# The Dual Enrollment Playbook: How Colleges, Districts, and Schools Can Strengthen Partnerships to Advance Equity
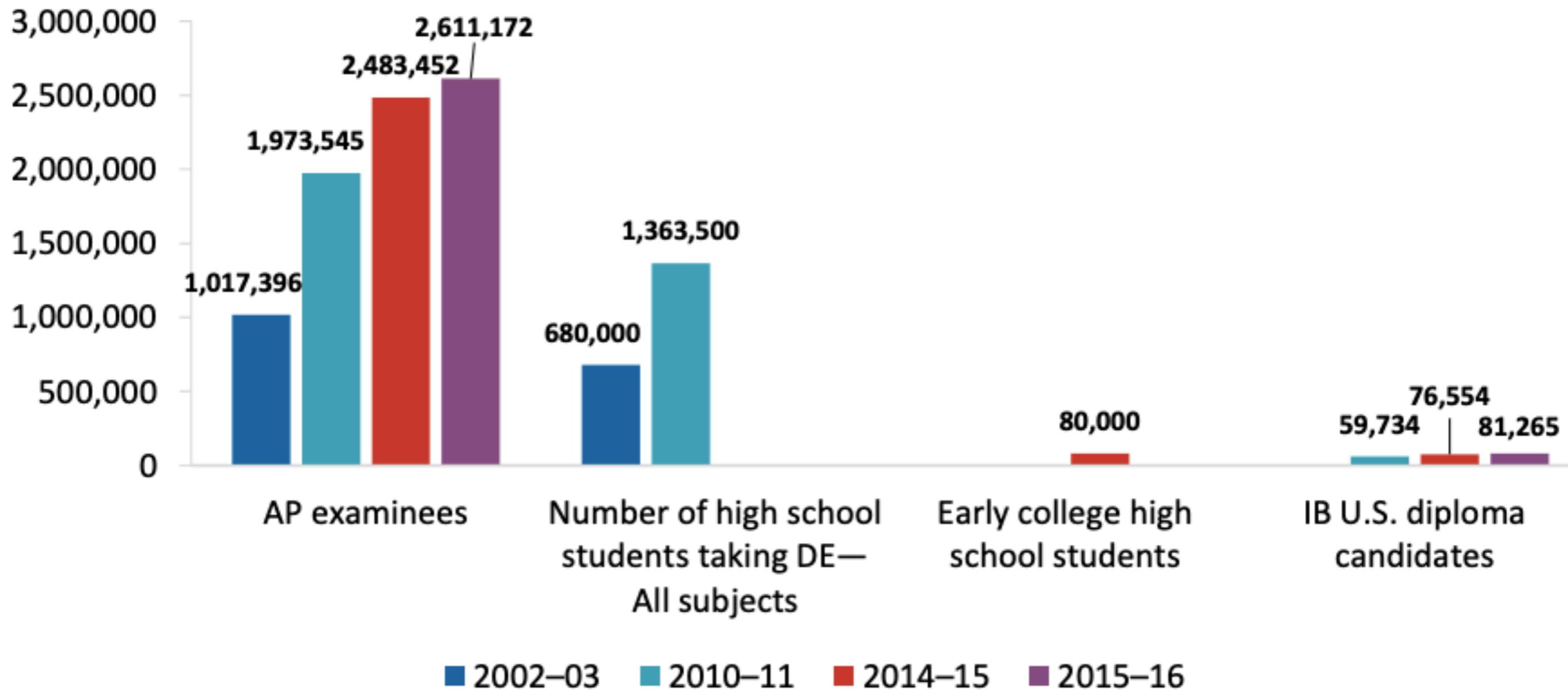
**John Fink**
Community College Research Center
Teachers College, Columbia University

OACC Dual Enrollment Pathways Workshop

November 16, 2020

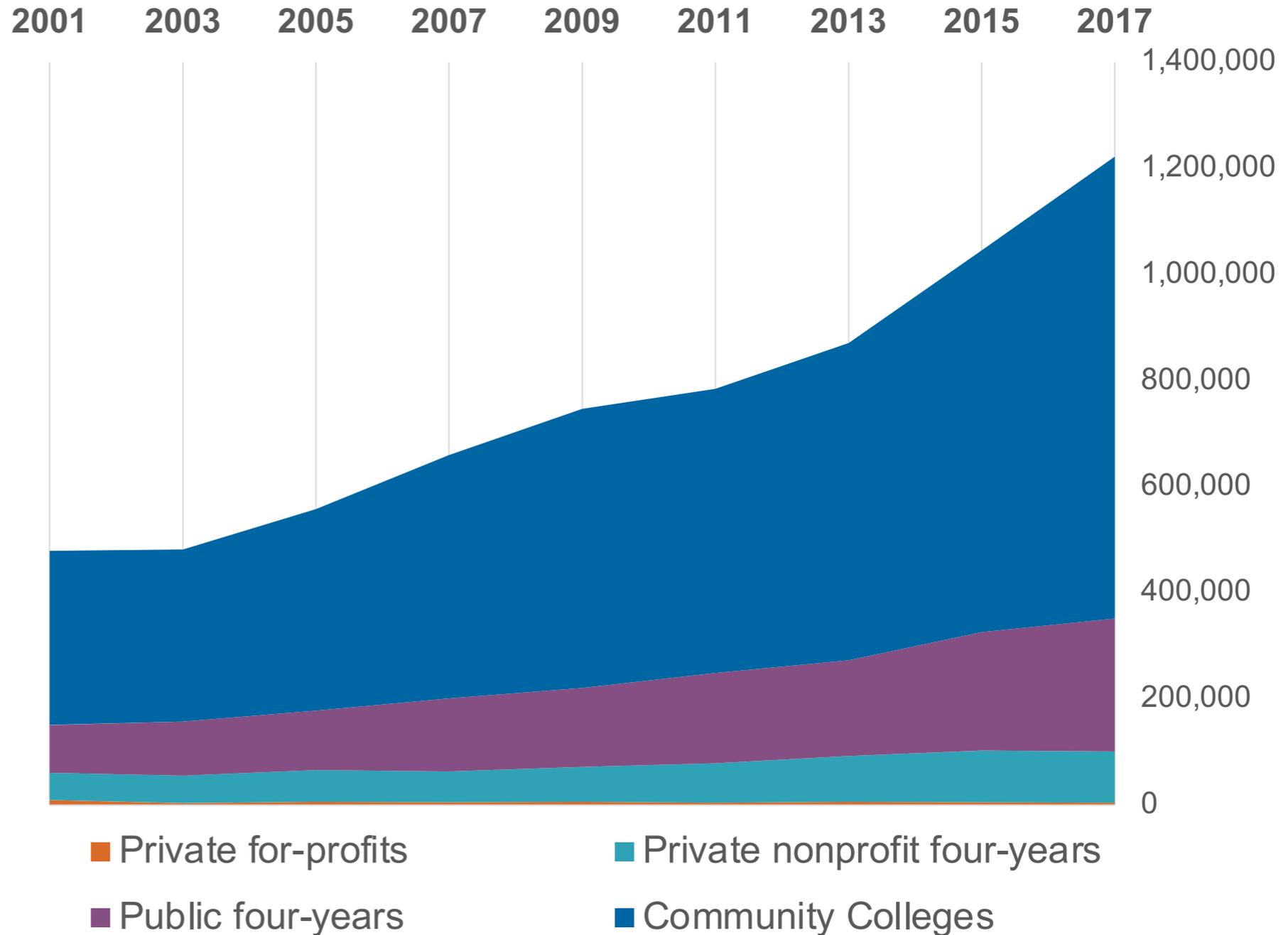# College Acceleration Opportunities: Mostly AP and Dual/Concurrent Enrollment



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.)

