The Dual Enrollment Playbook: How Colleges, Districts, and Schools Can Strengthen Partnerships to Advance Equity

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OACC Dual Enrollment Pathways Workshop

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College Acceleration Opportunities: Mostly AP and Dual/Concurrent Enrollment

Note (from original figure): National enrollment data do not exist for DE and CTE beyond 2010–11.

Source: College Board, 2017, p. 9, Figure 1. (Figure A1 reproduces all data from the original figure.)
Growth of Dual Enrollment
2001-2017
IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

Expansion of Dual Enrollment
Concentrated at Community Colleges
Community College Fall Enrollments by Age

All students

-20%
-10%
0%
10%
20%

25 and older

-40%
-30%
-20%
-10%
0%

18-24 years old

-20%
-10%
0%
10%
20%

17 and younger

-40%
-20%
0%
50%
200%
Findings on the Effects of HS Dual Enrollment

- Accumulation of descriptive and quasi-experimental evidence for dual enrollment, stronger experimental evidence on effects of ECHS

- **WWC Report**: Positive effects of taking college courses in HS include stronger HS grades, more HS completion, more college enrollment, more credit accumulation, more degree completion.


- Substantial state and institutional variation in post-HS college outcomes among former DE students (Fink, Jenkins, & Yanagiura, 2017)
2015-16 School Year: Black and Latinx HS Students Underrepresented in Dual Enrollment & AP courses

HS Student Racial Composition

<table>
<thead>
<tr>
<th>Race</th>
<th>High School Students (N=14M)</th>
<th>Took a DE course (N=1.2M)</th>
<th>Took an AP course (N=2.8M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>51%</td>
<td>65%</td>
<td>55%</td>
</tr>
<tr>
<td>Black</td>
<td>15%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24%</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

Ohio: US Dept. of Education Data on Participation in Dual Enrollment in 2015-16

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

2015-16 High School student participation in Dual Enrollment and AP: School Districts

DE-Participation Rate
- Less than 0.1%
- 0.1% to 4.0%
- 4.0% to 11.0%
- 11.0% to 20.3%
- 20.3% or more

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

View an interactive map: https://ccrc.tc.columbia.edu/easyblog/mapping-racial-equity-ap-dual-enrollment.html
2015-16 High School student participation in Dual Enrollment and AP: School Districts

AP-Participation Rate
- Less than 0.1%
- 0.1% to 4.0%
- 4.0% to 11.0%
- 11.0% to 20.3%
- 20.3% or more

Advanced Placement

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

View an interactive map: https://ccrc.tc.columbia.edu/easyblog/mapping-racial-equity-ap-dual-enrollment.html
Substantial national variation in racial equity gaps in DE participation among US school districts…

…but one in five school districts across the country have closed racial equity gaps in access to dual enrollment courses

CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year. 
Given the substantial variation nationally in access to and success in dual enrollment,

What can be learned from high schools and colleges that are more effective in serving students of color through dual enrollment?
Playbook Overview

- Quantitative Research: Analysis of statewide data from FL, OH, and WA to identify high school-community college pairings with above-average participation rates and strong outcomes for historically underrepresented students of color*

- Screening Calls: Phone calls with potential sites identified through quantitative research

- Fieldwork: 9 site visits in FL, OH, and WA to colleges, high schools, and district offices**

* Included Black/African American, Hispanic/Latinx, American Indian, Native Hawaiian, Pacific Islander, and Alaska Native students
** Two visits conducted remotely due to the pandemic
The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students

Five Principles to Advance Equity in High-Quality Dual Enrollment

Principle I
Set a shared vision and goals that prioritize equity

Principle II
Expand equitable access

Principle III
Connect students to advising and supports that ensure equitable outcomes

Principle IV
Provide high-quality instruction that builds students’ competence and confidence

Principle V
Organize teams and develop relationships to maximize potential
Principle I
SET A SHARED VISION AND GOALS THAT PRIORITIZE EQUITY

1. Connect dual enrollment to a broader vision
2. Commit to equity in dual enrollment
3. Consider partners' incentives and constraints
4. Develop an equity-minded culture

Principle II
EXPAND EQUITABLE ACCESS

1. Build early awareness and aspirations
2. Improve outreach to communities of color
3. Recruit actively and strategically
4. Limit the impact of placement testing
5. Address costs and logistics
<table>
<thead>
<tr>
<th>HS Periods</th>
<th>HS Credit</th>
<th>HS Course</th>
<th>LCCC Course</th>
<th>College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>English II</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Geometry or Alg. II</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Biology</td>
<td>BIOG 151: General Biology</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Chemistry</td>
<td>CHMY 161: General, Organic &amp; Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>United States History</td>
<td>HSTR 162: US History</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Humanities Elective</td>
<td>HUMS 151: Introduction to Humanities *</td>
<td>3</td>
</tr>
<tr>
<td>10th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Humanities/Cultural Diversity</td>
<td>ENGL 266: African American Literature *</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Humanities Elective</td>
<td>HUMS 281: Introduction to American Cinema *</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>College Level Math</td>
<td>MTHM 181: Calculus I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Credit Hours</td>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOG 252: Microbiology</td>
<td>5</td>
<td>BGSU required course: BIOL 3510: Evolution</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Year 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BGSU 3000/4000 elective course</td>
<td>3</td>
<td>BGSU required course: BIOL 4400: Molecular Neurobiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BGSU 3000/4000 elective course</td>
<td>3</td>
<td>BGSU required course: BIOL 4400: Molecular Neurobiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Semester Total</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Cumulative Total</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td>122</td>
</tr>
</tbody>
</table>
Aligning high school career clusters with meta-majors to create on-ramps into advanced workforce credentials for CTE dual credit students at Indian River State College

