

# DUAL ENROLLMENT

January 27, 2019

## Dual Enrollment as a College Success Opportunity for All

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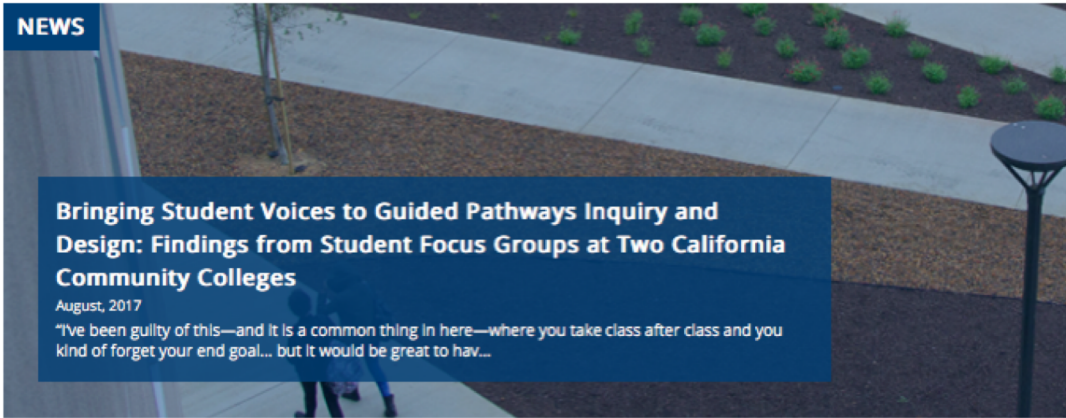
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### OUR WORK

The Career Ladders Project (CLP) aims to improve educational and career outcomes for Californians. We foster these opportunities through research, policy reforms and strategic assistance to community colleges—and their K16 education, workforce and community partners.

### NEWS



**Bringing Student Voices to Guided Pathways Inquiry and Design: Findings from Student Focus Groups at Two California Community Colleges**  
August, 2017  
"I've been guilty of this—and it is a common thing in here—where you take class after class and you kind of forget your end goal... but it would be great to hav..."



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**Career Ladders Project** fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.

## WHY DUAL ENROLLMENT?





## BENEFITS OF DUAL ENROLLMENT?

- **More likely to graduate high school.**  
(Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Haskell, 2016)
- **More likely to enroll in college than their non-participating peers.**  
(Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012; Cowan & Goldhaber, 2013; Taylor, 2015)
- **More likely to complete college than their non-participating peers.**  
(An, 2013; Struhl & Vargas, 2012; Taylor, 2015)
- **Can be particularly effective for young men of color, low income and 1<sup>st</sup> gen students**  
(Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012)



# DUAL ENROLLMENT HISTORY IN CALIFORNIA

- Between 1998-99 & 2001-2: increase from 2.7% to almost 5%
- Growth without guidance – 2003 investigation
- Chilling effect
- “Random Acts of Dual Enrollment”
- Contract Education
- 2017-18 – aprox 8% of CCC students





## CURRENT STATE OF DUAL ENROLLMENT IN CALIFORNIA

### State Encouragement

- 2014 – CA Career Pathways Trust
- 2015 – College and Career Access Pathways (AB 288)
- 2016 - College and Career Readiness Indicator