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

# Growth of Dual Enrollment
## 2001-2017
IPEDS Fall Enrollments

*Fall Undergraduate Enrollments among Students Aged 17 or Younger*

Legend:
- Private for-profits
- Private nonprofit four-years
- Public four-years
- Community Colleges

Years: 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017

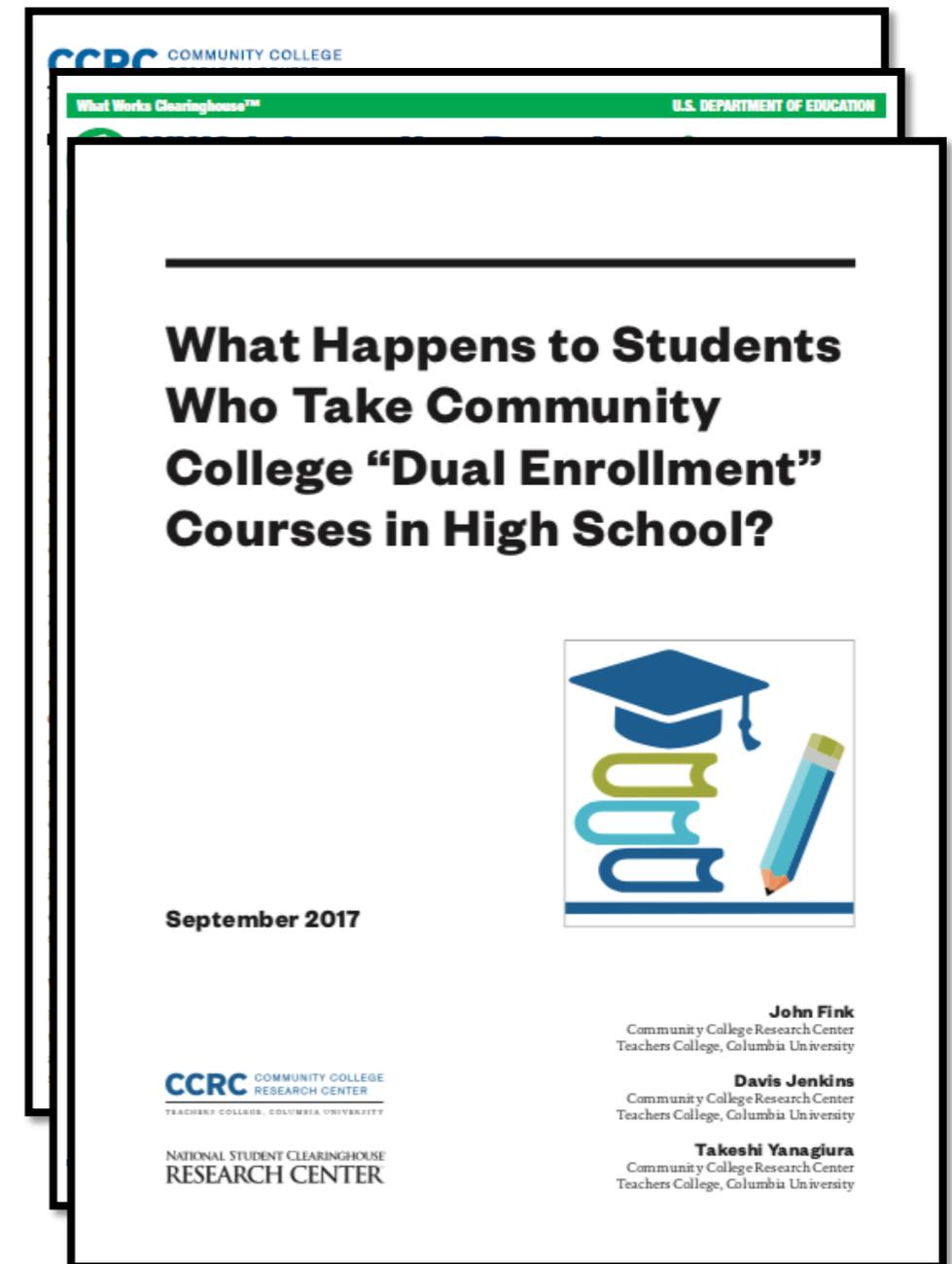Y-axis: 0, 200,000, 400,000, 600,000, 800,000, 1,000,000, 1,200,000, 1,400,000

