CAEP Adult Dual Enrollment:

Lessons and Opportunities

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Dual Enrollment in California Adult Education and Community Colleges: Lessons and Opportunities

Introduction

Since the adoption of Senate Bill (SB) 554 in 2019, an adult student pursuing a high school diploma (HSD) or a high school equivalency (HSE) certificate in California is authorized to enroll as a special part-time student at a community college.[1] This student receives credit-bearing college instruction and services at no tuition cost, and the college increases enrollment and receives enhanced apportionment funding for instruction.[2] Few adult education consortia have implemented this student acceleration strategy, however, and few adult students have realized the benefits of dual enrollment. Given its potential to equitably expand college access among California's nearly 430,000 adult education students, adult dual enrollment (ADE) merits the attention of every one of the state's seventy-one adult education consortia.

The California Adult Education Program (CAEP) Technical Assistance Project (TAP) supports the expansion of ADE as a *Learner Transition* strategy, one of the California Adult Education State Priorities aligned with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals and the California Department of Education's Priorities, as well as the Workforce Innovation and Opportunity Act (WIOA) Adult Education and Family Literacy, Title II State Plan. Learner Transition involves guiding students' progress from adult education along pathways to achieve their college and career goals. ADE is one of a menu of transition strategies, which also include bridge and pre-apprenticeship programs, integrated education and training, and transition support services.

In late 2021, CAEP TAP contracted with High Road Alliance (HRA) to gather input from the field about the status of ADE today. This research brief captures lessons learned from adult education providers and community colleges who *have* promoted dual enrollment in adult education and credit-bearing college courses, to inform expanded use of the approach statewide. Drawing upon ten interviews, one peer learning circle attended by twenty-seven individuals, and engagement of an advisory group of experienced practitioners (see

[1] See the SB 554 legislation here:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB554
And guidance issued by the California Community Colleges' Chancellor's Office here:
https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Middle-College-High-School/2020-08-19-sb-554-memo-a11y.pdf?la=en&hash=464CDD919AED113903B5636D33D2613C677D8AD7

[2] While the Student Centered Funding Formula (SCFF) is currently awaiting full implementation, enhanced apportionment for ADE instruction has not yet been activated, but is the intent of AB 554 to draw the same apportionment rate as traditional special admit students..

Appendix), the brief also identifies challenges to implementing the promising strategy and recommendations to state policymakers and leaders to support its scaling to benefit greater numbers of California's adult students.

SB 554 Legislation and the History of Adult Dual Enrollment in California

Dual enrollment in secondary and postsecondary education is a research-based educational strategy, positively related to college enrollment and persistence, greater credit accumulation, and higher college grade point average.[3] Dual enrollment was defined for the first time in California's Education Code in 2016, when Assembly Bill (AB) 288 described "special part-time" or "special full-time" students as high school or other eligible special admit students enrolling in community college credit courses.[4] Until 2019, however, California had not sanctioned dually enrolling *adult education* students pursuing a high school diploma or high school equivalency. Discussion of ADE gained momentum in 2017, with adult education partners and statewide advocacy groups proposing an expansion of "special admit" status to include adults. Following a successful 2018 pilot program enrolling adult secondary students in college courses at Chaffey College, interest in the approach grew. In Fall 2018, however, the California Community Colleges' legal counsel determined that the existing dual enrollment policy did not apply to students not in high school. A legislative partnership process — begun with direction from the California EDGE Coalition, Career Ladders Project, the California Community Colleges' Association of Community and Continuing Education, and leading college advocates, including Chaffey College — led to an initial draft of SB 554 authored by Senator Richard Roth (Riverside, CA). SB 554 was signed into law by Governor Gavin Newsom in October 2019.

Adult Dual Enrollment in California Today

Across California today, adult education providers (including adult schools and/or community college noncredit programs, depending on the region) and community college credit programs are collaborating to establish ADE and extend its benefits to adult students. The approach is still new: adult education consortia that began building their ADE programs soon after the bill passed were hit with the challenges of the COVID-19 pandemic, not to mention the complexities of establishing the new program's infrastructure. The smaller ADE programs interviewed maintain just over a dozen students, while the largest have grown to enroll ten times that number. This study identified 19 active or emerging ADE programs, although without a well-established system for collecting data on adult special admit students and ADE program structures, it remains difficult to identify the true scale of the approach statewide.