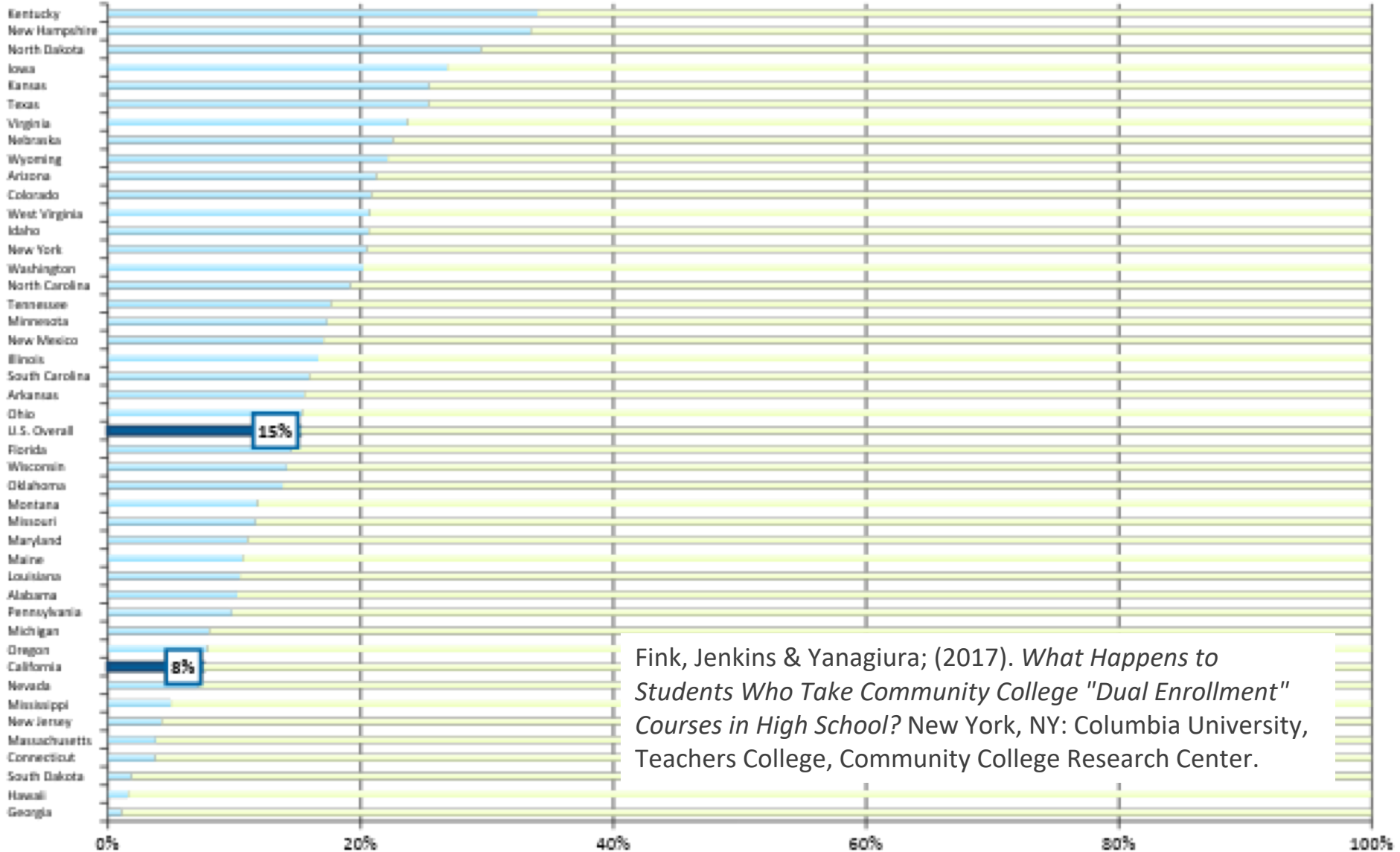
Steady expansion

Pathways as emergent frame



Percent of Community College Entrants who are in High School Dual Enrollment, by State

Dual Enrollment Students Post-HS Entrants



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.

# TWO TYPES OF DUAL ENROLLMENT

non-CCAP	CCAP (AB 288)
<ul style="list-style-type: none"><li>• Schools &amp; colleges</li><li>• Open classes</li><li>• Advanced scholastics &amp; vocational</li> <li>• MIS</li><li>• Random acts or planned</li></ul>	<ul style="list-style-type: none"><li>• Districts &amp; district</li><li>• Closed classes</li><li>• Students who are underrepresented &amp; may not go to college</li><li>• MIS + data sharing</li><li>• Pathways<ul style="list-style-type: none"><li>- CTE</li><li>- Transfer</li><li>- HS graduation</li><li>- College &amp; career readiness</li></ul></li></ul>





# CURRENT STATE OF DUAL ENROLLMENT IN CA

- Majority of students come to the college on their own
- Slow uptake of AB 288; less anxiety around compliance
- Implementation challenges, as infrastructure, staffing and practice issues not addressed
- Expansion provides innovation and “bright spots”
  - Deepening of partnerships
  - Holistic, structured programs with integrated supports;
  - Rethinking the college culture and who is a college student
  - Focus on underrepresented students and their families



