

# Striving for Equitable Completion: Strengthening Dual Enrollment in California

There is increasing momentum across California for doubling down on dual enrollment which will lead to increasing numbers of high school students having the opportunity to take college courses and earn college credit. As greater investment of time and resources is made into dual enrollment, taking time to understand promising practices and areas to improve implementation is essential. In 2022, with support from the Stuart Foundation, Engage R+D and Career Ladders Project developed [Learning Priorities for Advancing Equitable Dual Enrollment in California](#) in which five priority areas for future learning related to dual enrollment were identified.

As a subsequent step in the learning effort, this brief ventures deeper into conversation with a range of K-12 educators across California to learn more about how equity is being addressed, what is working well, challenges faced, and opportunities to strengthen dual enrollment programs.

# INTRODUCTION

With funding from the [Stuart Foundation](#), [Engage R+D](#), an evaluation and learning firm, partnered with [Career Ladders Project](#) (CLP) to explore more about how to effectively scale [equitable dual enrollment](#).

In this brief, we elevate findings from this research for the broader benefit of educators, practitioners, funders, and community-based organizations working in the education space.

## What is dual enrollment?

Dual enrollment (DuE) is when a high school student is also enrolled in a college course. There are many different [structures for dual enrollment](#) in California but they share some common characteristics:

- College courses can be at the school site or on college campuses.
- DuE introduces students to postsecondary education.
- DuE is offered at a low cost or no cost to the student.

[Dual Enrollment for Equitable Completion](#) (DE4EC) is an initiative that brings together researchers, advocates, intermediaries, technical assistance providers and capacity builders, system offices and networks across California with a common focus on exploring and scaling dual enrollment as a strategy to increase equitable postsecondary completion.

## Why is dual enrollment important?

[National](#) and California-based studies have reported that students who participate in dual enrollment programs have:



- Higher grade point averages
- Greater preparation for and understanding of skills needed to attend college
- Improved cognitive and noncognitive performance
- Increased college persistence and college completion

## What does dual enrollment mean for equity?

Dual enrollment programs can be **particularly beneficial for students who are in low income earning households, students of color, or first-generation students**. Structured DuE programs, like College and Career Access Pathways (CCAP), are demonstrating more [equitable access](#) and a [higher percentage of students continuing on to a community college](#). While growth is evident across all student groups, disparities in participation levels across different racial/ethnic and other subgroups persist. Black, Latinx, and Native American students are too often [locked out of dual enrollment](#).



# METHODS



**Interviews with K-12 Education Leaders.** In June 2023, with input from Career Ladders Project, Engage R+D interviewed **seven K-12 educators** (counselors, instructors, and administrators) throughout the state to hear about dual enrollment successes and sticking points as well as their ideas about the best ways to gather data and share findings about equitable dual enrollment with the field.

From December 2023 to February 2024, the team from Engage R+D conducted another series of interviews with **five K-12 educators** (three of whom also participated in the 2023 interviews) to more deeply explore how to effectively spread and scale equitable dual enrollment.



**Advisory Group with K-12 Education Leaders.** From October 2023 to March 2024, in partnership with Career Ladders Project, Engage R+D convened an advisory group comprised of **five K-12 educators** (two of whom also participated in the 2024 interviews). The group engaged in discussions regarding areas of inquiry, design of data collection efforts, collective sensemaking of the findings from the interviews, and strategized on how best to share key learnings with the field.

Key issues, examples, and findings from the interviews and advisory group discussions are highlighted in the subsequent sections of this learning brief.



# CONTEXT



This work was initially designed to explore to the following learning questions:

- What **constitutes effective dual enrollment** and how to **measure** success?
- In what ways can **equity practices and outcomes** be strengthened?
- How are programs **braiding staff and resources** together? What **partnerships** (school districts, community colleges, and community-based organizations) need to further expand programming?
- How can the **enrollment process** locally and statewide be streamlined and strengthened?
- What **system conditions** need to be in place to maximize impact and effectiveness?

