



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

# The Implications of Vision 2030 on Dual Enrollment

Cheryl Aschenbach, ASCCC President  
Manuel J. Velez, ASCCC Vice-President

# What is Dual Enrollment?

High school students taking colleges courses while enrolled in high school

Can take various forms:

- Middle College/Early College
- Special admits
- CCAP agreements





# Traditional Dual Enrollment

Students are special admit students

Subject matters can be GE, CTE, advanced courses

Classes can be offered:

- On college campus or via "satellite", including Distance or Online Education
  - Individual students
  - Cohorts
- On high school campus before or after school



# College and Career Access Pathways (CCAP)

- Created by AB 288 (Holden, 2015)
- District level agreement to offer Dual Enrollment
- Intended to reach broader range of students, not just highly gifted or advanced scholastic or vocational work
- Emphasis on college and career readiness and CTE and transfer pathways
- Reduce the number of students needing remedial math and English instruction at the community college level



# CCAP Agreements

- Does not replace existing models
- Colleges can continue with existing dual enrollment programs
- Colleges can continue with existing dual enrollment agreements and have CCAPs



# What does CCAP allow that is different?

Provides added flexibility in three areas

1. Limit enrollment in college courses taught on high school campus to high school students
2. Raise maximum units per term for special high school admits to 15 college credits (but no more than 4 courses)
3. Provide CCAP students same enrollment priority as Middle College High School students



## What does CCAP NOT allow?

- A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils
- A community college district shall not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established
- A community college district participating in a CCAP partnership is not required to provide the same services at the high school campus that are on the college campus (but may choose to do so).



# Benefits to Students

- Complete high school and college credits at same time
- Introduction to/preparation for college life for a smoother transition to college
- More time for career and/or college major exploration
- Address skills gaps and improve study skills/academic knowledge
- Increased confidence and motivation to persist
- Students experience the benefits of a college education



# Faculty

- All CCAP faculty must meet MQs for the discipline in which they are teaching.
- Who teaches class?
  - High school teacher
  - College teacher
  - What's the difference?



# Why does this matter?

Research has demonstrated that dual enrollment participants, even those who are from traditionally underrepresented groups, do as well or better than their non-dual enrolled peers in a range of areas, including:

- High school graduation rates;
- High school grade point average;
- High school on-time graduation rates;
- Assessment into college courses;
- College GPA and credit accrual; and
- Community College enrollment, retention, and persistence rates.



## Dual Enrollment in Vision 2030

- One action within Equitable Baccalaureate Completion Strategic Direction: "Increase equitable access, support, and success for ... dual enrollment in degree pathway"
- From [Governor's Roadmap for California Community Colleges](#) (2022): "Increase percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15%"
- Vision 2030 calls for dual enrollment to be available to all in 9th grade and specifically targeted at populations not historically provided college-focused opportunities ([Vision 2030 Report, Sept. 2023](#))



# Implications of Vision 2030 on Dual Enrollment

- Need to determine courses needed
  - Consider career exploration and college preparation
  - Transfer and career pathways, apprenticeship on-ramps
  - Opportunities for STEM preparation
  - Courses with intentional impact (GE, pathways, planned exploration)
- Faculty are needed
  - Opportunities for high school and college collaboration
- Student supports are needed
  - Intentional wrap-around, proactive, and just-in-time supports
  - Collaboration between high schools and colleges
- Students connected to colleges earlier



# Faculty Voice in Vision 2030 Dual Enrollment

- Curriculum selection, development
- Counseling, ed. Planning
- Professional Development
  - Develop familiarity with pedagogies most effective with 14-18 yr olds
  - Understand teen stages of development
  - Introducing high school teachers to college policies, practices, and expectations
  - Effective practice: communities of practice



# Dual Enrollment Resources

- Dual Enrollment Toolkit Resources:
  - <http://www.careerladdersproject.org/ccccode/>
- CCRC: What We Know About Dual Enrollment:
  - <http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html>
- Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in CA (R. Purnell; RP Group 2014)
  - <http://www.rpgroup.org/projects/dual-enrollment-guide-2014>
  - [http://www.rpgroup.org/system/files/High-School-Transition-Brief\\_0.pdf](http://www.rpgroup.org/system/files/High-School-Transition-Brief_0.pdf)
- Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)
  - <http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative>
- Career Ladders Project: HS to College Transition Web Resources
  - <http://www.careerladdersproject.org/high-school-to-college-transition-tools/early-college-experiences-and-transition-support/>
- Santa Barbara City College: Dual Enrollment Program Resources
  - <http://www.sbccc.edu/dualenrollment/programresources.php>





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Questions?

Thank you!

[Info@asccc.org](mailto:Info@asccc.org)