



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

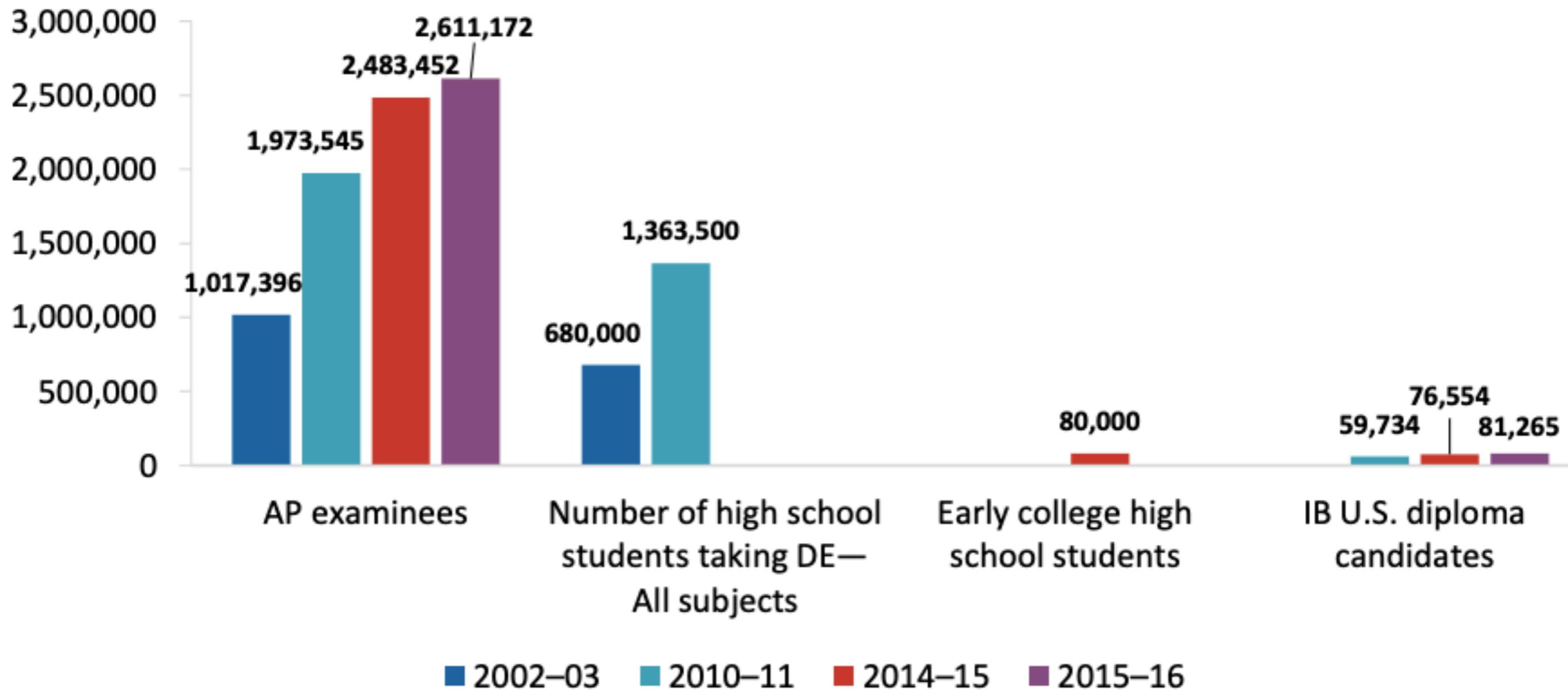
**John Fink**

Community College Research Center  
Teachers College, Columbia University

OACC Dual Enrollment Pathways Workshop

November 16, 2020

# College Acceleration Opportunities: Mostly AP and Dual/Concurrent Enrollment



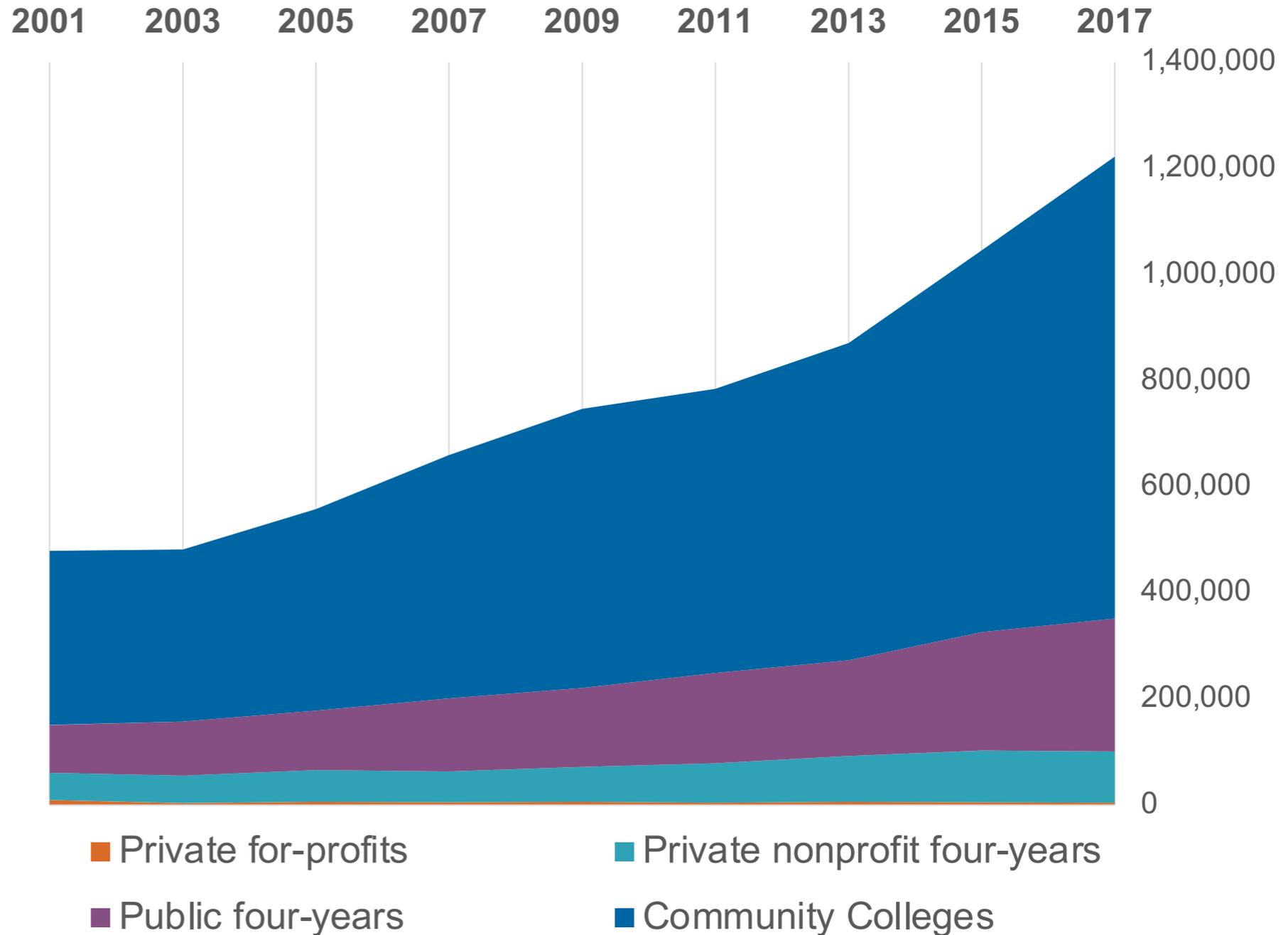
*Note (from original figure):* National enrollment data do not exist for DE and CTE beyond 2010–11.

*Source:* College Board, 2017, p. 9, Figure 1. (Figure A1 reproduces all data from the original figure.)

