



Community of Practice: Adult Dual Enrollment September 2026



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

September 15, 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, **one key development or insight has been...***



Housekeeping

- As per the group vote, this meeting will be recorded and remediated and posted on the Cal Adult Ed site.
- The PowerPoint will be shared with attendees after remediation.
- Please mute when not speaking to reduce background noise.
- This is a learning space — questions, examples, and honest discussion are welcome.



Agenda

- Welcome
- Program Spotlight:
Santiago Canyon College, Dr. Joanne Armstrong
- Q&A and Group Discussion
- Closing & Feedback



CoP Logistics and Expectations

- Frequency and length of meetings: Monthly, 60-minutes
 - Pause in October given CAEP Summit, fall conference season
- Expectations:
 - Come ready to share experiences and questions
 - Engage in discussion and collaborative problem-solving
 - Participation is encouraged but not required every session

Objectives (for Today's Session)

- **Share** ADE program models from participating community colleges and adult schools
- **Share implementation insights** from consortium teams, including successes, challenges, and practical lessons learned.
- **Facilitate peer exchange** of strategies, models, and approaches to strengthen Adult Dual Enrollment across consortia.
- **Identify promising practices and scalable ideas** to support program sustainability and growth in the next fiscal year.
- **Gather input** on future CoP structure, topics, and support needs to guide planning for the upcoming year.
- **Strengthen** cross-consortia connections and collaboration to carry forward into the next phase of the CoP series.

Guest Speaker



Joanne Armstrong, Ed.D.

Dean of Instruction and Student Services

Santiago Canyon College



**Santiago
Canyon
College**

What happens here matters.

Access Is Not Enough

Building a Coordinated Adult Dual Enrollment Pathway
Under SB 554

Joanne Armstrong, Ed.D. | Santiago Canyon College

Who SCC Serves Through Adult Dual Enrollment



Adult High School Diploma (AHSD) Students

Adults actively working toward a California-recognized secondary credential.



HiSET / GED Preparation Students

Adults pursuing high school equivalency through structured noncredit preparation.



Incarcerated Students

Individuals inside facilities pursuing diploma or equivalency with connections to reentry.



Multilingual Adult Learners

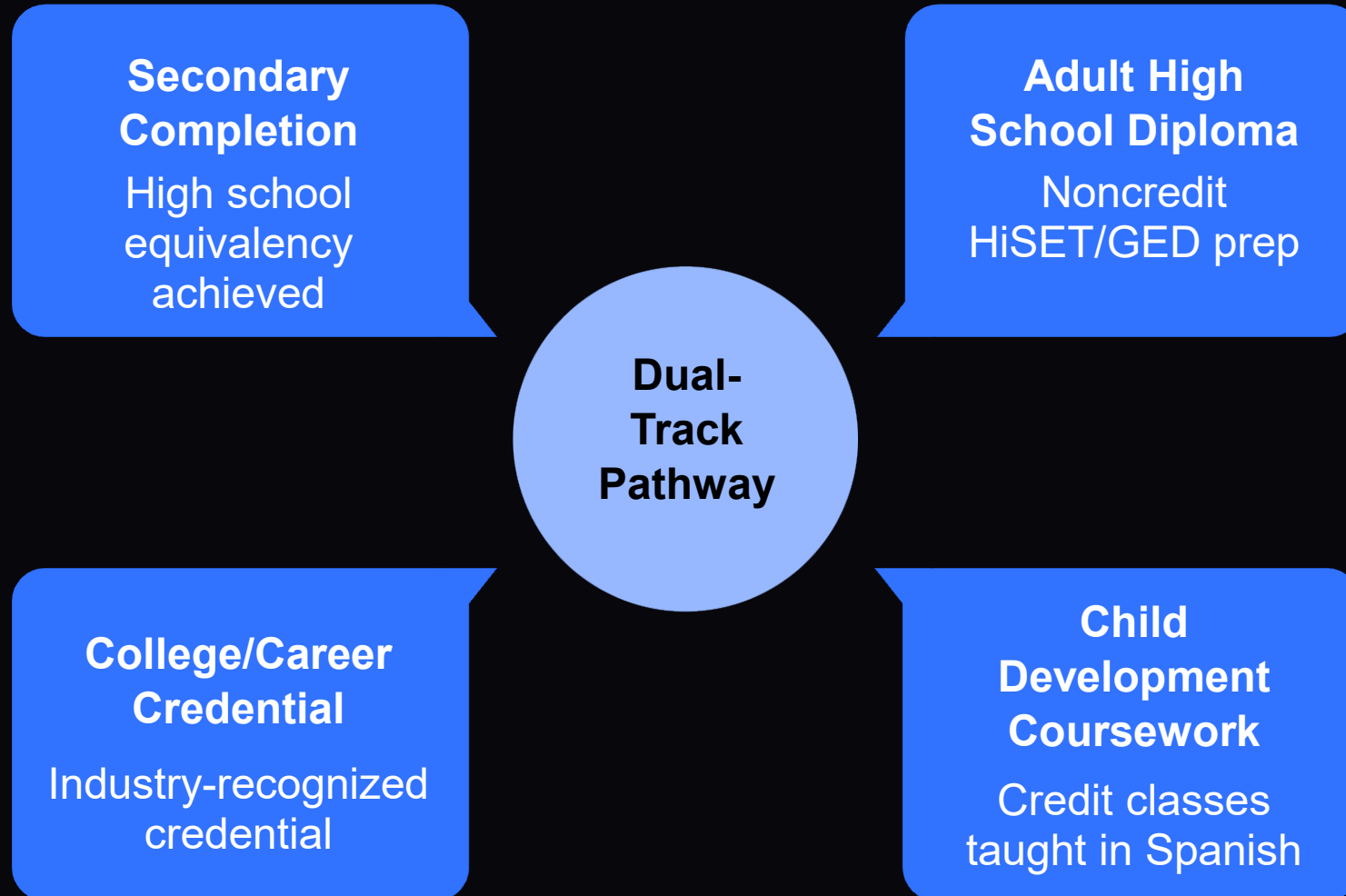
Students whose primary language is not English and who need language-access supports.



