

PCCD DUAL & CONCURRENT ENROLLMENT IMPLEMENTATION DRAFT PLAN 2026-2027

1. Overview

Peralta Community College District (PCCD) has offered Dual Enrollment since 2015, beginning with Oakland Unified School District (OUSD) and expanding to multiple unified school districts and charter schools. This plan represents the next major phase: moving from a partially centralized model to a fully integrated, district-wide system that is equitable, efficient, and built to last.

This implementation plan draws on two complementary bodies of work and recommendations during 2025–2026:

The Dual Enrollment A–Z Framework

A five-phase operational framework that maps the complete student and course pipeline from first partner inquiry through ongoing evaluation, providing the structural skeleton for meaningful implementation.

The Dual & Concurrent Enrollment Taskforce

A districtwide taskforce that produced concrete recommendations and strategies across dual enrollment, concurrent enrollment (high school), and concurrent enrollment (4-year). These recommendations are mapped below to the A–Z phases.

This work draws on the vision and principles of the PCCD Transformation Plan, which is guiding the district as we move from four colleges to three and reimagine how we operate to better serve students and strengthen our financial foundation. The Unification Taskforce Listening Sessions are also woven throughout this plan, keeping our students and our employees at the center of every design decision we make.

2. Workgroup Design

Implementation will be organized into two parallel workgroups that operate on a shared monthly cadence and convene jointly once per month. This structure ensures that instruction and student services develop in coordination rather than in silos, while allowing each track to move efficiently through its domain-specific work.

Meeting Cadence- Two Workgroups

All-hands Meeting (Monthly): All members of both workgroups meet to share progress, surface cross-track dependencies, align on upcoming decisions, and review data.

Instructional Workgroup (Monthly, separate meeting): Focuses on pathway development, faculty training, partner school relationships, curriculum concerns, and scheduling.

Responsible Party: Dean, Kellie Nadler

Student Services Workgroup (Monthly, separate meeting): Focuses on enrollment processes, application systems, counseling, student support, marketing, and onboarding.
Responsible Party: Associate Vice Chancellor, Amy Lee

Total workgroup commitment: 2 90-meetings per month September-December and February-May.

3. Alignment of Dual Enrollment A-Z: 5 Phases with Dual & Concurrent Taskforce Recommendation Work

(Map to Pathways to Possibilities framework)

Phase 1: Partnership Development & Inquiry *(Pathways Intake, Student Completion)*

- **DE Rec I:** Expand current partial centralized coordination of Dual Enrollment to include all CCAP agreement district and charter high schools
- **DE Rec VII:** Enhance Partnerships between PCCD and High Schools
- **DE Rec II:** Develop and enhance partnerships between PCCD and 4-Year universities in service area to increase concurrent enrollments
- **CE-HS Rec II:** Enhance Partnerships between PCCD and High Schools in service area to increase Concurrent Enrollments
- **CE-4Y Rec I:** Develop and enhance Partnerships between PCCD and 4-Year universities in service area to increase concurrent enrollments

Phase 2: Course Request, Review & Scheduling *(Pathway to Intake, Clusters, Student Completion)*

- **DE Rec I** (strategies D, E, F): Streamline and standardize course request process; streamline course scheduling; create dedicated budget line for Dual Enrollment FTE
- **DE Rec II** (strategies B, C): Focus on pre-pathway or keystone courses; develop a Menu of Options per term and annually
- **CE-HS Rec I:** Offer a minimum of two academic pathways for High School Concurrent Enrollment students
- **CE-HS Rec II** (strategies C, D): Provide partners annual recommended concurrent enrollment courses; expand Peralta Summer Institute

Phase 3: Student Application, Registration & Enrollment *(Pathways Intake, Student Completion)*

- **DE- Rec III:** Streamline enrollment process for all Dual Enrollment students
- **CE-HS Rec IV:** Establish dedicated Counselor(s) at each college for concurrent enrollment students
- **CE-4Y Rec IV:** Develop and implement concurrent enrollment (4-year) student onboarding support