# Growth of Dual Enrollment 2001-2017

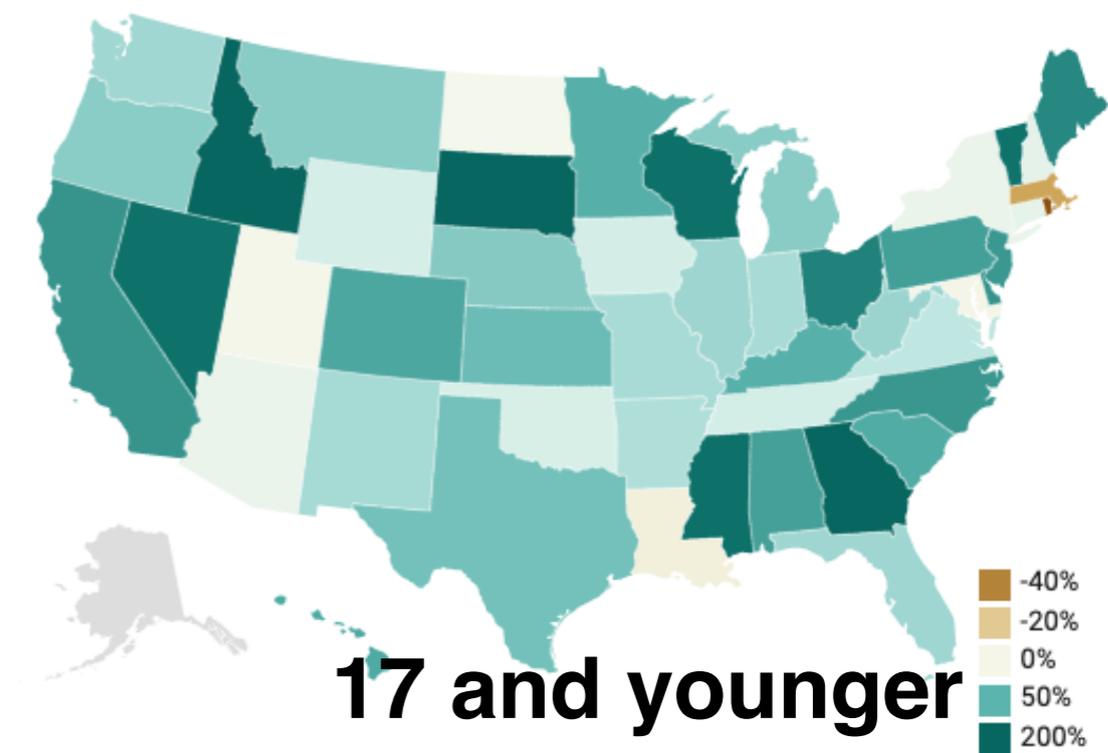
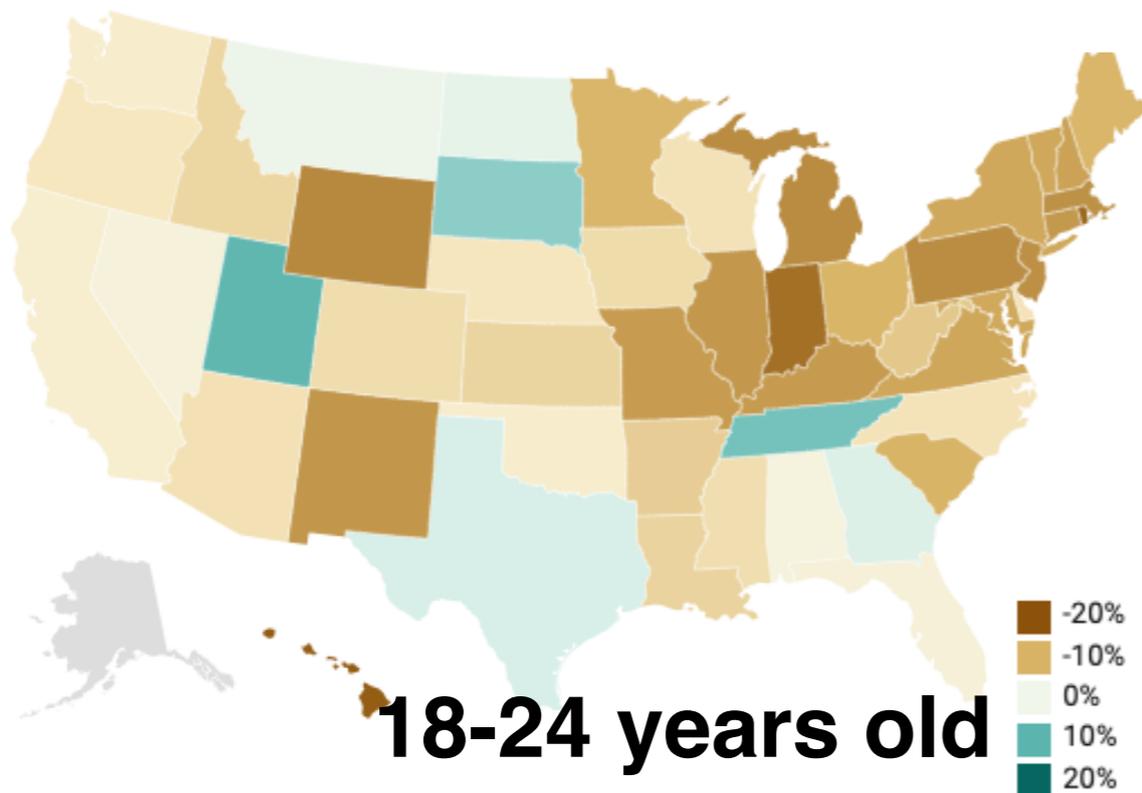
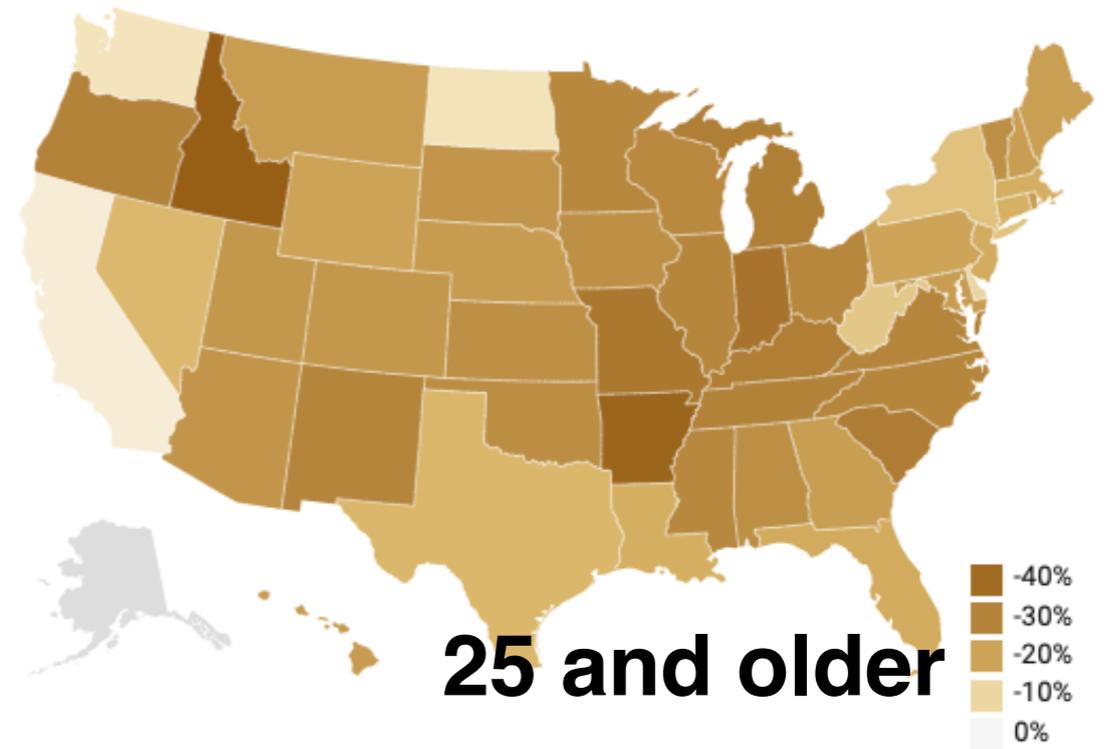
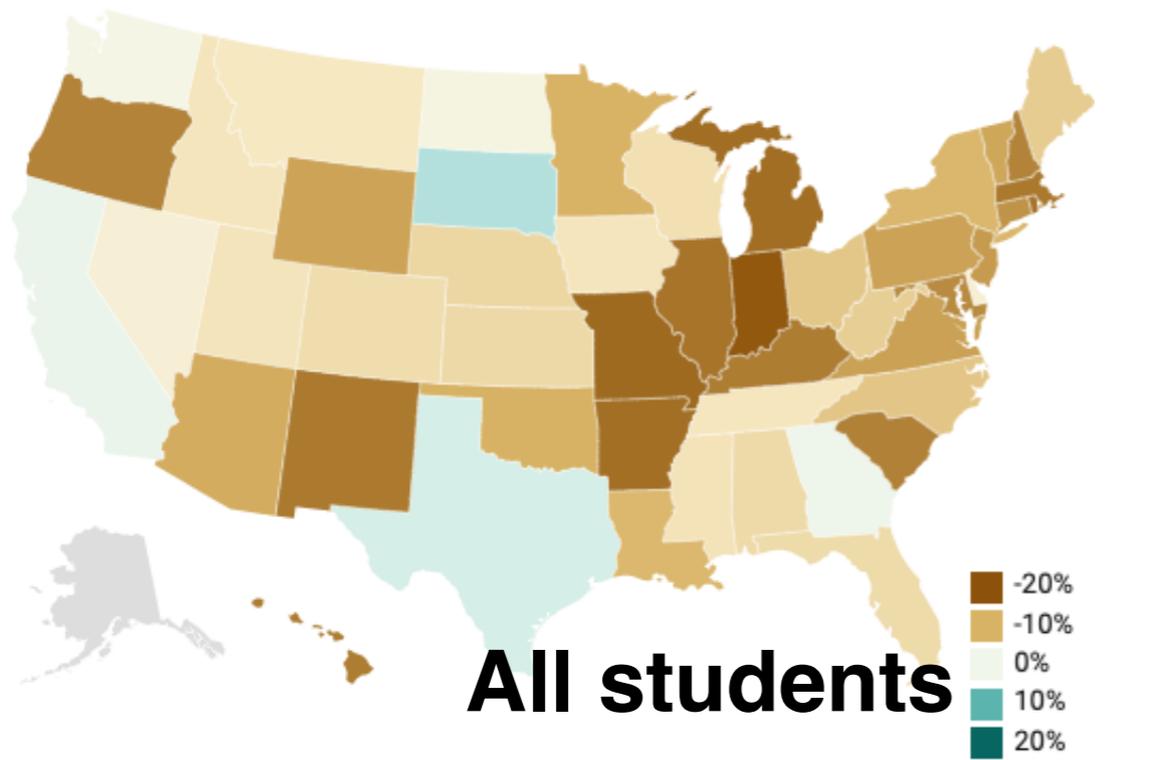
IPEDES Fall Enrollments