Career Pathway Entrants

Adults entering occupational programs before completing a secondary credential.

SCC Pathway in Practice: Child Development in Spanish



How the Model Works

Adults without a high school diploma are **encouraged** — not required — to pursue both secondary completion and credit coursework simultaneously.

The Child Development program, taught in Spanish, creates a natural on-ramp for multilingual adult learners already working in early childhood settings.

- ❏ Not every Child Development student needs adult high school enrollment. Pathway design should follow individual student goals.

The Initial Implementation: What Was Missing

The credit-side partnership launched with real enthusiasm — but the noncredit program was not a co-designer from the start. This is a common systems-design pattern, not a reflection on any individual or team.

Credit-Led Launch

The partnership was established primarily from the credit side, without early joint design with noncredit AHSD/HSE program leadership.

Outreach Without Infrastructure

Students were recruited into both high school and credit courses before a shared screening and placement workflow existed.

No Shared Eligibility Process

Each side operated its own intake steps. There was no unified front door — just parallel processes students had to navigate alone.



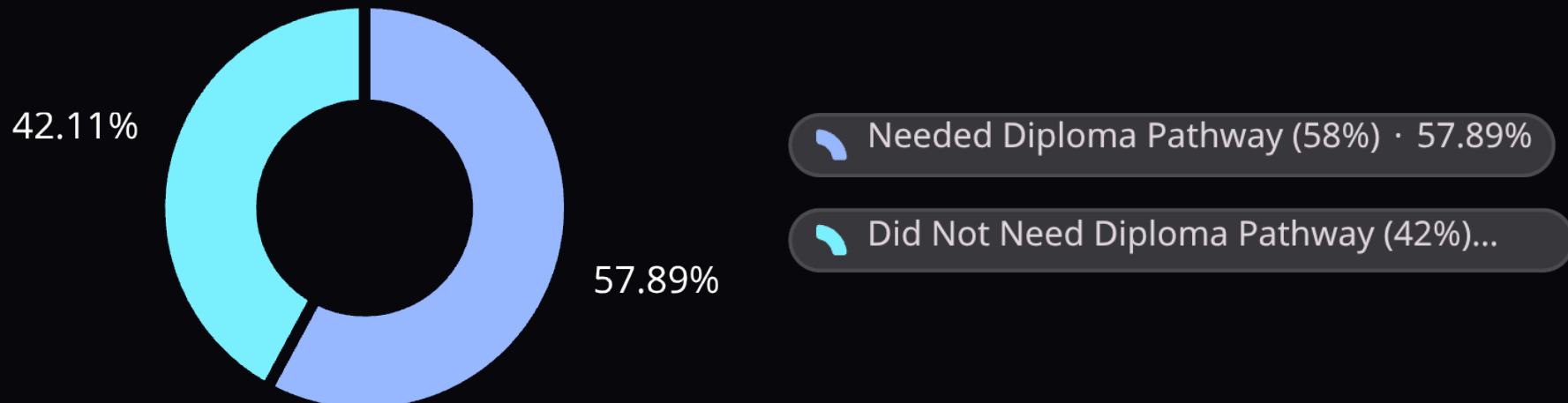
What the Data Revealed

19 Students Enrolled. 11 Actually Needed AHSD.

Of 19 students who enrolled in the adult dual enrollment partnership:

- **11 (58%)** needed a high school diploma or equivalency — the intended population
- **8 (42%)** did not — they were enrolled without a clear need for the secondary credential component