Those providers that have embraced this approach articulate the *"Why"* of ADE emphatically. It is seen as part of a larger toolkit of strategies (e.g., transition specialists, college readiness courses, integrated education and

[3] Community College Research Center, Teacher's College, Columbia University. What We Know About Dual Enrollment. February 2012.
[4] See CCCCO Legal Opinion 16-02, March 11, 2016.

training, Ability to Benefit, co-location of classes, noncredit ESL courses) to help Californians without a high school diploma to reach college, clarifying the steps to get there and accelerating students' progress along pathways toward education and career goals. This is consistent with the intent of the legislation, which is "to better facilitate streamlined enrollment in co-located credit college courses on adult education and noncredit program sites and to help ensure a smoother transition from secondary to post-secondary education for adult students earning their high school equivalency by providing them with greater exposure to the collegiate atmosphere." Benefits to students include free tuition (and sometimes fees, depending on the program), and therefore a delay to the start of the "financial aid clock" and future eligibility for College Promise free-college programs; access to college student services; exposure to and experience of college; and credit earned toward both a high school diploma and postsecondary education. Benefits to colleges include increased enrollment, as well as credit or reimbursement for instruction at an enhanced apportionment rate roughly one third higher than standard FTES. Adult educators and community colleges describe ancillary improvements to cross-agency and internal (adult school or college) communications and collaboration, as partners build ADE program structures and facilitate student transitions.

ADE programs today serve a diversity of Californians who would otherwise be unlikely to enroll in post-secondary education, and these programs could be scaled and replicated to serve far greater numbers. Students served by ADE include opportunity youth (individuals between the ages of 16 and 24 that are not in school or working), first-generation college students, foreign-educated immigrants and refugees, newcomer students aged 18 or older completing high school units, incarcerated and formerly incarcerated students, and adult school students who may have been weary of high school diploma study but are motivated by college access. English as a Second Language (ESL) students access the program by enrolling in an HSE/HSD preparation class or program. ADE also serves undocumented students, who are eligible for the program and without it would be required to pay high out-of-state tuition; in fact, postsecondary education access for undocumented students is described by many programs as a primary equity goal of ADE implementation.

Education providers in California have been resourceful in building ADE programs upon established foundations. Notably, interviewees described this work flowing out of the existing adult education consortium structure, which has strengthened adult school/community college collaboration and enabled investment in common transition strategies. Said one consortium leader, "Our [CAEP] grant manager was forward-thinking about transition services at the beginning of consortium creation in 2014… This was so important, because as needs expanded, we already had this amazing group of diverse abilities, all gearing up to provide student support services." (Conversely, when the consortium was not operating as such, partners described greater difficulty establishing ADE structures and systems.)

Adult education consortium members also leveraged experience gained through high school dual enrollment implementation, although ADE ultimately required new program design and structures. For example, consortia found that adult dual enrollment programs required specific student MIS coding and cohort creation, similar to but distinct from high school dual enrollment programs. And although some adult

school/community college partnerships established formal ADE agreements, these were distinct from the high school dual enrollment College and Career Access Pathways (CCAP) agreements (which pertain to minors and describe closed classes, similar to high school structures). ADE programs also distinguished themselves from high school dual enrollment programs in the student support services they provided, which were tailored to the needs and assets of adults. Interviewees expressed that the capacity gained in previously setting up a high school program contributed to more straightforward processes of ADE systems design; however, additional state guidance will help to clarify distinctions between high school and adult dual enrollment.

Lessons and Tips from the Adult Dual Enrollment Field

Contributors to this study were forthcoming about their lessons learned through ADE design and implementation, and they shared a wealth of practical tips to encourage others to follow in their footsteps. In each of the areas outlined below, practitioner insights could be paired with official state guidance to ensure compliance with and allegiance to legislative intent. Ongoing engagement of ADE practitioners will be key to tapping the knowledge of implementation practices that can only be gained through building and realizing these programs.

