



Increase Accessibility of Dual Enrollment: Toolkit and Best Practices for Counselors and Administrators

Developed by the Transfer Acceleration Working Group
(as part of the Council for Career Education)

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**For high school
counselors &
administrators** | Context
for this resource

This resource serves as a professional development toolkit to **support high school counselors & administrators with increasing the accessibility of dual enrollment**

It provides an overview of dual enrollment, best practices and tools to support program growth, and can be used for the following:

- **Understand key information:** gain insights into dual enrollment, including its definition, benefits and implications
- **Evaluate current programs:** directionally assess the current state of dual enrollment programs and communications
- **Set goals:** identify target state goals by creating key performance indicators (KPIs) and determine strategies to bridge the gap
- **Discover best practices:** learn relevant best practices to enhance program implementation and better support students

This professional development resource for high school counselors & administrators includes three key sections



Overview of dual enrollment

What is included?

- **Key questions answered:**
 - What is dual enrollment?
 - Which students can benefit?
 - What are implications for students?
 - What are the different types and structures?
 - What are available funding?

How can this be used?

- **Train staff & faculty** to better address student questions and encourage participation
- Identify **available resources** to **expand** dual enrollment programs



Self-assessment toolkit, best practices and goal-setting template

What is included?

- **Self-assessment questions** to evaluate current **program structure** and **communication strategy**
- **Best practices and resources** to improve dual enrollment program and communications
- **Template for goal-setting**

How can this be used?

- **Complete self-assessment toolkit** to directionally gauge program current state
- **Review ideas** for how to improve your program
- Identify **program target state** and **plan to bridge current gap**



Guide for supporting students with dual enrollment

What is included?

- **Best practices and resources** for **resolving common challenges** students face with dual enrollment (e.g., navigating application and enrollment, balancing workload)

How can this be used?

- Review **ideas on how to support** dual enrollment students
- **Reference material for training**

Overview of dual enrollment

Overview of dual enrollment



Dual enrollment refers to any college course (non-credit or credit) taken by a high school student. It lets students earn college credit while still in high school, acting as a gateway to a college education and providing a head start on career goals¹

Every year, more than 250,000 Californian students in grades 9-12 take advantage of dual enrollment. However, there is opportunity to enroll more students in these programs²



Key benefits for students include...



Provide early college credit and accelerate path to degree / certificates



Take ownership over their education; Acquire skills and experiences to prepare for post-secondary education and career



Take college courses at minimal to no cost (*chance to save \$5-15k in tuition per year*)



Example pathways included in Appendix



Key benefits for high schools include...



Improve academic reputation through higher student success rates and increase student engagement in learning



Build partnerships with local higher ed. entities (e.g., CCC, CSUs), community-based organizations and employers



Provide staff with professional development opportunities through additional funding and regular collaboration with colleges

Dual enrollment has many benefits for students



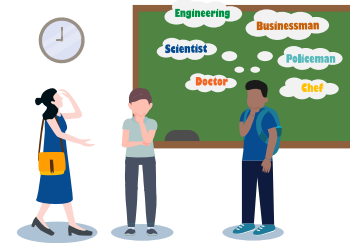
Dual enrollment is for every student. Students should enroll so they can....



Earn college credits in high school; then use these credits to graduate from college early & save money



Access a broad range of courses



Explore careers while still in high school



Obtain skills that might help you in your future studies or career



If any of these appeal to you, consult your high school counselor for next steps!

Key implications to consider

Dual enrollment offers many benefits; students and guardians should be informed of these implications...



Grades earned will be **included in high school and college transcript**

Low grades (typically C or below) can **affect college admission** and **financial aid eligibility**



Obtaining college credits in high school could allow you to graduate college faster, potentially **reducing your need for financial aid in college**¹



Extra GPA points earned from dual enrollment **may be shown differently on high school transcripts** than GPA points earned from AP/IB courses²

However, **colleges standardize these points during admissions**













1. Consult your counselor for additional detail 2. For advanced courses like dual enrollment, AP, and IB, students earn extra GPA points for good grades given the greater difficulty (e.g., an "A" in dual enrollment may add additional 1.0 GPA point, showing it as a 5.0 GPA on the transcript instead of the usual 4.0)

