



Institutional Effectiveness Report to the Planning, Accreditation, and Student Success (PASS) Committee

Districtwide Dual Enrollment System

July 2025



COMMUNITY COLLEGES
OF VENTURA COUNTY
Dual Enrollment

2025 INSTITUTIONAL EFFECTIVENESS (I.E.) REPORTS TO THE PASS COMMITTEE

The 2025 series of Institutional Effectiveness Reports to the Planning, Accreditation, and Student Success Committee highlights districtwide initiatives aligned with the district's four main strategic goals and supports a culture of data-informed decision-making and continuous improvement. The tentative 2025 schedule of reports is outlined below:

1st Report, February 2025 (Strategic Goal #1: Culture): Districtwide Human Resources Professional Development and Training Plan

2nd Report, July 2025 (Strategic Goal #2: Student Access): Districtwide Dual Enrollment System

3rd Report, August 2025 (Strategic Goal #4: Economic and Workforce Development): Building an Economic and Workforce Development Ecosystem

4th Report, November 2025 (Strategic Goal #3: Closing Equity Gaps): Equity Efforts Across the District

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EXECUTIVE SUMMARY

The second 2025 Institutional Effectiveness (I.E.) report to the PASS Committee supports the [District's Strategic Goal #2: Increase equitable access and success for all students](#) and presents an in-depth look at the process of developing a Districtwide Dual Enrollment System. This aligns with [Vision 2030 from the California Community College Chancellor's Office \(CCCCO\) and their Goal #2: Equity in Access](#), which aims to broaden higher education opportunities and increase enrollment, especially for underserved Californians. The Ventura County Community College District (VCCCD) has developed a comprehensive approach to dual enrollment that prioritizes equity, access, and student success. Key highlights from the report are below.

Key System Components and Achievements

- **Strategic Vision**: Established a dual enrollment vision emphasizing intentional, embedded College and Career Access Pathways (CCAP) that lead to postsecondary success for all students, focused on historically underrepresented populations or students who may not yet see themselves as college bound.
- **Collaborative Leadership Structure**: Created a two-tiered leadership approach with a Districtwide Dual Enrollment Team for high-level guidance and a Working Group for operational implementation.
- **Strong K-12 Partnerships**: Launched a strategic partnership with Ventura County Office of Education (VCOE) and local high school districts to align with shared goals and implementation strategies.
- **Communities of Practice**: Facilitated four countywide convenings bringing together nearly 100 stakeholders from K-12 and community college systems to strengthen collaboration and share best practices.
- **Data-Informed Decision-Making**: Developed dynamic dashboards showing dual enrollment participation, outcomes, and equity gaps, enabling targeted interventions and strategic planning.
- **Early College On-Ramp Strategy**: Identified core building blocks of a scalable dual enrollment program focusing on college-level English and math. These “gateway” courses support multiple pathways to college and career success.
- **Streamlined Enrollment and Registration Process**: Implementing DualEnroll.com platform to reduce administrative barriers and improve student access to dual enrollment opportunities.

Key Next Steps for the Districtwide Dual Enrollment System

As VCCCD continues to expand and strengthen its dual enrollment program, the district office – with support from the Dual Enrollment (DuE) Team and Working Group – will focus on the following critical initiatives:

- Fully implement DualEnroll.com to streamline the student application and registration process.
- Revise and update partner agreement templates to align with current legislative mandates and reflect evolving partnership needs.
- Refine dual enrollment pathway models and identify best practices to support consistent, scalable implementation across sites.
- Update administrative policies affecting dual enrollment to ensure continued compliance with legislation and consistency across districtwide dual enrollment operations.
- Build and strengthen partnerships with key external organizations including Ventura County Office of Education (VCOE), Workforce Development Board (WDB), Career Ladders Project (CLP), and other community college systems.
- Collaborate with the American Federation of Teachers (AFT) to ensure transparency, consistency, and alignment with bargaining obligations relevant to dual enrollment.
- Coordinate future communities of practice with high school partners to share best practices and solve implementation challenges collaboratively.
- Continue to refine and expand districtwide data dashboards to identify equity gaps, measure program outcomes, and inform continuous improvement efforts.

INTRODUCTION

The 2025 series of Institutional Effectiveness reports to the Planning, Accreditation, and Student Success Committee presents selected initiatives across the district aligned with strategic goals. The goal of the I.E. reports to the PASS Committee is to present data and initiatives across the district, developing and strengthening a data-informed culture for decision-making and continuous improvement. As outlined in Phillips and Horowitz's (2019¹) *Creating a Data-Informed Culture in Community Colleges*, the continuous improvement cycle has four stages: assessment, planning, implementation, and progress monitoring. The previous series of I.E. reports to the PASS Committee, from the 2023-2024 academic year (available through the VCCCD Institutional Effectiveness website), highlighted data aligned with the four main districtwide strategic goals and represented this cycle's "assessment" stage. The 2025 series of reports represents the "planning toward implementation" stages of continuous improvement and presents planned initiatives that build upon the data and assessment.

The second 2025 I.E. report to the PASS Committee was developed in partnership with the Districtwide Dual Enrollment Director, with many thanks to each college's leadership team and the Districtwide Dual Enrollment Working Group for review and feedback. This report aligns with the District's Strategic Goal #2: *Increase equitable access and success for all students* and presents an in-depth look at the process of developing a Districtwide Dual Enrollment System. This process is grounded in data and research, addresses equity and access, and focuses on building intentional embedded pathways that lead to success for all students. It also aligns with [Vision 2030 from the California Community College Chancellor's Office \(CCCCO\) and their Goal #2: Equity in Access](#), which aims to broaden higher education opportunities and increase enrollment, especially for underserved Californians. The following sections in this report include background on dual enrollment and the introduction of the College and Career Access Pathway Program, a timeline of building a districtwide approach thus far, leadership and vision, strategic planning and implementation, and key next steps.

The next page lists key definitions of dual enrollment terms used frequently throughout this report.

¹ Phillips, B.C. & Horowitz, J.E. (2019). *Creating a data-informed culture in community colleges*. Cambridge, MA: Harvard Education Press.