Securing Partnerships and Commitments

Participants in this study emphasized the importance of — and multiple steps involved in — securing the interest and commitment of partners key to ADE at their institutions. Typically, a few champions led the charge, then expanded buy-in to a representative workgroup or team — with a title like "College and Career Readiness Team," "External Initiatives Team," or "Transitions Team" — that moved the work forward. Leaders informed their peers and advocated for ADE. One described overcoming the resistance of teachers who preferred their students to stay focused on diploma attainment before embarking on college study, or who feared their basic skills students were "not ready." Another described her role bearing the facts about SB 554 among college counselors and the Dream program director, whose interest was piqued by the potential benefits to undocumented students. The strongest teams involved representatives of each adult education and postsecondary partner, including faculty, staff, deans, and other key decision-makers who then pursued broader institutional approvals. One team of ADE advocates presented a data dashboard on adult education students at the community college's "opening day" professional development workshop, to highlight the need for adult special admit. Not all consortia formalized their ADE partnership with a written agreement; however, a goal of many of these teams was local academic senate and board review and approval of ADE policy, or a formal Memorandum of Understanding among partners.

The ADE team plays an on-going role in the success of the program. From the time of partners' formal commitment, ADE leaders described the hard work of setting up systems to realize the program's potential (described in the sections below). One ADE leader admitted, "We struggle to find footing with the transition space created in the middle." Well-established ADE teams established data sharing agreements, so that student

information could be used to troubleshoot admissions and finance issues and to enable targeted counseling. They continued to advocate for broader understanding and commitment across their campuses, convincing resisters of the benefits of the new program. And they maintained open communication across partners, fine-tuning systems and further delineating roles.

Student Eligibility and Application Processes

One of the most essential steps in ADE development that was described by interviewees is the set-up of systems for student eligibility screening and admission. This was sometimes slow to progress, because it depended on a depth of understanding and readiness among partners that took time to seed. When teams were ready to move forward, Admissions & Records personnel played key roles, along with counselors and deans. Interviews suggested many questions that were raised and addressed by ADE teams:

- How will enrollment in adult education be demonstrated, to document eligibility?
- How will enrollment in a high school diploma or high school equivalency program be demonstrated, to document eligibility?
- How will residency status be handled (given that residency is not an ADE eligibility criterion)?
- How will the adult education provider grant permission for its student to participate in ADE?
- Will an adult school student be required to demonstrate readiness for college-level instruction? If so, how will this be assessed or demonstrated?
- What application form will a student (or the student's counselor or advisor) submit?
- Will counseling sessions be required prior to participation in ADE? If so, who will provide these?
- Will assistance with CCCApply be provided?
- How will an ADE student be coded in the MIS?
- How will the coding and tracking of an ADE student avoid charging the student tuition (and fees, if these are to be waived)?
- How will the coding and tracking of an ADE student ensure that the student is only enrolled in up to 11 units?
- How will the student's continuing participation in a high school diploma/high school equivalency program be demonstrated?

Eligibility for ADE under SB 554 requires that a student be enrolled in an adult school's high school diploma or high school equivalency program. ADE teams discussed the students they intended to benefit and the application processes that would facilitate their participation. Through these discussions (both initial and on-going, as the programs evolved and matured), ADE teams found ways to reach both existing HSD/HSE students and new recruits, including English as a Second Language students with interest in pursuing a HSE as well as post-secondary education. Many programs focused on the value of ADE for undocumented students,

who can use ADE to accumulate hours toward in-state tuition eligibility without incurring tuition costs.[5] In all cases, ADE teams aimed to anticipate eligibility questions and streamline paperwork necessary to document eligibility.

The extent of "readiness" screening for ADE varied greatly across programs. Some put greater emphasis on assessing students' readiness for college-level instruction, so as not to "set them up for failure." One ADE program required students to have completed at least one semester of adult school courses prior to ADE enrollment. Another permitted enrollment in only one college course during a student's first semester of ADE, as a trial period. Another program required a student to meet with a transition counselor to discuss time management and college study skills.