This report was designed to highlight the perspective of educators immersed in the complex work of implementing dual enrollment in various contexts. It also creates space to elevate what practitioners want to share with the field.

The following sections include a summary of what educators lifted up regarding **access and support, intentional outreach, staffing and professional development, coordination and policy,** and **funding**. Each section includes an overview of what is working , what's challenging, and suggestions for what can help.



We encourage readers of this report to be mindful that we spoke with a small group of K-12 educators. Rather than just elevating themes, this report also includes examples. The hope is that other educators continue to build and iterate on what is being shared, adapting it to their unique context. This report may also inform system leaders' understanding of what is currently underway in relation to dual enrollment.

# HOW ARE EDUCATORS DEFINING EQUITY IN THE CONTEXT OF DUAL ENROLLMENT?

As a foundation for the conversation, educators were asked to describe how their districts or sites define equity in relation to dual enrollment. Each interview participant described equity differently and most said their school or district didn't have an official statement. While most referenced [race/ethnicity](#), others referenced [gender, sexual orientation, socioeconomic status, students with disabilities, and access to opportunity](#) based on geographic location. There was also one instance of equity being defined as equality. Examples of the range of definitions of equity are included below.

"The intent is for our **students that don't see themselves as college going as having that opportunity**. We're looking at our data...most of our district is low income and Hispanic, so we're reaching those students well. However, our male to female ratio is disproportionate. The other piece is the opportunity depending on the high school. So **regardless of the high school or the area you live in, you have the same equitable access.**"

"Our students who are **homeless, foster youth, special education students, or LGBTQ community**, and our students that have a **learning disability**. Those are the populations that I think of when we think about equity."

"[Equity is] ensuring that every single student, that **all students have equal access to opportunities to access dual enrollment.**"

"We're realizing it's a little too broad. We've been saying Black, Latinx, and Pacific Islander students. We're getting a lot more nuanced in our language and understanding. I'm making a big point of saying low income and first generation...we're disciplining ourselves to be very **focused on specific populations that are not currently doing as well.**"



# ACCESS & SUPPORT

## What's Working?

"I was shocked, 35% of the graduating class had taken one or more dual enrollment courses. We're definitely blowing open access for kids in a way that AP just didn't. I'm proud that we're not a gatekeeper program."

As we explore what is working in dual enrollment programs, we begin with the ways that institutions are embedding access at the school district level through Local Control Accountability Plans (LCAP) and differentiated supports at school sites.



### Integration with District Local Control Accountability Plan (LCAP)

In California, LCAPs are three-year plans which specifically address the districts plans to support student outcomes as it relates to students from diverse backgrounds and special populations such as foster youth, English learners, and students who are economically disadvantaged. We asked educators how dual enrollment is reflected in their LCAP and they shared their school districts are:

- Including language about differentiated supports to ensure student success and support special populations.
- Explicitly linking dual enrollment and college and career readiness in the plan.
- Emphasizing partnerships needed to support dual enrollment.



### Student Support at the High School

In support of equity, school districts are providing access to dual enrollment and are pairing enrollment with differentiated academic supports. An educator shared that in preparation for their next LCAP cycle, within their plan "*Equity [is] throughout especially regarding English language learners.*" Another educator shared that in the next academic year, they plan **to transition to a seven-period day for students to have more access to dual enrollment** and to make room for an additional support class, which is especially helpful for English language learners or students with disabilities. One school has six periods a day for their students. For a three-unit course, three days a week are dual enrollment. The other **two days are embedded enrichment and tutoring** for students. It's their time to do their homework and attain additional support.

Students are also being **supported by their high school counselors**. At one high school, one-fourth of the counselors have dual enrollment as a "*major responsibility.*" They manage applications, scheduling, and organize all the DuE paperwork for the program.