❏ These numbers exposed a workflow problem. They should not be read as student error. Students enrolled because the process allowed them to — the system had not yet built a screen.



The Student Experience Problem

These are process-friction issues — not student failures. The system had not yet created a coordinated front door.

→ **Mismatched Placement**

Some students were placed in high school programming they did not need, adding burden without benefit.

→ **Language Mismatch**

Some Spanish-speaking students were directed into English-only adult high school classes without a language-access review.

→ **Fragmented Application Steps**

Students navigated separate noncredit enrollment, CCCApply, and program registration steps with no unified guidance.

→ **Record Corrections After the Fact**

Staff had to correct placements and enrollment records retroactively — a signal that the front end needed redesign, not the back end.

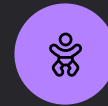
The Turning Point: From Parallel to Joint Design

Noncredit and credit partners moved from independent silos to a shared design table. Real coordination required naming who was responsible for each step.



Noncredit AHSD/HSE Leadership

Program expertise, eligibility authority, and secondary credential pathway design.



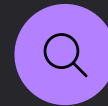
Child Development Credit Faculty

Curriculum alignment, language of instruction decisions, and student readiness advising.



Admissions and Records

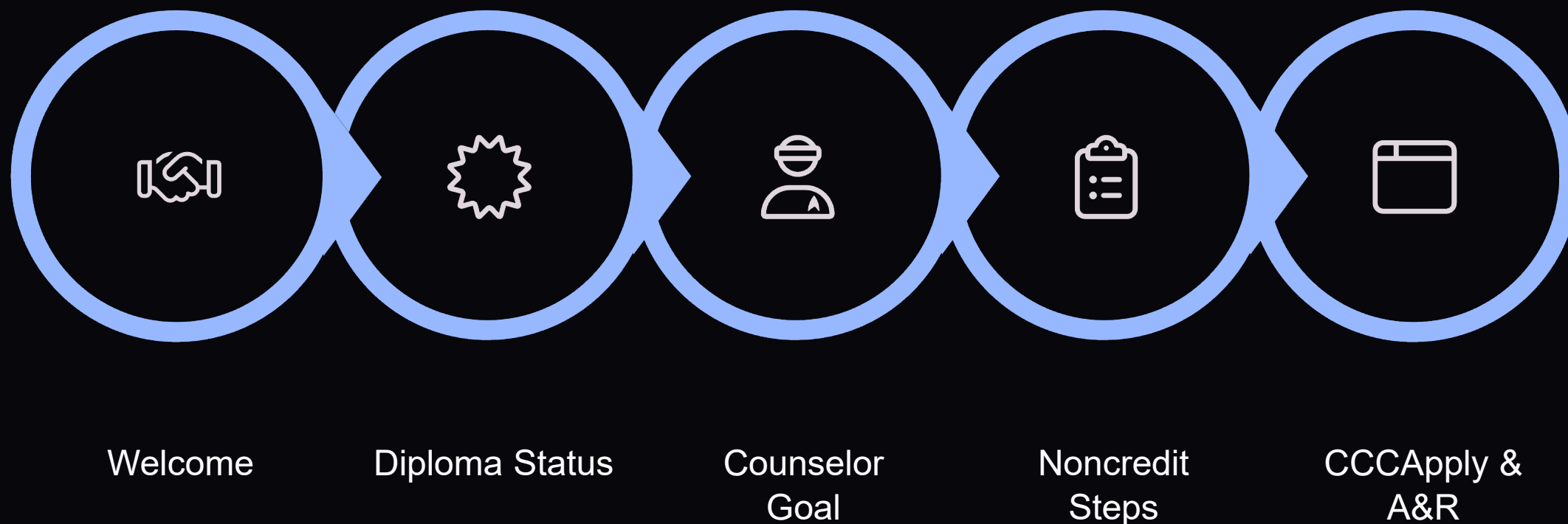
CCCApply support, credit enrollment, and special part-time admission processing.



