



# Community of Practice: Adult Dual Enrollment May 2026



California Adult Education Program (CAEP) Technical Assistance Project (TAP)  
at North Orange Continuing Education (NOCE)

May 12, 2026



# Welcome!

In the Chat, please:

Introduce yourself (name, consortium, institution, etc.) and complete the following statement:

*Since our last Adult Dual Enrollment CoP session, ...*

# Agenda

- Welcome
- Recap from Previous Session
- Program Spotlight – WLAC
  - Maritza Medina & Flor Sandoval
- Q&A and Group Discussion
- Closing & Feedback

Scan to Join Zoom Series:





# CoP Logistics and Expectations

- Frequency and length of meetings: Monthly for 1 Hour
  - (With a pause during the summer months)
- Expectations
  - Come ready to share experiences and questions
  - Engage in discussion and collaborative problem-solving
  - Participation is encouraged but not required every session



# Housekeeping

- This meeting will not be recorded.
- The PowerPoint will be shared after meeting.
- Please mute when not speaking to reduce background noise.
- This is a learning space — questions, examples, and honest discussion are welcome.



# Objectives (for Today's Session)

- **Reflect** on key takeaways from the previous Community of Practice session and recent Adult Dual Enrollment discussions in the field.
- **Learn** from consortium teams currently implementing Adult Dual Enrollment and hear real-world examples of early successes, challenges, and lessons learned.
- **Explore** questions and implementation considerations raised by participants related to Adult Dual Enrollment partnerships and program development.
- **Engage** in peer discussion to exchange strategies, ideas, and approaches that can support Adult Dual Enrollment efforts across consortia.



# Recap From Session 2

Program Spotlight: Mount San Antonio College's Adult Education Special Admin (ASA) program (Lesley Johnson and Renu Katoch)

- **Serving non-resident and undocumented students** through concurrent enrollment in adult diploma/GED programs and college credit courses
- 85 active students taking 671 credit courses with a **90% overall success rate**
- Challenges and strategies
  - **Consistent communication** with credit counselors about the program's purpose and structure
  - **IT is integral** (and can help with workarounds)
  - **Program eligibility and resources** need to be clearly established



# Program Spotlight





# WLAC Adult Dual Enrollment (ADE) Program

## Participant Demographic

- 75 students
- English Learners
- Majority are women
- Some students self-identified as undocumented

## External Partnerships

- Culver City Adult School
- Work with the school's counselor on the enrollment process and dynamic form
- Developed a 4-week bridge program upon completion students earn the "College Readiness Certificate"
- Meet monthly to assess progress



# Dynamic Form Part 1

- Online form
- Students and counselors create an account
- Students receive email notifications to track process.
- Administrators can check the dynamic form status. It serves as great tracking tool, you export a list of all students who have submitted a form.



## Supplemental Application for Admission of Students in Adult K-12 and Noncredit Programs (SB554)

**ADMISSION:** Colleges in the Los Angeles Community College District ("District") may admit as a special part-time student a student who: (1) is enrolled in an adult education program or community college noncredit program and pursuing a high school diploma or high school equivalency certificate, and (2) has met the LACCD's admissions requirements and in the opinion of the College President (or designee), may benefit from instruction. (Education Code sections 52620, 76001; LACCD Board Rule 8100.01; LACCD Administrative Regulation E-87).

**FEES:** *Enrollment fees* are waived for special part-time students (i.e., taking 11 units or less). (Education Code section 76300(f), LACCD Board Rule 8100.03.) The LACCD also charges a **health fee** (certain categories of students are exempt) and where applicable, a **student representation fee**.

**CONDITIONS:** The student is expected to follow regulations and procedures that apply to all college students. The student shall receive college credit for the community college courses that the student completes. The student may only enroll in those courses listed on this form. This enrollment approval form must be presented when the student initially files an application for admission to the college, and a separate approval must be provided for each semester or term in which the student wishes to enroll. ***The LACCD and its colleges assume no responsibility for the supervision of minor students (i.e., students under 18 years of age) outside the classroom setting. Parents are responsible for ensuring that their children are appropriately supervised before class begins, after class finishes, or when is cancelled and/or dismissed early.***



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# Dynamic Form Part 3

## ADULT K-12 & NON-CREDIT STUDENT INFORMATION

First Name:  Last Name:  MI:  Date Of Birth:

Address:

City:  State:  Zip:

Phone Number:  Email Address:  Student ID:

Adult K-12 & Non-Credit Program:

### School Information

School Name:

Address:

City:  State:  Zip:

Please add the first name, last name and school email address for your counselor.