Key Definitions for Dual Enrollment

- **Dual Enrollment:** Dual enrollment refers to any student pursuing their high school diploma (regardless of age) while enrolled in a college course. At the community college, this student is referred to as a “special-admit” and, by law, cannot be charged a tuition or enrollment fee (currently \$46 per unit). Special-admit students require parental sign-off (if under 18) and approval from their high school principal or designee.
- **CCAP Program:** The College and Career Access Pathway (CCAP) program became law on January 1, 2016, to create additional opportunities “for pupils who may not already be college bound or who are underrepresented in higher education”. The goal of CA Ed Code 76004 (often referred to as “AB 288”) is to “develop seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.” Colleges may offer CCAP courses at the high school during the bell schedule and close them to the public. Students taking courses under a CCAP agreement do not pay for tuition, “small” fees (including the student center fee, health fee, representation fee and activity fee), or textbooks.
- **Non-CCAP:** Colleges can partner with local high schools to offer courses at the high school campus outside of the bell schedule. These courses are not required to create a “seamless pathway to college” nor to specifically create additional opportunities for underrepresented students. These courses are open to the public, cover a wide variety of disciplines, and help students explore or expand interests outside of high school. Under VCCCD’s Administrative Policy 5030, high school students do not pay tuition or “small” fees for these courses, though they may be responsible for textbook costs. These “off-site” courses require a non-CCAP Memorandum of Understanding between the college and high school districts.
- **Self-Select:** Students pursuing their high school diploma are eligible to “self-select” existing college courses, offered either on the college campus or remotely (synchronous or asynchronous). These courses are open to the public. Though all dual enrollment students are exempt from the tuition fee, students who self-select courses pay for textbooks and college “small” fees. Students who “self-select” existing courses are included in non-CCAP metrics (i.e., non-CCAP refers to existing college courses and those offered at the high school outside the bell schedule).



Key Definitions for Dual Enrollment, continued

- **Underrepresented Students:** As stated in CA Ed Code 76004, “underrepresented in higher education” includes, but is not limited to, first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. The State Chancellor’s office encourages community colleges to work directly with their local high schools to identify students who are not successfully transitioning to post-secondary education.
- **Online Courses (sometimes referred to as “remote”, labeled “distance education” at the colleges):** Distance Education refers to both synchronous and asynchronous course modalities. Synchronous learning occurs when a course is scheduled for a specific time of day, facilitating real-time interaction between the professor and students. Asynchronous refers to courses that are not bound to a specific class time and are delivered on Canvas, the VCCCD Distance Education platform. A key component of quality Distance Education is regular and substantive interaction between the student and professor, which may include facilitated discussions in Canvas and prompt, personalized responses on student assignments. The best practice for CCAP is to offer courses in person during the bell schedule, when students have the most opportunity to interact with faculty and support services.
- **CCAP Agreement:** College and Career Access Pathway agreements are between the community college district and high school district (not an individual college and high school). By law, the agreement must be approved by both district boards. The agreement must outline the total number of high school pupils to be served; the total number of full-time equivalent (FTE) students projected to be claimed by the community college district; the scope, nature, time, location, and listing of community college courses to be offered; and protocols for information sharing, joint facilities use, and parental consent. Planning cycles are annual, ideally occurring at least one year in advance. All three colleges are collaborating with their high school partners to create or amend agreements that cover Fall '26-Spring '27 pathways.
- **Non-CCAP MOU:** The non-CCAP Memorandum of Understanding (MOU) covers specifics related to “off-site” courses such as apportionment, shared facilities, insurance, and indemnification. These agreements are shared with the Board and signed by both the high school district Superintendent/ designee and VCCCD Vice Chancellor of Business and Administrative Services. MOUs are typically three years in length, with updated “course lists” attached each term.

BACKGROUND

Dual enrollment programs, which allow high school students to take college courses and earn college credit while pursuing their high school diploma, have become increasingly popular across the United States in recent decades. These programs represent a significant strategy in the larger effort to increase college access, affordability, and completion (Bailey & Karp, 2003²; Taylor, 2015³). Students who participate in dual enrollment programs have shown positive outcomes, such as higher high school graduation and college enrollment rates, and higher college GPAs compared to students who have not taken dual enrollment courses (Karp et al., 2007⁴, Allen & Dadgar, 2012⁵, An, 2013⁶).

Dual enrollment is an effective college readiness strategy that exposes students to college-level expectations and environments. The development of "college knowledge" has been identified as a key benefit, where students learn the norms, behaviors, and skills necessary for college success. This includes understanding how to interact with professors, navigate college systems, and meet college-level academic expectations (Karp, 2012⁷). Despite the benefits, research has identified significant equity concerns in dual enrollment programs. Taylor et al. (2015³) found that participation rates are often lower among historically underrepresented students.

The Aspen Institute and The Community College Research Center (CCRC) at Teachers College, Columbia University, have published recent reports presenting equity-based practices frameworks for building dual enrollment programs. The Aspen Institute's Dual

² Bailey, T., & Karp, M. M. (2003). Promoting college access and success: A review of credit-based transition programs. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

³ Taylor, J. L. (2015). Accelerating pathways to college: The (in)equitable effects of community college dual credit. *Community College Review*, 43(4), 355-379.

⁴ Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. (2007). The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states. New York, NY: Community College Research Center, Teachers College, Columbia University.

⁵ Allen, D., & Dadgar, M. (2012). Does dual enrollment increase students' success in college? Evidence from a quasi-experimental analysis of dual enrollment in New York City. *New Directions for Higher Education*, 2012(158), 11-19.

⁶ An, B. P. (2013). The influence of dual enrollment on academic performance and college readiness: Differences by socioeconomic status. *Research in Higher Education*, 54(4), 407-432.

⁷ Karp, M. M. (2012). "I don't know, I've never been to college!" Dual enrollment as a college readiness strategy. *New Directions for Higher Education*, 2012(158), 21-28.

Enrollment Playbook (2020⁸) highlights five principles to advance equity in dual enrollment: “(I) Set a shared vision and goals that prioritize equity, (II) Expand equitable access, (III) Connect students to advising and supports that ensure equitable outcomes, (IV) Provide high-quality instruction that builds students’ competence and confidence, and (V) Organize teams and develop relationships to maximize potential” (p. 11).

Building from these Aspen principles and research, the CCRC has developed a framework for rethinking dual enrollment. This framework is called DEEP, or Dual Enrollment Equity Pathways, and focuses on four areas: “(1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support” (p. 1, Fink & Jenkins, 2023⁹). As part of this framework, the authors call for shifting the focus from presenting dual enrollment as “programs of privilege” or “random acts” to strategically targeting outreach to students underrepresented in higher education and high schools with lower college enrollment rates. The figure below shows an example of this mindset shift.