## FINDINGS (48 COLLEGES)

- Data collection & enrollment
- Capacity & implementation
- Underserved youth
- Student services
- Growth with quality
- Integration
- Uncertainty about commitment at state level
- Uncertainty about new funding formula



## GOOD NEWS

- Colleges and high schools innovating
- CCAP seen as just one tool among many
- Commitment of leadership = strong partnerships
- Thoughtful pathways designs leading to certificates, degrees and transfer
- Funding formula and dual enrollment
- Dual enrollment is strategic for larger reform efforts such as Guided Pathways
- AB 30





# EAST LOS ANGELES COLLEGE

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DUAL ENROLLMENT

# DUAL ENROLLMENT SCALABILITY AND SUSTAINABILITY

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Semester	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
# of Classes	97	112	158	179	185	200

## Program Support and Commitments

- Continual support to our K-12 partners and community
  - Development of various early college models
  - 50% of the 1,300 College Promise students participated in Dual Enrollment
- Campus support
  - President and Vice Presidents
  - Department Chairs and faculty

# BUILDING RELATIONSHIPS AND DELIVERING ON COMMITMENTS

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- K-12 Partnerships
  - Co-developed systems for Dual Enrollment
    - District and school-site point-of-contact training
  - Constant communication with District and school site administrators
    - District administrator, principals, and counselor workshops

# COMMUNITY OF LEARNERS

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- Early college exposure for K-12 students (GO East LA)
  - College workshops
    - Dual Enrollment
    - LA College Promise
    - Student Life
- College Exposure for Parents and Community Members
  - Parent college workshops and information meetings (GO East LA)
  - Non-Credit courses for parents and community members

# Hartnell College

# Dual Enrollment



**HARTNELL  
COLLEGE**





- **HSI, located in the Salinas Valley**
- **Service area spans 60miles**
  - **large rural/ag communities**
- **Dual Enrollment serves students in:**
  - **7 different school districts**
  - **11 different schools**
  - **3 distinct regions (North Monterey County, Salinas, South Monterey County)**

# Dual Enrollment Progress



2017-2018 Academic Year= 316 enrolled

Semester	Location	Course Number	Enrollment Count
Fall 2017	GON	COU-I	27
	GON	ENG-1A	31
	SOHS	COU-I	27
	SOHS	ENG-101	32
	SOHS	ADJ-I	29
	<b>Fall Total</b>		
Spring 2018	GON	COU-23	16
	GON	ENG-1B	31
	KCHS	COU-I	38
	NMC	COU-I	25
	SOHS	ART-10	36
	SOHS	ENG-1A	40
	SOHS	ADJ-4	29
	<b>Spring Total</b>		

- Pathway Identification
  - Admin. of Justice & Teacher Ed
- Counseling 1-Student Success Course
  - Strong foundational course
  - Most HS Counselors meet min. quals.
  - Institutionalizes a college-going culture

FALL 2018=626 enrolled

Location	Course Number	Enrollment Count
AHS	COU-I	25
EAHS	COU-I	26
GHS	COU-I	31
GON	COU-I	20
GON	ENG-1A	28
GON	ENG-1A	27
GON	HIS-17A	28
GON	PSY-2	32
KCHS	COU-I	32
MTHS	COU-I	20
NMC	COU-I	32
NMC	ENG-1A	29
NMC	ENG-1A	27
NMC	COU-I	29
NSHS	COU-I	26
RC	ETH-I	18
SHS	COU-I	30
SOHS	ADJ-I	35
SOHS	ADJ-I	34
SOHS	COU-I	37
SOHS	ENG-101	35
SOHS	HIS-17A	25
	<b>TOTAL</b>	<b>626</b>



## Partnerships

- Schools/Districts
- Local & Federal
  - Bright Futures, Bridging the Gap, Title V
- Local CSU
  - Teacher Preparation Pathway Program w/CSU Monterey Bay

## Geographic Limitations

- Multiple Districts
- Connectivity
  - Computers & Internet Access
- Capacity
  - Enrollment Process
  - Faculty meeting CCC Min. Qualifications

# Discussion



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**CAREER LADDERS PROJECT**

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



# DUAL ENROLLMENT CAN TAKE MANY FORMS

- Course Delivery Modes
  - Location
  - Teacher of Record
- Option v. Program
  - A la Carte
  - Structured, sequenced pathways
  - Middle College/Early College
  - Student Supports

