

## Q&A: EdSource Dual Enrollment Roundtable

*Below, you can find selected questions asked by the audience during EdSource's March 22, 2023 roundtable on dual enrollment, along with responses from our guests.*

*We are grateful to Alejandra Diaz, Early College Counselor, John Muir High School Early College Magnet; Niu Gao, senior fellow, PPIC and Carlos Castellon, educational advisor Pasadena City College; for sharing their expertise in responding to questions from the audience.*

**What would be the best recommendation for a student to take Dual Enrollment classes or take AP classes? And are all dual enrollment classes transferable to UC and Cal State Universities?**

More than 70 percent of community college dual enrollment courses are transferable to UC or CSU. Additional details about those courses can be found <https://www.ppic.org/publication/dual-enrollment-in-california/>

**Dual Enrollment vs Concurrent Enrollment: What's the Difference?**

This can vary per campus/institution. Dual enrollment mainly refers to college classes at high school/off-site campus under AB288/CCAP legislation. These also come with supports, staff, and are more hands-on with students. Also, dual enrollment allows students to easily gain both college and high school credit. Concurrent enrollment refers to students taking classes on their own. registration, selection of classes, and attendance is more on the student to navigate independently.

**What is the youngest age/grade students need to be?**

For CCAP (dual enrollment), students are typically in high school. For concurrent, students can take courses in middle school if they are approved by their counselor and there are no other prerequisites required by the community college. Concurrent students are considered special admits.

**Does this apply for homeschool students not enrolled in an accredited charter program?**

Homeschooled students may take concurrent enrollment at community colleges.

**Are there classes students can take that will meet the high school and college requirements?**

The majority do. CTE and major specific courses may not meet high school requirements. Most community college dual enrollment courses also are transferable to UC or CSU.

**What is CCAP?**

## [College and Career Access Pathway \(CCAP\)](#)

### **What's the best way to set up a CCAP agreement and what are the models?**

The best way would be to meet with the local school district or college (depending on your role) and discuss possible partnerships and programs. This can be depending on need, location, and other factors and should include multiple stakeholders on both sides. After meetings, there usually should be an MOU drafted and taken to each respective board for approval. Once approved, planning can move to including deans/faculty on specific courses/pathways.

### **Given that the community college and K12 operate very differently, can you share tips and resources in developing partnerships between K12 and Community College? What worked/What didn't work?**

I would recommend looking at what programs the high schools have where there can be alignment with certain college courses. For example, if a high school has College and Career Pathways/Academies, it would be good to align the college courses with that particular pathway. If you have multiple high schools, this model may look different per high school site. In PUSD, we have 4 high schools and our dual enrollment offerings vary based on the high school campus. We traditionally see that most of the students taking these courses are already proactively trying to get to college and increase their opportunities. However, our most underserved students continue to have the least awareness around these courses.

### **Did your study capture any data around how many schools provide this as early as 9th grade? We see some districts offering as early as 9th grades whereas others don't start creating awareness until Junior year at best. This is an equity issue.**

We have looked at the share of public high schools that offered dual enrollment courses. Over time the share has increased nearly three-fold. It's especially encouraging to see more districts that serve a large share of Black and Latino students offering dual enrollment courses. Details here (Figure1): <https://www.ppic.org/publication/dual-enrollment-in-california/>

### **What is the relationship between CTE and Dual Enrollment?**

Overall about one in five dual enrollment courses offered by California community colleges are career education. The share is higher (30%) in CCAP programs.

### **What are the first steps to establishing a dual enrollment partnership with a community college?**

Start with your in-district community college contact. Check to see if they have a dean or someone assigned to dual enrollment. It would be great to also include a high school counselor and college counselor in the conversation to ensure the correct courses are being offered.

### **How can districts overcome the resistance of teachers who object to DE classes that are**

**similar to classes already being taught at their high school?**

Per AB288 - Dual enrollment courses under CCAP, should not be similar to courses being offered at the high school site.

**Where can I find the specific requirements that an instructor needs to meet in order to teach a dual enrollment course?**

[Here are the minimum qualifications from the Chancellor's office.](#) Specific colleges may have different requirements.

**A barrier to dual enrollment that many high-school administrators express is the challenge of embedding a community college course during the school day. Either (1) high school teachers do not meet CC minimum qualifications, or,(2) a college instructor is not available to teach during the high school bell schedule. What strategies exist to meet these challenges?**

Dual enrollment courses can also be offered as the last period of the day to ensure that they meet the number of minutes. Another option would be to offer the course after school.

**What processes are in place to assure students are being successful in taking their dual enrollment courses? Grade Monitoring? Early warning indicators? Buy in?**

Student supports may look differently at various high schools/partnerships. I can only speak for John Muir, we work with instructors to provide progress grades every 5 weeks. High School/Early College Counselors meet with students and their parents to advise them of their current progress. We also offer different support, such as connecting them with tutoring, writing workshops, etc. Also, students are considered college students and can tap into all the resources provided by the community college.

**There are districts opening up dual enrollment to freshmen, allowing them to graduate with an AA. What are the implications associated with students who fail during their high school years? What, if any impact is made to their FAFSA qualifications?**

That is where advising is super important. There are implications to students' financial aid if they have "too" many substandard grades or W's. There are two different types of probation that will impact financial aid, 1) progress probation and 2) academic probation.

**How can parents who did not attend college become better informed about Dual Enrollment programs and the enrollment process?**

I highly recommend parents speak with school counselors about any partnerships with local colleges and then surf college websites for classes while in high/middle school. School counselors should be aware of any existing classes or partnerships with local colleges and they should be free to provide that information, including how to enroll and what classes are available. This information is usually communicated to local schools by college outreach staff.

**What measures is the CDE taking to support the sustainability of schools that offer dual enrollment?**

The CDE has put out request for grant applications to help with dual enrollment:

<https://www.cde.ca.gov/fg/fo/r17/mcec23rfa.asp>

<https://www.cde.ca.gov/fg/fo/r17/ccap23rfa.asp>

**Is there funding available for schools that want to build early college pathways?**

CDE has put our grants to help support the building of Early College Pathways -

<https://www.cde.ca.gov/fg/fo/r17/mcec23rfa.asp>

**I have observed in some cases access to Dual Enrollment has been reserved for those students who are 4-year bound and who are meeting A-G eligibility successfully. How are you intentionally messaging to school sites, school counselors and other educational stakeholders the need for open access to DE coursework.**

Here is a report that outlines some resources around recruiting students and partnership with community colleges to serve students who are historically marginalized.

<https://www.r-d-p-consulting.com/de4ec>

**Which entity sets admissions requirements for dual enrollment, the college, high school, or both?**

It depends on the college/K-12 district. Some may have minimum GPA requirements or prerequisite requirements.

**Some stakeholders are worried that dual enrollment is a “watered down” college course and not rigorous enough. How do you ensure students are not getting a “watered down” college course?**

(1) making sure that those courses are transferable to UC and/or CSU (2) making sure that those courses are A-G approved. and (3) making sure that career pathways are aligned with CC pathways that lead to living wages.