



# Dual Enrollment

*and Other Early College Credit*

# Pathways and Partnerships



*Lanzamiento Year 1 Update by*  
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# Snapshot of Models



	Type of Early College Credit				
	AP Advanced Placement	IB International Baccalaureate	A-CBE Articulation with Credit by Exam	Dual Enrollment	
	Credit for Prior Learning (CPL)			CCAP College and Career Access Pathways	Non-CCAP (AKA "concurrent enrollment")
Student Generalizations	<ul style="list-style-type: none"> <li>College bound</li> <li>High-achieving</li> <li>"Advanced"</li> </ul>	<ul style="list-style-type: none"> <li>High resources</li> </ul>	All students	College-aspiring	<ul style="list-style-type: none"> <li>High resources</li> <li>High-achieving</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Academic course</li> <li>Owned by high school</li> </ul>	<ul style="list-style-type: none"> <li>Academic course(s)</li> <li>Owned by high school</li> </ul>	<ul style="list-style-type: none"> <li>CTE course</li> <li>Owned by high school, aligned with community college</li> </ul>	<ul style="list-style-type: none"> <li>Academic</li> <li>CTE</li> <li>Often in a pathway/series</li> <li>Owned by community college</li> </ul>	<ul style="list-style-type: none"> <li>Mostly academic</li> <li>CTE</li> <li>Owned by community college</li> </ul>
Community College Application & Enrollment	None	None	<ul style="list-style-type: none"> <li>Community college application</li> <li>Dual enrollment form</li> </ul>	<ul style="list-style-type: none"> <li>Community college application</li> <li>Dual enrollment form</li> <li>Course registration required</li> </ul>	<ul style="list-style-type: none"> <li>Community college application</li> <li>Dual enrollment form</li> <li>Course registration required</li> </ul>
Instructional: Who teaches	High school teacher	High school teacher	High school teacher	<ul style="list-style-type: none"> <li>College instructor, or</li> <li>High school teacher (must meet MQs)</li> </ul>	College instructor
Location	High school	High school	High school	<ul style="list-style-type: none"> <li>High school</li> <li>College</li> </ul>	<ul style="list-style-type: none"> <li>College usually</li> <li>High school possible</li> </ul>
Student population in classroom	High school	High school	High school	High school	Mixed high school and community college students
ECC Assessment method(s)	Test	Test	Test (or other formative assessment)	Course learning assessments	Course learning assessments
General risks	The receiving college determines the test score required for college credit	IB credit granted may differ from course credit (and units granted) by transfer institution	N/A	Risk of failing grade on college transcript	Risk of failing grade on college transcript
Transferability	Course credit and units granted at CCC may differ from transfer institutions. Each university determines how exams will apply toward credit in a major.	<ul style="list-style-type: none"> <li>UC: Yes</li> <li>CSU: Yes</li> </ul>	<ul style="list-style-type: none"> <li>UC: No</li> <li>CSU: Varies by school</li> </ul>	<ul style="list-style-type: none"> <li>UC/CSU approval for many community college courses (see college catalog)</li> </ul>	<ul style="list-style-type: none"> <li>UC/CSU approval for many community college courses (see college catalog)</li> </ul>
Costs	AP test cost (\$96/test)	IB exam cost (\$119/exam)	No cost to student	No cost to students (the agreement partners must fund textbooks and other materials)	No tuition costs (students are responsible for the costs of textbooks and other materials)

# Commitments and Metrics

Develop a comprehensive dual enrollment strategic plan, designed to increase participation and completion among Hispanic and low-income students

By 2025, the number of Hispanic low-income high school students participating in dual enrollment will increase from 819 to 1000 (22% increase over baseline)



# Using Dual Enrollment as an Equity Strategy

1

Intentional design to move the DEI needle by ensuring we enroll, guide, and increase success & retention for underrepresented dual enrollment students.

2

Build an integrated systems approach within our college district, as well as a systemic partnership approach with secondary school districts.

3

Institutional culture: Cultivating a student-ready college is part of developing an equity minded approach that benefits all students.