Noncredit Counselor

Goal-setting, secondary pathway determination, and ongoing case ownership.

The Redesigned Enrollment Event



Language-access checks are embedded throughout the flow — not only at the welcome step. Every transition is a potential point of friction for multilingual learners.

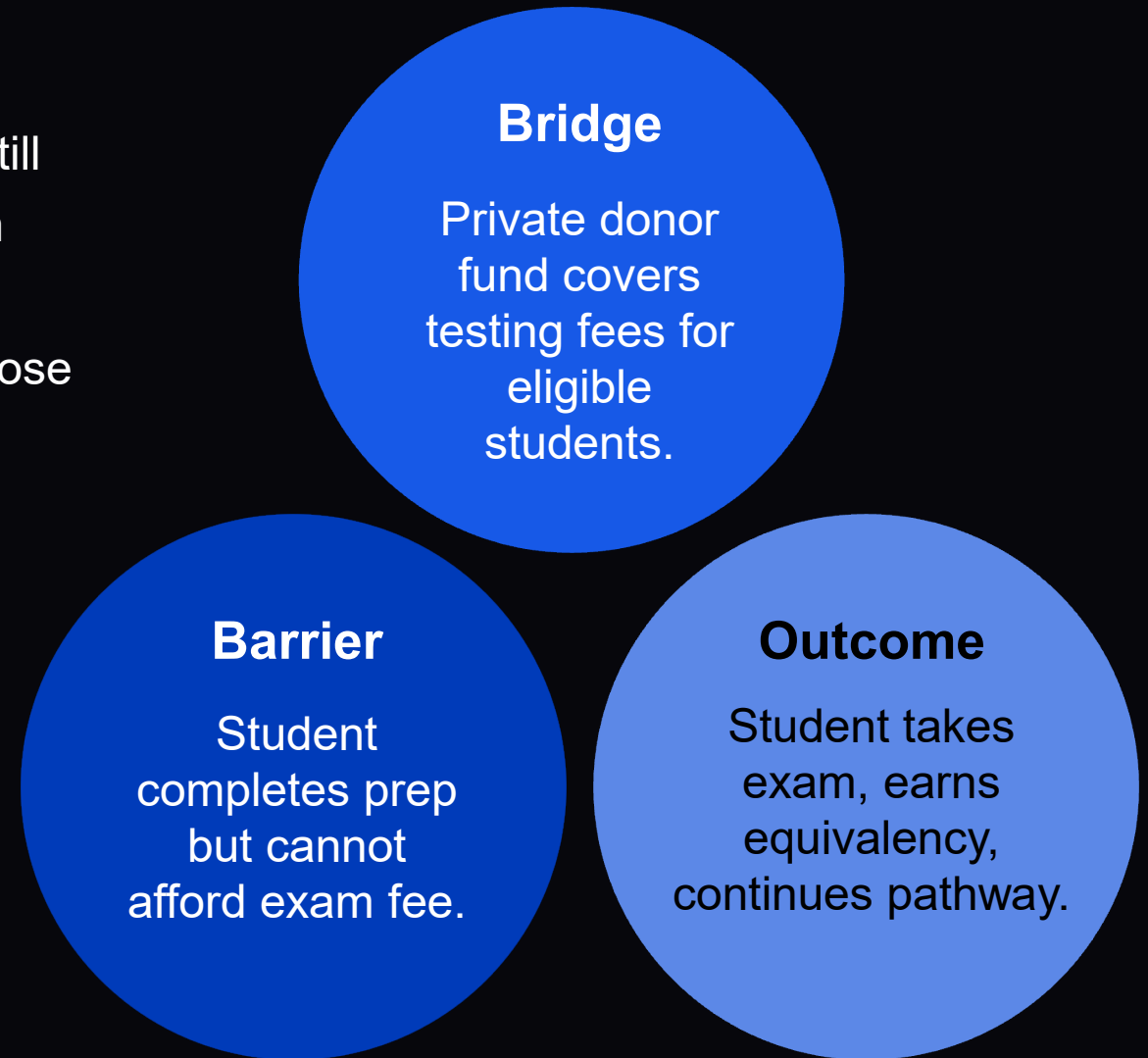
Removing the Testing-Fee Barrier

Instruction Alone Is Not Completion

A student can complete every preparation course and still be blocked from credential completion by a single exam fee. At SCC, a private donor assists with HiSET/GED testing fees for students who need support, including those who are incarcerated.

Guardrails That Matter

- Clear, documented eligibility criteria
- Confidential referral process
- Simple, timely approval workflow
- Coordination with test scheduling
- Outcome tracking for continuous improvement
- SCC is a testing center. Tests offered in English and Spanish



Roles and Responsibilities Matrix

Function	Noncredit	Credit Program	Counseling	A&R	Partner/Facility
Outreach / Recruitment	Lead	Support	Consult	Consult	Lead
Eligibility and Placement	Lead	Consult	Lead	Support	Support
Noncredit Enrollment	Lead	—	Support	Consult	—
CCCApply / Credit Admission	Support	Consult	Support	Lead	—
Language Access	Lead	Lead	Lead	Support	Support
Testing-Fee Support	Lead	—	Support	Consult	Consult
Follow-Up / Data	Lead	Support	Support	Support	Consult

Named ownership and warm handoffs between roles prevent students from falling through the gaps between systems.

What We Would Do from Day One

1 Co-design before recruitment begins

Noncredit, credit, counseling, and A&R at the table before a single student is approached.

2 One shared script and eligibility checklist

Every partner uses the same language, the same questions, and the same screening tool.

3 Never use AHSD as a blanket gateway

Secondary enrollment follows demonstrated need — not as the default path to credit access.