# ACCESS & SUPPORT

## What's Working?



### Access to Post-secondary Student Supports (Tutoring, Counseling, Workshops, and College Tours)

Dual enrollment programs are also integrating resources at the college level to support students. They are offering the opportunities that exist for adult college students, such as tutoring, access to counseling, and workshops to enhance academic success. An educator shared that their students are encouraged to **use the resources, at both the college and high school level.**



In a specific example of engaging in college support, one instructor shared that **one of their class assignments is for students to have a meeting with a college counselor** to develop an abbreviated or comprehensive educational plan which is a critical piece of a student's journey at a community college.

There are also specific access challenges associated with where school districts are located that are being addressed by dual enrollment programs. For example, an educator from a rural district mentioned that they **have the college counselors on high school campuses one day a week**, so students have access to that college support on-site.

In alignment with the goal of helping students see that they belong in college, one educator also shared that they are **also leveraging the dual enrollment relationship with their local community college to arrange campus tours.** This helps students see themselves as college students and brings to life the opportunity that is available to them in their community.

# ACCESS & SUPPORT

## What's Challenging & What Can Help?

- **Dedicated college dual enrollment director and counselor.** Not all colleges have staff dedicated to dual enrollment, yet having a director who only handles DuE has been integral to the success of many programs. In addition, a counselor that is exclusively working with the needs of the sites for dual enrollment would complement the work of the directors at the high school. The counselor could serve as students' *"go-to person for anything dual enrollment related like clearing for prerequisite courses or creating abbreviated plans with high school students and really understanding the population."* The college level director and counselor could coordinate with K-12 to identify and plan professional development opportunities that integrate and align with the existing school district calendar to support relevance and timeliness.
- **Designing pathways and scheduling for success.** Providing access to introductory courses that have proven to support persistence and completion are challenging because they are often in high demand and there are limited instructors available to teach these courses via CCAP partnerships. Student may attempt individual DuE and this can result in inequitable experiences due to lower enrollment prioritization compared to other adult learners, costs associated with individualized dual enrollment, and further marginalization. Even in if there is an available instructor, onboarding processes and scheduling challenges are limiting access and creating disparities.

Another issue raised is the difficulty assigning instructors when faculty have varying levels of availability that compete with high school days and times. One educator reflected how *"it's challenging for schools to build dual enrollment programming around this level of uncertainty around that lack of availability. That inevitably has impacted what we're able to do around dual enrollment."*





# INTENTIONAL OUTREACH

## What's Working?



### Data-informed Outreach & Intervention

Educators are using data to support dual enrollment program outreach, expansion, and intervention in multiple ways. An educator shared that “*prior to the pandemic, we started to dive into that data and rethink our recruitment practices [in relation to dual enrollment].*” That practice is now embedded in their work. Another educator shared that their district collaboratively developed a data dashboard. This allows them to focus on Latinx students and specifically students who have recently immigrated to inform how additional supports are provided. They also described how they examine other student groups that may benefit from dual enrollment but might be less engaged. They invite those students to participate in activities such as rallies to encourage them to participate in programs like dual enrollment and to get them excited about available opportunities.

While reflecting on the importance of outreach, an educator shared the importance of **early outreach and making information available to families sooner than high school.**

Another educator shared that outreach is “*about students and families being aware of the opportunity, understanding what it means for their own or their child's readiness and potential for success in post-secondary.*”

“Outreach is very important and educating students early on...like maybe middle school if not even younger to make both families and students aware of our options at the high school.”



# INTENTIONAL OUTREACH

## What's Working?



### An Explicit Focus on Young Men of Color

In support of equity, there is more **deliberate and intentional engagement of young men of color**. An educator shared that they noticed in their district, despite having a small African American student population, African American males were not accessing dual enrollment proportionately. Based on this finding, the district shifted its practice to specifically collect data for African American males and **redesigned recruitment processes to increase their participation** in dual enrollment.