*Fall Undergraduate Enrollments among  
Students Aged 17 or Younger*



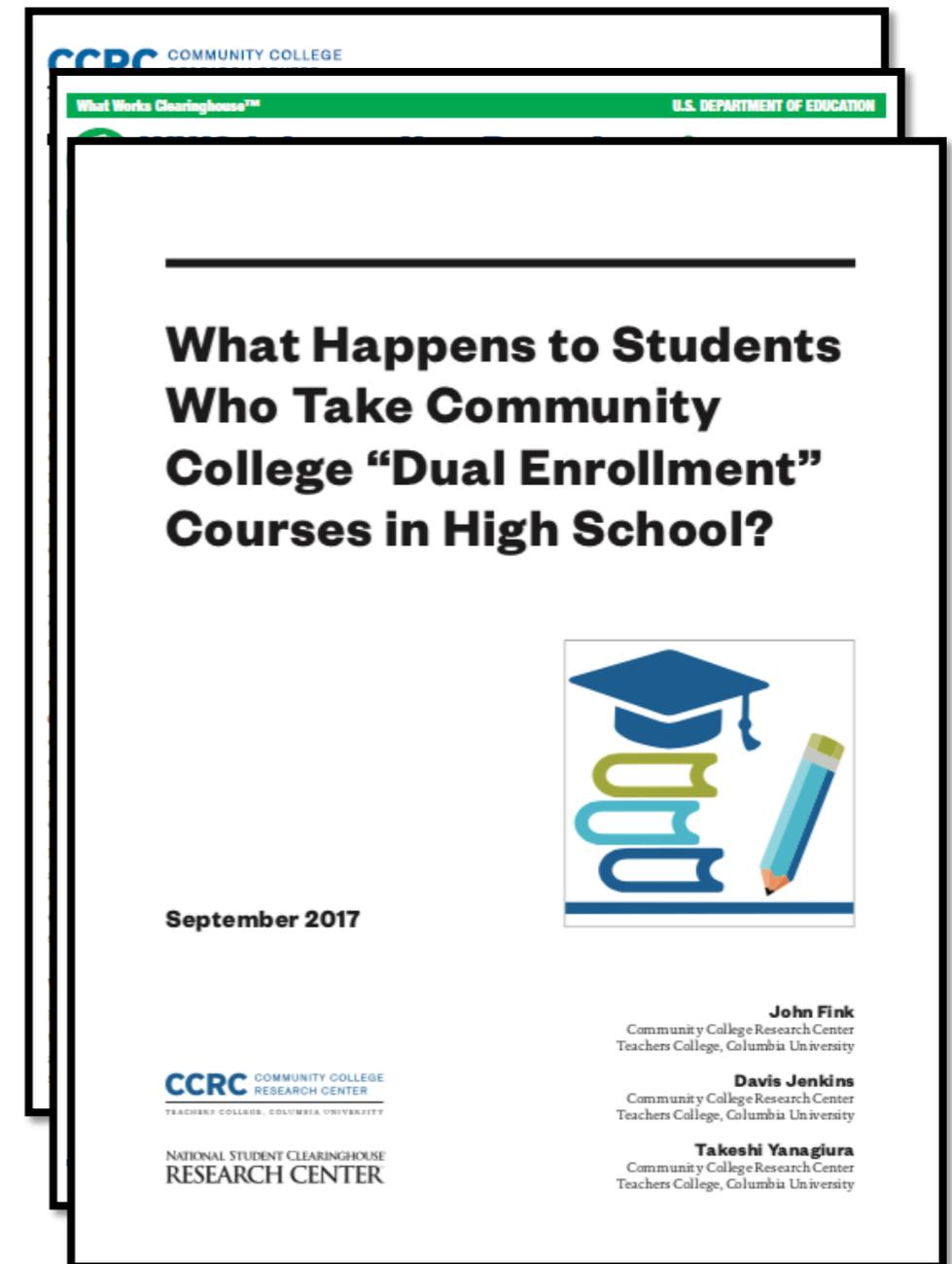
## Expansion of Dual Enrollment Concentrated at Community Colleges