Figure 1. Representation of Dual Enrollment Mindset Shift from the CCRC DEEP (Dual Enrollment Equity Pathways) Framework (Fink & Jenkins, 2023, p. 10)

CONVENTIONAL MINDSET		DEEP MINDSET
DE courses made available to students who are already college bound	➤	Active outreach and support for underrepresented students and families starting in middle school
Focus mainly on strengthening students' academic preparedness for college	➤	Focus also on building motivation for college by helping students explore interests and begin to develop an education/career plan
Offerings mainly emphasize general education courses	➤	Offerings also introduce students to high-opportunity postsecondary pathways through program foundation courses
Focus on achievement of academic content standards	➤	Added focus on helping students become confident college learners through active teaching/learning
High school CTE focused mainly on immediate post-high-school employment	➤	Students motivated and supported to apply high school CTE credits toward college degree programs in high-opportunity fields

⁸ Mehl, G., Wyner, J., Barnett, E., Fink, J., & Jenkins, D. (2020). The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students. *Aspen Institute*.

⁹ Fink, J., & Jenkins, D. (2023). Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program after High School. *Community College Research Center, Teachers College, Columbia University*.

Increase in VCCCD Dual Enrollment Participation

The figures below show a districtwide increase in student participation in dual enrollment, a testament to college leadership, staff, and faculty who have cultivated deep relationships with their high school partners. Many high school students are now familiar with the concept of “taking college in high school.” Currently, the majority of students attend courses at the college campus, asynchronously, or at their high school after the bell schedule through the non-CCAP program.

Figure 2 below shows districtwide dual enrollment participation in terms of Full-Time Equivalent Students (FTES) since the 2019-2020 academic year. The figure on the following page (Figure 3) illustrates districtwide dual enrollment participation by student headcount for both non-CCAP and CCAP (College and Career Access Pathway) students. Trends show an overall increase in both FTES and student headcounts across the district.

Figure 2. Districtwide Dual Enrollment Full-Time Equivalent Students (FTES), 2019-2020 to 2023-2024 Academic Year.

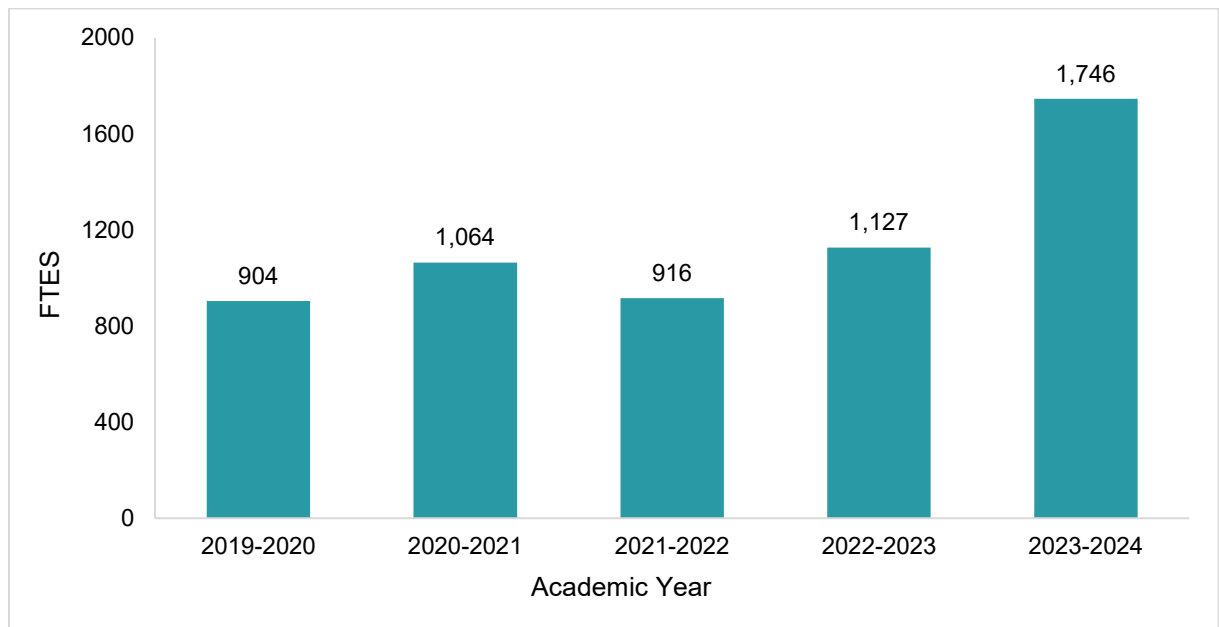
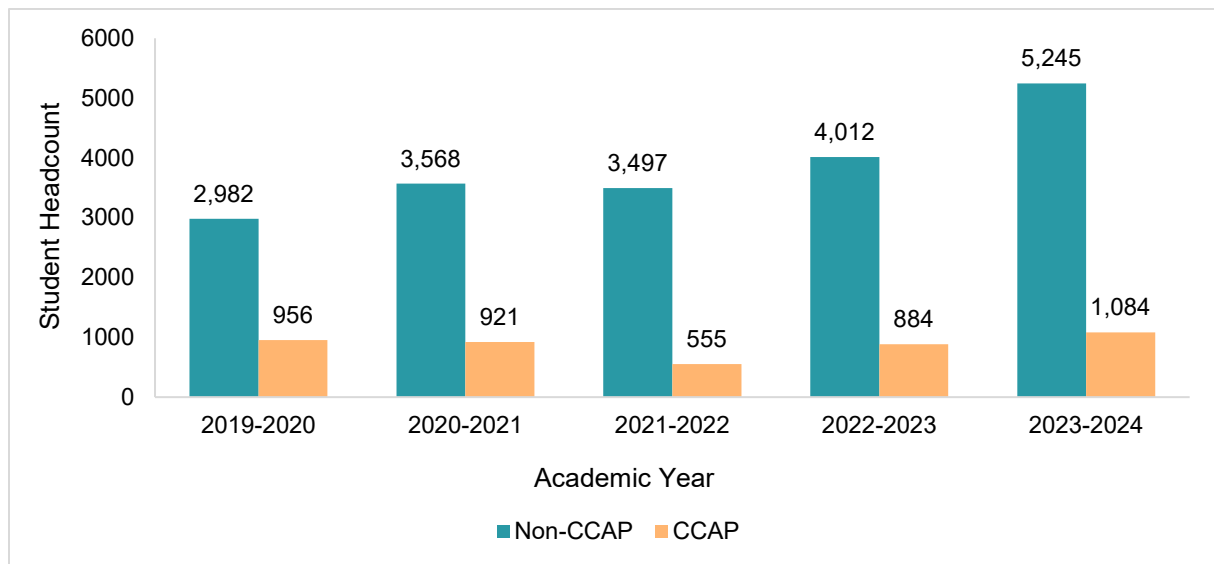


Figure 3. Districtwide Dual Enrollment Student Headcount, 2019-2020 to 2023-2024 Academic Year, by Non-CCAP and CCAP.



