



CTE DUAL ENROLLMENT PRACTITIONER GUIDE

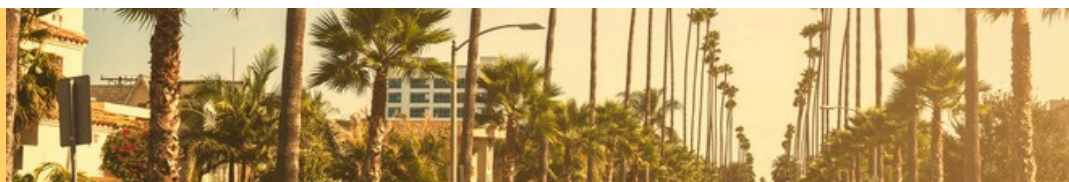


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Introduction

Purpose of the Practitioner Guide

The Los Angeles Regional Consortium (LARC) developed this Practitioner Guide to support Local Education Agencies (LEAs), community colleges, and regional partners in designing, implementing, and scaling equitable, high-quality CTE Dual Enrollment pathways across Los Angeles County.

As California continues to expand dual enrollment statewide, districts and colleges face varying levels of readiness, capacity, and local context. This guide serves as a practical, flexible resource that:

- Clarifies what CTE Dual Enrollment is
- Provides pathway models drawn from regional practice
- Highlights funding strategies that support sustainability
- Centers student experience and equity
- Aligns local implementation with state priorities, including [Vision 2030: A Roadmap for California Community Colleges](#), and the College and Career Indicator (CCI)

The examples are meant to inform and inspire local implementation, not to mandate a single approach—districts should adapt strategies that make sense for their local context.

What is CTE Dual Enrollment?

Career Technical Education (CTE) Dual Enrollment allows high school students in CTE pathways to earn college credit while completing their high school coursework through structured partnerships such as CCAP, with courses offered on the high school campus, college campus, online, or in hybrid formats. When intentionally embedded within a pathway, it integrates academic rigor with industry-aligned skills, strengthens transitions to college and careers, and reduces the time and cost of postsecondary completion.