# Expansion of Dual Enrollment Concentrated at Community Colleges

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

All students

25 and older
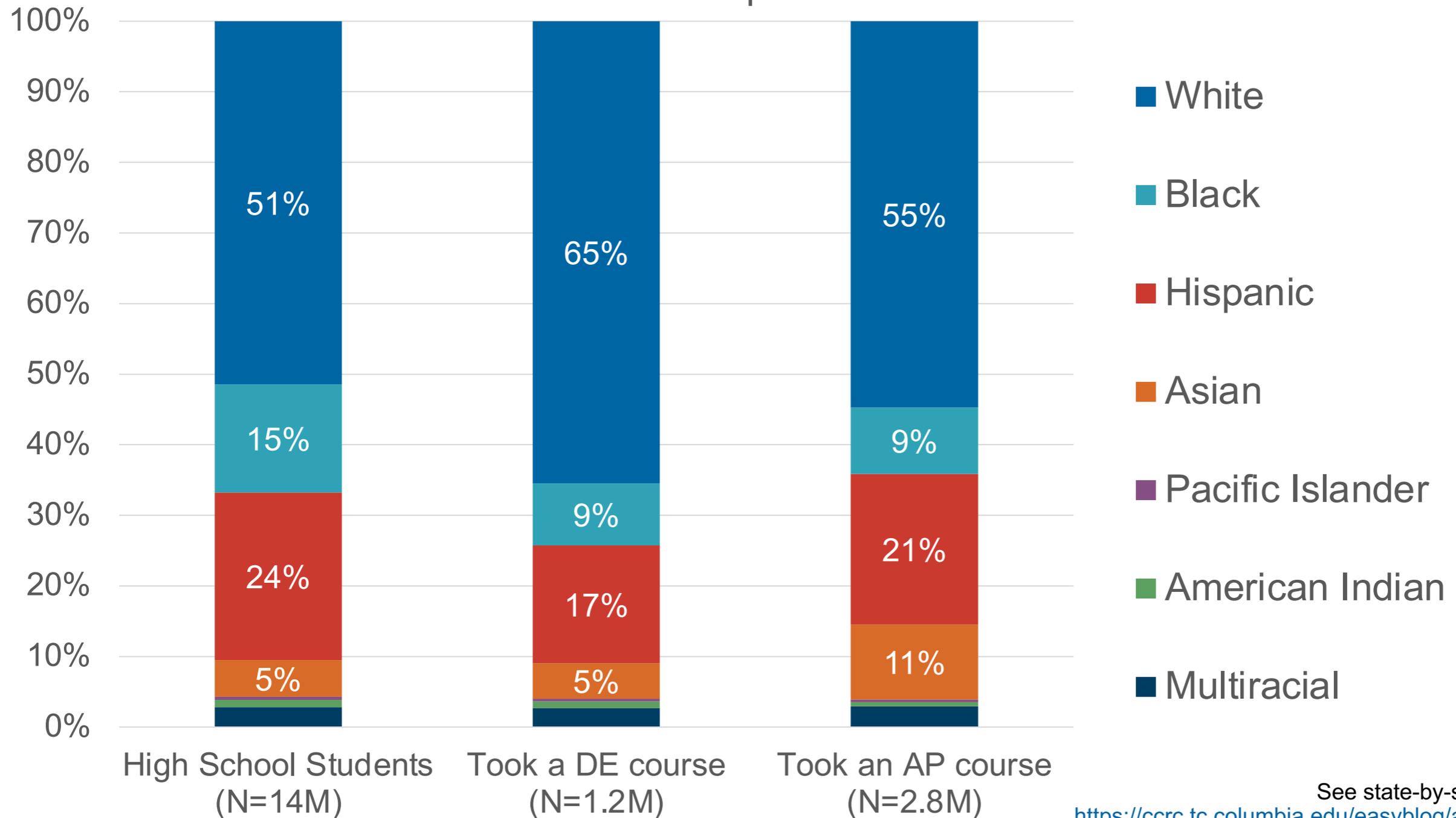
18-24 years old

17 and younger