Note: Non-CCAP includes courses offered through an MOU at the high school outside of the school day, as well as “self-select” at the college or asynchronously.

Non-CCAP Dual Enrollment

Enrollment in non-CCAP courses, including through “self-select,” has been growing steadily over the last several years, as seen above in Figure 3. Courses offered through a non-CCAP MOU at the high school outside the bell schedule are not required to create a “seamless pathway to college,” but cover a wide range of topics and disciplines, allowing students to explore their interests while gaining valuable college experience. These courses are also open to the public. Non-CCAP courses can create the foundation for long-lasting relationships with VCCCD colleges and align with the State Chancellor’s Vision 2030, which aims for every student to complete high school with at least 12 units of dual enrollment credit.

College and Career Access Pathway (CCAP) Dual Enrollment

Recognizing dual enrollment as both an enrollment and an equity issue, the District reaffirmed its commitment to serving students through the College and Career Access Pathways (CCAP) program. In 2023, VCCCD hired a districtwide Dual Enrollment Director to create a systems approach focused on embedded multi-year pathways. More recently, the district brought on a consultant with dual enrollment expertise in both high school and college systems and is currently recruiting an Associate Vice Chancellor to lead both dual enrollment and economic and workforce development efforts. While the

current focus is on high school students, CCAP legislation also covers partnerships with Adult Schools. VCCCD is in the initial stages of collaborative work with the Ventura County Adult Education Consortium to create pathways for adults seeking their high school diploma or equivalency.

The CCAP Program follows an intentional approach to dual enrollment access and student support, outlined as follows:

1. Knowledge building: Expanding dual enrollment concepts, best practices, and awareness across the community colleges and high school districts through a Community of Practice Approach. Communities of Practice provide a facilitated structure to share knowledge, ask questions, and learn together. VCCCD has co-hosted four Communities of Practice with the Ventura County Office of Education in the last two years, described in detail starting on page 15.
2. Specific outreach: The CCAP program requires focused outreach efforts, working closely with families and high school counselors who serve a critical role in college and career planning. Colleges and high schools must collaborate to engage these stakeholders and reach students who might otherwise not participate.
3. Consistent, ongoing, and structured deep partnership between the high school and college: Unlike the more flexible planning cycle of non-CCAP courses, embedding courses requires at least one year of careful planning. This long-term collaboration ensures that courses are structured to meet student needs and that the transition to post-secondary is smooth and purposeful.
4. Thoughtful course offerings: Embedded pathways ideally align with specific Associate Degrees for Transfer at the college, with courses chosen to fulfill General Education (GE) patterns for transfer or stackable certificates that correspond to priority sectors in Ventura County. This alignment ensures that students are not only prepared for community college but are also positioned for success in fields that align with local workforce needs.
5. Numerous staffing models: CCAP courses must align with the high school schedule, which may present staffing challenges. To address this, the district is exploring various staffing models, all of which require strong collaboration and planning between the high school and college systems to ensure consistency and quality, as well as alignment with collective bargaining agreements.
6. Comprehensive support services: In addition to academic instruction, effective CCAP programs offer embedded support services designed to ensure student success. These may include college and high school tutors, dedicated high school facilitator hours, co-requisite courses offered by the college, and advising by both high school and college counselors. These highly accessible resources help bridge learning gaps and provide students with the necessary structure to navigate both high school and college successfully.

7. Zero fees: By legislative statute, dual enrollment students are not charged a per-unit enrollment fee. Under a College and Career Access Pathway partnership, the college waives both the enrollment fee and any potential “small” fees (such as student representation fee or health fee).

Timeline of a Districtwide Approach to Dual Enrollment

The Districtwide approach to building an equity-minded, intentional dual enrollment system has been a collaborative and evolving process, outlined by the timeline below and described throughout this report.

Table 1. Timeline for Building VCCCD’s Districtwide Dual Enrollment System

Date	Theme
July 2023	Hired Districtwide Dual Enrollment Director.
September 2023	Launched Strategic Dual Enrollment Partnership with VCOE.
October 2023	Convened Districtwide Dual Enrollment Team.
November 2023	Held 1 st Community of Practice: Dual Enrollment Vision and Best Practices.
March 2024	Held 2 nd Community of Practice: Equitable Access and Course Scheduling.
April 2024	Attended Faculty Listening Sessions at Each College.
May 2024	Started review of the Dual Enrollment registration process.
September 2024	Held 3 rd Community of Practice: Multi-Year Pathway Planning and CCAP Agreements.
October 2024	Launched Districtwide Dual Enrollment Working Group. The Working Group meets monthly, while the larger Districtwide Team meets three times a year.
November – December 2024	Hired consultant with experience as a K-12 Superintendent and single college district Superintendent/President. Developed draft “Early College On-Ramp Strategy” based on course analysis and student needs.

January 2025	Board of Trustees approved 3-year DualEnroll.com contract.
January – February 2025	Districtwide Team committed to implementing the On-Ramp Strategy based on the building blocks of Counseling, English, and Math. Presented at Expanded Chancellor’s Cabinet.
March 2025	Held 4 th Community of Practice: Early College On-Ramp Strategy and Potential Staffing Models.
Early Fall 2025	Anticipated: Hire a new Associate Vice Chancellor over Dual Enrollment and Economic and Workforce Development.

LEADERSHIP AND VISION

A strategic partnership was launched in September 2023 when VCCCD’s Vice Chancellor of Institutional Effectiveness facilitated a meeting between the Chancellor and the Ventura County Superintendent and Associate Superintendents to align on a shared vision: building embedded pathways for underrepresented and non-college-bound students. This meeting led to the concept of a joint Community of Practice (CoP) between the college and K-12 districts, which was realized just two months later.

Districtwide Dual Enrollment Team and Working Group

Leadership and support structures for dual enrollment vary across the district. To build a collaborative system, a Districtwide Dual Enrollment Team was established in October 2023. Initially convened as a monthly collaborative, the group brought together key leadership from across the district, including the Chancellor, the Vice Chancellor of Institutional Effectiveness, the Director of Dual Enrollment, the College Presidents, Vice Presidents, and Dual Enrollment Deans, Directors, and Coordinators.