Phase 4: Student Support, Onboarding & Course Delivery *(Pathway Intake, Student Completion)*

- **DE- Rec V:** Develop and implement professional development program for Dual Enrollment faculty
- **DE- Rec VI:** Develop and implement student onboarding for all new Dual Enrollment students
- **DE- Rec III (strategies B, C):** Hire Student Success Navigators; designate college Dual Enrollment transition teams
- **DE- Rec IV:** Develop and implement districtwide and coordinated Dual Enrollment and Concurrent Enrollment marketing and outreach plan
- **CE-HS Rec V:** Create concurrent enrollment student onboarding
- **CE-4Y Rec IV:** Create concurrent enrollment (4-year) student onboarding support

Phase 5: Reporting, Evaluation & Continuous Improvement (*Pathway Intake, Student Completion*)

- **DE- Rec I (strategy G):** Establish district wide Dual Enrollment Workgroup to review data, processes, and make recommendations
- **CE-4Y Rec III:** Create marketing and outreach plan focused on reducing the 20% gap between males and females
- **CE-HS Rec III:** Develop and implement districtwide and coordinated Dual & Concurrent Enrollment (High School) marketing and outreach plan
- **DE- Rec VII (strategy C):** Create systems that live beyond individual employees; create Standard Operating Procedures (SOPs) for all aspects of Dual Enrollment

4. Implementation Timeline: AY 2026-27

The full workgroup kicks off in September 2026. From there, the group follows a shared monthly cadence through the academic year, with a joint convening at the start of each month and track-specific workgroup meetings in the second half of the month. The January break allows both tracks to pause and reset before the spring semester. The first joint convening in September will be used to establish shared goals, review the full scope of work, and collectively determine what needs to be completed and by when.

Monthly Cadence (September–December, February–May)

Week 1: Full group joint convening

Week 2: Instruction Workgroup meeting

Week 2: Student Services Workgroup meeting

September 2026

Full group kickoff. Establish shared goals, norms, and decision-making process. Review scope of work across all five A–Z phases. Collectively determine key milestones and target completion dates for AY 2026–27.

October–December 2026

Joint convenings and track workgroup meetings continue. Both tracks work toward the milestones established at the September kickoff, surfacing cross-track dependencies and adjusting as needed at each joint convening.

February–May 2027

Joint convenings and track workgroup meetings resume. Both tracks continue implementation work and begin planning for the Fall 2027 launch. The final joint convening in May serves as an end-of-year review and a planning session for fall.

5. Design Principles for Workgroup

These principles, drawn from both the Taskforce work and the Unification Taskforce Listening Sessions, will guide workgroup decision-making.

- 1. DESIGN AROUND STUDENT EXPERIENCE:** Students should be able to navigate dual enrollment seamlessly, with clear communication, consistent processes, and visible support at every step.
- 2. ALIGN WITHOUT UNIFORMITY:** Standardize what must be standardized (deadlines, applications, data reporting) while preserving campus relationships, culturally responsive practices, and local identity.
- 3. BUILD SYSTEMS THAT OUTLAST INDIVIDUALS:** Create SOPs, shared repositories, and documented workflows so that institutional knowledge is not held by any one person.
- 4. CENTER EQUITY INTENTIONALLY:** Use data to identify and close gaps by race, ethnicity, gender, and school. Targeted outreach and affinity group engagement are not optional add-ons.
- 5. TWO WORKGROUP TRACKS, ONE STUDENT:** A student's experience of dual enrollment is not divided into academic and student services; it is one experience. Instruction and Student Services must operate as a unified team.

6. Next Steps

- Determine workgroup membership
- Confirm meeting dates for 26-27
- Create a SharePoint for all workgroup materials
- Share initial resources with workgroup appointees