First Name:  Last Name:  School Email Address:

### STUDENT AUTHORIZATION

I authorize the release of my transcript information to my school upon the school's written request.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_





# Dynamic Form Part 4

## COLLEGE ENROLLMENT INFORMATION

I am requesting enrollment/approval for the courses listed below.

I understand that I must meet all prerequisites before I can enroll in the below classes.

Term:  Year:

College: West Los Angeles College

	Course Name SOC	Course Number 001	Unit 3	
Course 1:	WU100	0011		<p><b>Adult K-12 &amp; Non-Credit Program Official Only</b> Please enter any updates/corrections or comments:</p> <div style="border: 1px solid gray; height: 150px; width: 100%;"></div>
Course 2:	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Course 3:	<input type="text"/>			
Course 4:	<input type="text"/>			
Course 5:	<input type="text"/>			
Course 6:	<input type="text"/>			
		<b>Total Units</b>	<input type="text" value="0"/>	

Enrollment Status:

I have met and counseled the student and recommend the courses listed above to be taken for credit. I also certify that the student is pursuing a high school diploma or high school equivalency certificate at either an accredited adult high school or noncredit program at a California Community College.

\*

Adult K-12 & Non-Credit Program Official  
Signature

Date

# Dynamic Form Part 5

## COLLEGE APPROVAL

(to be completed by the College's Chief Instructional Officer (or designee))

Approval  
Decision:

— Please Select — 

Comments/Notes:

\_\_\_\_\_  
Officer Signature

\_\_\_\_\_  
Date

Submit Form



# In Language Child Development Program

- Classes offered in Spanish
- 80% of our total participants in ADE are students in this program
- Cohort model – 30 students. In Fall 2026 will be going on to cohort #8
- Students enroll in four Child Development classes
- Four semester total
- Earn the Associate Teacher Certificate- Preschool
- Expectation is to take one GED test every semester



# Focus Attention: GED Completion

- **GED Classes**
  - Offered in English & Spanish
- WLAC is a GED Testing Site
- GED test vouchers eligibility:
  - Complete 40 hours of instruction
  - Pre & Post CASAS Test
  - GED account
  - Select WLAC as testing site
- We shifted our concentration to GED completion
- One of graduate interns collected data to identify key factors impacting GED completion
  - 64% of students pass the GED classes (a drop since 2020)
  - 60% of students reported feeling overwhelmed from balancing school, and other responsibilities
    - This was identified as the main factor of impact
  - 56% reported feeling somewhat prepared to take the GED test

# Action Plan

## GED Task Force

- Meet weekly to discuss progress
  - Created tracking sheet for students enrolled in GED courses
  - Conduct GED class visits
  - Implemented workshops
- What we track:
  - GED test attempts by subject
  - Total instructional hours completed
  - Verification that all students have an active GED account



## Ready When You Are: GED Support Workshop



Learn how to create your GED account, schedule your exam, qualify for a FREE exam voucher, access tutoring, and build confidence and study skills to succeed. This will be a workshop series, where each day we will be covering a new topic!

[Register here to receive the zoom link!](#)

Date & Time	Topic
March 31st 6:00pm - 6:30pm	GED Resources
April 2 6:30pm - 7:00pm	Confidence Building and Study Skills
April 7 6:30pm - 7:00pm	Confidence Building and Study Skills

Hosted by Jackie, Adult Ed Counseling Intern





# Q&A and Discussion





# Discussion Questions

- What aspects of the spotlight programs could be adapted in your consortium?
- What challenges resonate with your current work?
- What additional support or resources would help move your ADE efforts forward?
- Participants will have the opportunity to ask questions and share their own experiences.



# Meeting #4

- What topics or challenges would you like us to explore next?
- Are there questions about Adult Dual Enrollment your consortium is currently navigating?
- Are there program examples or practices you would like to hear more about?
- Would anyone be interested in sharing their experience or program model during a future session?



# Resources

- CC TAP From Statute to Strategy March 2026 Webinar: <https://caladulted.org/Administrators/525>
- ADE FAQ: <https://caladulted.org/DownloadFile/1423>
- ADE Resources: <https://caladulted.org/DownloadFile/1424>

# CC TAP Listserv



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