An important determinant of an ADE student's tuition waiver is their coding in CCCApply as "authorized to enroll in college and adult school" and in the community college MIS as (Z): adult special admit. Establishing the systems necessary to recognize this status and arrive at this MIS coding – and maintain it for the duration of a student's ADE eligibility – were critical steps in establishing an operational ADE program. Adult school partners typically assisted students applying to college using CCCApply, so that their application reflected their eligibility for ADE. Admissions & Records offices gave attention to MIS coding and resolved any issues with enrollment, tuition, and fees.

Accurate ADE student enrollment data tracking and reporting is also consequential in terms of funding. Adult education providers who receive federal WIOA Title II funds are eligible to receive payment points for ADE students' HSD/HSE instruction. Full implementation of the California community colleges' Student Centered Funding Formula (SCFF)[6] may one day grant enhanced apportionment funding for special admit course enrollments. Additional CCCCO guidance and system development could help adult schools and community colleges to better track ADE student enrollments for CAEP, in NOVA, and through MIS; and to generate ADE enrollment reports in Launchboard and Datamart.

Marketing and Student Engagement

Promoting the ADE opportunity among eligible students was described by interviewees as a critical piece of a successful program. This typically began with educating whole campuses about ADE eligibility and where to refer students, because the adult education consortium director, deans, counselors, teachers, and front office staff all have roles to play in informing students about their options. Institutions identified point people whom students could contact for help applying, and whom other personnel could contact with questions. Adult

[5] See https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_SB-68-Quick-Guide.pdf on AB 540/SB 68 and in-state tuition eligibility

[6] At the time of this brief's publication, the SCFF Is under review and temporary "hold harmless" provisions are in place. See https://lao.ca.gov/Publications/Report/4531#Student_Centered_Funding_Formula

school and community college counselors often set up coordinated processes to screen, assist, and refer students; at one program, the adult school and college counselors met together with each student who expressed interest in ADE. Some programs held virtual and in-person informational sessions at both the adult school and the college or aligned with guided pathways initiatives at the college to market to and advise entering students. One school invited ADE students to share their experiences with prospective students, informing them of the advantages as well as the challenges of enrolling in college classes while in a HSD/HSE program. Another adult school established a counseling center at its partnering community college campus, where adult education students received transition support and assistance enrolling in college classes through ADE.

Several programs described intentional effort to inform undocumented adult school students about the ADE opportunity, given the unique benefits these students can gain from ADE. The colleges' Dream programs played important parts in this, and their counselors and directors became especially knowledgeable about advising their students and receiving referrals from their adult school counterparts. Robust counseling for these students included reviewing eligibility for DACA, California Dream Act, and other programs, then mapping an individual education plan to accumulate hours of instruction, complete a high school diploma or equivalent, access career education, and acquire college credit.

Person-to-person messaging of the benefits of ADE was essential to informing students of this opportunity. Interviewees named several reasons for students to participate in ADE that were promoted in marketing and counseling:

- Access college education without a high school diploma or equivalent
- Accelerate your pathway to a college certificate or degree
- Attend college for free
- Retain your "first-time student" eligibility while exploring college as an option
- Receive assistance to enroll in college whatever your documentation status

At the same time, student advisors were careful not to over-sell ADE to students who might not be ready or who might hit roadblocks down the way. Counselors noted the importance of reminding students that a failed college course would appear on their transcript and could impact future financial aid eligibility. They also did not make false promises to undocumented students who might face other barriers to education and work but emphasized the value of student support services at the college and adult school to help them navigate challenges.

Course Enrollments

A question ADE programs faced is, "What college courses will ADE students enroll in?" Some programs restricted course options, or guided students towards recommended courses. Other programs emphasized the importance of students choosing freely. Examples of college courses attended by ADE students include:

- Courses that count toward high school diploma or equivalency completion

- Courses that count toward meeting college general education (GE) requirements
- Courses that lead to industry certification and employment
- College and career readiness courses
- Specific college courses opened to cohorts of ADE students, e.g., courses in Child Development, Counseling, or Spanish

Several programs made an argument for cohorting adult education students in specific ADE courses. These courses could be offered with especially supportive faculty, or with embedded counseling, to ensure a smooth transition to college-level instruction. They could include math and English classes relevant to HSE preparation or career education courses in especially high-demand, middle skill occupations for students needing an accelerated pathway to employment. Some college programs created specialized counseling courses with a focus on building college identity and preparing for the rigor of a college education. By creating cohort classes with batch enrollment — or reserving a few seats in good-fit classes — some colleges enable ADE students to avoid wait lists. Several colleges not only created courses for cohorts of adult education students; they also offered these at the adult school campus, to facilitate student transition.