There are several different types of dual enrollment, differing based on structure and location of the course

More Structured			Less Structured	
At the College	At the High School		At the College	
Middle College High School (MCHS)	Early College High School (ECHS)¹	College and Career Access Pathways (CCAP) at HS Governed by Agreement	Non-CCAP at HS Governed by Agreement	Individual²
<ul style="list-style-type: none"> Integrated structure Goal: Associate in Arts / Associate in Science Focus: Mitigate dropout rate for at-promise students An autonomous school with a California Department of Education designation On a college campus 	<ul style="list-style-type: none"> Integrated structure Goal: Associate in Arts / Associate in Science Focus: Mitigate dropout rate for at-promise students An autonomous school with a California Department of Education 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"> Purpose specified in law: Provide advanced scholastics or Career Technical Education 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"
 Source: [California College Memo](#) (December 7, 2023), Career Ladders Project

Sample | High-level visualization of dual enrollment types and structures to be used for student outreach and support

	Standard high school courses	College and Career Access Pathways (CCAP)	Early College High Schools (ECHS)	Middle College High Schools (MCHS)	Individual dual enrollment
Where do classes take place?	High school 	High school 	On college campus or high school 	On college campus 	
Who are the students?	High school students 	High school students 	High school & college students 	High school & college students 	<i>Students can also independently apply for dual enrollment</i>
Who are the teachers?	High school teachers 	Mix of high school and college educators 	Mix of high school and college educators 	College educators 	
What are the additional costs ¹ ?	None	None – fees typically covered	Transportation fees	College student services fees (\$5-50 per semester, depends on school ¹) and transport fees	
What do the credits count towards?	High school degree	High school and college degrees & certificates			<i>School and guardian approval is typically required</i>
How are classes structured ² ?	Hands-on teacher guidance based on subject, period and grade level	More independent style of teaching with lectures and assigned readings <ul style="list-style-type: none"> • General Education and major-specific courses: provide mix of introductory and more advanced content • Career Technical Education courses: gain vocational skills and hands-on experience 			

Dual enrollment is for everyone and every dual enrollment journey is unique. Consult your counselor for more details on course types & structure

Legend:    High school campus, students and educators    College campus, students and educators

1. Varies by school, consult your counselor for exact details 2. Based on evaluating dual enrollment programs of various schools

Funding resources available to support students

Dual enrollment grants¹

Non-exhaustive



College and Career Access Pathways (CCAP) Grant

\$100k competitive grant, over 4-years

[\(Link to funding description here\)](#)



Middle College and Early College Grant

\$250k competitive grant, over 4-years

[\(Link to funding description here\)](#)



Additional funding resources

Program / Grant	Summary	Resources to learn more
Golden State Pathways Programs (GSPP)	\$500M competitive grant to support transitions from high school to college and career through efforts like dual enrollment	CA – Dept of Education ; EdSource
K-16 Collaboratives	Partnerships between K-12 schools, community colleges, and universities to enhance dual enrollment programs	K16 Collaborative
Proposition General 98 Fund	\$500M allocation to expand access and support for high school students to take college courses	California Budget & Policy Center
California Community School Grants	Competitive grant to support the development of community schools that can indirectly enhance dual enrollment	California Community Schools Partnership Program

1. Part of \$200M in state funding for dual enrollment expansion, allocated by California Department of Education. Potential new RFA in January / February of 2025

Implementation toolkit

Two resources to enhance your district / school dual enrollment programs



Self-assessment toolkits, best practices and goal-setting template

What is included?

- Self-assessment questions to evaluate current state of program structure and communications strategy
- Best practices and resources to improve dual enrollment programs and communications
- Template for goal-setting

How can this be used?

- Fill out the self-assessment toolkit to directionally gauge your program's current state
- Review ideas for how to potentially improve your program
- Identify program target state and plan to achieve it (e.g., increase in students taking dual enrollment)



Guide for supporting students with dual enrollment

What is included?

- Best practices and resources for resolving common challenges students may face with dual enrollment:
 - Navigating application & enrollment process
 - Balancing workload
 - Keeping up with academic content
 - Receiving accommodation for special needs

How can this be used?

