

From 'Programs of Privilege' and 'Random Acts' to **Dual Enrollment Equity Pathways**

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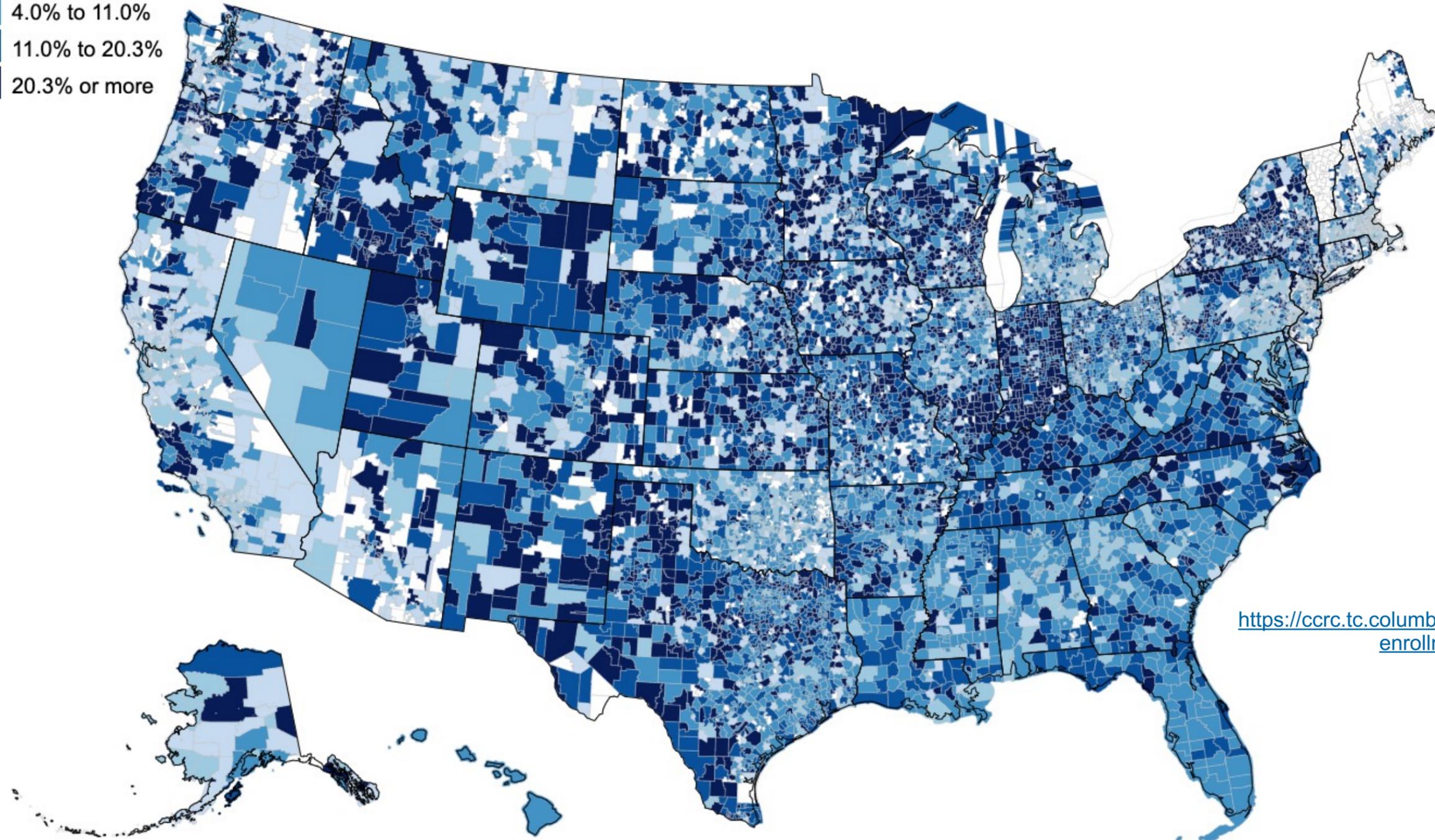
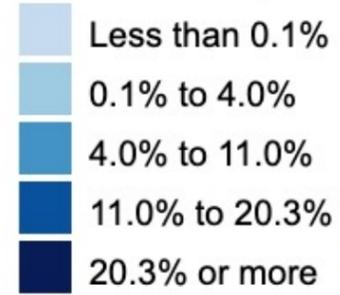
Rachel Carlisle