Another educator noticed that young men of color were not experiencing the same access to dual enrollment in their school district. They noticed that it was a counselor's "*gatekeeping behavior*" and realized the power that counselors hold when it comes to increasing access to dual enrollment. They shared, "***We're the ones that have so much power in advocating and really pushing the students to enroll in whatever sequence of courses or pathways. It's important to get the counselors on board because we're the ones that are directing or either allowing or not allowing students to access different programs.***"



# INTENTIONAL OUTREACH

## What's Challenging & What Can Help?



“People that are working within dual enrollment, they know how great it is, but no one outside of it does, **no one really talks about it.**”

- **Dedicated staff and resources to promote dual enrollment.** Despite efforts of educators to develop and scale dual enrollment programs, raising awareness about the benefit of dual enrollment continues to be a challenge for many. *“They say if you're not constantly evaluating something, it's not at the forefront of conversation, it's ignored. I think that's happening a little bit. I feel like in our district, we just don't have the champions. We don't have anyone talking about it, going to board meetings, and sharing out some of the huge successes that we're having with dual enrollment,”* reflected one educator. The reality is the teachers have full plates and could use support in connecting with families to provide more information.
- **Leveraging high school counseling staff to support students with the enrollment process.** The application and registration process for dual enrollment is frequently referenced as highly [cumbersome](#). Some districts have counselors with dual enrollment registration responsibilities such as preparing batch registration lists for the college and the ability to sign forms to grant students permission to enroll. This is especially important so that students who may be apprehensive about taking the coursework are not left waiting or forced to navigate the process on their own.
- **Proactively address barriers to program expansion with evidence of program success.** There are administrators who want to ensure that their students are going to be successful who set up barriers to dual enrollment based on deficit-minded assumptions. One educator shared that conversations with this type of leader are great opportunities to share evidence from other schools and programs to increase buy-in.



# STAFFING & PROFESSIONAL DEVELOPMENT

## What's Working?



### Dedicated staff for dual enrollment

Multiple K-12 educators noted how crucial it is to have a designated dual enrollment coordinator at the high school level. Schools have received grants that have allowed them to have dedicated staff that focus exclusively on dual enrollment. This has been pivotal in their ability to expand programming.

One promising practice that was highlighted is having **a teacher on special assignment to be a part of the central dual enrollment team**. They visit classrooms and make sure that things are going well. They also directly support students when they can. In the example the educator shared, this teacher brings valuable instructional expertise to the role which augments the work of the dual enrollment manager whose background is in counseling.

Another useful position is having someone serve as an **intermediary between high schools and colleges**. A key part of this role is to look ahead and help with planning so there aren't "*random acts of dual enrollment or unit accumulation of things students don't need*," explained an educator familiar with the position. This intermediary also has a counselor on special assignment at the district level working alongside them.



### Mentorship for K-12 teachers

Connecting instructors who are new to dual enrollment with a mentor at the community college level has been particularly supportive. Educators shared that **the most valuable and productive sessions are focused on navigating emerging issues** versus broader check-ins. One example of how this has unfolded in practice is when instructors have concerns that students are not succeeding, the mentor has helped provide guidance about how to approach it with the student and with the parent while maintaining confidentiality. It is important that clear expectations and guidelines for mentors of new instructors are established by the colleges.



### Bridging learnings between high school and college

An example of collaboration in action is **a literacy specialist who is facilitating sessions with community college faculty** who teach dual enrollment to help strengthen the faculty's instructional capacity for teaching high school students.

