

Early College Credit for High School Students: Dual Enrollment Strategies and Best Practices

Purpose of Early College Credit for High School Students

- An encouraging introduction to the benefits of postsecondary education
- A head start on accumulating credits towards a postsecondary degree or certificate
- Exposure to life as a college student

Variations on Dual Enrollment Strategies

- California K12 and college district can enter into **CCAP agreements or non-CCAP agreements**, which dictate the requirements and allowances of the Dual Enrollment partnership.
- Community college credit courses can be offered **individually, as part of a sequence, or part of a comprehensive course of study.**
- Courses may or may not **confer college and high school credit concurrently.**
- **Courses can take place** on either community college campuses or high school campuses.
- **Instructors** could be high school teachers who meet the California Community Colleges' minimum qualifications or community college faculty.
- Programs may choose to focus on **different student populations**, such as those who are historically underrepresented on college campuses or students between 16 and 21 years old who have left/are at risk of leaving high school without a diploma.
- **Entrance requirements vary for students**, with some being more selective and others offering broader access.

Foundational Practices for Dual Enrollment Programs

- Offer proactive counseling and advising
- Invest in a structured outreach and marketing plan to reach students from underrepresented backgrounds
- Use multiple methods to assess students' readiness
- Ensure continuous monitoring of student progress
- Provide opportunities that allow students to earn high school and college credit concurrently
- Outline sequenced educational pathways of linked courses
- Engage community-based organizations and partners to provide additional supports
- Eliminate the potential barrier of transportation issues
- Use pedagogical approaches that focus on engaging students in their learning

Dual Enrollment Program Components

- Student Orientation
- Parent Orientation
- Academic advisement, counseling, and educational planning
- Eligibility Criteria
- College success/preparation and career exploration courses
- Early warning systems
- Supplemental instruction or labs

References and Resources

Career Ladders Project. (2019). *Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners*. Retrieved from: <https://www.careerladdersproject.org/areas-of-focus/pathways/ccccode/>

Career Ladders Project. (2019). *Dual Enrollment Overview: Case Studies*. Retrieved from: <https://www.careerladdersproject.org/wp-content/uploads/2018/10/Dual-Enrollment-Case-Studies.pdf>

Edwards, L. & Hughes, K. (2011). *Dual Enrollment for High School Students*. Community College Research Center, Columbia University in collaboration with Career Academy Support Network, University of California, Berkeley. Retrieved from: <https://files.eric.ed.gov/fulltext/ED521460.pdf>

Hanover Research. (2014). *Dual Enrollment: Models, Practices, and Trends*. Retrieved from: <https://www.hanoverresearch.com/wp-content/uploads/2017/08/Dual-Enrollment-Models-Practices-and-Trends.pdf>

JFF. (2019). *Dual Enrollment Policies that Support Early College Strategies for Low-Income Youth*. Retrieved from: <http://application.jff.org/dualenrollment/index.php>

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, Stockton, CA. Retrieved from: <https://rpgroup.org/Portals/0/Documents/Archive/Dual-Enrollment-Toolkit-Updated-Dec2015.pdf>