# Percent Change (2013-2017) Community College Fall Enrollments by Age



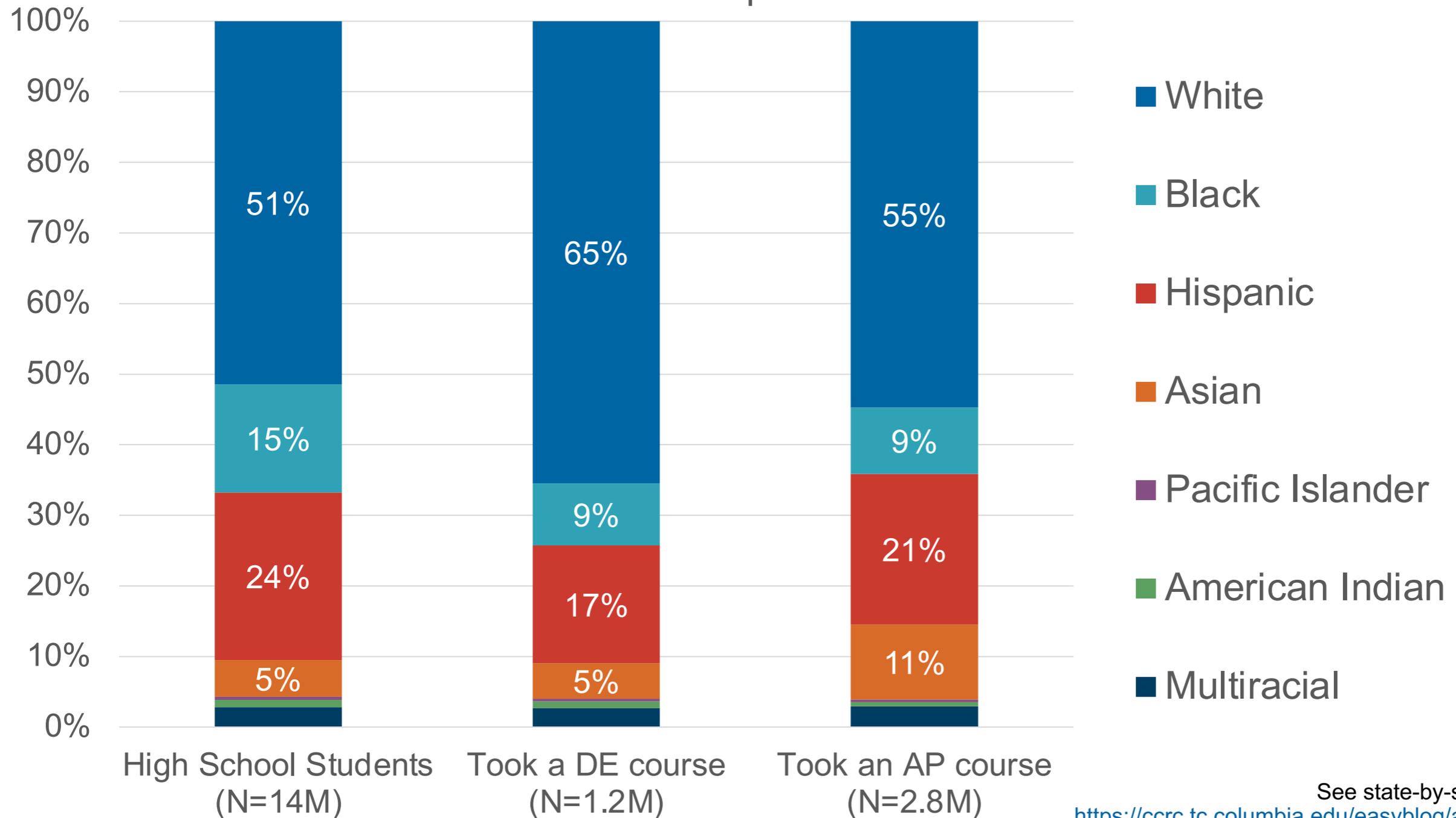
# Findings on the Effects of HS Dual Enrollment

- 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.
- Equitable access to and benefits from dual enrollment? Mixed findings. (An, 2013; Taylor, 2015; AIR, 2018).
- 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

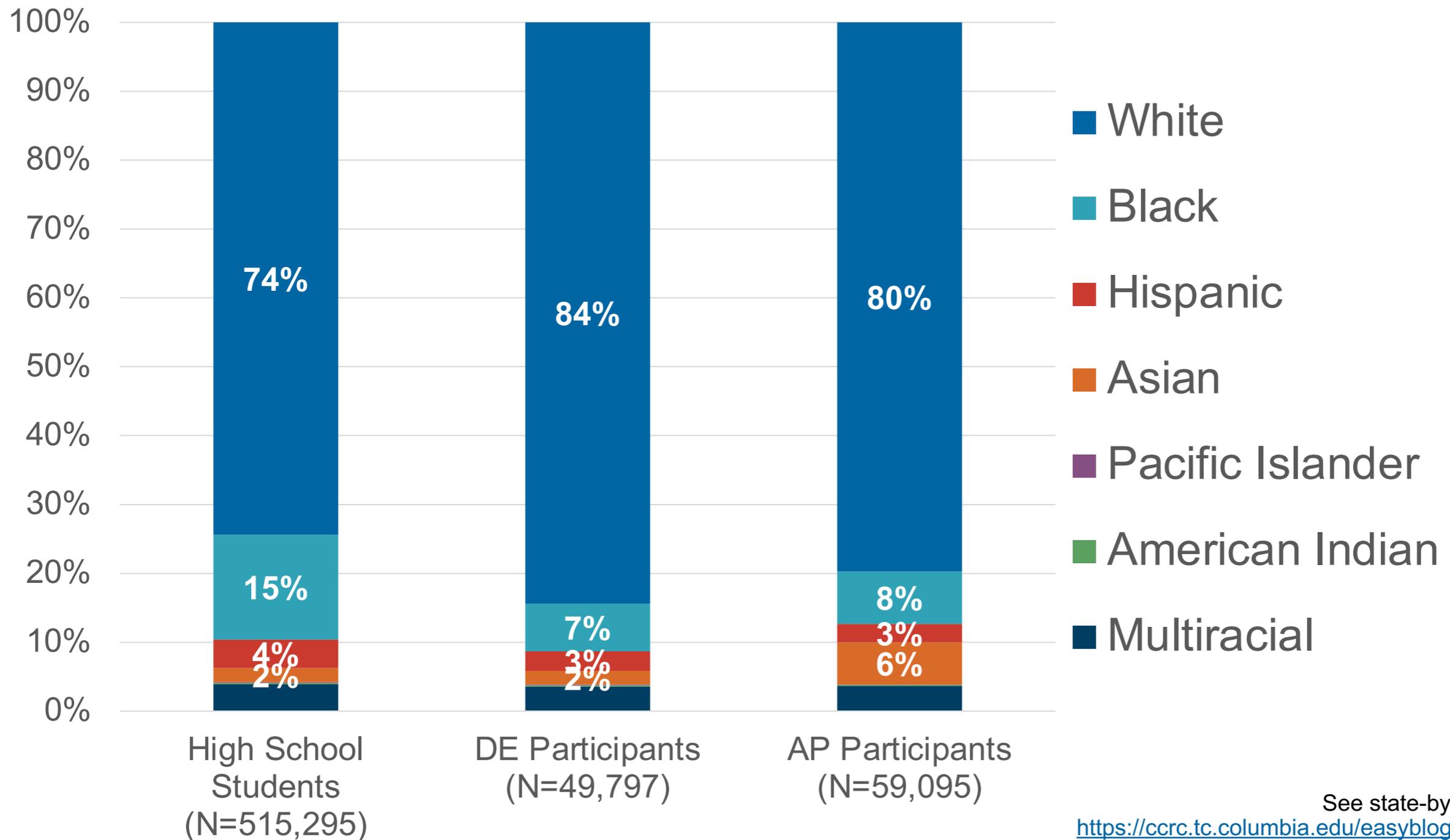
HS Student Racial Composition



See state-by-state results:  
<https://ccrc.tc.columbia.edu/easyblog/access-dual-enrollment-advanced-placement-race-gender.html>