# Guiding Principles

## Equity Driven

- Target enrollment priorities are informed by data to meet our underserved obligation gap (Latinx, low-income students)
- Persistence and retention strategies are developed to close systemic opportunities and resources gaps

## Student Centered

- All programs, supports, and goals are centered in advancing student success for our diverse community
- Democratize decision-making through inclusive student and community decision-making whenever possible
- Understanding that dual enrollment is more than an acceleration opportunity and that it should provide meaningful learning experiences

## Partnership Grounded

- All partners are responsible for providing supports for students
- Expectations of students and education professionals are high, with scaffolded support for all
- Data is shared across partnerships and is utilized to inform design and implementation

## Community Responsive

- Academic pathways and course sequences are designed to lead to a certificate(s), degree, and/or transfer requirements and meet the needs for labor demands
- Courses and curriculum are responsive to the cultural assets and structural challenges of our diverse community

# Unique Challenges for Dual Enrollment at SRJC

- 1 Amount of high school districts
  - Difficult to centralize and establish consistent practices
  - Varying board policy: permits or limits dual credit
- 2 Funding considerations
  - Enrollment
  - Difficult to grow the schedule
- 3 Technology systems
  - SIS limitations
  - Time required to create homegrown tools from scratch

# Early Phase

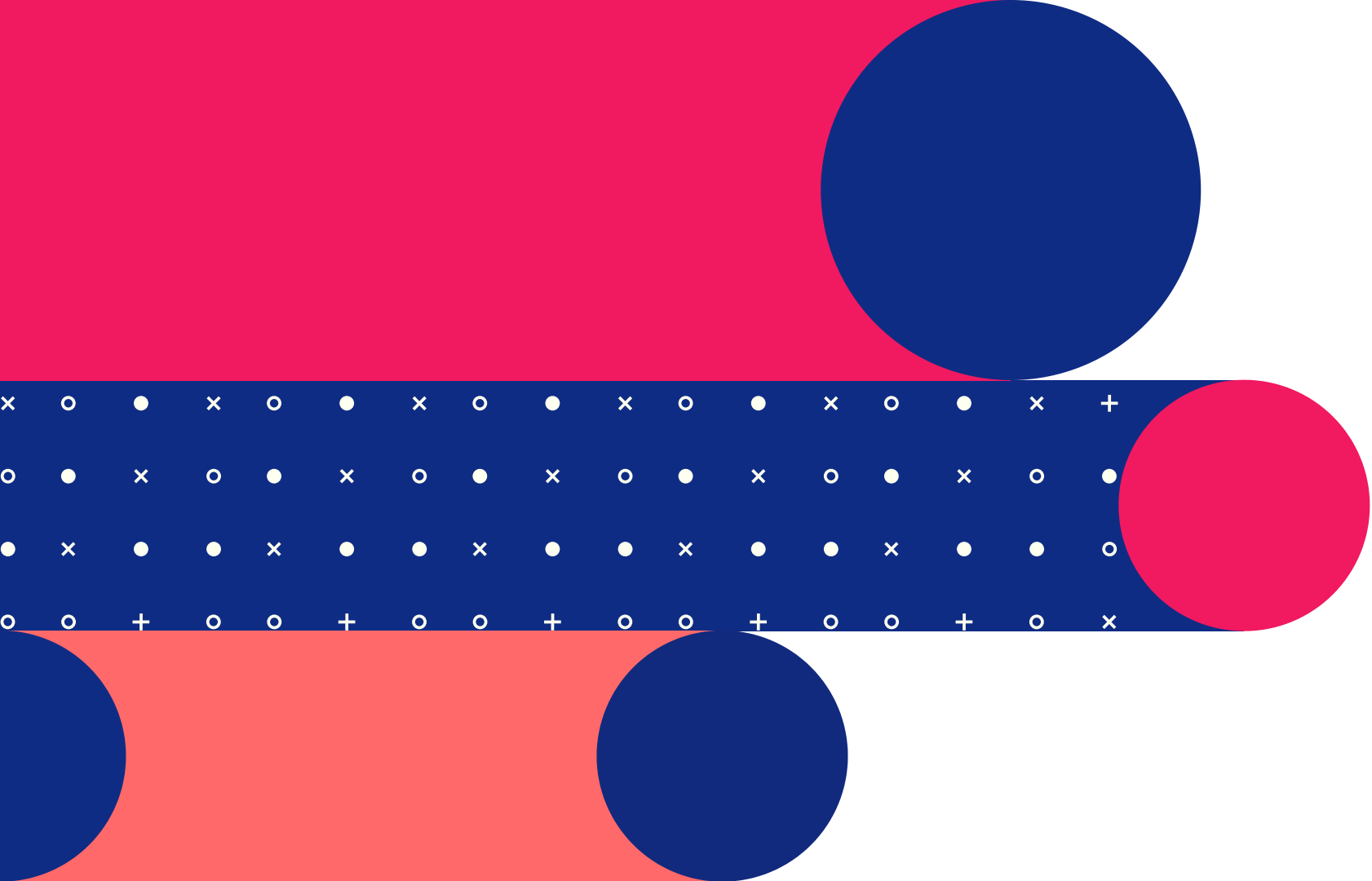
## Inventorying

- What's happening in our region?
- What are other colleges doing?

## *Next Up...*

- Laying the groundwork





# Laying the Groundwork

1

Building Trust

2

Assessing  
readiness

3

Greasing the  
wheels



# Early College Credit (ECC) Convenings

**SRJC**  
Career Education  
Faculty and  
Administrators

**Sonoma County**  
CTE Teachers,  
College and Career  
Coordinators, High  
school administrators  
and counselors

# Accomplishments

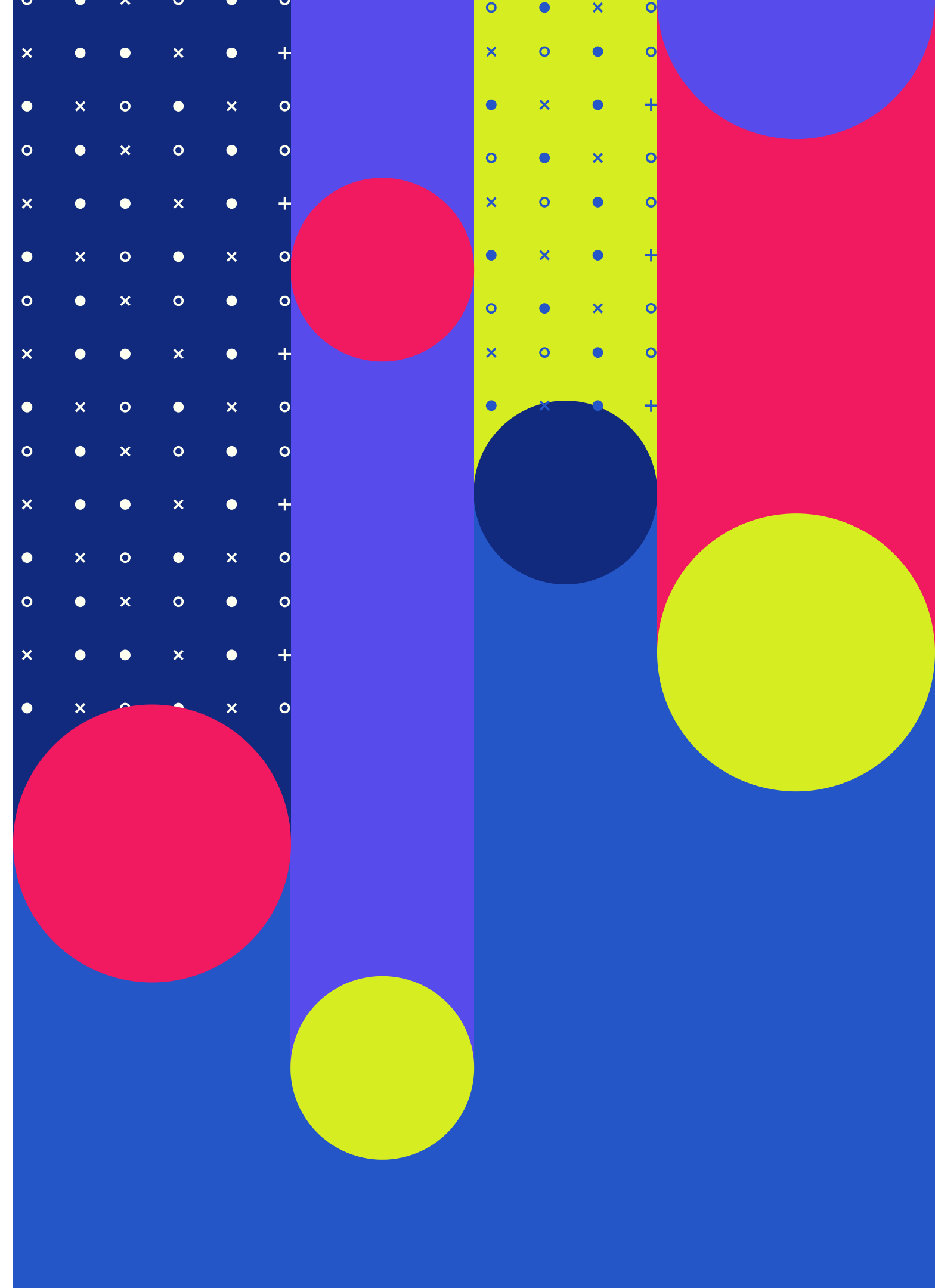
- SWP Early College Credit Internship Capstone
  - 4-high school pilot
    - Petaluma High
    - Piner High
    - Sonoma Valley High
    - Tech High
  - 3-course dual enrollment sequence culminating in a Work Experience internship course senior year of high school
- High School Articulation Agreements
  - 8 agreements completed in Spring 2021
  - 200+ students eligible for ECC