Edison State Community College

OACC Feb. 2022 SSLI Meeting

2017-18 High School Student Participation in Dual Enrollment by School District

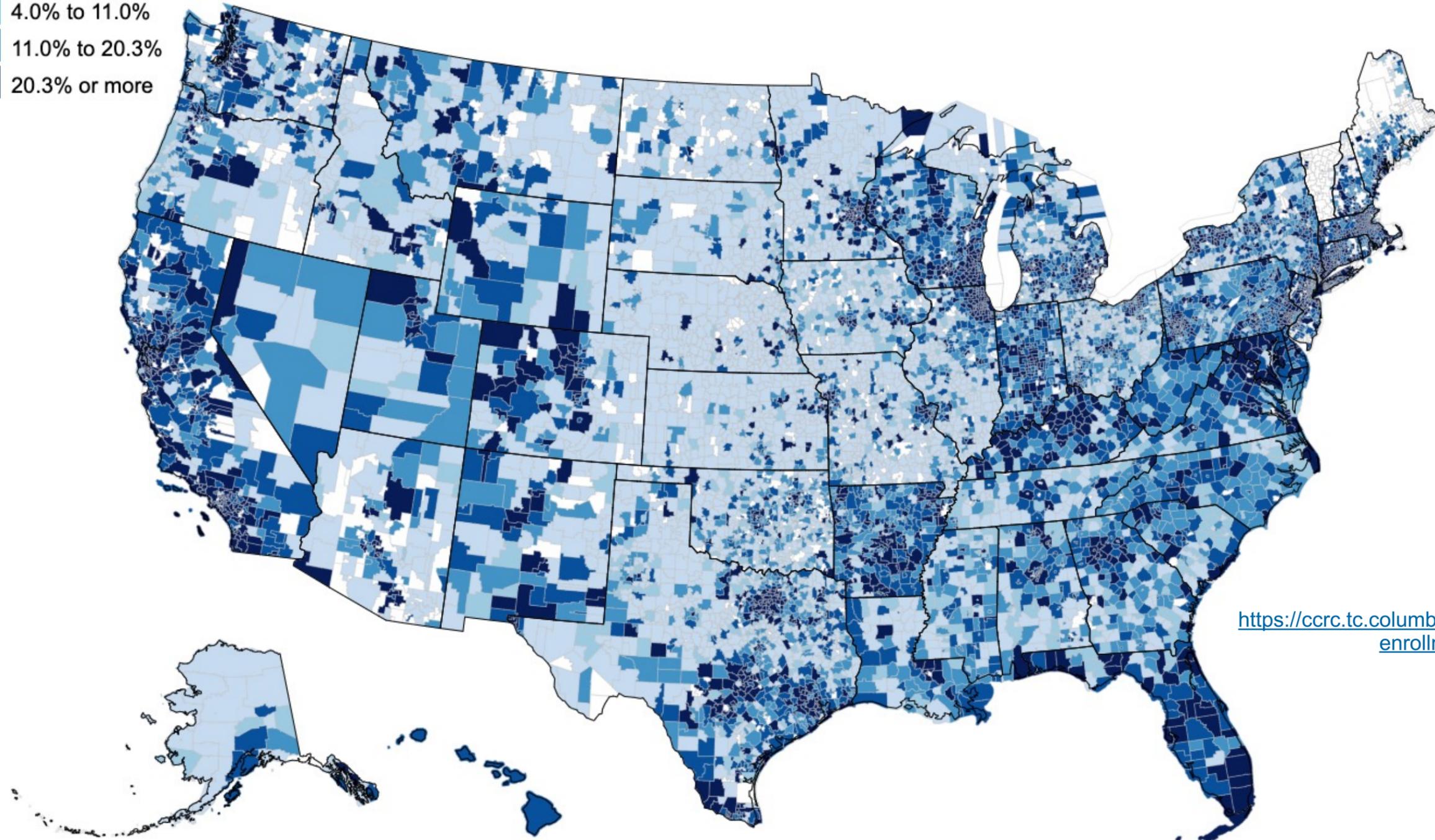
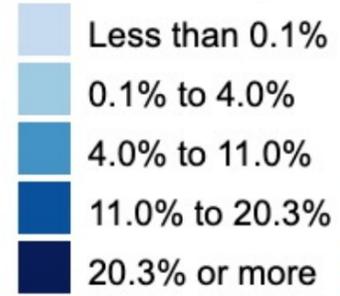
DE-Participation Rate



