives-in-central-valley-area-where-few-earn-college-degrees/681835>

The article discusses the expansion of dual enrollment programs in California's Central Valley, particularly in Kern County. It highlights the program's success in enrolling a high number of Latino students in rural communities where college attendance is traditionally low. The Kern Community College District's approach involves offering a wide range of courses directly in high schools, allowing students to earn associate degrees before graduating high school. The initiative aims to make college more accessible and encourage higher education participation among historically underserved populations.

12. Los Angeles Regional Consortium. (2021). Dual Enrollment Hub. Retrieved from <https://losangelesrc.org/k12-strong-workforce-program/dual-enrollment/>

This webpage provided by the Los Angeles Regional Consortium (LARC) serves as a hub for information about dual enrollment opportunities within the network of 19 Community Colleges in the Los Angeles area. The Dual Enrollment Hub emphasizes the benefits of dual enrollment, which include introducing K-12 students to community college experiences, helping them gain valuable knowledge and skills, and providing a cost-effective way to earn college credits before graduating from high school. The resource highlights the role of dual enrollment in making post-secondary education more accessible and in offering students a variety of educational pathways. This entry serves as an informational resource outlining the scope of dual enrollment programs within the LARC and the potential advantages these programs offer to students, such as time and cost savings, and an early start to their college education.

13. Orange County Department of Education. (2020). *Orange County Dual Enrollment Handbook: Building and Scaling Effective Practices for Leadership and Implementation Teams*. Retrieved from <https://dualenrollment.org/services/dual-enrollment>

The "Orange County Dual Enrollment Handbook" provides comprehensive guidance on establishing and scaling dual enrollment programs with a focus on Career Technical Education (CTE). It identifies common barriers such as logistical challenges, funding limitations, and the need for alignment between high school and college curricula. To address these issues, the handbook suggests developing strong partnerships between educational institutions and tailoring programs to meet local labor market needs, ensuring they provide relevant skills for students. Best practices highlighted include rigorous professional development for instructors, integrated student support services, and strategic communication plans to engage all stakeholders effectively. The handbook emphasizes the importance of structured planning and continuous evaluation to adapt and expand dual enrollment opportunities effectively.

14. Panoo, A. (2022, September 12). *Fresno Unified invests in partnerships with HBCUs*. EdSource. Retrieved from <https://edsources.org/2022/fresno-unified-invests-in-partnerships-with-hbcus/677701>

The Fresno Unified School District's partnership with HBCUs exemplifies best practices in overcoming barriers to dual enrollment by leveraging technology and strategic partnerships to expand access. This program addresses common challenges like course availability and cultural relevance by offering courses virtually through HBCUs, which not only increases accessibility for students but also enriches their educational experience. Key strategies include providing in-state tuition benefits and scholarships, ensuring robust support, and integrating culturally relevant instruction to enhance student engagement and success.

15. Purnell, R. D., Rodriguez-Kiino, D., & Karandjeff, K. (2023, March). *Strategies for Equitable Dual Enrollment Participation*. RDP Consulting. Retrieved from <https://collegefutures.org/insights/dual-enrollment-for-equitable-completion/>

This research brief from RDP Consulting, as part of the Advancing Equitable Dual Enrollment Research series, explores strategies to enhance the participation of historically underrepresented students in dual enrollment programs. The study synthesizes findings from interviews with nearly 100 stakeholders involved in dual enrollment programs across California, including faculty, staff, administrators, students, and parents. Key strategies highlighted include making dual enrollment information accessible, using inclusive recruitment messages, and engaging high school counselors in student recruitment. The brief also discusses barriers such as biases towards high-performing students, decentralized enrollment processes, and a lack of awareness among students and families about dual enrollment opportunities. Recommendations focus on equity-driven outreach, recruitment, and enrollment practices to ensure that dual enrollment is accessible and beneficial to all students, particularly those from low-income backgrounds, students of color, and first-generation college students. This brief provides actionable insights for educators and administrators to foster more inclusive and equitable dual enrollment communities.

16. Purnell, R. (2014). *A Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California*. Berkeley, CA: Research and Planning Group

for California Community Colleges in collaboration with the California Community Colleges Chancellor's Office and the San Joaquin Delta Community College District. The report provides a comprehensive blueprint for launching and expanding dual enrollment programs aimed at historically underserved students. The guide outlines best practices for creating partnerships between secondary and postsecondary institutions, such as developing shared goals and maintaining flexible agreements that allow for the tailored delivery of CTE programs to meet local labor demands. It identifies common barriers such as logistical complexities, funding constraints, and the need for alignment between high school and college curricula. To address these, the guide recommends robust support systems including academic advising and tutoring, targeted outreach to underserved communities, and the implementation of policies that facilitate smoother transitions for students into postsecondary education. The document highlights the importance of integrated support services that are responsive to the challenges faced by underserved populations, ensuring these students not only access but also succeed in dual enrollment programs.

17. Purnell, R., Rodriguez-Kiino, D., Redix, A., Cooper, D., & Karandjeff, K. (2023). *Advancing Equitable Dual Enrollment: Initial Findings from the Dual Enrollment for Equitable Completion Initiative*. Hayward, CA: RDP Consulting.

The report from RDP Consulting details the Dual Enrollment for Equitable Completion (DE4EC) initiative, which aims to enhance equitable access to dual enrollment, particularly focusing on CTE pathways. The study emphasizes the importance of inclusive practices and equitable access, highlighting barriers such as complicated application processes, eligibility requirements, and costs that disproportionately affect underrepresented students. To address these challenges, the report recommends developing streamlined processes, providing targeted support services, and implementing inclusive policies. Best practices for CTE-focused dual enrollment include integrating dual enrollment into high school CTE pathways, aligning them with local labor market needs, and ensuring that courses meet postsecondary and workforce requirements. The report also stresses the need for robust advising and support structures to guide students through these programs, fostering both academic and career success. These strategies are seen as crucial for building a sustainable, inclusive, and effective dual enrollment system that supports equitable outcomes for all students.

18. Sipe, Marianne. (2023, November 21). Recruitment Strategies That Nurture Dual Enrollment. Stamats. Retrieved from <https://www.stamats.com/insights/dual-enrollment-marketing/>

This article by Marianne Sipe at Stamats explores effective recruitment strategies for dual enrollment programs, emphasizing the importance of engaging potential students early in their high school careers. Sipe advocates for initiating communications with students as early as their freshman year rather than waiting until their senior year, which is a common practice in many institutions. She discusses the significant impact of nurturing these prospects over a three-year period through strategic email campaigns, which has proven to enhance conversion rates from prospects to applicants. Key strategies include sharing data with early college credit departments to capture essential contact information, employing dual communications approaches for both procedural support and recruitment, and inviting students to campus to strengthen their connection to the institution. The article also highlights the importance of creating VIP events and specialized recruitment days to make prospective students feel valued and to showcase the unique opportunities available at the institution. Overall, Sipe's insights offer a comprehensive

guide for colleges to optimize their dual enrollment recruitment efforts to achieve better engagement and higher enrollment rates.