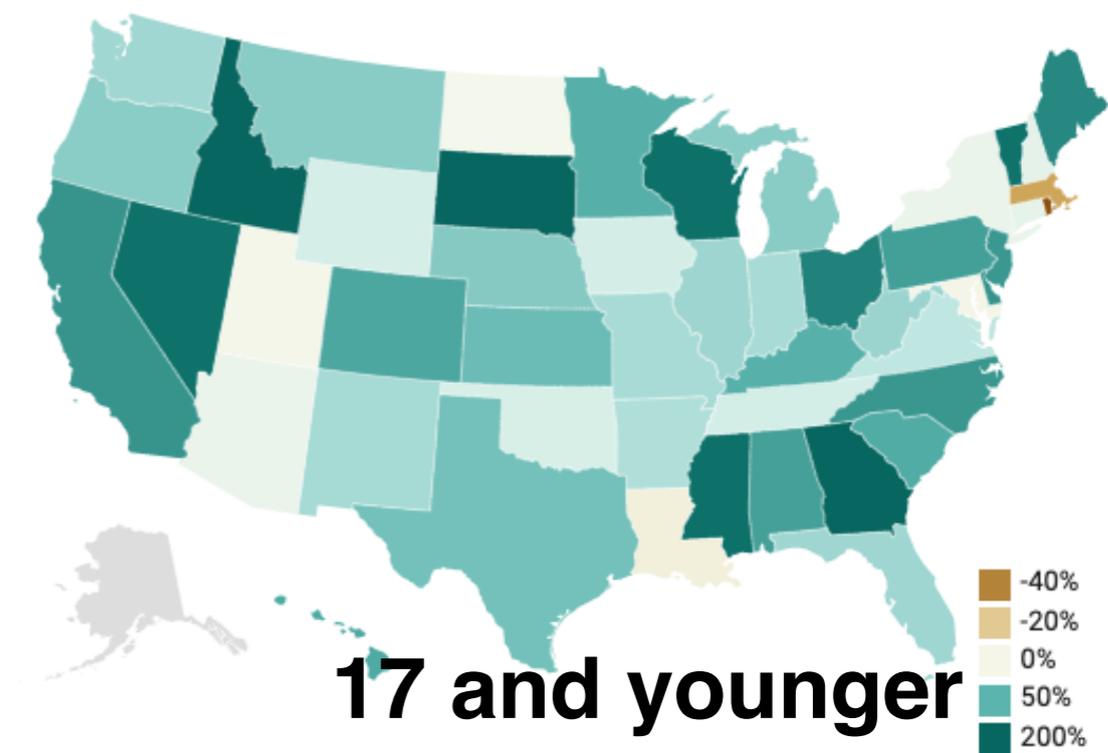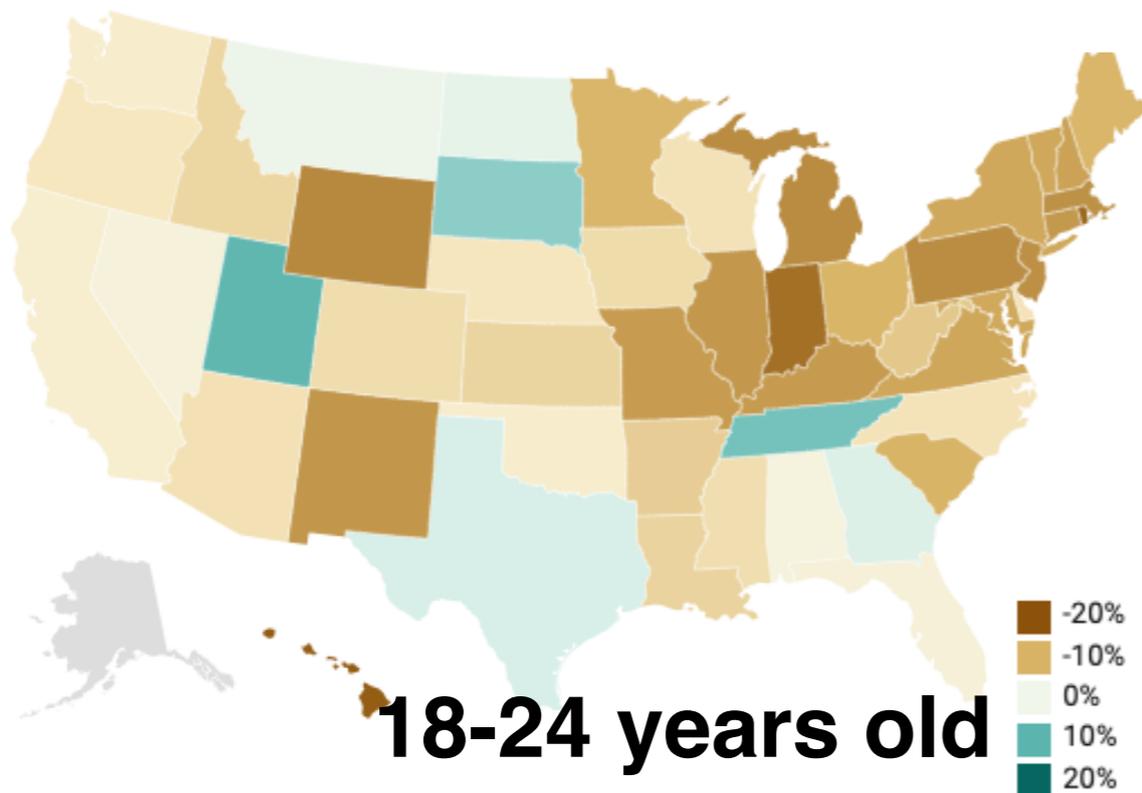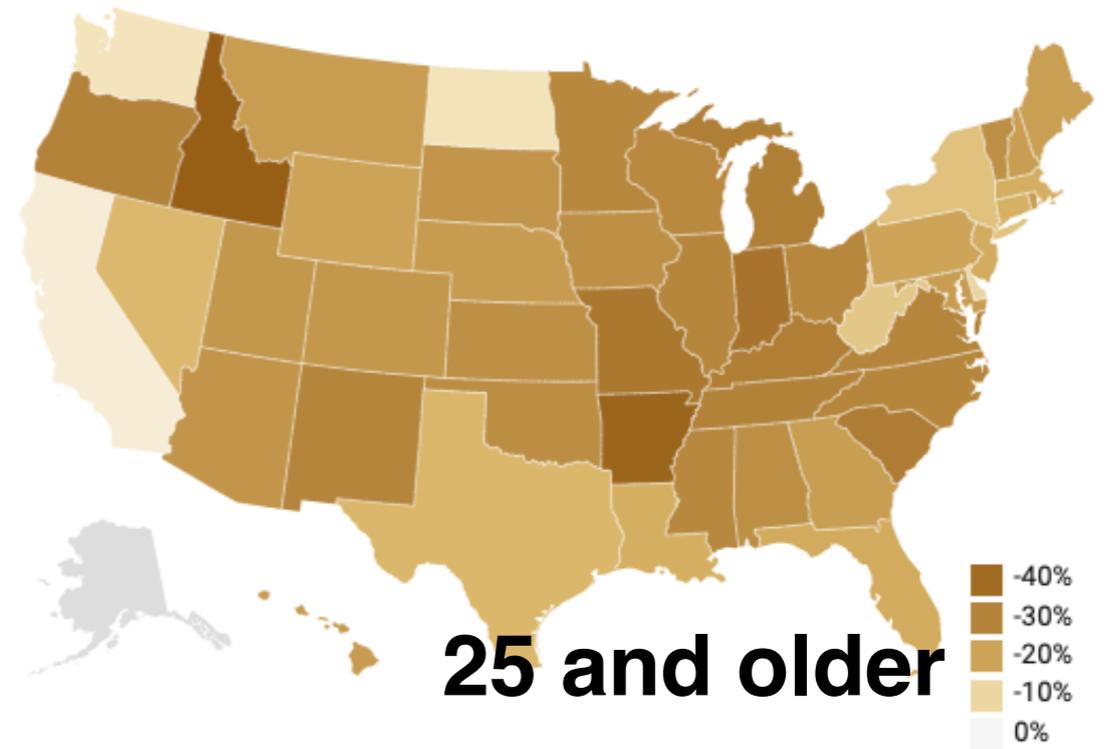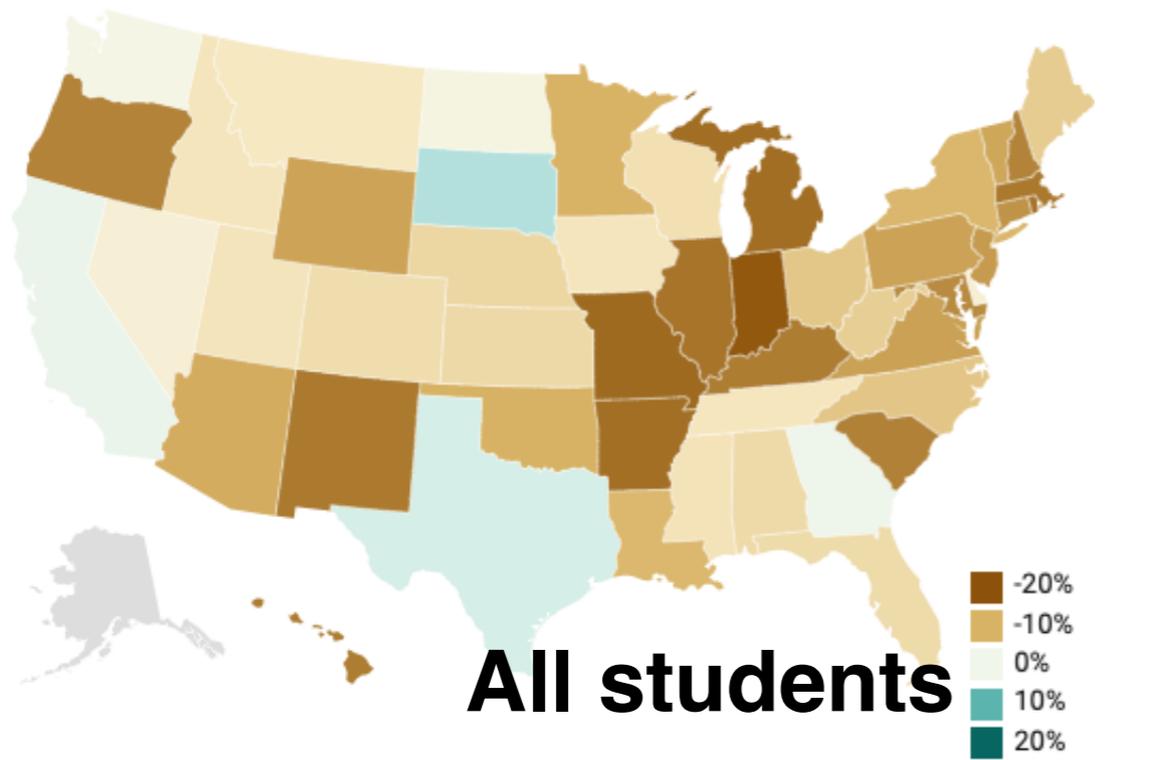
# Findings on the Effects of HS Dual Enrollment

- 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)