- Offer support for students who are taking dual enrollment
- As reference material for training other staff (e.g., teachers) to offer support



Program structure self-assessment toolkit

Utilize this scorecard to directionally assess your district / school program; then explore opportunities for improvement

4 checks per category: Program is well-structured

2-3 checks per category: Minor improvements may be helpful

0-1 checks per category: More significant improvements may be warranted



Self-assessment questions *(add checks on the grey circles for questions where answer is "yes")*



Vision and goals

- Do we have a **clearly articulated vision** for our dual enrollment program that is **shared and understood by all stakeholders including students?**
- Do we have a **well-defined set of goals** (e.g., increase student enrollment in courses that reflect their interests) that guide our program's operations and decisions?
- Does the vision and goals **promote inclusivity and equitable access?**
- Are there clear **key performance indicators (KPIs)** and **processes to evaluate progress?**



External partnerships

- Have we established **memorandums of understanding (MOUs) or partnerships with higher education institutions** (e.g., community colleges, CSUs), labor unions and other **relevant community orgs?**
- Are program **benefits clearly communicated** to all parties involved?
- Are **resources shared equitably** to ensure student success?
- Are there **regularly scheduled check-ins** to ensure collaboration?



Leadership team

- Does the team **include representatives from all relevant organizations?**
- Are there **clear and established decision-making processes?**
- Are there **regular and effective internal communications?**
- Is there **clear point person for each external stakeholder?**



Potential ideas for improvement on the following page



Ideas and directions for **improving dual enrollment program structure**

List of potential ideas and next steps

Non exhaustive



Vision and goals

- **Learn best practices** by joining the **Dual Enrollment Coalition of California** [mailing list](#)
- Conduct **strategic alignment workshop** to refine vision and goals
- Host **townhalls and office hours to gather feedback** from students, guardians and other stakeholders
- Release **regular progress reports** to keep students, guardians and other stakeholders informed
- Consult students and review local workforce needs to **refine course selection and pathways**
- Set **protocols for data collection and analysis to monitor student success**



External partnerships

- Leverage **College & Career Access Pathways (CCAP) agreements** to partner with higher education institutions (refer to [sample CCAP template](#), and [sample non-CCAP MOU template](#))
- Establish **regular partnership meetings** and **shared communications platform**
- Organize **joint workshops, faculty inquiry groups and curriculum planning**
- Clearly map **resources sharing agreements** to support students and meet capacity
- Host **information sessions** to **outline benefits**



Leadership team

- Assess partnerships and equity goals to **identify potential gaps and opportunities**
- Document and share **decision-making processes**
- Develop **formal communication protocols**
- Identify a **clear point person** from each stakeholder to support program growth



Communications strategy self-assessment toolkit

Utilize this scorecard to directionally assess your district / school communications strategy; then explore opportunities for improvement

4 checks per category: Program is well-structured

2-3 checks per category: Minor improvements may be helpful

0-1 checks per category: More significant improvements may be warranted



Self-assessment questions *(add checks on the grey circles for questions where answer is "yes")*



Strategy

- Have we clearly **defined the goal and target audience** of our communications strategy?
- Have we **identified clear responsibilities** for ourselves and our partner organizations?
- Have we established a **feedback collection process** and are we **adjusting our strategy** based on feedback?
- Does the communications strategy **support our program's equity goals**?



Key messages

- Have we **highlighted the benefits** of dual enrollment (e.g., college credits, cost savings, experience)?
- Have we provided **clear information on eligibility, course options and application processes**?
- Are we **tailoring our communications content and language** based on different stakeholder needs?
- Are there **clear next steps and contact information** for interested students and guardians?



Distribution channels




- Are we utilizing a **mix of digital** (e.g., website, social media), **physical platforms** (e.g., flyers, mail, newsletter) and **district / school events** (e.g., info sessions, webinars) to reach our audiences?
- Do we **regularly meet with students**, individually and in groups, to **gather feedback and ensure communications answer their key questions**?
- Have we **involved students for peer-to-peer outreach** (e.g., share their success stories)?
- Are we using **accessible channels and mediums to support and reach typically underserved students**?