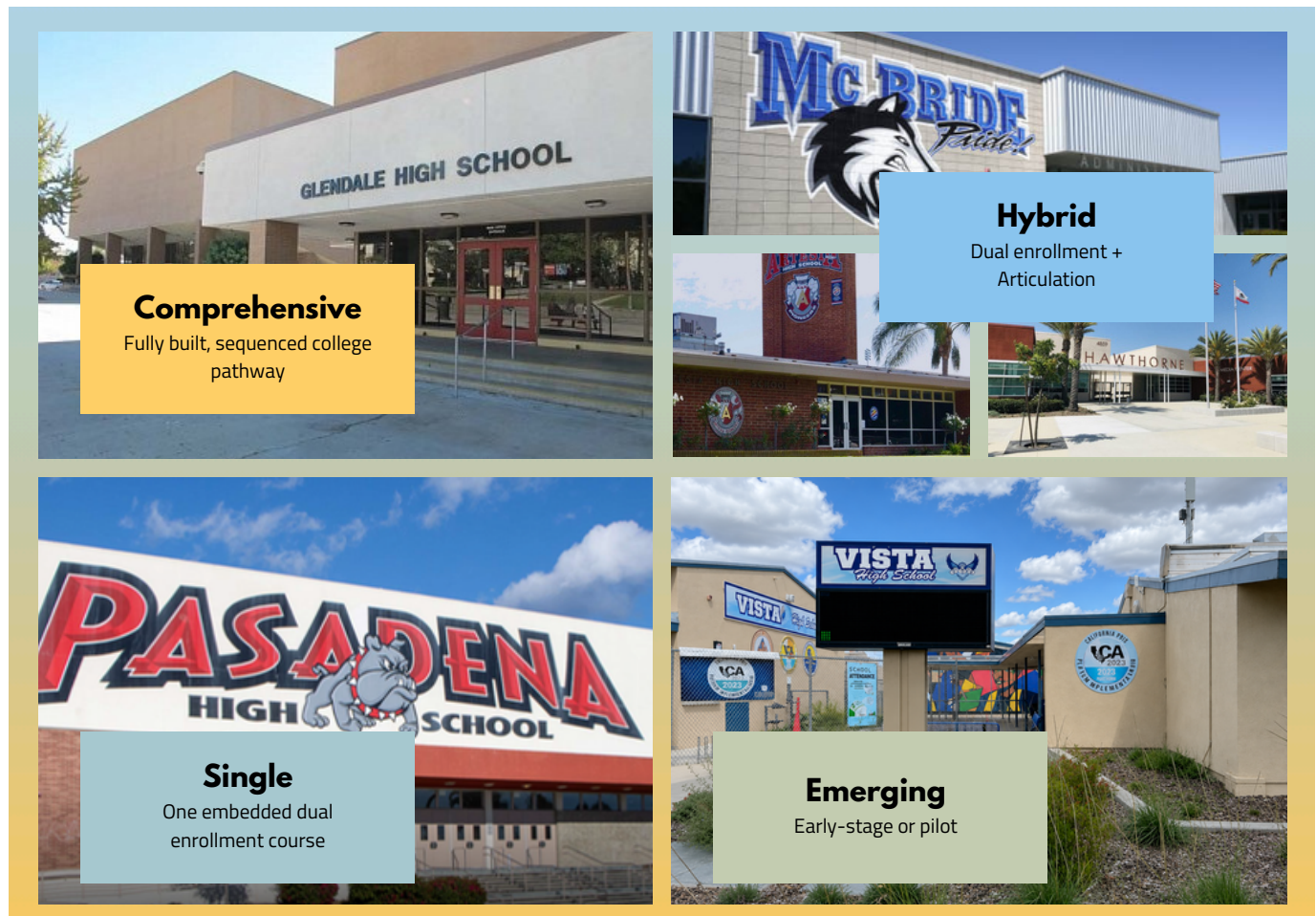


CTE Dual Enrollment Pathway Models

The **Los Angeles Regional Consortium (LARC)** recognizes that districts and colleges vary in size, capacity, student demographics, and industry partnerships. For this reason, **there is no single approach to implementing CTE Dual Enrollment**. Instead, this Practitioner Guide presents a menu of **pathway models currently operating across Los Angeles County** to illustrate multiple, effective ways Dual Enrollment can be embedded within Career Technical Education pathways.

The pathway models highlighted below are **regional examples**, not requirements. They demonstrate how LEAs and community colleges have aligned instruction, funding, student supports, and labor market demand to create equitable and sustainable CTE Dual Enrollment opportunities.

Regional Models in Practice



Pathway Model Overview

Comprehensive Dual Enrollment Pathway Model

Glendale High School – Glendale Unified School District

This model integrates Dual Enrollment throughout the full CTE pathway, beginning early in high school and expanding as students progress. Students participate in multiple college courses aligned to their pathway, earning significant college credit prior to graduation.

At Glendale High School, the Cloud Computing and Computer Science Academy exemplifies this model through a structured sequence that begins with foundational high school coursework and transitions into multiple dual enrollment college courses aligned to regional labor market demand in information and communication technologies. Students earn college credit, complete A–G requirements, and work toward industry-recognized certifications, including cloud computing credentials. Embedded work-based learning and strong college partnerships ensure students graduate with both academic preparation and technical skills.

Glendale High School – Cloud Computing & Computer Science

Courses Offered

- High School: Computer Science Foundations, AP/Advanced CS coursework
- Dual Enrollment (GCC): Student Development 101, Computer Science 101, CS 190/194, CS 240 (AWS-aligned)

Student Participation

- **Estimated students participating annually:** ~80–120 students
- **Grade levels served:** 9th–12th
- **Participation model:** Multi-year pathway with multiple dual enrollment courses

Bell Schedule / Course Delivery

- Embedded within the high school master schedule
- College courses delivered during the school day and summer terms

College Credit & Credentials

- Up to ~23 college units by graduation
- Preparation for AWS Cloud Practitioner Certification
- Pathway aligned to Certificate of Achievement in Cloud Computing

Instructional Model

- Dual enrollment courses taught by **college instructors**
- High school teachers provide academic alignment and student support

Wraparound Supports

- High school counselors and college counselors
- Canvas onboarding and technical support
- Regular reminders and progress monitoring
- College and career technician support

Student Voice / Experience

- Students report strong alignment to college and career goals
- Coursework is manageable with clear structure
- Students request more hands-on labs and interactive instruction

Best suited for:

Districts with strong college partnerships, aligned schedules, and capacity to support multi-year college credit accumulation.