Other programs encouraged students to self-select any college course (except in physical education, which is not permitted per the legislation). They made arguments for not handholding, for preparing students for their future college choices and respecting their rights as adults to chart their own direction. As one administrator said, "Don't limit too much what students can take... It's helpful that this college didn't limit, so we're more inviting of students to take a one-off course."

Because students' course selection impacts their ability to complete a high school diploma or equivalency program, guidance from CCCCO is needed to clarify the transcription of college credit courses taken toward HSE/HSD completion. This should include explanation of which college courses can meet core high school subject graduation requirements or are allowable for credit equivalency.

Supporting Students' Persistence and Completion of College Courses

Interviewees' descriptions of successful ADE programs illustrated the critical role of student support services. Indeed, counselors and transition specialists who honed their understanding of SB 554 delivered a valuable service to students who otherwise would likely not have accessed college or would have reached it on a much slower and most costly timeline. The ADE advising they delivered might be described more generally as "transition support"; however, it is fair to say that it was also highly specialized, and addressed different needs than are faced either by high school dual enrollment students or by community college students generally. Strong ADE programs defined a particular counseling approach and invested in the success of their student support services faculty and staff.

Support services provided to ADE students included the following:

- ADE orientation meeting on eligibility, enrollment, course options, and career pathways
- College and career readiness courses or workshops on topics such as what to expect in college, time management, study skills, collaborative learning, and agency
- Individual advisory meetings, as often as weekly
- Assistance accessing and paying for textbooks
- Email and text check-ins on progress in college and adult school classes
- Reviews of student attendance data
- Liaising with instructors to hear about and address concerns about student progress
- Facilitated connections with college student services, such as tutoring or Disabled Student Programs and Services (DSPS)
- Facilitated connections to the college's Dream Center, including co-counseling with a Dream counselor
- Interference in the case of issues such as an incomplete or risk of failure, to resolve issues or petition if necessary
- Reminders to submit necessary documentation for continued eligibility and enrollment

The staffing model for these services varied across ADE programs. One consortium's transition services coordinator oversees a team of California Adult Education Program (CAEP)-funded transition specialists with caseloads of ADE students. Other programs without such robust consortium-level services dedicate point people on the adult school and college sides to connect about ADE student needs, often sharing individual student data and services. Sometimes specialized resources — such as a college's reentry center, disabled student services, or Dream Center — have defined roles in the program. Few ADE student services rest solely at *either* the adult school or the college, although one adult education administrator said, "It's the adult school's responsibility to support [ADE] persistence and engagement, because these are not yet full community college students, and we're still building community college knowledge of what adult school students need." Most often, ADE student services are highly collaborative and identified with the "transition space" that sits between and extends into both adult education and community college systems.

Covering Costs of SB 554 Implementation and Institutionalization

Establishing and running an ADE program incurs costs, and interviewees described innovative approaches to covering these expenses, as shown in the table below.

ADE Program Expense	Example of Funding Source
Transition Specialist/Advisor/Counselor tailored marketing and support for ADE students	● California Adult Education Program (CAEP) ● Community Colleges Student Equity & Achievement Program (SEAP)
College and career readiness instruction and advising	● CAEP ● Community college apportionment ● WIOA Title I
Program coordination/administration	● CAEP ● Community college General Fund or categorical program funding
Student fees	● Waiver approved by local college and its board of trustees
Textbooks	● Strong Workforce Program (SWP) funds managed by the community college ● CAEP ● SEAP ● Library of textbooks maintained for subsequent student cohorts ● Use of Open Educational Resources (OER) and Zero-Textbook Cost (ZTC) courses

The variety of funding models for transition specialist positions is reflective of the broader state of transition support for California's adult education and community college students. Due to the deliberate positioning of transition specialists between and extending into both the adult education and community college systems, their role can be funded by either, or by neither, or by both. CAEP consortia provide a structure for joint funding of transition services, and high-functioning consortia build ADE programs and support on a foundation of collaborative programming. For example, several consortia fund transition specialists at the consortium level, or share funding across adult school and college members. One CAEP-funded transition specialist position that used to sit at the adult school is now housed at the college, in order to facilitate greater student contact with the college campus.