To better support strategic planning and implementation, a year later, in October 2024, the structure evolved into two components:

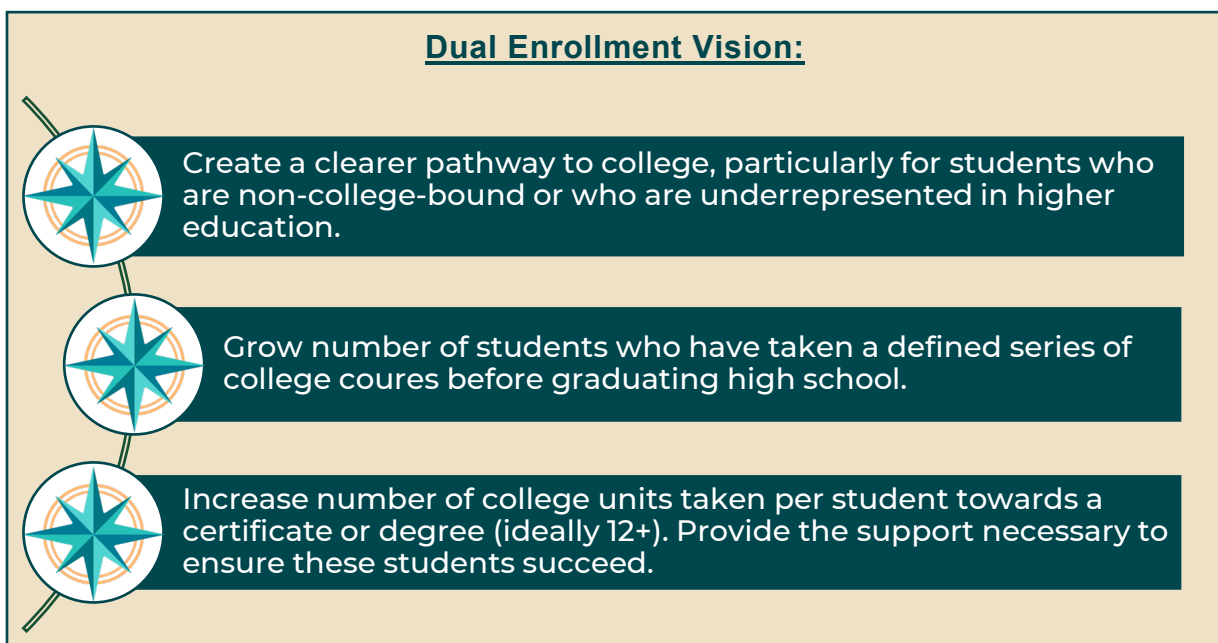
- **Districtwide Team:** Includes the Vice Chancellor of Institutional Effectiveness, Districtwide Director of Dual Enrollment, College Presidents, Vice Presidents, and Dual Enrollment Deans, Directors, and Coordinators. This team meets once per term (three times a year) to provide high-level guidance and ensure alignment with

districtwide priorities. The Team is facilitated by the Districtwide Dual Enrollment Director and co-chaired by the Oxnard College Vice President of Academic Affairs.

- **Districtwide Working Group:** Includes the Districtwide Dual Enrollment Director, College Vice Presidents and Dual Enrollment Deans, Directors, and Coordinators involved in day-to-day dual enrollment operations. This group meets monthly to coordinate implementation across the colleges and school districts. This Working Group is also facilitated by the Districtwide Dual Enrollment Director and co-chaired by the Oxnard College Vice President of Academic Affairs.

Vision and Best Practices

The Districtwide Dual Enrollment Team collaborated to develop a vision grounded in equity and access, focusing on intentional, embedded pathways that lead to post-secondary success for all students.



Best Practices

The following are best practices that the Dual Enrollment Team identified for implementing the vision:

- Create multi-year pathways that begin with college readiness and career exploration. Plan pathways at least one year in advance to ensure smooth integration between the high school and college during the four years of high school (longer-term goals may include college and career readiness courses as early as 8th grade).
- Emphasize outreach to non-college-bound students and those who are underrepresented in higher education locally. Focus may include low-income, first-generation-to-college, English learners, homeless individuals, foster youth, and those with disabilities.
- Build pathways that align with stackable community college certificate/degree programs, particularly degrees for transfer, that meet local employer needs.
- Offer courses that fulfill A-G college entrance and local high school graduation requirements and are CSU and UC transferable, allowing students to earn valuable college credits while still in high school, *free of charge*.
- Offer courses in-person, on-site at the high school during the regular school day. As these courses count for both high school and college credit, this reduces the need for students to take a 7th or 8th “period”. This schedule also accommodates students with after-school responsibilities, such as work, family care, or extracurricular activities, as well as those facing transportation challenges.
- Include work-based learning opportunities, especially for CTE students. Work-based learning can include internships, apprenticeships, and partnerships with local employers, various Labor Union Trades, and non-profits.

SYSTEM DEVELOPMENT

Developing a districtwide dual enrollment system has been a collaborative and evolving process involving several components. The following sections describe each of these components:

- Dynamic Dashboards for Data-Driven Decision-Making
- Communities of Practice
- Faculty and Department Chair Listening Sessions
- Streamlined Student Enrollment and Registration
- A Strategic Approach to Course Offerings

Dynamic Dashboards for Data-Driven Decision-Making

The District Institutional Effectiveness Office, including the Districtwide Dual Enrollment Director, the Senior Data Analyst, and the Financial Aid Data Specialist, developed two dynamic dual enrollment dashboards: the Districtwide Dual Enrollment Dashboard and the VCCCD Dual Enrollment Completer Dashboard. These dashboards present data and key outcomes for dually enrolled high school students across VCCCD and are utilized by the Districtwide Team and Working Group.

Districtwide Dual Enrollment Dashboard

The Districtwide Dual Enrollment Dashboard, initially developed in September 2023, serves as a collaborative tool for driving data-informed decisions across dual enrollment initiatives. It plays a critical role in identifying and addressing equity gaps by providing disaggregated data across several key student demographics.

The dashboard allows data to be disaggregated by high school, which is essential for collaboration with district partners. Since each high school is unique, the ability to view and analyze data at the school level allows colleges to tailor their strategies accordingly. This specificity enables more informed discussions during partner meetings, helping to highlight progress, surface challenges, and identify opportunities unique to each site.

The dashboard disaggregates students by CCAP (College and Career Access Pathways) and non-CCAP. This differentiation is critical for evaluating the effectiveness of various models. Figure 4 on the next page shows a snapshot of this dashboard.