Hybrid Dual Enrollment Pathway Model #1

Ernest McBride High School – Long Beach Unified School District

The Hybrid model combines articulated high school CTE coursework with one or more strategically placed dual enrollment courses, typically in the upper grades. Dual enrollment complements—not replaces—the high school CTE sequence.

At McBride High School, the Health and Medical Pathway integrates college-transferable courses from Long Beach City College into a broader CTE sequence that includes leadership development, and industry exposure. Students earn college credit while completing pathway-aligned coursework and certifications that respond to regional healthcare workforce needs.

Ernest McBride High School – Health & Medical

Courses Offered

- High School:
 - Health & Career Exploration
 - Applied Medical Occupation & Technology (LBCC Articulation)
 - Sports Medicine
- Dual Enrollment (LBCC):
 - Contemporary Health Issues (HLED 3)
 - Introduction to Public Health (PH21)
 - Stress Management through Physical Activity (KNIPP 8)
 - Health & Social Justice (PH2)

Student Participation

- **Estimated students participating annually:** ~60–90 students
- **Grade levels served:** 9th–12th (dual enrollment primarily in 11th & 12th grade)
- **Participation model:** Cohort-based senior-year dual enrollment embedded in pathway

Bell Schedule / Course Delivery

- Dual enrollment courses embedded within senior-year schedule
- Delivered during the regular school day

College Credit & Credentials

- Up to 12 transferable college units
- Certificate of Achievement in Health Education & Promotion

Instructional Model

- Dual enrollment courses taught by college instructors
- High school teachers support pathway sequencing and capstone experiences

Wraparound Supports

- High School Dual Enrollment Counselor supports enrollment, serves as a liaison for LBCC instructors, and case management.
- Canvas support and structured communication
- College representative check-ins
- Pathway Ambassador and SkillsUSA leadership opportunities

Student Voice / Experience

- Students report the pathway feels like a good fit
- Flexibility and clear expectations support success
- Strong interest in expanded hands-on and clinical experiences

Best suited for:

Districts seeking to expand access to Dual Enrollment while preserving high school-based pathway coherence.

Hybrid Dual Enrollment Pathway Model #2

Artesia High School – ABC Unified School District

Artesia High School's Automotive Technology Dual Enrollment Pathway, developed in partnership with Cerritos College, demonstrates how intentional collaboration between K–12 schools, community colleges, and industry partners can create equitable and sustainable career pathways. Located in the Gateway Cities subregion, where demand in Advanced Transportation and Logistics continues to grow, the pathway provides students with access to college-level coursework, industry certifications, and hands-on technical training while still in high school. Through strategic scheduling, strong counseling and wraparound supports, and a commitment to inclusion, Artesia expanded access to dual enrollment opportunities for students across all academic backgrounds, including English Learners and students with disabilities. Cerritos College strengthened the pathway through aligned curriculum, college faculty expertise, and support for ASE certification and industry-standard training. Together, the partnership leveraged grant funding and industry collaboration to modernize facilities, expand work-based learning opportunities, and create clear transitions from high school into college and high-wage automotive careers. The result is a scalable model that connects educational equity with workforce opportunity and demonstrates the transformative impact of high-quality CTE dual enrollment programs.