4 Screen for language and diploma status first

Language-access and diploma verification happen before course registration — always.

5 Assign a case owner and audit early data

One named person holds the student journey. Early enrollment data triggers fast corrections. Residency checks must be in place.

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?

Next Community of Practice Meeting Series

- New Zoom meeting link for Fiscal Year 2026-2027: [CoP Registration Link](#)
- Next meeting to take place on November 17th at 12 PM
 - Will continue to take place once a month (except for October).
- **What topics or challenges would you like us to explore next?**
 - Which questions regarding Adult Dual Enrollment is your consortium currently navigating?
 - What program examples or practices you would like to hear more about?
- Are you interested in sharing their experience or program model during a future session?

Scan new link to
join FY 2026-27
Zoom Meeting Series:





Sources and Resources

SB 554 (2019) — California Legislative Information

leginfo.legislature.ca.gov — [SB 554 Bill Text](#)

2025 Student Attendance Accounting Manual

California Community Colleges Chancellor's Office
cocco.edu — [2025 SAAM](#)

Equitable Dual Enrollment Policy to Practice Guide (2025)

California Community Colleges Chancellor's Office
cocco.edu — [Dual Enrollment Policy to Practice Guide](#)

Ed. Code §§ 52620, 52621, 76001, 76002

leginfo.legislature.ca.gov —
[California Education Code](#)



Resources continued

Find previous CC TAP Community of Practice recordings and slide decks on the Cal Adult Ed Website:

[CC TAP | Noncredit \(Administrators > Webinars\) - \(caladulted.org\)](#)

- [ADE FAQ](#)
- [ADE Resources](#)

CC TAP Listserv



- LISTSERV.CCCNEXT.NET --> Subscribe to CCTAP-LS under List Name



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