CCRC COMMUNITY COLLEGE

What Works Clearinghouse™      U.S. DEPARTMENT OF EDUCATION

**What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?**

September 2017

**John Fink**
Community College Research Center
Teachers College, Columbia University

**Davis Jenkins**
Community College Research Center
Teachers College, Columbia University

**Takeshi Yanagiura**
Community College Research Center
Teachers College, Columbia University

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

NATIONAL STUDENT CLEARINGHOUSE
RESEARCH CENTER

# 2015-16 School Year: Black and Latinx HS Students Underrepresented in Dual Enrollment & AP courses

HS Student Racial Composition

**White**
**Black**
**Hispanic**
**Asian**
**Pacific Islander**
**American Indian**
**Multiracial**

High School Students (N=14M)
- White: 51%
- Black: 15%
- Hispanic: 24%
- Asian: 5%

Took a DE course (N=1.2M)
- White: 65%
- Black: 9%
- Hispanic: 17%
- Asian: 5%

Took an AP course (N=2.8M)
- White: 55%
- Black: 9%
- Hispanic: 21%
- Asian: 11%

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

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

# CCRC

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

## HS Student Racial Composition

**Legend:**
- White
- Black
- Hispanic
- Asian
- Pacific Islander
- American Indian
- Multiracial

**High School Students (N=515,295)**
- White: 74%
- Black: 15%
- Hispanic: 4%
- Asian: 2%

**DE Participants (N=49,797)**
- White: 84%
- Black: 7%
- Hispanic: 3%
- Asian: 2%

**AP Participants (N=59,095)**
- White: 80%
- Black: 8%
- Hispanic: 3%
- Asian: 6%

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

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**

**Dual Enrollment**

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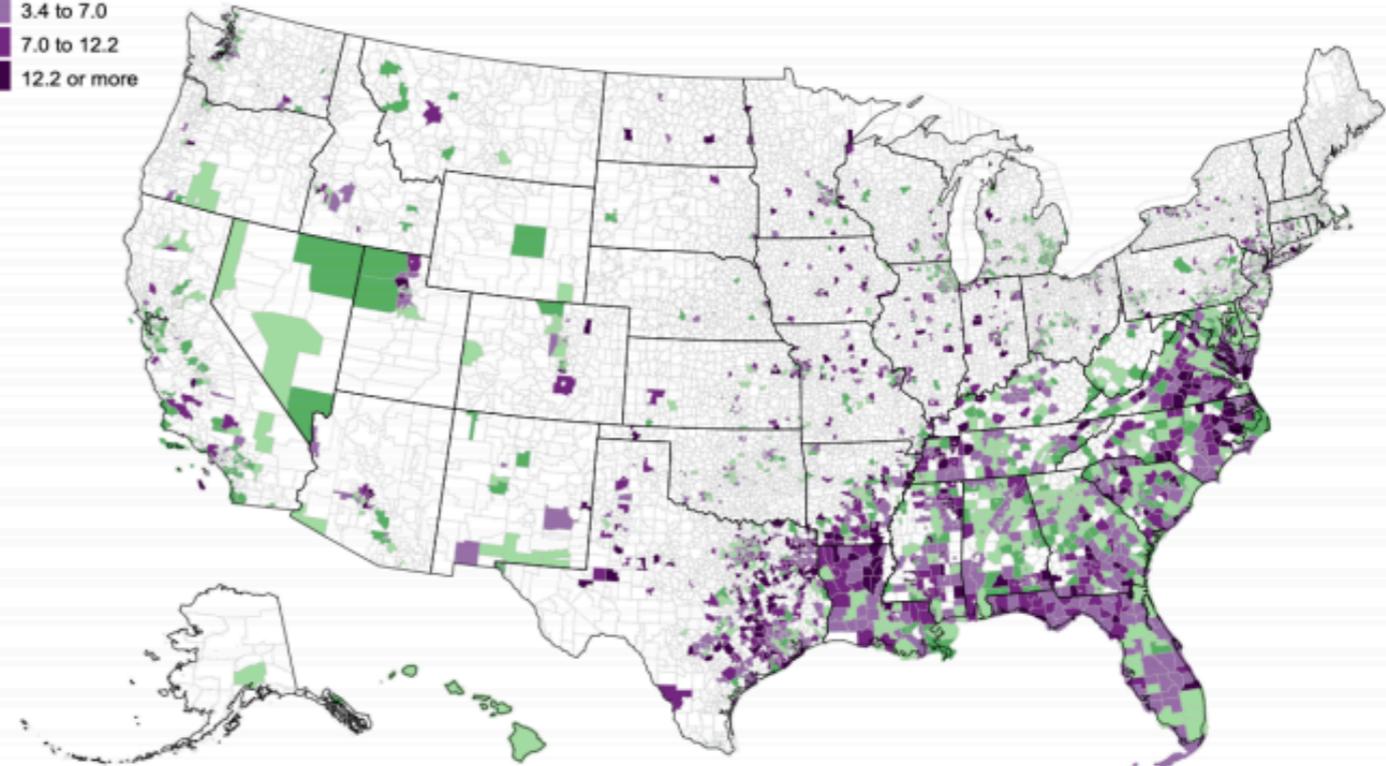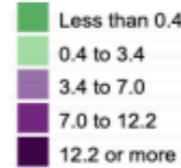- 0.1% to 4.0%
- 4.0% to 11.0%
- 11.0% to 20.3%
- 20.3% or more