Artesia High School – Automotive Technology

Courses Offered

- High School CTE (Offered to 9th–12th Grade): Automotive Core I (Articulated with Auto 100), Maintenance II, and Alternative Fuels III
- Dual Enrollment (Offered to 10th–12th Grade):
 - Fall: AUTO 140
 - Spring: AUTO 150
 - Summer: AUTO 160

Student Participation

- **Estimated students participating annually:** ~40–60 students
- **Grade levels served:** 9th–12th
- **Participation model:** Smaller cohorts with intensive hands-on instruction

Bell Schedule / Course Delivery

- Block schedule with dual enrollment offered during zero period and summer

College Credit & Credentials

- Approximately 19 college units
- Certificate of Achievement: Entry-Level Quick Service Technician
- ASE-aligned skill preparation



Instructional Model

- High School CTE Instructor credentialed to teach Dual Enrollment college courses

Wraparound Supports

- Career technical instruction and lab access
- Industry partnerships (e.g., Harbor Freight Tools for Schools)
- Counseling and pathway advising

Student Voice / Experience

- High engagement due to hands-on learning
- Coursework feels manageable and relevant
- Students value clear pathways to employment

Best suited for:

CTE pathways with clearly defined industry credentials and strong alignment between high school and college curriculum.

Hybrid Dual Enrollment Pathway Model #3

Hawthorne High School – Centinela Valley Union High School District

Hawthorne High School's Manufacturing and Engineering pathway illustrates a hybrid model that integrates dual enrollment within a four-year, A–G aligned engineering sequence. Students earn college credit through articulated and dual enrollment courses while progressing toward an Engineering Technician Certificate of Achievement.

The pathway emphasizes advanced manufacturing and aerospace, incorporates a robust work-based learning continuum, and responds directly to regional labor market demand. Funding from K–12 Strong Workforce supports equipment, instructional resources, and student access, ensuring equity for a predominantly socioeconomically disadvantaged student population.

Hawthorne High School – Manufacturing & Engineering

Courses Offered

- High School / Dual Enrollment (El Camino College):
 - 9th grade: Intro to Engineering Design (Articulated: ETEC 12A/B)
 - 10th grade: Principles of Engineering (Dual Enrollment: ETEC 10A/B)
 - 11th grade: Computer Integrated Manufacturing (Dual Enrollment: ETEC 16A/B)
 - 12th grade: Engineering Design & Development (Dual Enrollment: ETEC 18A/B)

Student Participation

- **Estimated students participating annually:** ~50–75 students
- **Grade levels served:** 9th–12th
- **Participation model:** Four-year pathway with staged dual enrollment integration

Bell Schedule / Course Delivery

- Embedded within a four-year A–G aligned pathway
- Courses offered during the regular school day

College Credit & Credentials

- Up to 12 college units
- Engineering Technician Certificate of Achievement



Instructional Model

- Dual enrollment courses taught by **college-qualified instructors**
- Project-based, lab-intensive instruction

Wraparound Supports

- Counseling and pathway advising
- Industry mentorships and internships
- K12 Strong Workforce–funded materials and equipment

Student Voice / Experience

- Students report increased awareness of college rigor
- Project-based learning strengthens engagement
- Time management and independence are key challenges

Best suited for:

Engineering and advanced manufacturing pathways with strong industry partnerships and work-based learning infrastructure

Single Dual Enrollment Pathway Strategy

Pasadena Unified School District

The Single Dual Enrollment Pathway Strategy focuses on one targeted dual enrollment course embedded within a broader CTE or career-aligned program. This approach prioritizes access, early college exposure, and targeted workforce outcomes.

Pasadena Unified School District's Grow Your Own (GYO) initiative integrates dual enrollment into an education pathway designed to address local workforce needs. Through partnerships with Pasadena City College, students earn college credit, gain internship experience, and receive priority hiring consideration within the district. The long-term goal is for students to transfer to Pasadena City College, become paid apprentices, earn a Teacher Aid Certificate, and eventually transfer to California State University, Los Angeles (CSULA) to complete a teaching degree and credential while gaining industry-relevant experience throughout the process.