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

AP-Participation Rate

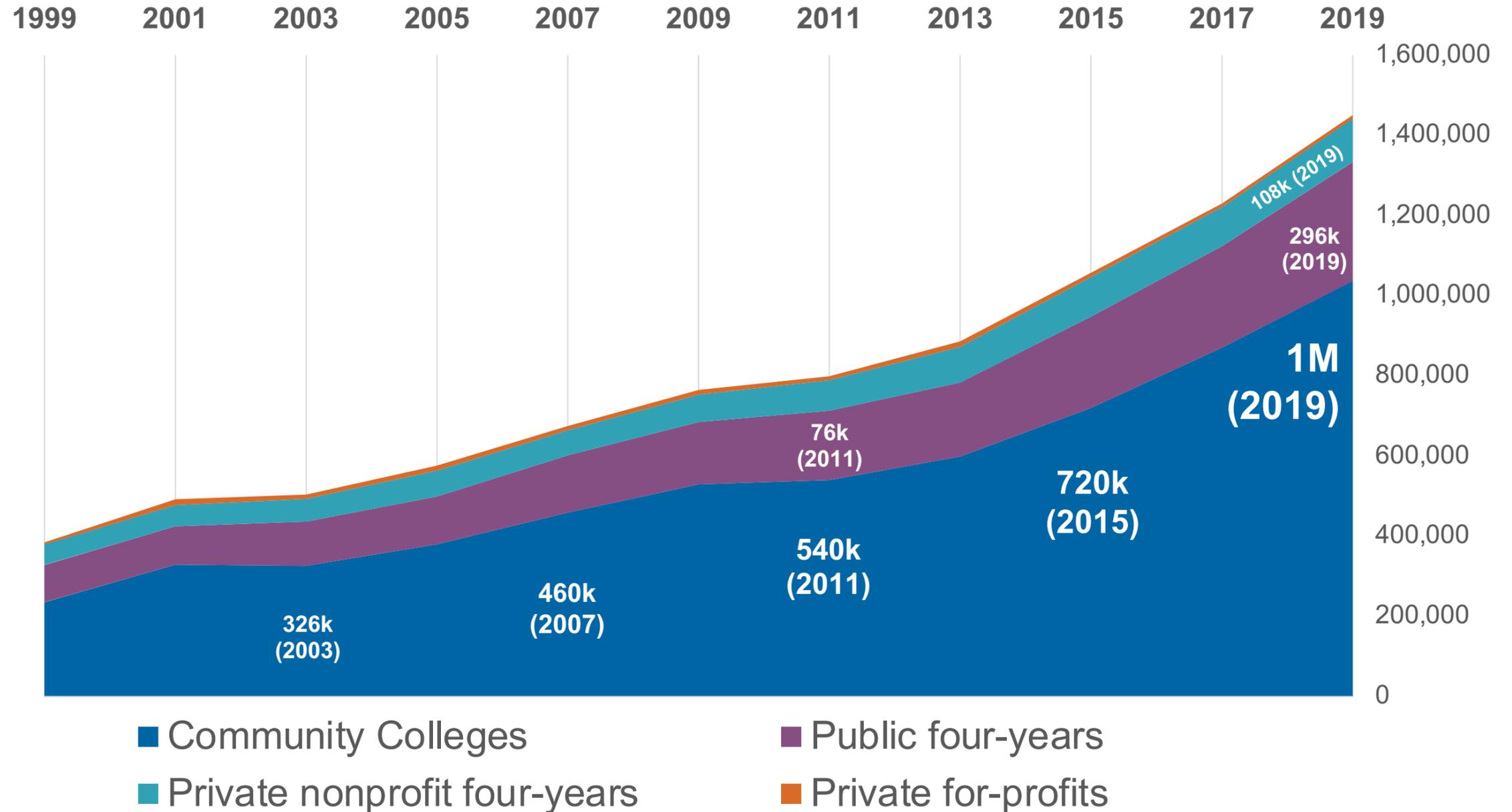


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Growth of Dual Enrollment 1999-2019

IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger



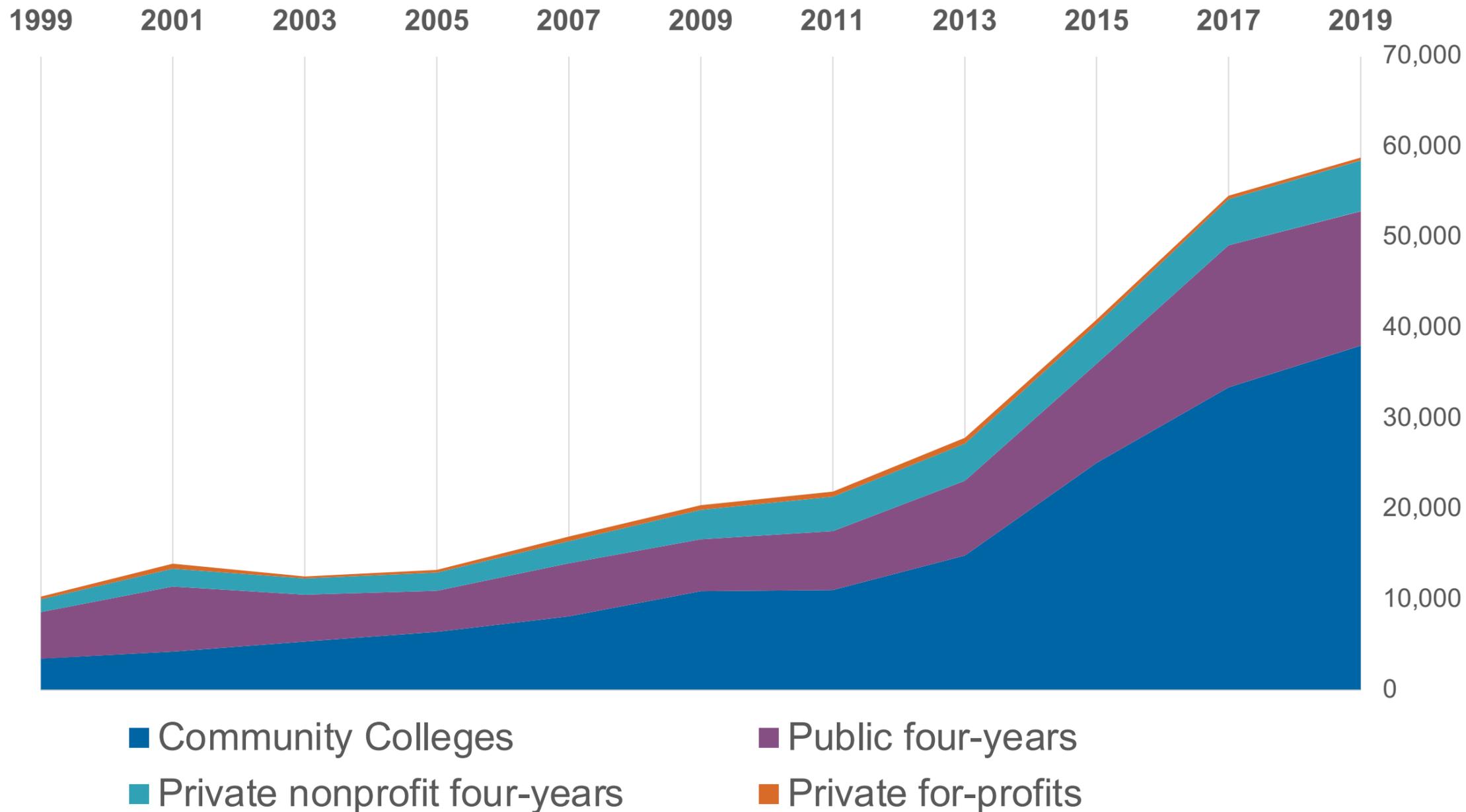
Expansion of Dual Enrollment Concentrated at Community Colleges