Get Started on Your Pathway

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore Career Clusters</td>
<td>Career Clusters are groups of similar occupations and industries. They were developed by the U.S. Department of Education as a way to organize career planning. The sixteen Career Clusters are explained on the pages that follow. Once you have identified the Career Clusters that interest you, review the offerings at your high school to determine the Career Pathways Academy to pursue.</td>
</tr>
<tr>
<td>2. Enter a Career Pathways Academy</td>
<td>Career Pathways students benefit from a clear path to their future and are able to meet graduation requirements, earn college credits and industry certifications, and gain valuable knowledge—making them college and career ready before they leave high school. To get started in a Career Pathways Academy, high school students should contact the counselor at their school.</td>
</tr>
<tr>
<td>3. Advance Your Education and Earnings Potential at IRSC</td>
<td>Every student who successfully completes a Career Pathways Academy will earn college or clock-hour credit at Indian River State College. Follow these steps: 1. Contact your high school counselor to enroll in your Career Pathways Academy of interest. 2. Complete your high school Career Pathways Academy. 3. Complete all IRSC Admission requirements. a. Complete an Application for Admission. b. Request your transcripts from your high school, and have them sent to the IRSC Office of Student Records. c. Apply for financial aid. d. Complete New Student Orientation. 4. Meet with your IRSC advisor to indicate completion of a Career Pathways Academy. 5. If courses align with your program objective goal, credit will be verified and applied to your degree or certificate based on your IRSC Academic Plan/Guided Pathway. Your eligibility for Career Pathways credit is valid for 36 months following your high school graduation date.</td>
</tr>
</tbody>
</table>

See more examples here: [https://www.irsc.edu/community/quad-county-career-pathways-consortium.html](https://www.irsc.edu/community/quad-county-career-pathways-consortium.html)
Principle IV
Provide high-quality instruction that builds students’ competence and confidence

1. Understand how K-12 courses enable or impede acceleration
2. Acclimate students to college expectations
3. Build confidence through excellent teaching
4. Support faculty to enable high-quality instruction

Principle V
Organize teams and develop relationships to maximize potential

1. Elevate equity-focused dual enrollment teams
2. Build relationships at all levels
3. Assess outcomes and enact data-driven improvements
Sharing dual enrollment data internally and with K-12 partners at Valencia College and Lorain County Community College
Playbook Resources

**The Dual Enrollment Playbook**
A Guide to Equitable Acceleration for Students

Highlights from the Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students

A Guide to Getting Started for Institutional Leaders

Tool for Evaluating Equitable Practices at Community Colleges

Tool for Evaluating Equitable Practices at High Schools

https://highered.aspeninstitute.org/dual-enrollment/
## Redesigning Dual Enrollment: Connecting guided pathway reforms to advance equity

<table>
<thead>
<tr>
<th>Conventional Approach</th>
<th>Next Frontier</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DE courses</strong> <em>made available</em> to students who are already “college-bound”</td>
<td><strong>Active outreach</strong> to and support for underrepresented students and families starting in middle school</td>
</tr>
<tr>
<td>Colleges and schools mainly emphasize <em>general education courses</em></td>
<td>Colleges and schools introduce students to high-opportunity postsecondary pathways through well-taught <em>program foundational courses</em></td>
</tr>
<tr>
<td>Programs focus mainly on students’ <em>academic preparedness for college</em></td>
<td>Focus on building <em>motivation for college programs</em> by helping students explore interests and <em>begin</em> to develop a plan tied to college programs and careers in a field of interest</td>
</tr>
</tbody>
</table>
Thank you!
Questions educational leaders and policy makers should be asking about dual enrollment

- Which students have access to dual enrollment courses and what are the barriers to access?
- Are students getting good advising? Which courses are students taking and are they getting good advice?
- Are they helped to explore career/college options and develop a preliminary program plan? Are DE students being exposed to college campuses and programs?
- Is there sufficient quality control to ensure not just rigor of courses, but high quality teaching?
- Are students building momentum to enter and be successful in college programs (majors) after high school?
- Which colleges are DE students going to after high school and are they succeeding, and what’s happening with DE students who don’t go to college?
- Are these programs actually helping students/families save time and money in earning a college credential? Are DE credits being applied to students’ degree programs?
- How do the answers to these questions vary for students by race/ethnicity, income, gender, & high school?