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

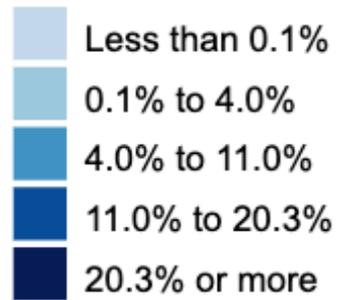
HS Student Racial Composition



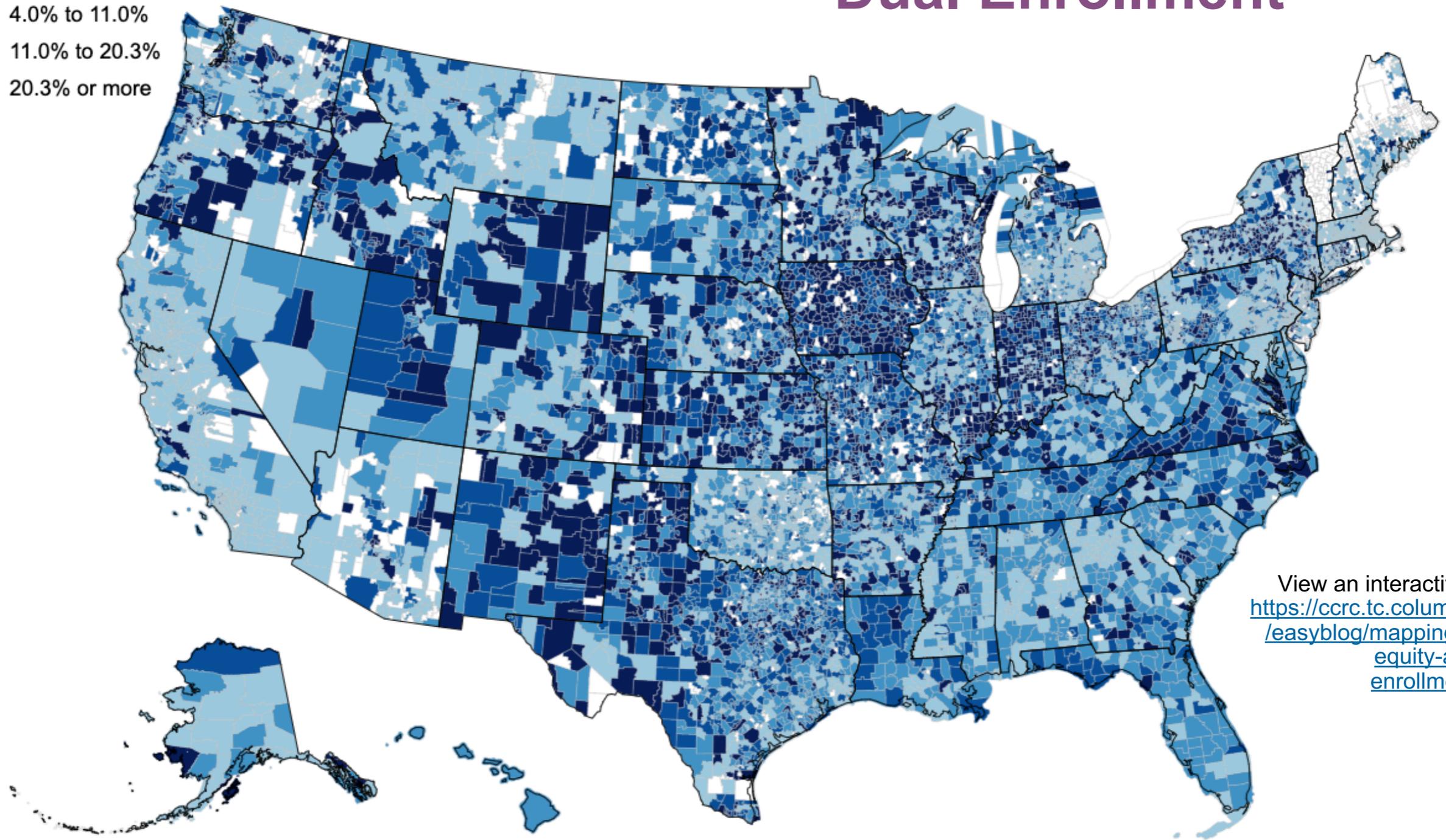
See state-by-state results:  
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# 2015-16 High School student participation in Dual Enrollment and AP: **School Districts**

## DE-Participation Rate



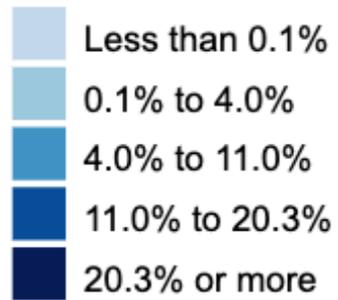
## Dual Enrollment



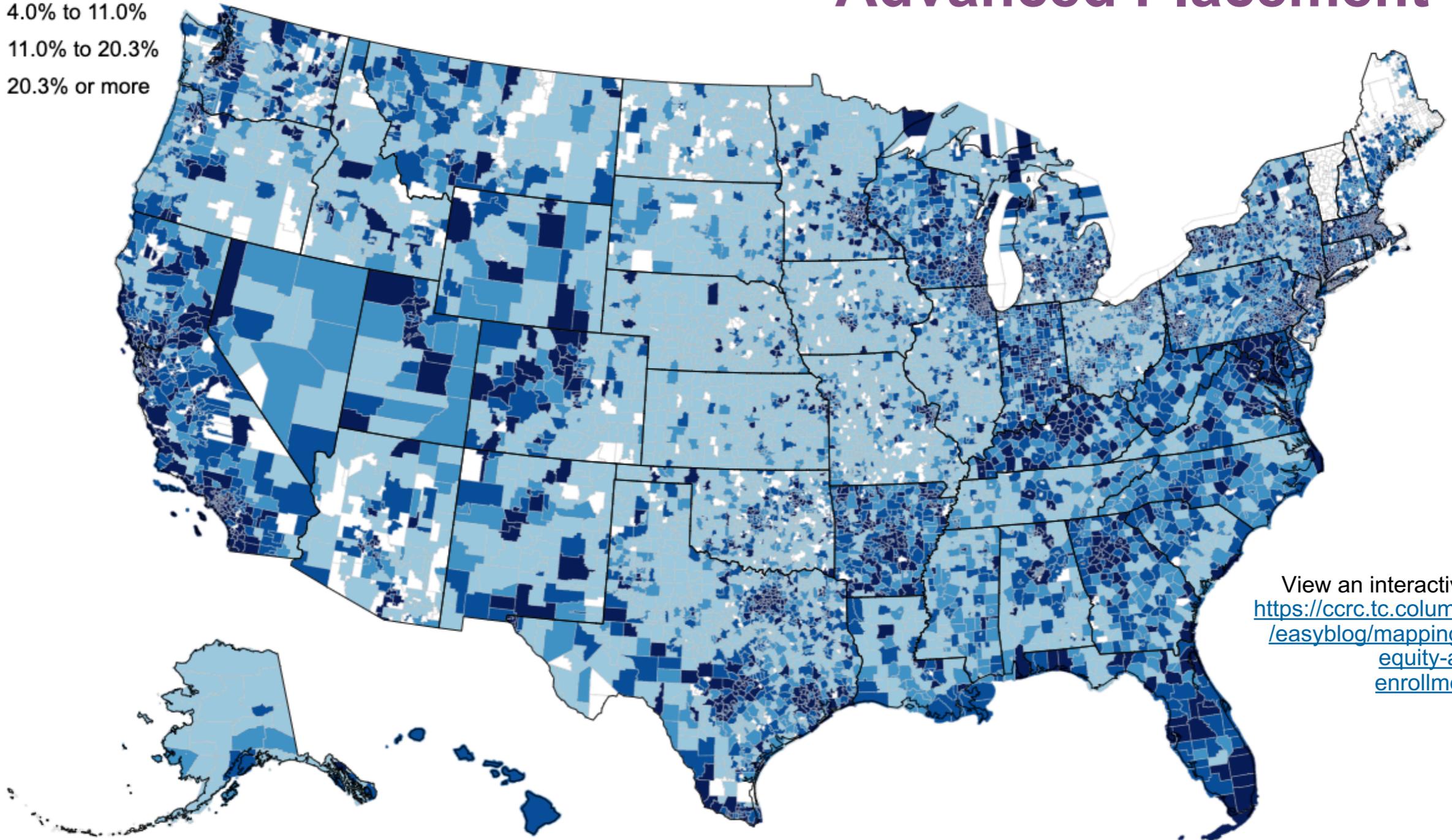
View an interactive map:  
<https://ccrc.tc.columbia.edu/easyblog/mapping-racial-equity-ap-dual-enrollment.html>