# STAFFING & PROFESSIONAL DEVELOPMENT

## What's Challenging & What Can Help?

- **Employ strategies for ensuring passionate and qualified dual enrollment instructors are in place in a timely manner.** One K-12 educator described how they wait to make a recommendation until they see the teacher in action to determine if they are a good match for teaching students at the community college level. Educators explained the importance of understanding how equity underpins dual enrollment and being committed to equitable teaching practices. *“Embedded tutorial isn't just ‘Open up your laptops, do Canvas, and don't talk to me.’ It should [include] small groups and individualized support. So the right person is important.”* Even when an instructor has the high school's recommendation, some schools face barriers getting approval from the college. Instructors may be assigned late causing minimal time to get oriented in Canvas. Proactively addressing potential delays in the instructor hiring process would help ensure a smoother and more effective process.
- **Clearly communicating college policies at the time of onboarding.** College policies differ from high school policies, in terms of grading for example, and it's imperative that new instructors, especially those coming from high school who meet the college qualifications, are aware of the differences from the start.
- **Develop new/more roles (e.g., outreach, instructional assistants, and designated counselors) to support dual enrollment students.** For example, having an instructional assistant could help in a setting with students with special needs to provide extra support in real time in the DuE class.
- **Offer dual enrollment instructors' relevant professional development.** Training, resources, and information that support effective teaching practices (balancing deep content knowledge and engaging pedagogy), curriculum development, data use, and how to navigate the various platforms used for dual enrollment are particularly helpful. One educator explained how a new dual enrollment instructor training that is a combination of an offering by the college and the high school could be helpful. For example, the college could walk them through the course outline of record and how to navigate the systems and platforms. On the high school side, they could delve into what high quality tutoring looks like.

**“Hands-on learning for the [learning] management system** like Canvas [would be helpful]. When you first start, you're playing around with it on your own. It's not intuitive for all of us. Having someone guide you and say, ‘Hey, this is how I did it.’ I think that goes a long way.”

# COORDINATION & POLICY

## What's Working?



### Frequent dialogue about what is needed

Authentic communication amongst the various individuals involved in dual enrollment is critical. One educator explained that *“Part of our secret sauce has been having consistent, trusting dialogue and push-pull around what the need is and making sure we really understand it. What's the skill our person needs to have in order to meet what's needed at the school?”* This type of challenging but necessary communication and coordination in one district created the conditions for them to bring in a teacher on special assignment with instructional expertise who floats between DuE classes to support students.



### Reviewing data with key stakeholders

In addition to engaging in frequent dialogue about what is needed, conversations also need to be informed by data across stakeholders. Educators described the value of sharing dual enrollment success data by school and subgroups with the counselors, school, and district as an effective strategy for keeping everyone in the loop on what is happening.



### Streamlining processes for more timely registration

One approach shared is having a designee from the DuE team be the point person for assembling and signing forms to expedite registration for students. This helps to address lack of clarity regarding who should sign forms and can reduce time delays if students are waiting for a vice principal or another senior leader to sign off. Another educator shared that they pre-register students for a high school classes as a holding place in the next academic year during January and February so that the college courses are reflected in their high school course schedule in preparation for registering for the official college course.



### Establish collaboratives with key stakeholders

Bringing together the various key stakeholders in the education ecosystem to advance the work was described as a practice that has been working in one region. An educator shared that they *“nurtured”* a regional collaborative that includes post-secondary teams - counselors, college and career readiness specialists, work-based learning specialists, and community-based organizations - that focus on college access.



### People in leadership positions who are champions of DuE

Since leadership buy-in is so critical in communication and coordination, an educator shared that you should *“have someone with the vision who can bring people together, push for the expansion of dual enrollment, and share the wins and the challenges.”*



# COORDINATION & POLICY

## What's Challenging & What Can Help?

- **Design dual enrollment programs with policies that account for the unique needs of student populations.** Some dual enrollment programs include specific policies (requiring 25 students per section, compliance with instructional minutes, and language access issues) which might not work for students at alternative education sites, English learners, or for students with disabilities. In other instances, when students have navigated and accessed dual enrollment independently, non-CCAP coursework may not be deemed eligible to meet high school graduation requirements. Instead, use backwards design or mapping approaches that account for specific barriers they may encounter with or in the program.
- **Clear policies and goals at the district level.** There is a need for more clarity, communication, and awareness regarding policies and goals related to dual enrollment. It would also be beneficial to create presentations or materials to share with board members, so they have more information and a better understanding of dual enrollment.
- **Clear and effective channels of communication between school district and college staff.** Educators agreed that it is a “two-way street” and having clear and consistent communication channels between districts, as well as engaging staff involved, is crucial to the success and expansion of dual enrollment. Bringing everyone to the table to talk through the differences in systems and policies can support common understanding and create solutions. Grades are an example of a key discussion topic.
- **Consider dual enrollment boost to high school GPA.** Educators argue that if students receive a high school GPA increase for AP courses, the same should apply to dual enrollment courses. They recognize it is ultimately a local decision. Some districts have adopted a GPA bump, whereas others have decided not to do so. It is worth noting that the [CSU application](#) automatically gives students “one honors point” for college coursework.
- **Provide high school counselors access to student grades.** Educators shared that high school and college counselors do not always have access to their own students grades in dual enrollment courses because of inconsistent interpretations of FERPA, while other partnerships allow high school counselors access to students grades in Canvas. Consequently, some high school counselors visit DuE classes and have students pull up their grades to do a grade check and monitor their student progress. There is a need for a systematic way to track progress.