# Early College Credit Articulation Agreements

2021 - 2023

1. Adobe Photoshop I (CS 70.11A) - Laguna High School
2. Basic Animal Science (ANSCI 20) - Healdsburg High School
3. Basic Animal Science (ANSCI 20) - Vintage High School
4. Beginning Welding (WELD 170) - Petaluma High School
5. Clothing Construction I (FASH 70A) - Rancho Cotate High School
6. Developmental Trends of Children Under 3 (CHLD 110.1) - Healdsburg High
7. Developmental Trends in the Child 3-5 Years (CHLD 110.2) - Healdsburg High
8. Web Development I (CS 50A) - Laguna High School

*...Seven (7) more in the pipeline, including:  
Ag, Digital Film, Hospitality*



A decorative graphic on the left side of the slide. It features a dark blue background with three vertical stripes: a red stripe on the left, a yellow stripe in the middle, and a blue stripe on the right. The red stripe contains a grid of small black symbols (x, o, +, •). Large, semi-transparent circles in blue, red, and yellow are overlaid on the stripes. The blue stripe has a large yellow circle at the bottom, a red circle in the middle, and a blue circle at the top. The yellow stripe has a red circle at the bottom and a blue circle at the top. The red stripe has a blue circle at the bottom and a red circle at the top.

# Next Steps and Opportunities

- 1 SWP Articulation agreements
- 2 Adult Education dual enrollment (SB 554)
- 3 College and Career Access Pathways (CCAP)
- 4 Non-CCAP dual enrollment cohorts

# What's Needed and How You Can Help

## Embedded Student Supports

Without cohorting or batching students together by school or discipline, students are expected to blend into the college courses with other college students. I believe that it is our institutional responsibility to equitably serve all students, in this case dual enrollment students who may need extra academic and personal supports while they are developing the skills to be a successful college student. This is particularly important for 1st Gen and socioeconomically disadvantaged students.

## Scheduling Considerations

- Online (asynchronous) for general education
- After school hours for in person (such as Career Ed)
- (Courses can be offered during the bell schedule through a CCAP agreement).

## Pedagogical Considerations

- Need to meet the developmental needs of emerging adults (typically 16-19 yrs.)
- Trauma Informed and Responsive Approaches to teaching
- "Humanizing Classrooms" and Classrooms of Care

## Enhance What's In Place

- Enhance current non-CCAP "concurrent" enrollment model while preparing for formal agreements.
- Engage faculty in conversations (articulation, dual enrollment) where possible.

Questions?

*Thank you!*