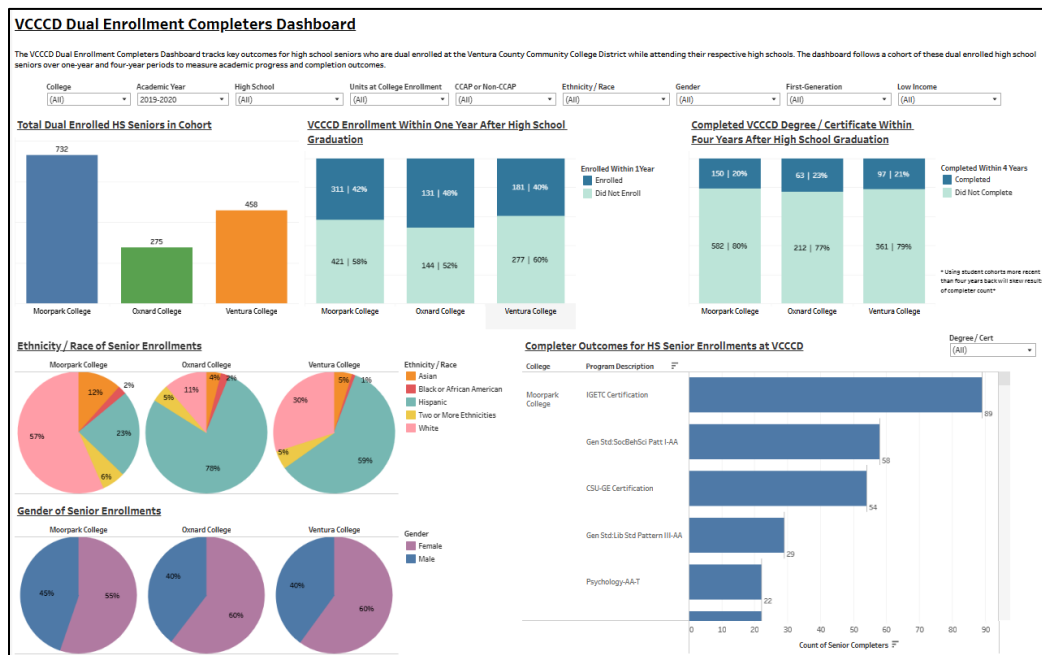
Figure 4. Snapshot of Districtwide Dual Enrollment Dashboard



VCCCD Dual Enrollment Completer Dashboard

In addition to the general Dual Enrollment Dashboard, the District recently drafted a "Completer" Dashboard. This new dashboard provides data on which high school seniors enroll in VCCCD courses within one year of graduation and which complete a certificate or degree within four years of graduation. This new tool helps assess progress on building seamless pathways to community college for students. By visualizing student completion rates, colleges can make informed decisions on how to refine and strengthen dual enrollment strategies, ensuring increased student access and success. Figure 5 on the following page shows a snapshot of this dashboard.

Figure 5. Snapshot of Dual Enrollment Completer Dashboard



Communities of Practice

Since November 2023, the Community Colleges and Ventura County Office of Education have co-hosted four Communities of Practice to bring together dual enrollment partners from every high school district in the county and all three colleges. These gatherings, coordinated by the Districtwide Dual Enrollment Director and VCOE Associate Superintendent, foster collaboration and promote meaningful discussion between the two systems. Approximately eighty to one hundred people have attended each of these community meetings. Participants have included community college and K-12 leadership, Board Trustees, faculty, teachers and counselors. Table 2 below shows the schedule and themes of the Communities of Practice.

Table 2. Communities of Practice

Date	Theme
November 2023	Dual Enrollment Vision and Best Practices
March 2024	Equitable Access and Course Scheduling
September 2024	Multi-Year Pathway Planning and CCAP Agreements
March 2025	On-Ramp Strategy and Staffing Models

1st Community of Practice: Dual Enrollment Vision and Best Practices

The Ventura County Community Foundation graciously hosted the inaugural Community of Practice (CoP) on November 13, 2023. The event opened with powerful remarks from VCCCD Chancellor Dr. MacLennan and County Superintendent of Schools Dr. Morales, who jointly emphasized the importance of collaboration in advancing dual enrollment efforts across the region.

During this first convening, participants reviewed the various models of dual enrollment and discussed the CCCCO's [High School College and Career Readiness Indicator Dashboard](#). This tool reflects students' preparedness for postsecondary pathways, with dual enrollment as a key indicator.

VCCCD's districtwide Director of Dual Enrollment and VCOE's Associate Superintendent co-facilitated the event. The two guided attendees through various dual enrollment models currently in place across the county, including "self-select" at the college campus or asynchronously, non-CCAP offered at the high school outside of the bell schedule, and CCAP offered at the high school during the bell schedule. A key objective of the session was to ensure that educators and stakeholders better understood how these different models can be utilized to support students, especially those from historically underrepresented backgrounds.

The group discussed the Dual Enrollment Vision and Best Practices. This created space for participants to align with a shared vision and exchange effective strategies for implementation. It was an essential step in ensuring that the two systems share a common vision for an equitable, student-centered, and outcomes-driven dual enrollment program.

Overall, this first Community of Practice established a strong foundation for continued dialogue and collaboration. It marked the beginning of a shared journey to refine and strengthen dual enrollment, better serving all students across the district.

2nd Community of Practice: Equitable Access and Course Scheduling

Moorpark College hosted the 2nd Community of Practice (CoP) on March 4, 2024. President Sokenu welcomed the large group and set the tone for a collaborative three-hour event. The Career Ladders Project facilitated the session, supported by a grant from the California Community College Chancellor's Office. The [Career Ladders Project](#) (CLP) is a nonprofit engaged in policy work and research to enable more students to attain certificates, degrees, transfers, and career advancement through equity-minded practices.

CLP aligned the event around the [Chancellor's Vision 2030](#), the long-term strategy for expanding educational access and opportunity across the state. The discussions focused on how dual enrollment fits within this broader vision and the ways it can help drive success in line with countywide educational goals.

The group examined dual enrollment participation data by race/ethnicity within Ventura County, providing an opportunity to assess how students across demographics are engaging with dual enrollment. These data points are crucial to understanding and addressing equity gaps within the program.

A significant portion of the meeting was dedicated to examining access and considerations for equitable expansion. Attendees discussed ways to expand the reach of dual enrollment, including practical challenges such as scheduling courses to fit into the high school day and meeting the state requirement of 240 instructional high school minutes.

The session closed with examples of successful dual enrollment pathways that have been developed or are in development elsewhere in the state. These models sparked conversations around best practices and lessons learned.

Overall, the second CoP helped to align Ventura County's program with the broader state vision and provided practical guidance for expanding access to dual enrollment pathways.

3rd Community of Practice: Multi-Year Pathway Planning and CCAP Agreements

Ventura College, with a warm welcome from President Lored-Habib, hosted the third Community of Practice (CoP) on September 17, 2024. This event was once again facilitated by the Career Ladders Project (CLP), reflecting the ongoing collaboration and shared investment in expanding equitable dual enrollment opportunities across the region.