# FUNDING

## What's Working?



There are multiple sources of funding to develop and strengthen their dual enrollment programs.

**Perkins Funding** is federal funding to “improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.” Educators shared that they are finding ways to **make classes eligible for Perkins funding** and have achieved some success.

**The Golden State Pathways Program (GSPP)** is a one-time grant to school districts which will promote pathways in “**high-wage, high-skill, high-growth**” areas and successfully transition from high school to college and career, including at least 12 units of college credit while in high school. Educators shared how they plan to use GSPP funds to bring new staff members on board that can serve in dedicated dual enrollment positions.

**Career Technical Education Incentive Grants (CTEIG)** are awarded to districts to **support transitioning students from K-12 to employment and postsecondary education**. One educator shared that CTEIG funds are being used to pay for a partial dual enrollment manager because they are increasingly working on CTE.

**K-12 Strong Workforce Program** was designed to “create, support, or expand high-quality CTE at the K-12 level.” Educators shared that they use Strong Workforce funds to pay for some of the **staffing, the transportation for students, and to pay for materials** (e.g., boots and coveralls) students need for their classes.

**College and Career Access Pathways Grants (CCAP)** are one-time funds available to support the development of CCAP dual enrollment programs. Educators highlighted these dual enrollment focused grants that they’ve used to cover **materials** connected to programming.

**California Partnership Academy Grants** support three-year programs (grades 10 -12) that incorporate integrated academic and career technical education, business partnerships, mentoring, and internships. An educator shared how they are bringing the dual enrollment supports into the pathways that **fund time for teachers to support dual enrollment coordination efforts**.

# FUNDING

## What's Challenging & What Can Help?

- **Integrate dual enrollment work with LCAP to leverage funding.** An educator suggested that their peers advocate for the school districts to align dual enrollment initiatives and integrate them into the LCAP report. LCAP guides their work and LCAPs are connected to resources. They shared *“I think that's the biggest leverage. Also, helping the districts get grants for personnel that can be laser focused on dual enrollment at the district level, [and] at the school level.”*
- **Combine funding sources to support program development and expansion.** Lack of funding and insufficient resources are not new challenges, but educators are finding ways to leverage resources by combining multiple sources of funding. For example, an educator described the way they are using CCAP grants to support their pathways work with the hopes of braiding in GSPP funds if awarded, *“We've been able to use CCAP (funds) for some of the materials and that sort of thing connected to dual enrollment. And then we strategically [hope to use GSPP funds] to offset the cost of Pathway staff at schools so they can focus on coordinating dual enrollment supports at schools.”* This approach could yield salary savings, that would allow the school to do other strategic work in pathways that connect to dual enrollment. Another educator shared how a parcel tax had been paying for both central dual enrollment staff, but now they're paying for them out of CTEIG and K-12 Strong Workforce funds. Educators also shared how funds from private philanthropy can be paired with public funds to expand or strengthen programs.

“My recommendation is to specifically call it out in the LCAP because the LCAP becomes a guiding document for the work that we do.”