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

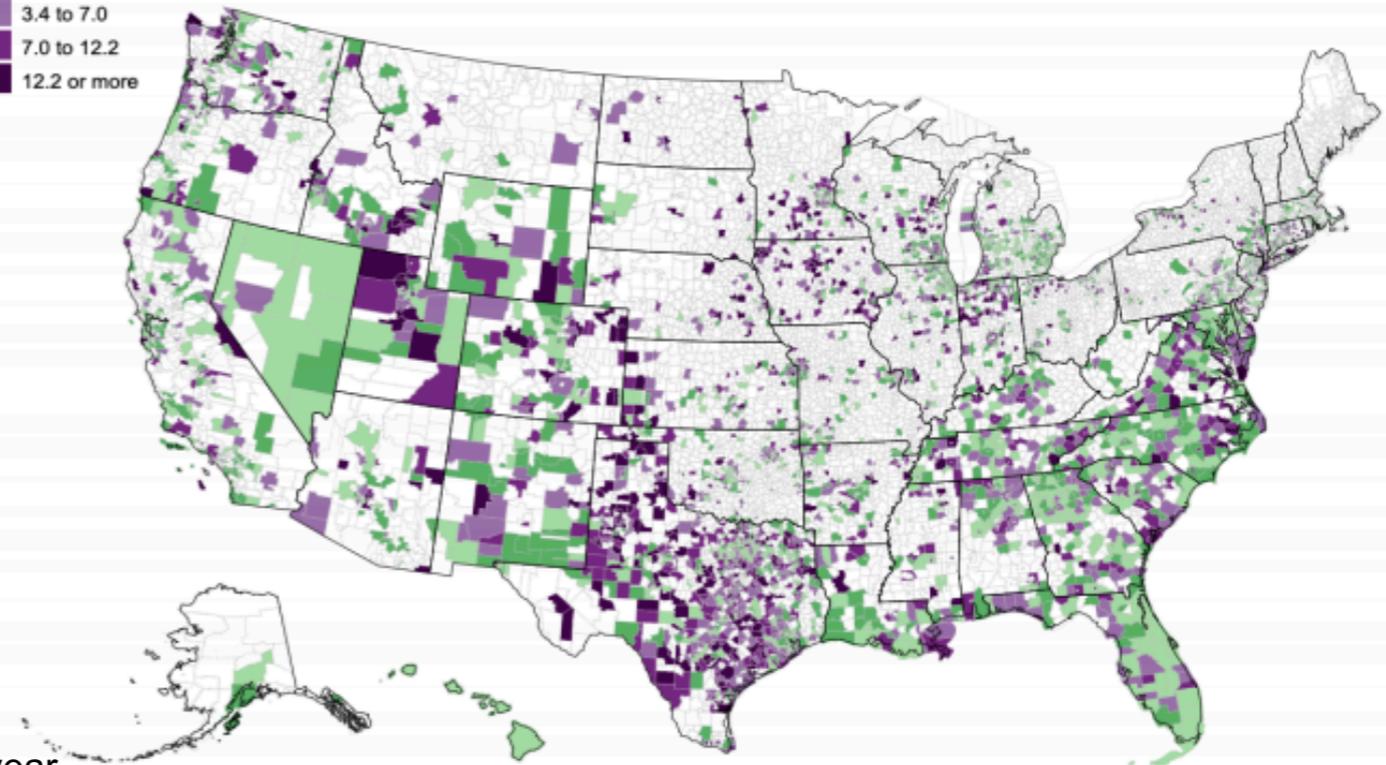Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

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

**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
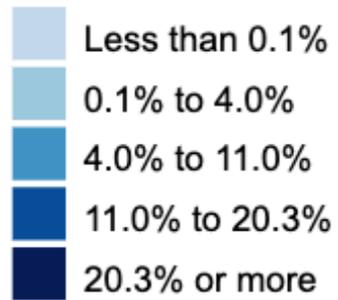
**Advanced Placement**

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

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.
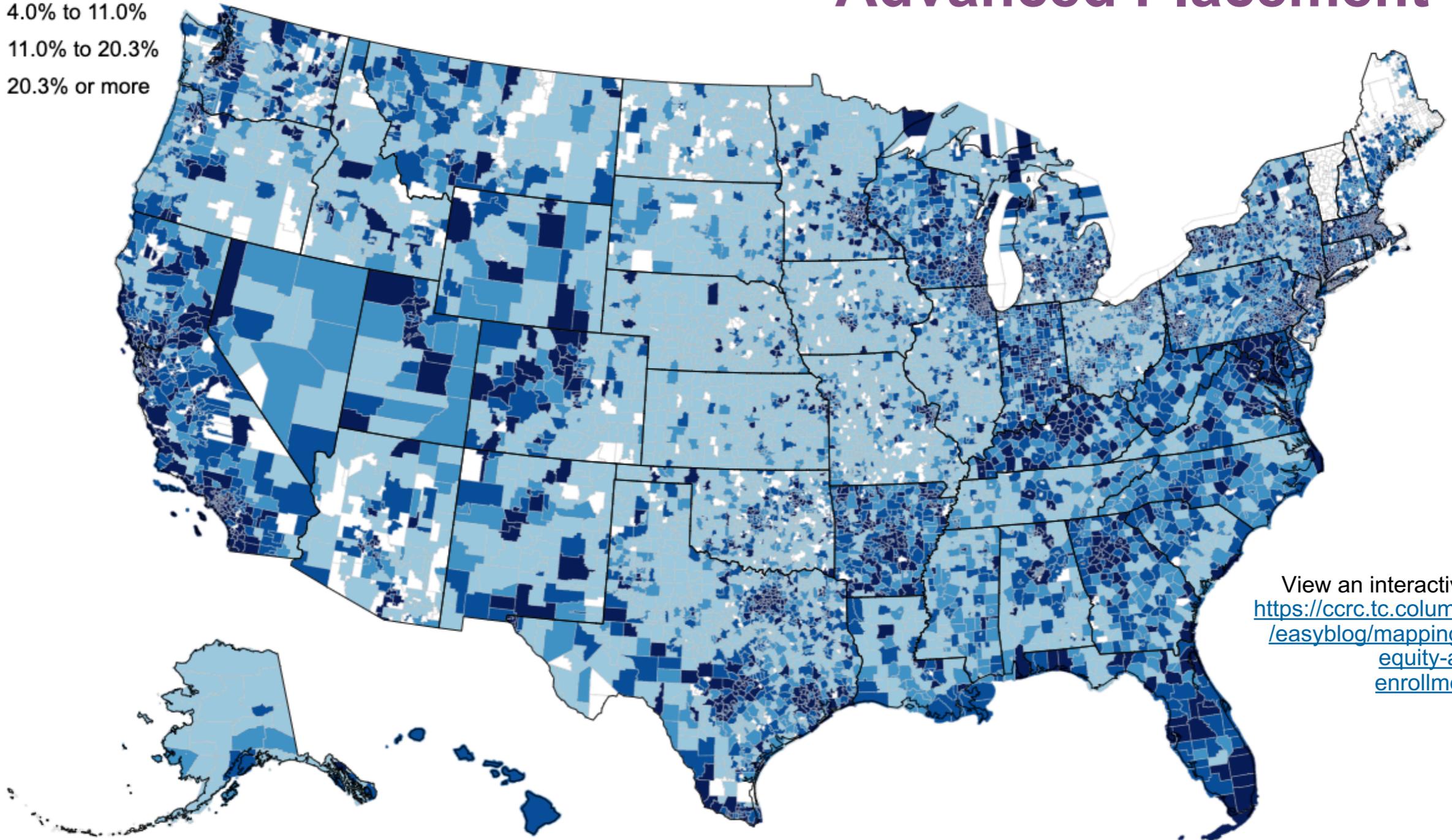
**Substantial national variation in racial equity gaps in DE participation among US school districts…**

**…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.
https://ccrc.tc.columbia.edu/easyblog/mapping-racial-equity-ap-dual-enrollment.html
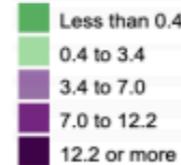
Given the substantial variation nationally in access to and success in dual enrollment,