Pasadena Unified School District – Grow Your Own

Courses Offered (Complete ANY 3 Approved Courses)–Examples:

- COMM C1000: Introduction to Public Speaking
- CHDV 17: Teaching Children in a Diverse Society (3 units)
- CHDV 30: Introduction to Children with Diverse Needs (3 units)
- EDUC 13: Introduction to Elementary Classroom Teaching (3 units)
- *PSYC 21: Developmental Psychology: The Child (3 units)

Flexible Entry

Courses offered regularly with Pasadena City College

*Courses may satisfy Cal-GETC requirements and support transfer pathways

Student Participation

- **Estimated students participating annually:** ~25–40 students
- **Grade levels served:** 9th–12th
- **Participation model:** Targeted dual enrollment tied to workforce need

Bell Schedule / Course Delivery

- Single dual enrollment course embedded in pathway schedule

College Credit & Credentials

- College credit toward education-related certificates or degrees
- CPR and workforce certifications

Instructional Model

- Dual enrollment courses taught by college instructors
- High school staff coordinate pathway alignment

Wraparound Supports

- Advising and career guidance
- Internships and priority hiring opportunities
- Braided funding support (CCAP, K12 SWP, CAI)

Student Voice / Experience

- Students gain confidence in college readiness
- Desire for more individualized advising
- Strong connection to local employment opportunities
- Monthly program success workshops
- Student conference presentations

Best suited for:

Districts beginning Dual Enrollment implementation or addressing a specific workforce need.

Emerging Dual Enrollment Pathway Model

Vista Continuation High School – Lynwood Unified School District

Emerging models reflect early-stage implementation or expansion of Dual Enrollment within non-traditional settings. Vista Continuation High School's Welding pathway illustrates how Dual Enrollment can be leveraged to support alternative education students and re-engage learners through hands-on, career-aligned instruction.

The pathway focuses on industry-relevant welding skills, integrates college credit opportunities, and aligns with regional demand for skilled trades. This model highlights the potential of Dual Enrollment to expand access for students who may not traditionally participate in college credit programs.

Vista Continuation High School – Welding

Courses Offered

- High School CTE: Welding Foundations and Safety
- Dual Enrollment: Introductory welding coursework aligned to college programs
 - Welding 105 (Dual Enrollment)
 - Machine Tool Technology 101 (Dual Enrollment)

Student Participation

- **Estimated students participating annually:** ~7–15 students
- **Grade levels served:** 11th–12th
- **Participation model:** Small, high-touch cohorts in alternative education setting

Bell Schedule / Course Delivery

- Integrated into continuation school schedule: Students are bused over to Compton College and use the Welding facility while being taught by a Compton College instructor.
- Flexible delivery to support alternative education students

College Credit & Credentials

- Introductory college credit (expanding)
- Preparation for entry-level welding certifications



Instructional Model

- College instructors

Wraparound Supports

- Small cohort instruction
- Career counseling and re-engagement supports
- Industry-aligned equipment and lab access at Compton College

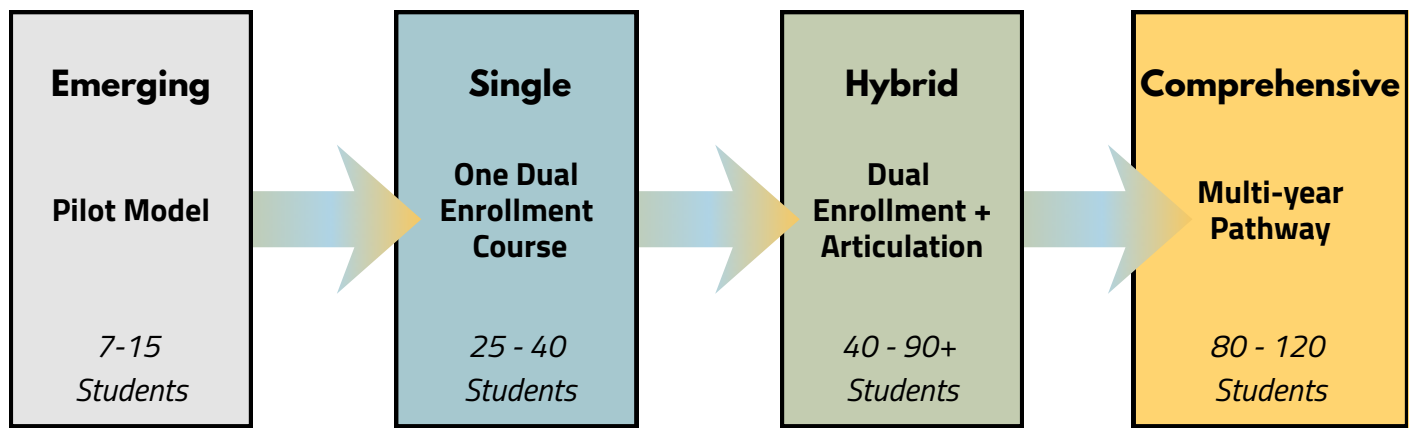
Student Voice / Experience

- Hands-on learning increases motivation
- Clear link between coursework and employment
- Consistent support is critical to persistence

Best suited for:

Continuation, alternative, and opportunity youth settings seeking to expand access to career-connected college credit.