Several interviewees noted the value that could be gained from dedicated funding for ADE program development and implementation. This could be used by staff in both systems for learning and professional development about the program model, staffing of specialized support services, and data collection and evaluation to inform future program improvements.

Student Data

As noted above, establishing systems of coding ADE students in CCCApply and the community college MIS is a critical component of an ADE program. This student data will be essential not only for registering ADE students and waiving their tuition, but also for institutional learning and continuous improvement. Interviewees noted the importance of reviewing data on:

- ADE students' HSE/HSD attainment, college credit accumulation
- Transition to full-time college student status
- Completion of GE requirements
- Attainment of post-secondary certificates and degrees

Therefore, strong ADE teams must have mechanisms in place for data reporting and for periodic review and reflection.

At present, the California community colleges' data systems are not yet fully compliant with SB 554. To achieve full compliance and enable the robust data reporting and analysis that will inform future program improvements, the CCCApply Standard and Noncredit applications need to identify special admit ADE students and capture their enrollment status and their education level, as well as several other question changes and validity checks in the student applications.

Professional Development and Training Needs

Participants in this study posed many questions about ADE, and they recommended many ways in which statewide guidance and support could enable the growth and improvement of ADE programs. They suggested that the state provide guidance to those venturing into ADE program development, to address questions such as those posed in this brief related to eligibility and admissions requirements, and to recommend effective funding models. They requested information on how to appropriately build an ADE program on the foundation of a high school dual enrollment program, in line with the intentions of state legislation. They noted the value of sharing resources among established and emerging programs, such as effective adult school/community college memoranda of understanding, admissions forms, or student service flow charts. The initial statewide peer learning circle for ADE practitioners that was offered during this study was well received, and participants requested ongoing opportunities to learn from each other about effective ADE practices.

Themes and Recommendations to Support and Scale Adult Dual Enrollment

Several themes emerged from interviews with practitioners related to the successes and challenges of ADE implementation in California. These are summarized here, along with related recommendations for state policymakers and system leaders interested in scaling ADE in the future.

THEME 1: Implementing ADE at scale could be a key to the post-pandemic recovery and achievement of state

workforce and economic development goals, benefiting high numbers of adult students without a high school diploma who need to accelerate acquisition of new skills and employment. But at present, *many are not aware of SB 554 and its benefits*.

Recommendation 1A: Leverage statewide systems to gather and share data on ADE and its impact, to monitor progress and communicate the benefits of establishing and growing ADE programs. This should include adapting the CCCCO's NOVA reporting system to capture ADE enrollments in community college credit courses; adding SB 554 special admit data to Datamart's public reporting dashboards (drawing from MIS data) and to the "Transition" area of the Launchboard Adult Education Pipeline; and creating a return on investment (ROI) calculator for community colleges that demonstrates the revenue generated from SB 554 enhanced apportionment funding.

Recommendation 1B: Using the data gathered and reported as described in Recommendation 1A, promote SB 554 implementation by messaging ADE's benefits for students, institutions, and the economy to broad audiences.

THEME 2: ADE helps students span historic boundaries between adult education and community college systems, but the roles of these system partners are not detailed in legislation. *Consortia and their members need guidance and support to understand and deliver on the intent of SB 554*. Learning about ADE needs to happen at the leadership and administrator levels, as well as among back office and front office staff, instructors, and counselors.

Recommendation 2A: Issue from the appropriate state entity or entities comprehensive guidance on SB 554 implementation, including information on student eligibility and data tracking and reporting, as well as examples of model MOUs and governing board policies.

Recommendation 2B: Continue to promote investment in the CAEP consortium structure and transition strategies to foster collaboration and bridge the gap that has existed historically between adult education and community colleges.

Recommendation 2C: Offer accessible statewide technical assistance, training, and peer learning opportunities for program leaders and administrators from adult schools and community colleges (potentially a team of multiple consortium partners) regarding how to define the vision for an ADE program and establish systems to promote it within and across institutions.