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

## AP-Participation Rate



## Advanced Placement

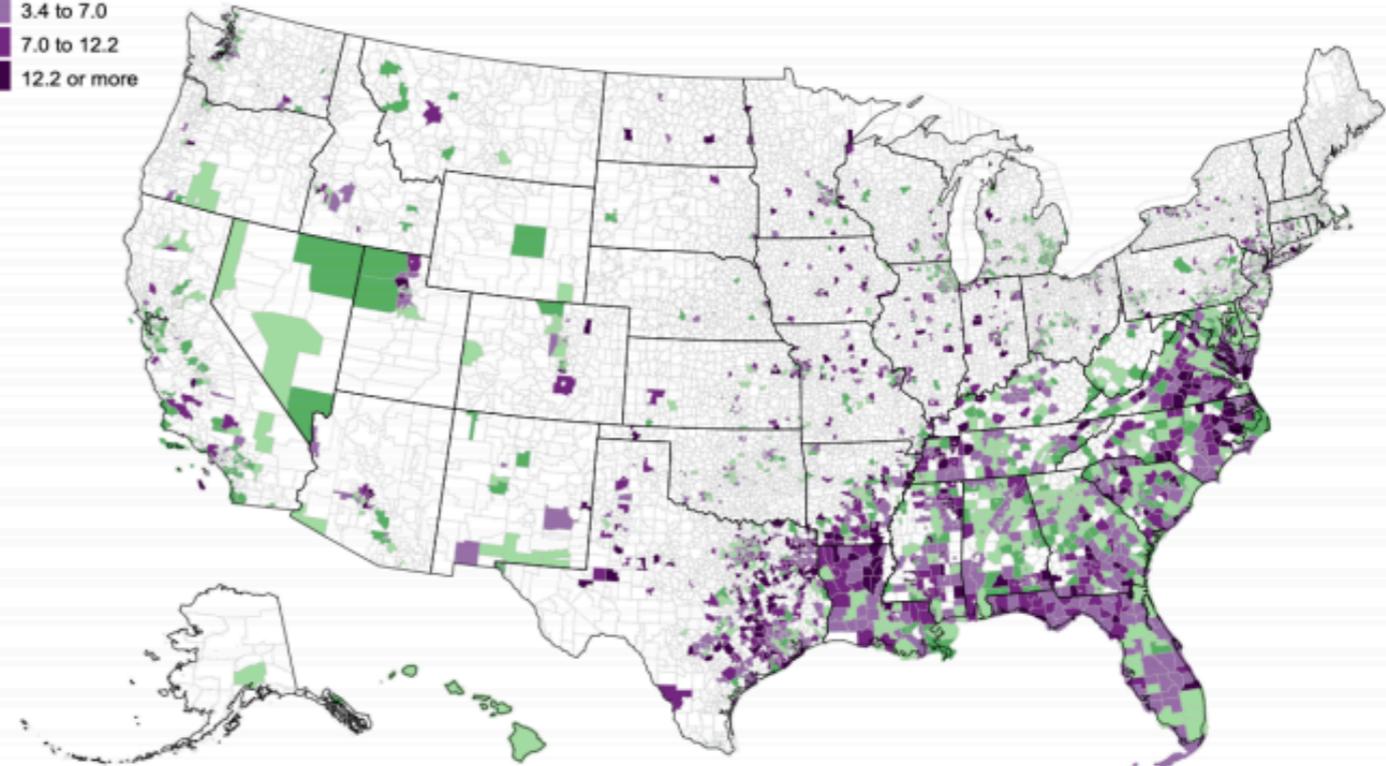
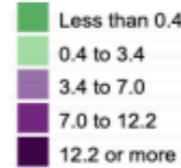


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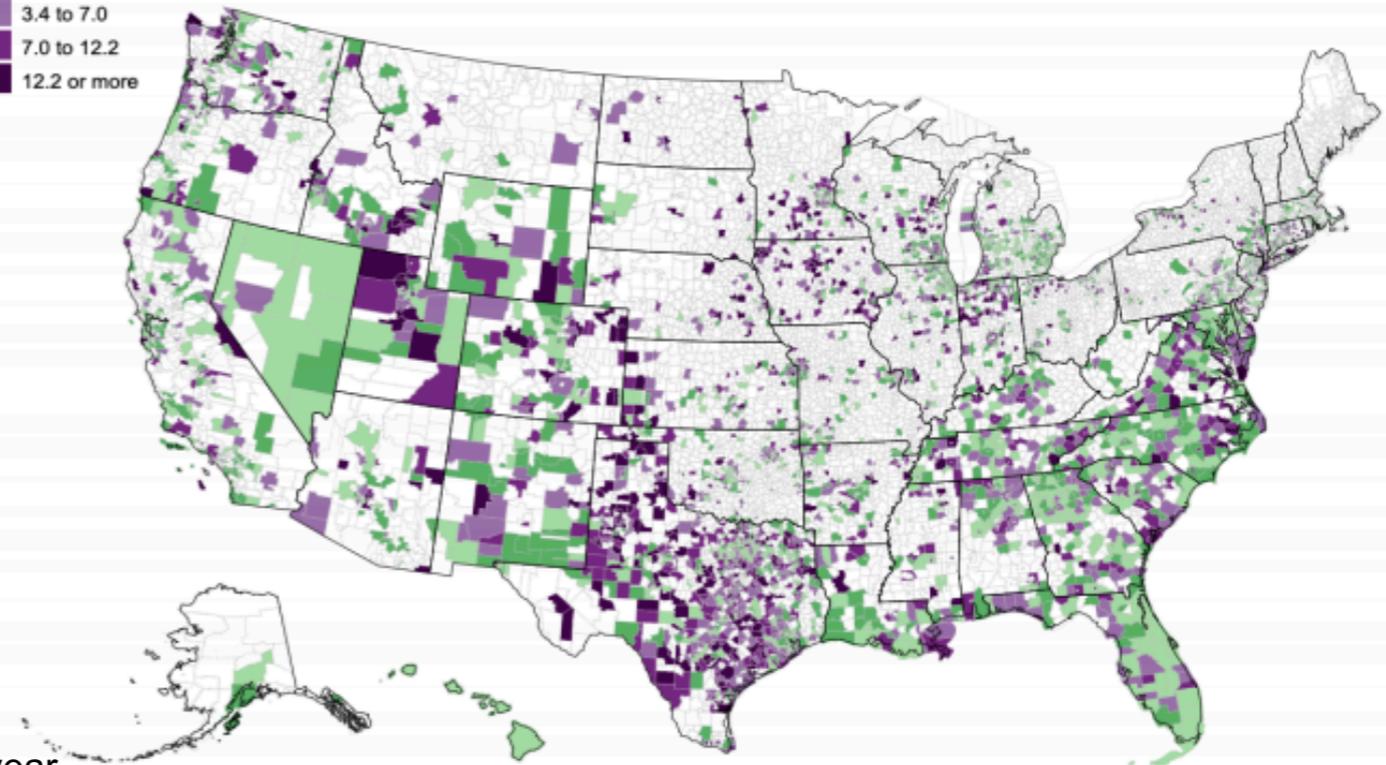
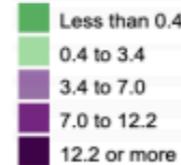
**Substantial national variation in racial equity gaps in DE participation among US school districts...**

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

DE-White-Black Gap (pp)



DE-White-Hispanic Gap (pp)



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?**

# The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

# 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

Principle



CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

1

Provide strong academic advising aligned to smart choices

2

Coordinate advising across partners

3

Proactively provide supports for struggling students

# Mapping transfer pathways for DE students at Lorain County Community College

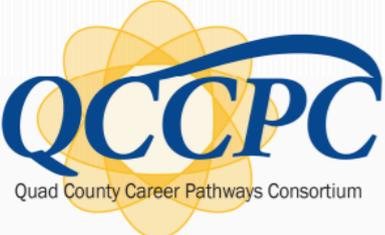
HS Periods	HS Credit	HS Course	LCCC Course	College Credit
1	1	English II		
2	1	Geometry or Alg. II		
10 <sup>th</sup> Grade	1	Biology	BIOG 151: General Biology	4
	1	Chemistry	CHMY 161: General, Organic & Biochemistry I	4
	4	United States History	HSTR 162: US History	3
	1		HUMS 151: Introduction to Humanities *	3
HS Periods	HS Credit	HS Course	LCCC Course	College Credit
12 <sup>th</sup> Grade	1	Humanities/Cultural Diversity	ENGL 266: African American Literature *	3
	1	Humanities Elective	HUMS 281: Introduction to American Cinema *	3
	2	College Level Math	MTHM 181: Calculus I	5
Fall Semester		Credit Hours	Spring Semester	Credit Hours
BIOG 252: Microbiology		5	BGSU required course: BIOL 3510: Evolution	3
BGSU required course must be		3	BGSU required course: BIOL 4400: Molecular Neurobiology	3
BGSU 3000/4000 elective course		3	BGSU 3000/4000 elective course	3
BGSU 3000/4000 elective course		3	BGSU 3000/4000 elective course	3
<b>Semester Total</b>		14		12
<b>Cumulative Total</b>		38		50
<b>Grand Total</b>				122



Here. Now. Guaranteed.