**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

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

THE ASPEN INSTITUTE
EDUCATION & SOCIETY PROGRAM

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

# 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**

**III**

**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

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25+ Pathways Completed!
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**10th Grade**

| HS Periods | HS Credit | HS Course | LCCC Course | College Credit |
|---|---|---|---|---|
| 1 | 1 | English II | | |
| 2 | 1 | Geometry or Alg. II | | |
| | 1 | Biology | BIOG 151: General Biology | 4 |
| | 1 | Chemistry | CHMY 161: General, Organic & Biochemistry I | 4 |
| 4 | 1 | United States History | HSTR 162: US History | 3 |
| | 1 | | HUMS 151: Introduction to Humanities * | 3 |

**12th Grade**

| HS Periods | HS Credit | HS Course | LCCC Course | College Credit |
|---|---|---|---|---|
| 1 | 1 | Humanities/Cultural Diversity | ENGL 266: African American Literature * | 3 |
| | 1 | Humanities Elective | HUMS 281: Introduction to American Cinema * | 3 |
| 2 | 1 | College Level Math | MTHM 181: Calculus I | 5 |

**Year 14**

| Fall Semester | Credit Hours | Spring Semester | Credit Hours |
|---|---|---|---|
| BIOG 252: Microbiology | 5 | BGSU required course: BIOL 3510: Evolution | 3 |
| 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 |
| Semester Total | 14 | | 12 |
| Cumulative Total | 38 | | 50 |
| Grand Total | | | 122 |

# 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
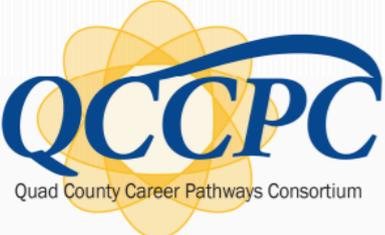


See more examples here: https://www.irsc.edu/community/quad-county-career-pathways-consortium.html

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

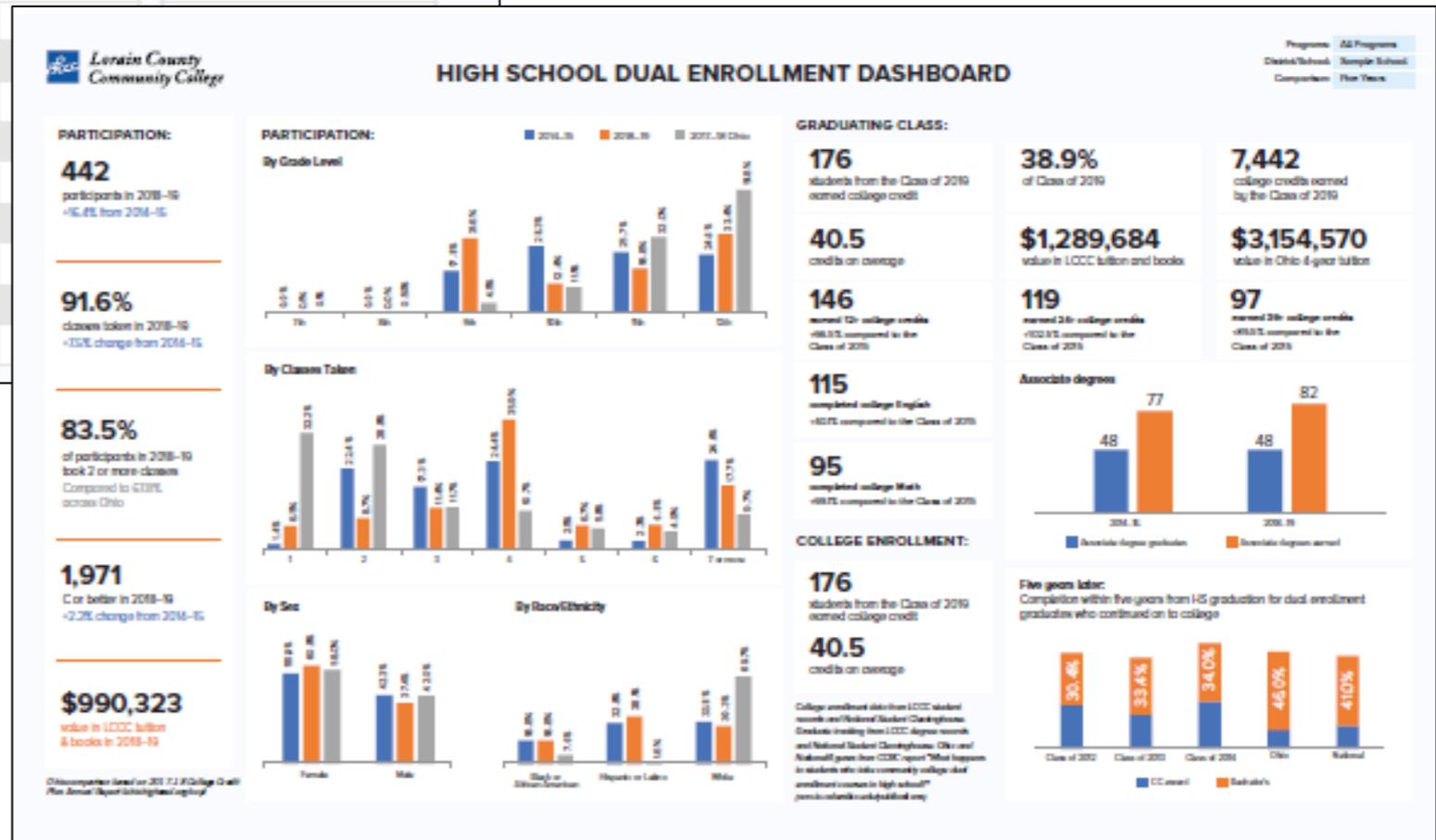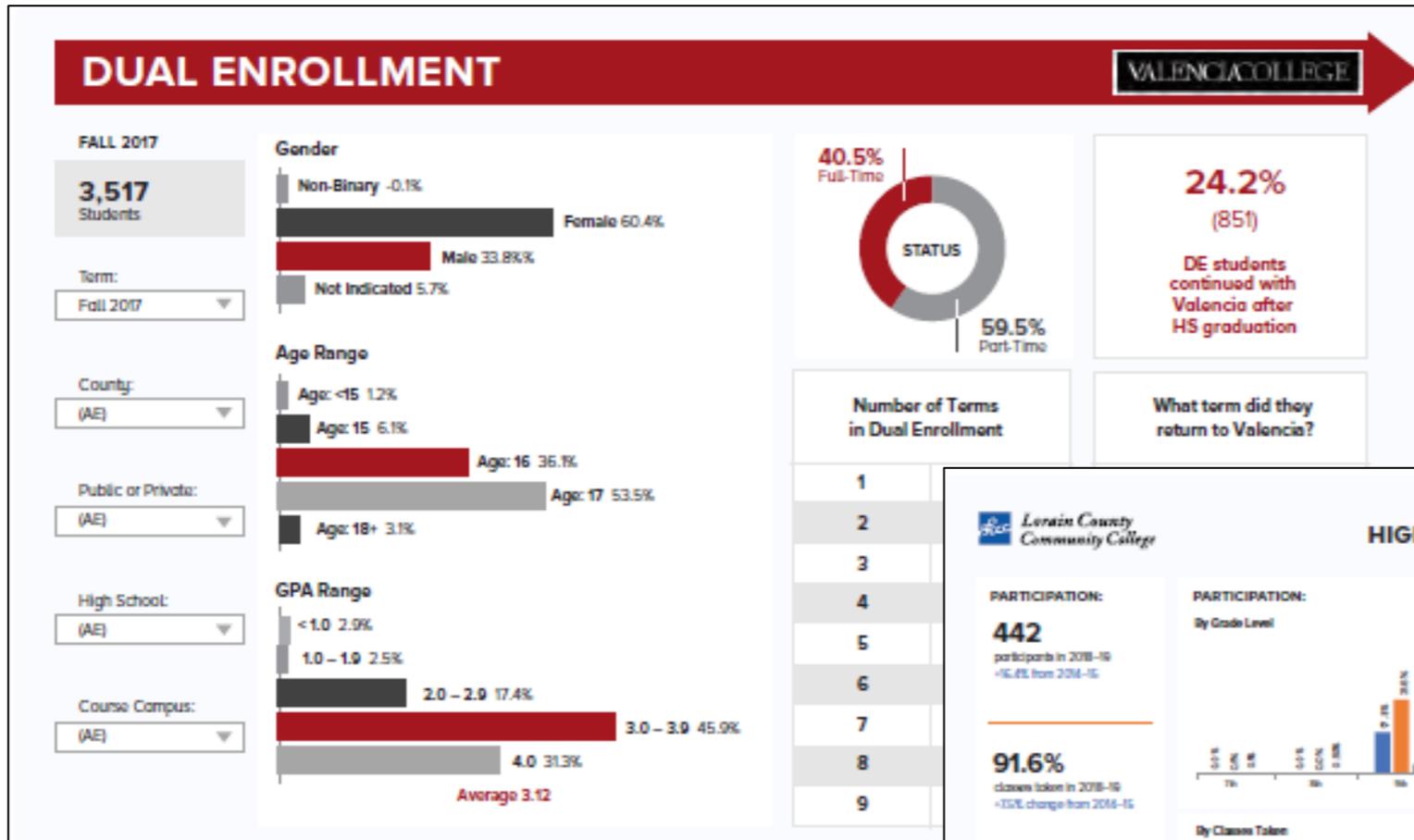**1** Elevate equity-focused dual enrollment teams