This CoP focused on strengthening partnerships between high schools and the Colleges. Participants engaged in deep discussions around CCAP Agreements, including the planning process, timelines, board approval requirements, and the importance of synchronizing efforts across institutions to ensure alignment and compliance.

One key takeaway was the importance of multi-year planning including annual planning meetings, term-based check-ins, and monthly working sessions. This timeline enables more deliberate decision-making, fosters stronger relationships between partners, and ultimately leads to better outcomes for students.

The conversation also addressed the shift from enrollments in "one-off" courses to intentional pathways. The group discussed strategies to identify existing one-off courses that could be scaffolded into broader, more cohesive sequences, better aligning with both high school programming and community college certificates, degrees, and transfer requirements.

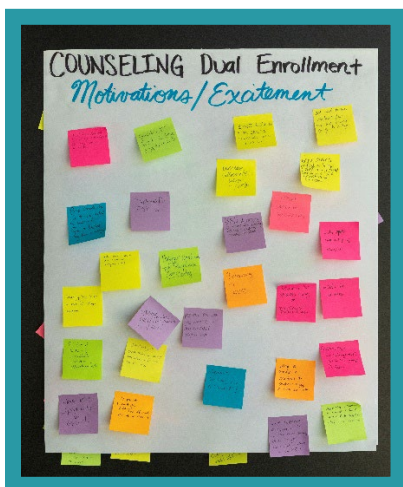
This CoP marked a pivotal point in the evolution of the dual enrollment program, emphasizing the move toward structured pathways grounded in thoughtful planning and shared accountability.

4th Community of Practice: On-Ramp Strategy and Staffing Models

Oxnard College hosted the fourth Community of Practice (CoP) on March 7, 2025, with a powerful and personal welcome from President Gonzalez. This convening marked another key milestone in the ongoing evolution of dual enrollment efforts across the district, with a sharpened focus on deepening impact and expanding access for underrepresented students.

The event centered on the three-course On-Ramp Strategy (discussed more in-depth later in this report), focused on college and career readiness, transfer-level English, and transfer-level math. These English and math "gateway" courses support students who may not see themselves as college-bound, helping to build both academic skills and confidence early in their educational journey. *Note: The term gateway transfer-level course is used as a short-hand for the lowest transfer-level course that satisfies the English or mathematics course requirements of the intended certificate or associate degree, or a course requirement for transfer within the intended major.*

Participants engaged in hands-on activities using activity posters (an example is shown on the following page), which allowed teams to capture their excitement, concerns, and key questions. These posters reflected both enthusiasm and thoughtful inquiry about the work ahead.



The event also explored staffing models utilized in other systems, including the prep period buy-out and facilitator approach. The prep period buy-out allows colleges to hire high school teachers who meet state minimum qualifications as adjunct instructors during the bell schedule. The facilitator model allows high school teachers to support college faculty dual enrollment instruction. Both of these models must be designed to follow college and high school collective bargaining agreements. These innovative models help address the ongoing challenge of finding qualified instructors willing and available to teach consistently on high school campuses.

The discussion also included a review of minimum qualifications and explored the possibility of leveraging external resources to provide additional academic training for those interested, strengthening the pipeline for future instructors within the district. Additionally, the group reviewed progress in streamlining the student experience using DualEnroll.com, the new online platform for enrollment and course registration.

Future Focus: Faculty Support

Community of Practice feedback emphasized the need for greater support for dual enrollment instructors, particularly through onboarding and professional development. This feedback will help shape the agenda for future convenings developed and designed collaboratively with key stakeholders including but not limited to:

- College faculty representatives (including counseling)
- High school facilitators, liaisons and teachers
- High school counselors

Long recognizing the need to support dual enrollment faculty, the colleges have already begun this work. At the District Council for Enrollment Management (DCEM) meeting in May 2025, Ventura College shared an update on their faculty-led Project Work Group, which collaborates across disciplines to address the challenges and opportunities of dual enrollment from the classroom perspective. This is just one example of potential faculty support structures that are collaborative, responsive, and grounded in real teaching experience.

Faculty and Department Chair Listening Sessions

In April 2024, prior to the last two Communities of Practices mentioned in the previous section, Chancellor MacLennan and the District Director of Dual Enrollment attended a series of faculty and department chair listening sessions at Moorpark College, Oxnard College, and Ventura College. These sessions were intentionally designed to be open and unstructured, providing faculty with a dedicated space to share their experiences with dual enrollment.

Key takeaways from these sessions included:

- Many faculty expressed that they did not feel fully integrated into the dual enrollment process.
- There was a common sentiment about being unprepared for the logistical realities of teaching on a high school campus (e.g., parking, building access, internet connectivity).
- Faculty cited a lack of onboarding, orientation, and ongoing professional development, which made it challenging to navigate the high school environment or understand expectations.
- Several noted the absence of consistent collaboration with high school partners or facilitators, which created disconnects in instructional delivery and student support.

These insights were instrumental in shaping the third and fourth Communities of Practice and identified the need to enhance faculty onboarding, training, and support systems as dual enrollment continues to expand.

In addition, this information will inform college leadership moving forward, encouraging active faculty involvement in activities and/or workgroups to support the successful expansion of dual enrollment with high school partners. There continue to be opportunities to grow participation and build awareness as we progress.

Streamlined Student Enrollment and Registration

In May 2024, the district began a comprehensive review of its enrollment and registration process for dual enrollment, which is widely recognized as a significant barrier to access. While this process can be challenging for all students, it is particularly burdensome for dually enrolled students due to several factors:

1. Their age and limited familiarity with college systems
2. The requirement for parental approval
3. The additional need for high school authorization

Addressing this challenge is critical to improving access and equity for all dual enrollment students, whether in CCAP or non-CCAP programs.

After evaluating multiple platforms, the district selected DualEnroll.com as the most effective solution. The Board approved the adoption of the platform in January 2025, and the district initiated a three-year contract in February 2025.

The DualEnroll.com Implementation Team, convened weekly by the districtwide Dual Enrollment Director, includes:

- College Registrars and Assistant Registrars
- Admissions & Records Staff
- Dual enrollment Directors and Coordinators
- Outreach Representatives
- District Information Technology Leadership

In addition, high school representatives from Newbury Park High School, Fillmore High School, and Pacifica High School join partner meetings to support coordinated implementation.

The projected rollout timeline includes:

- Spring 2025: Small-scale “demonstration” testing with partner high schools.
- Fall 2025: Full implementation at each partner high school for Spring 2026 registration.
- Spring 2026: Countywide rollout for Fall 2026 registration.