Ohio Dual Enrollment

1999-2019

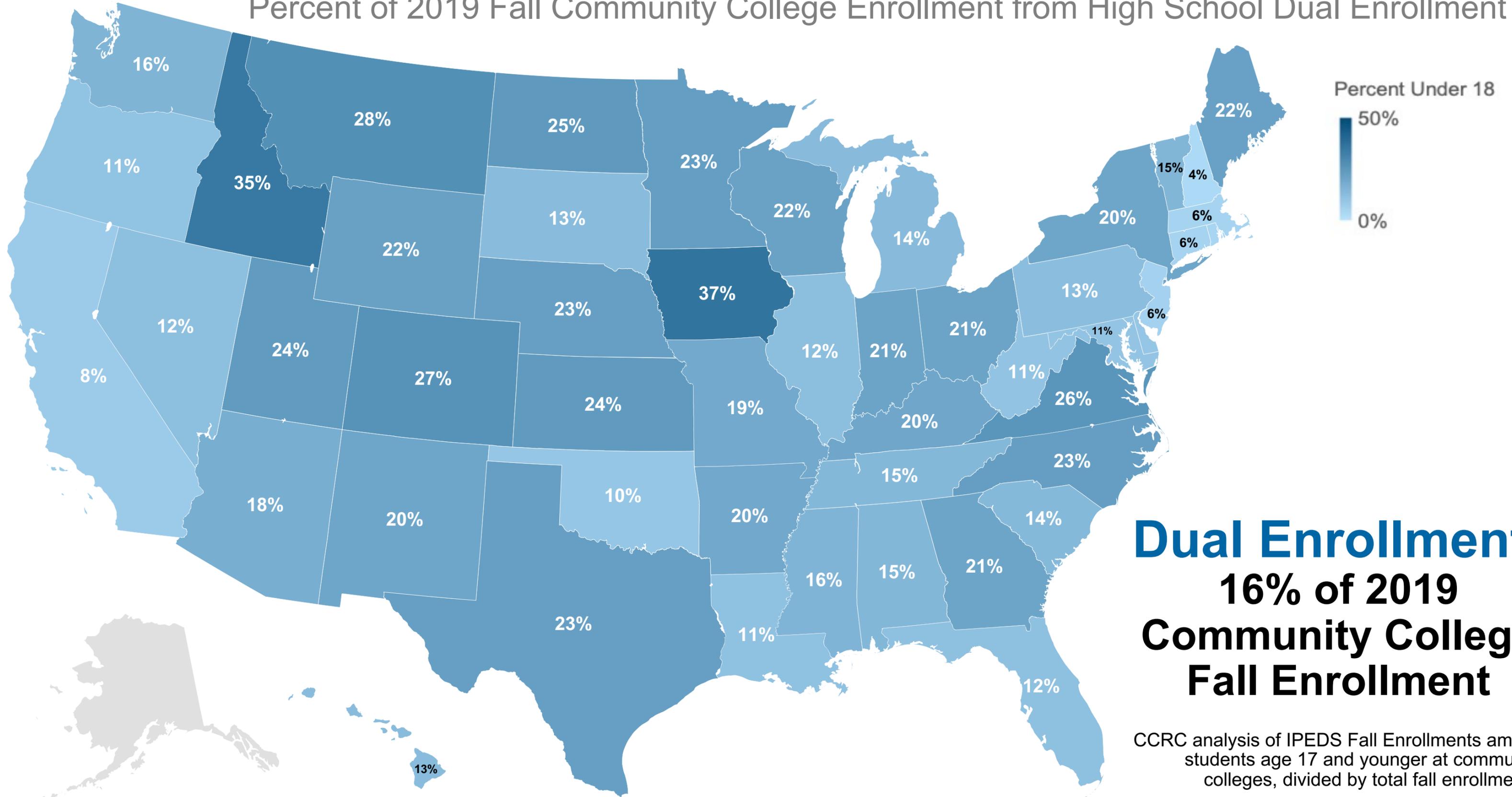
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Expansion of Dual Enrollment Concentrated at Community Colleges