25+ Pathways Completed!  
[www.lorainccc.edu/MyUniversity](http://www.lorainccc.edu/MyUniversity)

# 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



Quad County Career Pathways Consortium

## Career Pathways

Okeechobee

### Get Started on Your Pathway

- #### 1 Explore Career Clusters

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.
- #### 2 Enter a Career Pathways Academy

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.
- #### 3 Advance Your Education and Earnings Potential at IRSC

Every student who successfully completes a Career Pathways Academy will earn college or clock-hour credit at Indian River State College. Follow these steps:

  - Contact your high school counselor to enroll in your Career Pathways Academy of interest.
  - Complete your high school Career Pathways Academy.
  - Complete all IRSC Admission requirements.
    - Complete an Application for Admission.
    - Request your transcripts from your high school, and have them sent to the IRSC Office of Student Records.
    - Apply for financial aid.
    - Complete New Student Orientation.
  - Meet with your IRSC advisor to indicate completion of a Career Pathways Academy.
  - 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.



### Career Cluster 8

## Health Science

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Pathways:**

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology & Development



### Career Pathways

Okeechobee

Nursing (Completers earn up to 30 college credits in 12 additional semesters)

Electrocardiography (Completers earn up to 182 Career Pathways Academy credits)



### Health Science



## You've Earned College Credit— Now Get Your Degree!

Academy completers have a head start in completing their college studies—100% will receive IRSC credit. If you have interest in the Health Science Career Cluster, consider IRSC programs in the **Health Science Meta Major**.

<h4>Associate in Arts (A.A.) Tracks</h4> <ul style="list-style-type: none"> <li>Biology (General)</li> <li>Biology Preprofessional</li> <li>Biotechnology</li> <li>Chemistry</li> <li>Health Science</li> </ul>	<h4>Associate in Science (A.S.) Programs</h4> <ul style="list-style-type: none"> <li>Dental Assisting Technology and Management</li> <li>Dental Hygiene</li> <li>Emergency Medical Services</li> <li>Health Information Technology</li> <li>Health Services Management</li> <li>Medical Laboratory Technology</li> <li>Nursing—R.N.</li> <li>Physical Therapist Assistant</li> <li>Radiography</li> <li>Respiratory Care</li> </ul>	<h4>Bachelor of Science (B.S.) Programs</h4> <ul style="list-style-type: none"> <li>Biology</li> <li>Healthcare Management</li> <li>Nursing</li> </ul>		
<h4>Certificate and Career Training Programs</h4> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>Emergency Medical Technician—Applied Technology Diploma</li> <li>Medical Administrative Specialist—Quick Job Training</li> <li>Medical Assisting—Quick Job Training</li> <li>Nursing Assistant—Quick Job Training</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Paramedic</li> <li>Pharmacy Technician—Quick Job Training</li> <li>Phlebotomy—Quick Job Training</li> <li>Practical Nursing—Quick Job Training</li> <li>Surgical Technology—Quick Job Training</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>Emergency Medical Technician—Applied Technology Diploma</li> <li>Medical Administrative Specialist—Quick Job Training</li> <li>Medical Assisting—Quick Job Training</li> <li>Nursing Assistant—Quick Job Training</li> </ul>	<ul style="list-style-type: none"> <li>Paramedic</li> <li>Pharmacy Technician—Quick Job Training</li> <li>Phlebotomy—Quick Job Training</li> <li>Practical Nursing—Quick Job Training</li> <li>Surgical Technology—Quick Job Training</li> </ul>
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**IRSC graduates get great jobs! What they say:**

"I love caring for critically ill patients and their families in their time of need. I feel honored with the trust my patients place in me to care for them at their most vulnerable time. I also was attracted to the career because of the stability and ability to move anywhere and still be employable."

— **Ayla Messier, B.S.N., R.N.**  
Cleveland Clinic Martin Health  
B.S. Degree in Nursing



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

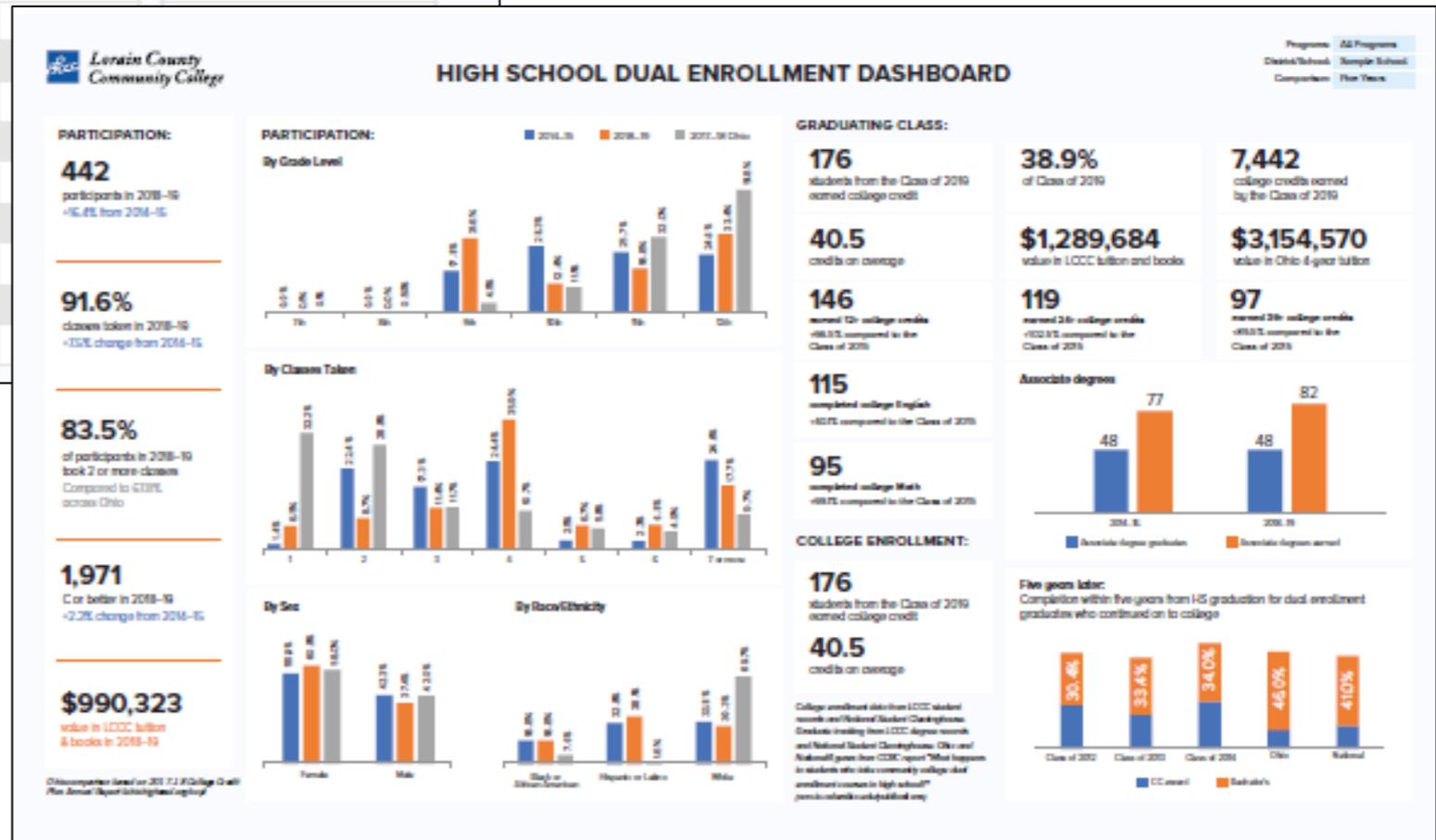
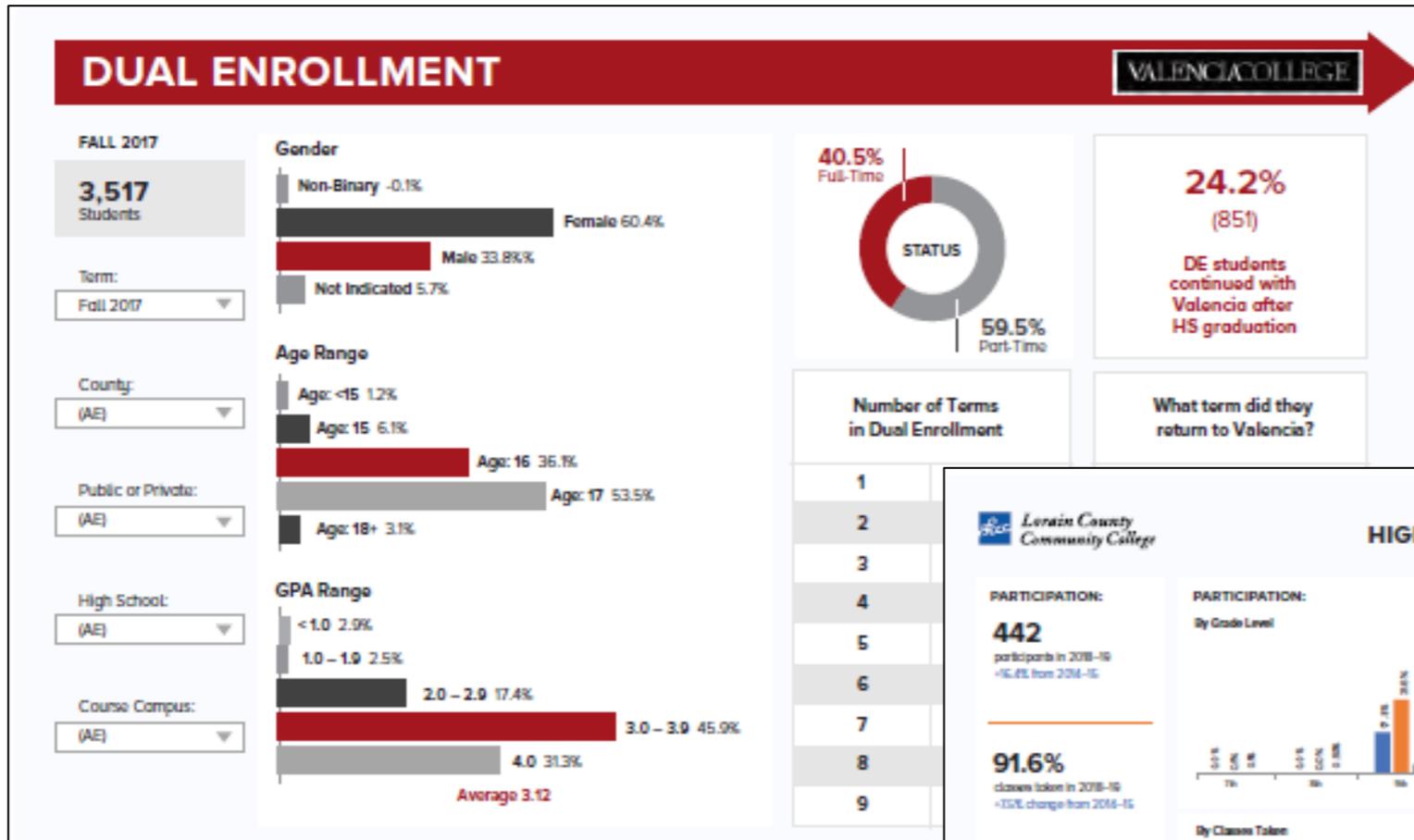
2