This initiative represents a significant step toward removing systemic barriers and creating a more streamlined, accessible, and student-friendly experience for all dually enrolled students.

A Strategic Approach to Course Offerings

In September 2024, following extensive discussions and feedback from the Community of Practice, the Districtwide Dual Enrollment Team outlined a strategic approach to growing dual enrollment focused on five key areas:

1. Build Pathways Through Partnerships
2. Streamline Student Enrollment and Registration
3. Support Faculty and Teachers
4. Engage Students and Families
5. Increase/Build Collaboration with High School Counselors

By October 2024, it became increasingly clear that two foundational issues drive nearly every dual enrollment planning and implementation discussion:

1. Determining which courses should be offered under a pathway.
2. Establishing sustainable staffing models for course delivery.

To address these challenges, the district hired consultant Stan Carrizosa in November 2024. Mr. Carrizosa has served as K-12 Superintendent and Superintendent/President of College of the Sequoias, as well as State Chancellor Appointee on both the Statewide Accreditation Task Force and Institutional Effectiveness Partnership Initiative.

With his support, the District conducted a comprehensive review of current dual enrollment practices, new Cal-GETC transfer requirements, and Associate Degree for Transfer requirements across the three colleges. Based on this analysis, the District developed a scalable, equity-minded implementation framework known as the “Early College On-Ramp Strategy” to begin to address foundational issue #1. This strategy was shared with the Districtwide Dual Enrollment Team in late January 2025, approved by college Presidents and embraced as a districtwide vision at Expanded Chancellor’s Cabinet in late February 2025.

The Early College On-Ramp Strategy

During the fourth Community of Practice in March 2025, the Districtwide Dual Enrollment Director and consultant presented the Early College On-Ramp Strategy. This strategy, previously approved by the Chancellor, College Presidents and the Districtwide Dual Enrollment Team, was introduced to high school partners and a wider college audience as a foundational three-course sequence in:

- College Readiness and/or Career Awareness
- Transfer-level English
- Transfer-level Mathematics

These core courses serve as the entry point, or “on-ramp”, to VCCCD colleges, particularly for students who are new to the college-going experience. Around this sequence, additional offerings in Career Technical Education (CTE) or General Education can be strategically scheduled to create coherent and intentional pathways.

Focus on Gateway Courses. CCAP (College and Career Access Pathways) legislation was designed to support the advancement of students who have been historically underrepresented in higher education. Data consistently shows that these students often graduate from high school without meeting the eligibility requirements for direct enrollment in college-level English and math, two foundational, or “gateway,” courses.

These gateway courses play a critical role in shaping students’ academic trajectories. Students who are unable to access or succeed in transfer-level English and math are significantly less likely to persist in college.

By focusing CCAP efforts on transfer-level English and math, along with a foundational college & career readiness course, the colleges aim to:

- Address key equity gaps in college preparation.
- Ensure students enter college on a direct path to completing their transfer degree.
- Create a replicable model that can be scaled across high schools and districts.

Focusing initial pathway implementation on gateway courses enables more intentional design, stronger alignment, and greater scalability, ensuring that the program can grow efficiently while maintaining its student-centered, equity-driven mission.

Alignment with AB705/1705. With AB705 enacted in 2018 and later reinforced by AB1705, signed in 2022, California community colleges have been required to implement reforms that place students in transfer-level English and math and complete within their first year. These laws are designed to address inequities reinforced by remedial education, which research has shown to slow students’ academic progress.

Students in remedial courses are less likely to advance to transfer-level courses and complete college requirements (Valentine et al., 2017¹⁰); this has been disproportionately true for historically underrepresented students (Bailey et al., 2010¹¹). Early studies on student outcomes of AB705 have shown evidence of substantial

¹⁰ Valentine, J. C., Konstantopoulos, S., & Goldrick-Rab, S. (2017). What happens to students placed into developmental education? A meta-analysis of regression discontinuity studies. *Review of Educational Research*, 87(4), 806-833.

¹¹ Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29(2), 255-270.

increases in student enrollments and completions of transfer-level math and English courses (Cuellar Mejia et al., 2021¹², 2022¹³).

A [previous VCCCD Institutional Effectiveness Report to the PASS Committee \(2023\)](#) presented data on trends in students' transfer-level English and math completion, including disaggregated data by demographic and persistence rates, as well as related college activities. Updated reports from College Presidents on initiatives implementing AB705/1705 were presented to the Board of Trustees in April 2025 (links to the reports can be found here: [Moorpark College](#), [Oxnard College](#), [Ventura College](#)).

Aligning dual enrollment focus areas with the implementation of AB705/1705 reinforces efforts to reduce inequities and increase access to higher education for students who are disproportionately impacted.

KEY NEXT STEPS FOR THE DISTRICTWIDE DUAL ENROLLMENT SYSTEM

As VCCCD continues to expand and strengthen its dual enrollment program, the district office – with support from the Dual Enrollment (DuE) Team and Working Group – will focus on the following critical initiatives:

- Fully implement DualEnroll.com to streamline the student application and registration process.
- Revise and update partner agreement templates to align with current legislative mandates and reflect evolving partnership needs.
- Refine dual enrollment pathway models and identify best practices to support consistent, scalable implementation across sites.
- Update administrative policies affecting dual enrollment to ensure continued compliance with legislation and consistency across districtwide dual enrollment operations.
- Build and strengthen partnerships with key external organizations, including:
 - Ventura County Office of Education (VCOE)

¹² Mejia, M. C., Rodriguez, O., Johnson, H. P., & Perez, C. A. (2021). *Community college math in California's new era of student access*. Public Policy Institute of California.

¹³ Mejia, M. C., Rodriguez, O., Johnson, H., & Perez, C. A. (2022). *Community college English in California's new era of student access*. Public Policy Institute of California.

- Workforce Development Board (WDB)
 - Career Ladders Project (CLP)
 - Other educational partners and community college systems
- Collaborate with the American Federation of Teachers (AFT) to ensure transparency, consistency, and alignment with bargaining obligations relevant to dual enrollment.
- Coordinate future communities of practice with high school partners to share best practices and solve implementation challenges collaboratively.
- Continue to refine and expand districtwide data dashboards to identify equity gaps, measure program outcomes, and inform continuous improvement efforts.

CONCLUSION

The VCCCD Districtwide Dual Enrollment System represents a significant step forward in creating equitable pathways to higher education for all students across the region. Through intentional planning and robust partnerships, VCCCD is building a sustainable framework that addresses historical inequities while expanding opportunity. As the system continues to develop, guided by data and strengthened through collaboration, VCCCD is well-positioned to make meaningful progress on its strategic goal of increasing equitable access and success for all students.