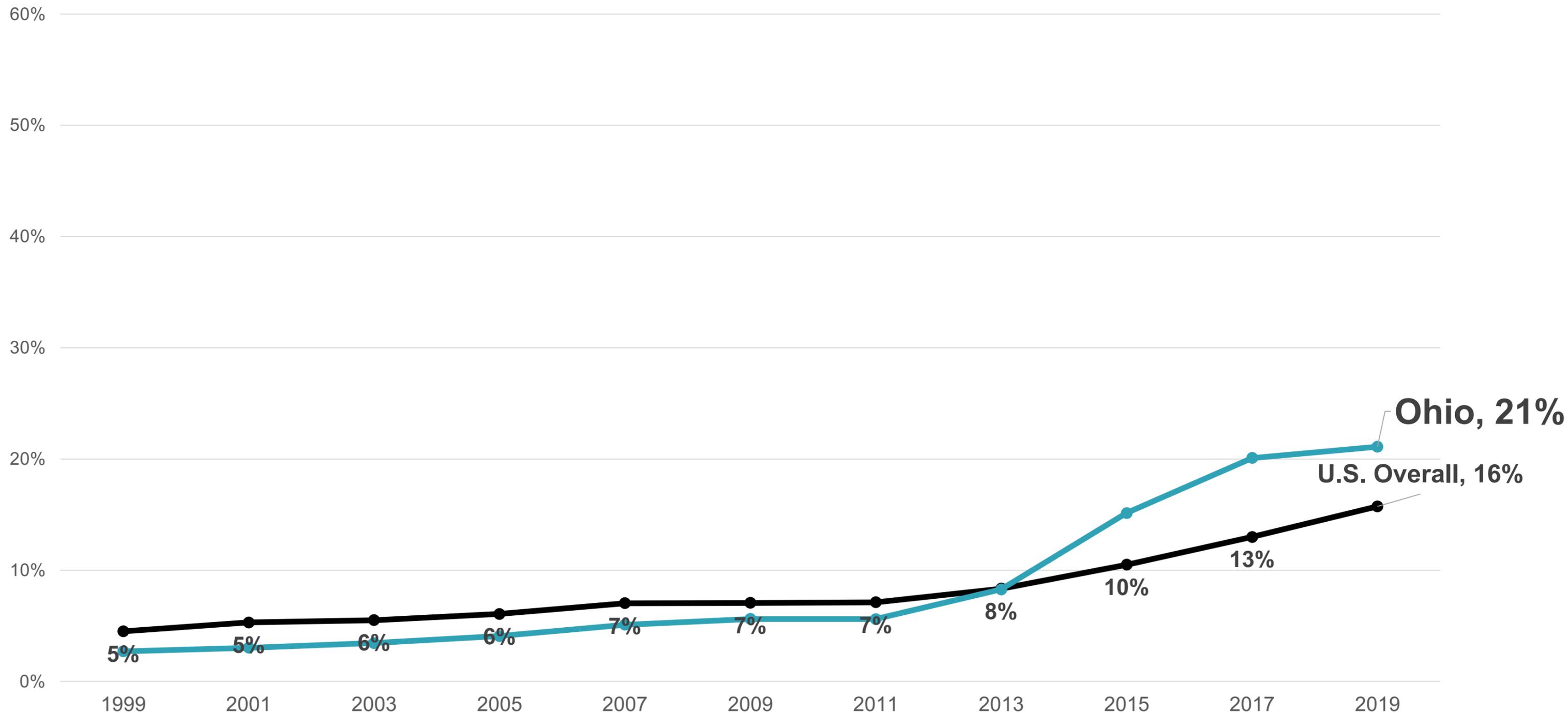
Percent of 2019 Fall Community College Enrollment from High School Dual Enrollment