Building Toward a Fully Integrated Pathway



Districts can begin with a pilot or a single embedded course, then scale toward fully integrated, multi-year pathways aligned to student and workforce outcomes.

Pathway Models at a Glance

Each pathway model offers a different entry point, level of complexity, and student experience. Use this side-by-side comparison to identify which pathway model best aligns with your district's current capacity, student needs, college partnerships, and long-term goals.

Criteria	Emerging	Single	Hybrid	Comprehensive
Implementation Stage	Early-stage	Initial Expansion	Expanding	Fully integrated
Student Participation	~7–15	~25–40	~40–90+	~80–120
Course Structure	1–2 courses	Targeted course	DE + articulation	Multi-course sequence
Delivery	Flexible / alternative	Embedded	Blended	Fully sequenced
College Credit	Introductory	Certificate aligned	Transferable + industry	Stackable + credentials
Best Fit	Pilot	Workforce need	Expansion	Scale & sustainability

Cross-Model Insights

Key Takeaways Across Pathway Models

There is no one-size-fits-all approach to CTE Dual Enrollment.

Reflect & Discuss:

What is already in place across your district, college, or partnership?

Which pathway model feels most aligned with your current capacity and goals?

Successful pathways align college coursework with high school CTE sequences rather than operating as standalone experiences.

Reflect & Discuss:

Where do current college offerings align with your district's existing or future CTE pathways?

Where are the strongest opportunities to build deeper alignment?

Equity-driven design, strong partnerships, and labor market alignment are consistent across effective models.

Reflect & Discuss:

Where do student needs, regional workforce demand, and partnership opportunities intersect in your community?

Which learners or communities should this work intentionally prioritize?

Key Takeaways Across Pathway Models



Districts can begin with a single dual enrollment course and scale over time as capacity increases.

Reflect & Discuss:

Where can your partnership begin—or grow—from where you are today?

What feels most achievable in the next 6–12 months?



Regional examples provide practical insights while allowing flexibility for local adaptation.

Reflect & Discuss:

What ideas, opportunities, or challenges surfaced as you explored these regional models?

Are there similar pathways in your region that would be helpful to see in action?

What would need to be adapted for your local context?

Student Experiences and Outcomes

Student experience is central to effective CTE Dual Enrollment implementation.

Regional data and student feedback highlight consistent benefits:

- Increased confidence navigating college systems and expectations
- Strong alignment between coursework and career interests
- Appreciation for flexible deadlines and college-level rigor
- Desire for increased hands-on learning and work-based experiences

When paired with intentional supports—such as counseling, Canvas onboarding, and regular communication—**students report that dual enrollment feels manageable and meaningful**, even when coursework is more rigorous than traditional high school classes.

Reflect and Discuss:

How are students currently experiencing your pathway—from enrollment and advising to classroom learning and college readiness?

What learning experiences, supports, or workforce connections could make this pathway even more meaningful for students?

Key Reminders:

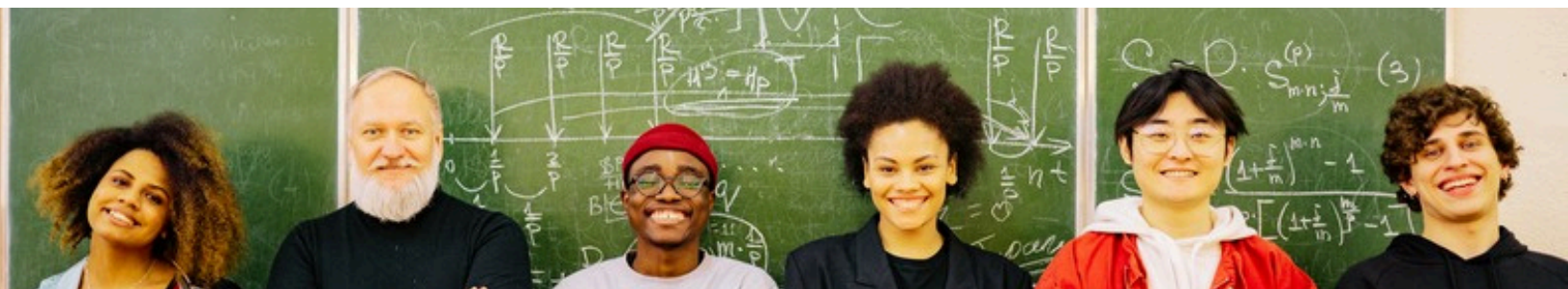
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approach

start
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align
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allow
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consistency
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Implementation

Funding Sources and Sustainability

Successful CTE Dual Enrollment pathways rely on **braided funding strategies** to support instruction, student access, and long-term sustainability. Commonly leveraged sources include:

Foundational & Ongoing Institutional Funding

- **Local Control Funding Formula (LCFF) and local bond measures:** LCFF provides ongoing, flexible base funding that districts can allocate toward staffing, pathway coordination, student supports, and program infrastructure.
- **Career Technical Education Incentive Grant (CTEIG):** A recurring state incentive grant program that districts often integrate into long-term CTE staffing, equipment purchases, and pathway sustainability planning due to its multi-year funding cycles and matching requirement.
- **Perkins V:** Annual federal CTE funding that supports program quality improvement, industry alignment, accountability reporting, and equity efforts for special populations.

Regional Alignment & K-14 Partnership Funding

- **K-12 Strong Workforce Program (K12 SWP):** Regional funding specifically designed to strengthen alignment between K-12 districts and community colleges, expand dual enrollment opportunities, support work-based learning, and respond to regional labor market demand.
- **California Apprenticeship Initiative (CAI) and related apprenticeship funding:** State-supported funding streams that support the development of pre-apprenticeship and registered apprenticeship pathways aligned with workforce and industry needs.
- **College and Career Access Pathways (CCAP) Grant:** A competitive California Department of Education grant that provides funding to LEAs to establish or expand dual enrollment partnerships with community colleges under the CCAP framework, particularly to increase access for underrepresented students; this grant supports implementation costs such as coordination, instruction, and student access supports.
- **Golden State Pathways Program (GSPP):** A one-time state investment intended to accelerate the development of cohesive, industry-aligned college and career pathways that integrate academic and technical coursework.



References

This Practitioner Guide aligns with and draws from:

- [Vision 2030: A Roadmap for California Community Colleges](#)
- [California State Plan for Career Technical Education](#)
- [Public Policy Institute of California \(PPIC\) – Dual Enrollment in California](#)
- [LARC Regional Plan \(2024–2027\)](#)

Closing & Acknowledgments

Dual Enrollment is not a single program or model—it **is a strategy for advancing equity, workforce readiness, and postsecondary success**. By sharing regional examples and practical guidance, LARC aims to support districts and colleges in building pathways that are responsive, sustainable, and centered on student success.

The content of this CTE Dual Enrollment Practitioner Guide was assembled by three LARC K-12 Pathway Coordinators, drawing on their deep experience with their districts and college partners: Bonny Najar, Karen Francisca Patron Cuevas, and Giovanna Santiago. Along the way they were supported by the LARC K-14 Technical Assistance Provider, Mark Basnage, and the LARC Chair, Dr. Narineh Makijan.

LARC serves over a hundred LEAs in the Los Angeles region. Districts, colleges, and partners are welcome to reach out to the key talent (K-12 Pathway Coordinators and K-14 Technical Assistance Provider) in their area.

Learn more about our team, our roles, and our contact information [here](#):
<https://losangelesrc.org/k12-strong-workforce-program/>.

To understand the big picture about how LARC serves the Los Angeles education and workforce ecosystem,

- please visit <https://losangelesrc.org/>,
- explore our helpful calendar of events <https://losangelesrc.org/calendar/>,
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