Ideas and directions for improving dual enrollment communications

Non exhaustive

List of potential ideas and next steps

	<h3>Strategy</h3>	<ul style="list-style-type: none">• Host a strategic planning session to determine goals, target audiences and key initiatives• Establish clear responsibilities and implementation owners• Create accessible feedback channels (e.g., survey, townhalls) to iterate and refine strategy• Schedule regular review sessions to evaluate outcomes, and make strategic changes if needed
	<h3>Key messages</h3>	<ul style="list-style-type: none">• Leverage existing infographics (e.g., The Education Trust infographics) and reports (e.g., Career Career Ladders Project reports), and adjust information to create district / school-specific content• Identify key questions to answer with communications strategy; reference existing FAQ to draft content (e.g., CCC FAQ)• Appoint contact person from partner orgs. to own next steps• Schedule regular meetings with partner orgs. to ensure consistent messaging
	<h3>Distribution channels</h3>	<ul style="list-style-type: none">• Determine distribution needs of different student groups; modify strategy accordingly to ensure approach is holistic• Leverage communication channels and resources of partner orgs• Recruit student ambassadors and create forum for them to share their experiences• Contact Dual Enrollment Coalition of California to identify forums for learning best practices



Goal-setting template





Utilize this **template to help your district / school set goals around enhancing dual enrollment programs and enrolling additional students**

Recommend target state goal of ~5-10% increase in student enrollment each year, with larger increase goals for typically underserved student groups

Metrics	Overall		9 th grade		10 th grade		11 th grade		12 th grade		Plan to bridge gap (Action plan to achieve target state)
	Current State (e.g., Fall 2024)	Target State (e.g., Fall 2027)	Current State	Target State	Current State	Target State	Current State	Target State	Current State	Target State	
No. of students enrolled											
Participation rate (% of eligible students)											
<i>Black or African American</i>											
<i>Hispanic or Latino</i>											
<i>Asian</i>											
<i>White</i>											
<i>Other (e.g., Pacific Islander)</i>											
Course completion rate (%)											
<i>Black or African American</i>											
<i>Hispanic or Latino</i>											
<i>Asian</i>											
<i>White</i>											
<i>Other (e.g., Pacific Islander)</i>											
Credit attainment rate (%)											
Student satisfaction (e.g., % of students saying 'yes' to being satisfied in a survey)											
	Current State		Future State		Plan to bridge gap						
Number of partnership agreements in place (e.g., CCC, CSU, community orgs.)											

Guide to support students with dual enrollment

Non exhaustive

If student is struggling to...	...potential solutions can include
 <p>Navigate the application and enrollment process</p>	<ul style="list-style-type: none">• Review instructions on college website directions and schedule counselling sessions or office hours to discuss:<ol style="list-style-type: none">1. Applying to the college and joining orientation2. Finishing dual enrollment form and receiving approvals3. Selecting courses and completing enrollment
 <p>Balance their workload</p>	<ul style="list-style-type: none">• Share prioritization techniques and best practices with clear examples• Host hands-on seminars for using time management tools• Offer connections to peers who have faced similar challenges
 <p>Keep up with academic content</p>	<ul style="list-style-type: none">• Connect student to tutoring services or academic advisors• Point student to video workshop for study skills (example here)• Facilitate study groups
 <p>Receive accommodation request</p>	<ul style="list-style-type: none">• Consult Career Ladders Project to connect with other practitioners on best practices to support students• Consult partner college's disability services coordinator

Appendix: Additional Resources

Examples of CCAP agreement and dual enrollment MOU Templates

College & Career Access Pathways (CCAP) agreement template

**COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT
REGARDING DUAL ENROLLMENT
BETWEEN THE [INSERT COMMUNITY COLLEGE DISTRICT]
AND**

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between the [INSERT COMMUNITY COLLEGE DISTRICT] and its respective colleges ("[INSERT COMMUNITY COLLEGE DISTRICT ACRONYM]"), and _____ ("DISTRICT"). [INSERT COMMUNITY COLLEGE DISTRICT ACRONYM] and DISTRICT will collectively be referred to as "PARTIES," or individually as "PARTY."