# STUDENT REFLECTIONS

As K-12 educators reflect on their dual enrollment work, some are vacillating between gratification about the strides that have been made and unease about “*whether we are serving the kids we need to be serving?*” while considering the untapped potential of students. For students participating in dual enrollment, the growth in **confidence and belief** in their own college success is especially inspiring. “[*Students*] are understanding how, if they do the work and put the effort in a course, they’ll end up with college credit,” explained one educator.

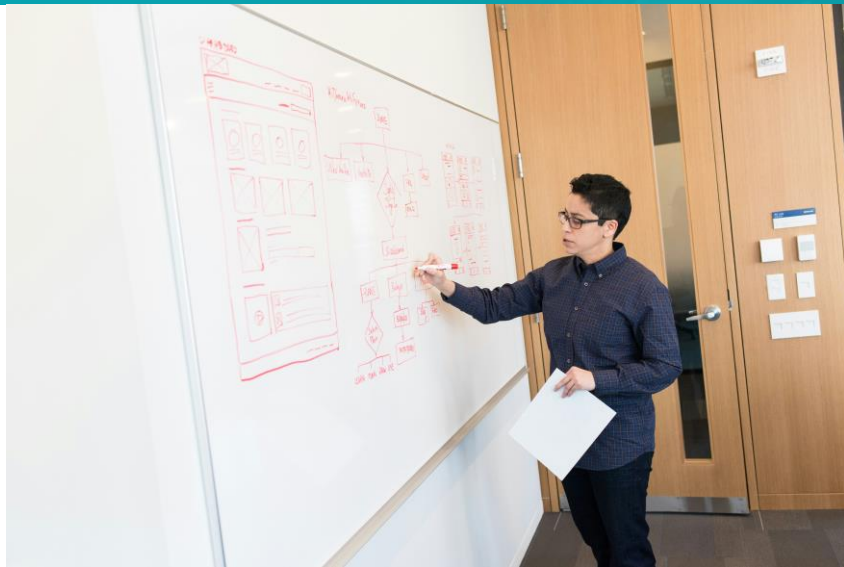
“Working with those students that traditionally wouldn’t see themselves as college going, and then seeing them brighten up when they think, ‘You know, I never thought college was for me, but after doing this class or after taking these courses, I think **I see education in my future**’...it’s just having students feel competent and feel able to be successful in college courses. That’s the biggest thing for me.”

“I got an email from my student that said, ‘I want to take classes next semester from 8:30 to 3:30. What do I need to do so I can prepare myself?’ Those are the things that make your heart definitely smile because that’s what you want, the **students to advocate for themselves and for them to feel confident and comfortable** to come to someone to ask those questions.”

“As I was talking to [one student], her eyes were just sparkling [and] light bulbs [were] going off. “What? I get a GPA boost in a semester, and a semester’s worth [of] credits, which is the **equivalent of an entire year’s worth of a course?**” We’ve, in a short period of time, managed to really show that it’s a great thing for kids.”

“Some of the students have told me, ‘I hadn’t really considered going to [college], but after seeing how these classes have already allowed me to check off a box of whatever GE requirements, I now see what it would take. I feel like I’m ready. **I’m ready to start.**’”

# CLOSING



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In our interviews with educators, we sought to learn about the following learning questions.

- What **constitutes an effective dual enrollment** and how to **measure** success?
- In what ways can **equity practices and outcomes** be strengthened?
- How are programs **braiding staff and resources** together? What **partnerships** (school districts, community colleges, and community-based organizations) need to further expand programming?
- How can the **enrollment process** locally and statewide be streamlined and strengthened?
- What **system conditions** need to be in place to maximize impact and effectiveness?

Ultimately, identifying the system conditions necessary to maximize impact and effectiveness was a challenging question to answer partly because interview participants are not working at the system level and also because the California Community College system is the largest system in the country with complex governance structures and policies.

As with most endeavors of this magnitude, there are more questions to be answered, more work to be done, and more students to engage, but educators are hopeful and inspired by the distances travelled to date and the promising journey ahead, in pursuit of the equitable expansion of dual enrollment in California.