Recommendation 2D: Establish and moderate a statewide community of practice for personnel involved in building and maintaining ADE systems — including Admissions & Records, Counseling, Information Technology, and Institutional Research — to exchange questions, resources and effective practices related to ADE.

THEME 3: The process of orienting students to SB554, dually enrolling them, and supporting their transition to and success in college courses is complicated. It benefits from high-touch counseling by counselors and advisors to help students understand their options, navigate opportunities, and make right choices for their future. These *counselors need an incredible amount of knowledge about the various laws and eligibility requirements related to ADE*. Funding, training, and support for transition counselors falls to consortia and to their collaborative members.

> Recommendation 3A: Support the success of each CAEP consortium's transition counselors (and others with direct contact with potential ADE students, including undocumented students) through sample job descriptions, funding, capacity building technical assistance, peer learning opportunities, and training... including training on ADE marketing and student support.
>
> Recommendation 3B: Support students' success in college courses by promoting and incentivizing the provision of initial student assessment, as well as access to tutoring, additional language support for ESL students, support-enhanced postsecondary courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for postsecondary courses, or other academic supports.

THEME 4: Implementation of SB 554 requires staff time for collaborative program design, systems development, student support, record-keeping, and reporting... *with no set-aside source of extra funds.*

> Recommendation 4A: Establish a pool of funding for consortia proposing to establish an ADE program, possibly to provide flexible grants for program start-up, one-time systems development, capacity-building, and specialized services, tied to program outcomes.
>
> Recommendation 4B: Encourage and facilitate the leveraging of currently existing resources for ADE enrollment, including CAEP, SWP, SEAP, Perkins, Title V and other sources, potentially through a moderated statewide community of practice.

Conclusion

California's adoption of SB 554 creates an opportunity for more adult learners to transition to postsecondary education, with guidance and without incurring tuition expenses. Some adult schools and community colleges — and their regional adult education consortia — have embraced this approach, including adult dual enrollment among their transition strategies and collaboratively setting up the systems and procedures necessary to implement it. These forerunners have much to share with their peers statewide about what it takes to realize the vision of SB 554, as well as what challenges are yet to be overcome locally or at the state level. In the years ahead, will increasing numbers of Californians benefit from dual enrollment in adult education and credit-

bearing community college courses? The recommendations included in this brief, drawn from themes that emerged from engagement with practitioners, suggest ways state leaders can further strengthen the foundation needed for adult dual enrollment programs to flourish in California.

Appendix A: Project Advisors and Interviewees

Project Advisors

Laura Alvarado, Chaffey College
Sebastien Chaubard, EDGE Coalition
Zima Creason, EDGE Coalition
Matthew Morin, Chaffey College
Ute Maschke, East Region Adult Education

Interviewees

Jenée Crayne, North Santa Clara County Adult Education Consortium
Ryan Frye, Columbia College
Janie Garcia, Foothill College
KaRyn Holder-Jackson, San Mateo Adult Education Consortium
Lesley Johnson, Mount San Antonio Community College
Renu Katoch, Mount San Antonio Community College
Gwen Lin, San Francisco Unified School District
Joyce Liou, Grossmont Unified High School District
Ashley Mejia, Santa Monica Community College
Martha Mendez, Victor Valley Community College
Patricia Oliva, Capital Adult Education Regional Consortium
Francisco Suarez, Pasadena Community College District
Susan Taylor, Grossmont Unified High School District

Appendix B: Adult Dual Enrollment Resources

SB 554 Legislation:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB554

CCCCO SB 554 guidance:
https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Middle-College-High-School/2020-08-19-sb-554-memo-a11y.pdf?la=en&hash=464CDD919AED113903B5636D33D2613C677D8AD7

Adult Education and Dual Enrollment video, with Career Ladders Project and Chaffey College:
https://www.youtube.com/watch?v=C__NCeXeebo

Riverside About Students webinar with Chaffey College:
https://riversideregionadulted.org/event/utilizing-sb-554-to-enroll-nonresident-and-resident-hse-and-hsd-students-in-credit-college-courses/

COABE Summit presentation:
California's Tale of Braided Funds Transforming State Dual Enrollment Policies.pdf