RECITALS

WHEREAS, [INSERT COMMUNITY COLLEGE DISTRICT ACRONYM] is a multi-college District whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the DISTRICT;

WHEREAS, DISTRICT is a _____ district located within the regional service area of [INSERT COMMUNITY COLLEGE DISTRICT ACRONYM] unless otherwise specified and agreed to as stated in Education Code section 76004, subdivision (e);

- [Link to full template here](#)
- Developed at local level but terms and agreements must be pursuant to Ed Code 76004

Memorandum of Understanding template for dual enrollment (non-CCAP):

**MEMORANDUM OF UNDERSTANDING REGARDING DUAL ENROLLMENT (Non AB
288)
BETWEEN THE [INSERT COMMUNITY COLLEGE DISTRICT] AND [INSERT HIGH
SCHOOL DISTRICT]**

This Memorandum of Understanding ("MOU") is between the [INSERT COMMUNITY COLLEGE DISTRICT] and its respective colleges ("[INSERT COMMUNITY COLLEGE DISTRICT ACRONYM]"), and [INSERT HIGH SCHOOL DISTRICT] ("SCHOOL"). For identification purposes only this MOU is dated December 18, 2019.

RECITALS

WHEREAS, [INSERT COMMUNITY COLLEGE DISTRICT ACRONYM] is a multi-college District whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the SCHOOL;

WHEREAS, SCHOOL is located in [INSERT RELEVANT COUNTY] County;

WHEREAS, the parties desire to collaborate and provide college credit and stand-alone courses ("Courses");

- [Link to full template here](#)
- General partnership agreement with terms that vary depending on the local entities involved

Sample pathway | Malik's accelerated path to earn a degree



Malik is a 9th grader who is interested in coding

He enrolls in dual enrollment to accelerate his journey to becoming a software engineer

Through dual enrollment he's able to ...



Take courses to fulfill General Education (GE) college requirements

- English Composition
- Statistics
- Math



Take introductory courses to earn college credits, build foundational coding skills, and explore software engineering

- Introduction to Python
- Basic Data Science
- Introduction to C

- Example courses



Malik graduates being well prepared pursuing college education

He is confident about handling college-level coursework and environment

Enroll in community college with 40 credits, allowing him to earn an associate degree in 1 year, saving around \$1K in tuition

Then Malik can:

- Transfer to a 4-year college and graduate early
- Start working in his field of interest (e.g., software engineer)

Enroll directly in 4-year college, with ~40 college credits

Has the potential to graduate 1-2 years early, saving \$5K-\$30K in tuition costs

Sample pathway | Camila's accelerated path to entering the workforce



Camila is a 10th grader who is interested in healthcare

She enrolls in dual enrollment to explore different career opportunities and get a head start on her future

Through dual enrollment she's able to ...



Take Career Technical Education (CTE) courses to gain hands-on experience and technical skills for the workforce

- First Aid and CPR
- Pharmacology
- Clinical Nursing Skills



Explore careers through introductory courses while earning credit for certifications and degrees

- Introduction to Health Careers
- Anatomy and Physiology I
- Introduction to Nursing

- Example courses



Camila graduates prepared to pursue many different healthcare paths

She has work experience and the technical skills needed for the workforce

Start working in an entry level positions, such as:

- Certified Nursing Assistant
- Occupational Therapy Aide

Enroll in community college to:

- Complete work certificate (e.g., Licensed Vocational Nursing in ~1 year)
- Earn 2-year degree (Associate Degree in Nursing, ADN)
- Transfer to a 4-year college to earn a bachelor's degree (Chance to graduate early using dual enrollment credits)

Additional resources

- [Career Ladders Project dual enrollment toolkit and mailing list](#)
- [California Community Colleges' \(CCC\) memo on dual enrollment](#)
- [California Coalition of Early and Middle College regional workshops](#)
- [Different strategies for schools to offer dual enrollment](#)
- [Dual enrollment FAQs](#)
- ["Five Barriers to Transfer for California Students: Why Coordination Is the Path Forward" by CCC's Transform Transfer initiative](#)
- [ICANGOTOCOLLEGE application instructions & frequently asked questions \(FAQ\)](#)
- [Sample CCAP agreement template](#)
- [Sample non-CCAP MOU template](#)
- [University of Washington – study skills workshop](#)