From ‘Programs of Privilege’ and ‘Random Acts’ to Dual Enrollment Equity Pathways

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OACC Feb. 2022 SSLI Meeting
2017-18 High School Student Participation in Dual Enrollment by School District

Source: CCRC analysis of US Dept. of Education Office for Civil Rights data

View an interactive map: https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
2017-18 High School Student Participation in Advanced Placement by School District

Source: CCRC analysis of US Dept. of Education Office for Civil Rights data

View an interactive map: https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
Growth of Dual Enrollment
1999-2019
IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

Expansion of Dual Enrollment Concentrated at Community Colleges
Ohio Dual Enrollment
1999-2019
IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

Expansion of Dual Enrollment
Concentrated at Community Colleges
CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.
Dual Enrollment: 1 in 5 of OACC Students Before the Pandemic

CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.
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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
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).

- Equitable access to and benefits from dual enrollment? Mixed findings.
Underrepresented Nationally in Dual Enrollment:
Black, Hispanic, Students with Disabilities, and English Learners

Students Served under IDEA:
- 12.7% of secondary population
- 3.9% of DE Students
- -8.8 DE representation gap

English Language Learners
- 6.2% of secondary population
- 2% of DE Students
- -4.1 DE representation gap

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?
### Dual Enrollment Playbook Findings

**Research Sites – Selected for Strong DE Access and Outcomes**

<table>
<thead>
<tr>
<th>SITE</th>
<th>KEY PARTNERS</th>
<th>PRIMARY DUAL ENROLLMENT MODEL</th>
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</table>
| Miami-Dade County, FL       | Miami Dade College  
Barbara Coleman Senior High School  
Ronald W. Reagan/Doral Senior High School | At the college                |
| Okeechobee County and St. Lucie County, FL | Indian River State College  
Okeechobee High School  
Treasure Coast High School | At the college and high school |
| Osceola County, FL          | Valenets College  
Liberty High School | At the college                |
| West Palm Beach, FL         | Palm Beach State College  
Palm Beach Lakes Community High School | At the college and high school |
| Lorain County, OH           | Lorain County Community College  
Lorain High School  
Clearview High School | At the high school            |
| Steubenville, OH            | Eastern Gateway Community College  
Steubenville High School | At the high school            |
| Puyallup, WA                | Pierce College  
Emerald Ridge High School  
Puyallup High School | Primarily at the college, some at the high school |
| Tri-Cities, WA              | Columbia Basin College  
Tri-Tech Skills Center  
Wahluke High School | At the college, CTE at the skills center |
| Wenatchee Valley, WA        | Wenatchee Valley College  
Bridgesport High School  
Eastmont High School  
Wenatchee High School | At the college in urban and suburban areas, at the high school in rural areas |

### 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**
To build back enrollments lost to pandemic, colleges are rethinking dual enrollment to expand access to high-opportunity postsecondary pathways.
Guided Pathways + Equity-Focused Dual Enrollment: Dual Enrollment Equity Pathways (DEEP)

Access for whom?

Dual Enrollment

Grades 6-8
Grades 9-12

1. Outreach to underserved students & schools
2. Alignment to college degrees & careers in fields of interest
3. Early career & academic exploration, advising, & planning
4. High-quality college instruction & academic support

DEEP Practices
Complementary set of practices implemented by college-school partnerships

Access to what?

Entry into baccalaureate major at four-year (FY) institution
CC transfer program aligned to FY major
Workforce program aligned to high-wage/high-demand career
To build back enrollments lost to pandemic, colleges are rethinking dual enrollment to **expand access to high-opportunity postsecondary pathways**

<table>
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<tr>
<th>Programs of Privilege, Random Acts</th>
<th>Dual Enrollment Equity Pathways (DEEP)</th>
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<tbody>
<tr>
<td>DE courses <strong>made available</strong> to students who are already “college-bound”</td>
<td><strong>Active outreach and support</strong> for underrepresented students and families starting in middle school</td>
</tr>
<tr>
<td>Focus is mainly on strengthening students’ <strong>academic preparedness for college</strong></td>
<td>Focus also on building <strong>motivation for college</strong> by helping students explore interests and begin to develop a plan tied to college programs and careers in a field of interest</td>
</tr>
<tr>
<td>Colleges and schools mainly emphasize <strong>general education courses</strong></td>
<td>Colleges and schools introduce students to high-opportunity postsecondary pathways through <strong>program foundation courses</strong></td>
</tr>
<tr>
<td>Focus on achievement of <strong>academic content standards</strong></td>
<td>Added focus on helping students become <strong>confident college learners</strong> through active teaching/learning</td>
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<tr>
<td>High school career technical education focused mainly on <strong>immediate post-HS employment</strong></td>
<td>High school career technical education students readily able to <strong>apply HS CTE credits toward college degree programs</strong> in high-opportunity fields</td>
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Conversation with Rachel E. Carlisle, M.Ed.
Director of Enrollment Management & Student Services, Regional Campuses
Edison State Community College
Thank you!

Access the *Dual Enrollment Playbook* and other resources at

Aspen: [https://highered.aspeninstitute.org/dual-enrollment](https://highered.aspeninstitute.org/dual-enrollment)


Or contact us at:

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