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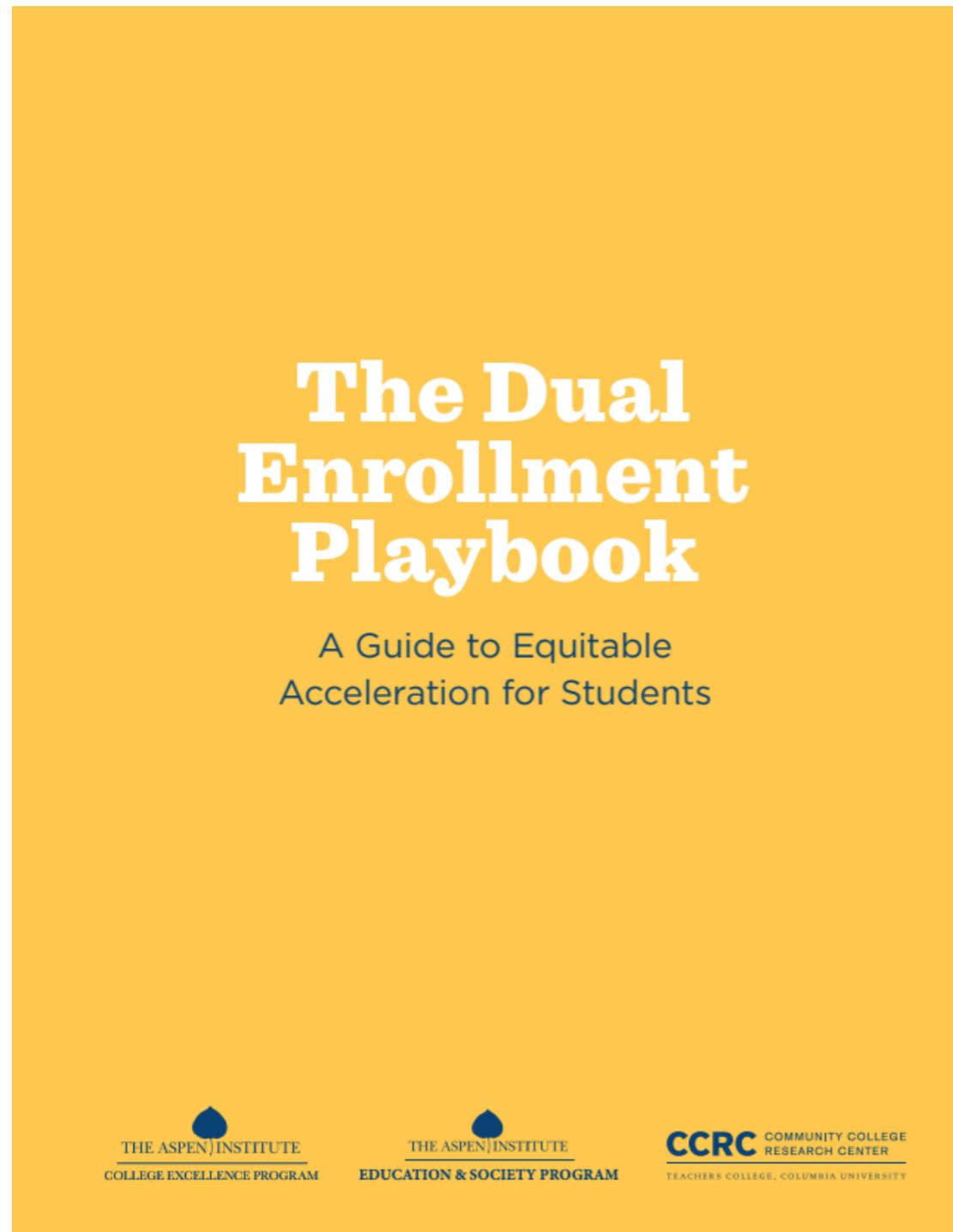
Highlights from the Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students

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/

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

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

| Conventional Approach | Next Frontier |
|---|---|
| DE courses *made available* to students who are already "college-bound" | *Active outreach* to and support for underrepresented students and families starting in middle school |
| Colleges and schools mainly emphasize *general education courses* | Colleges and schools introduce students to high-opportunity postsecondary pathways through well-taught *program foundational courses* |
| Programs focus mainly on students' *academic preparedness for college* | 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!

🌐 ccrc.tc.columbia.edu  🐦 CommunityCCRC  f CommunityCCRC

✉ 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?