Build relationships at all levels

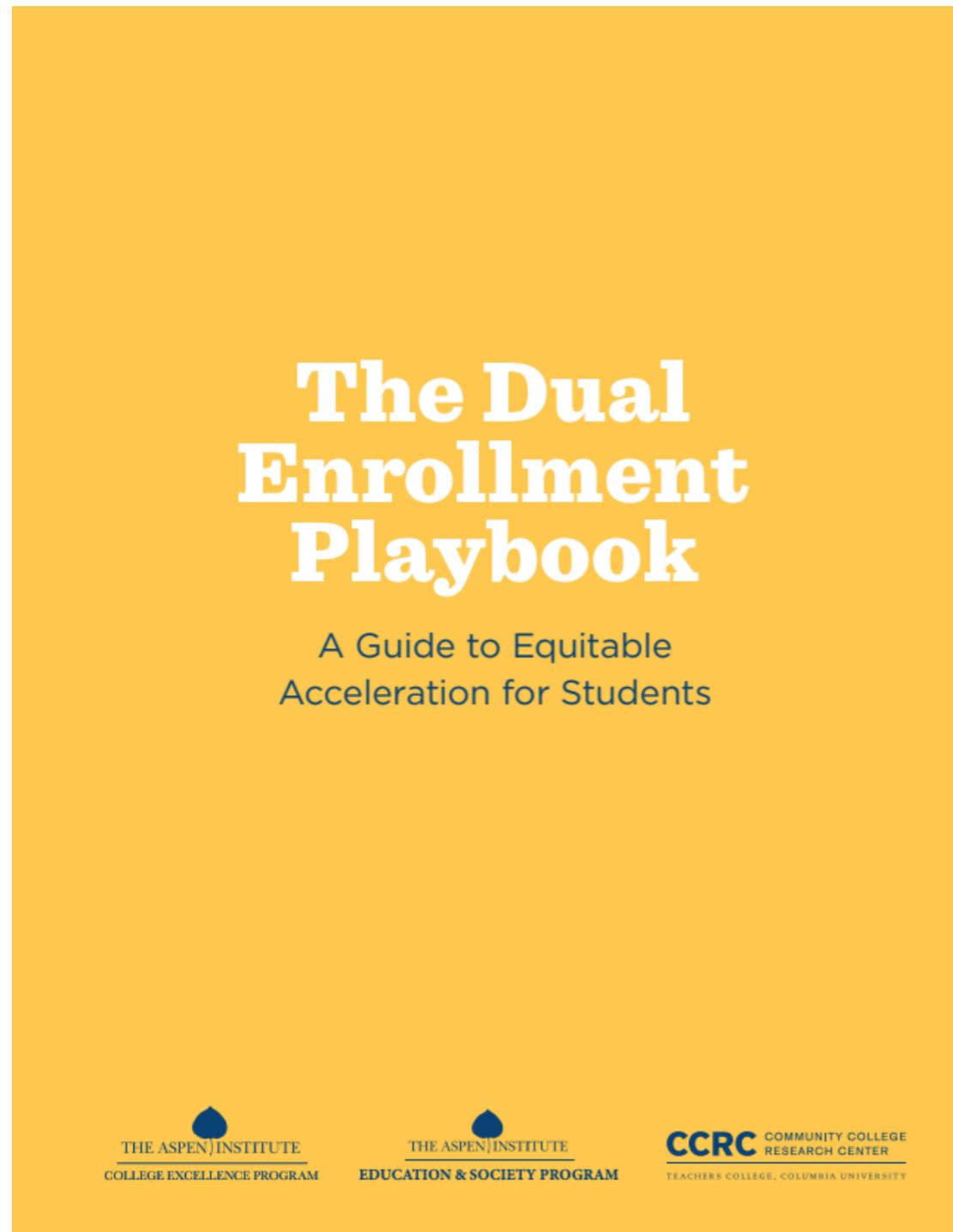
3

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



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/>

<https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>

# Redesigning Dual Enrollment: Connecting guided pathway reforms to advance equity

## Conventional Approach

DE courses *made available* to students who are already “college-bound”

Colleges and schools mainly emphasize *general education courses*

Programs focus mainly on students’ *academic preparedness for college*

## Next Frontier

*Active outreach* to and support for underrepresented students and families starting in middle school

Colleges and schools introduce students to high-opportunity postsecondary pathways through well-taught *program foundational courses*

Focus on building *motivation for college programs* by helping students explore interests and *begin* to develop a plan tied to college programs and careers in a field of interest

# Thank you!

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 [ccrc@columbia.edu](mailto:ccrc@columbia.edu)

 212.678.3091

# 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?