**Dual Enrollment:
16% of 2019
Community College
Fall Enrollment**

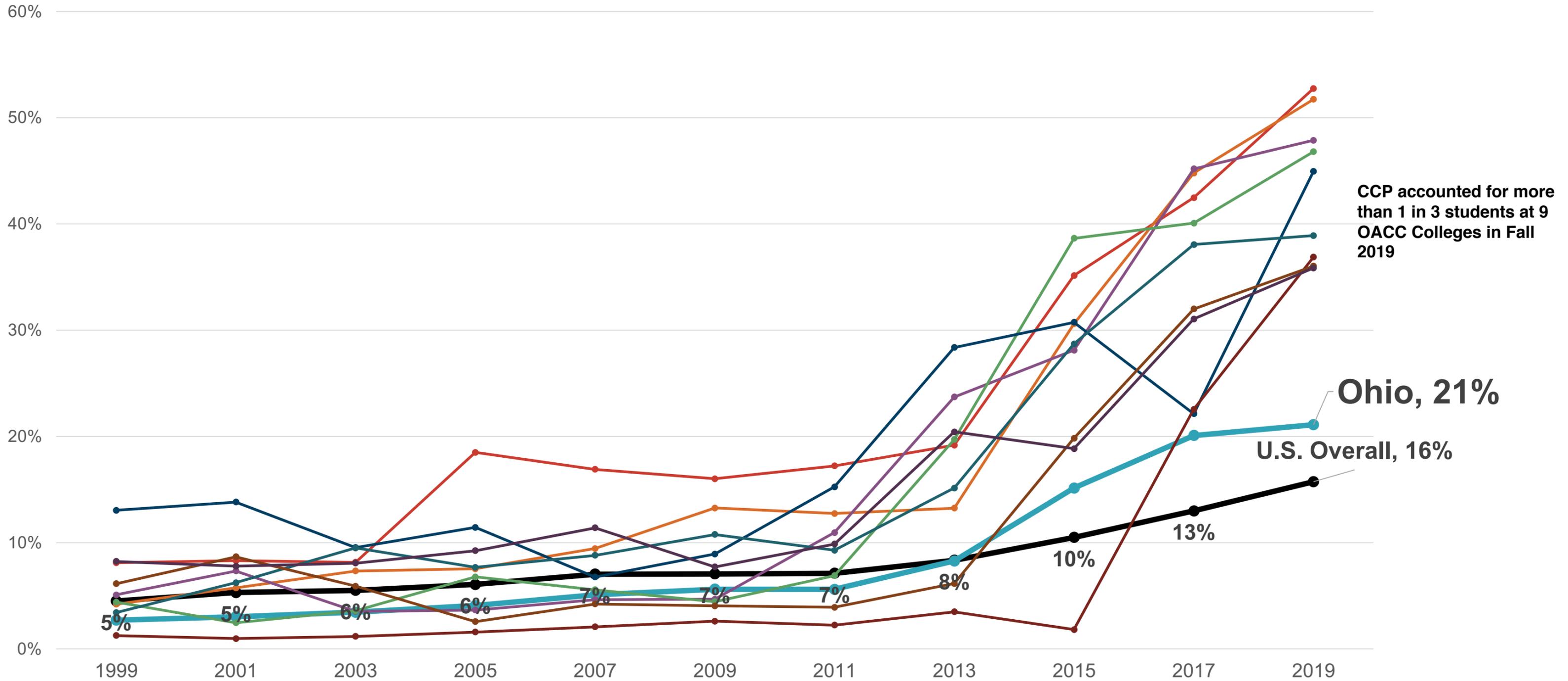
CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.

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.

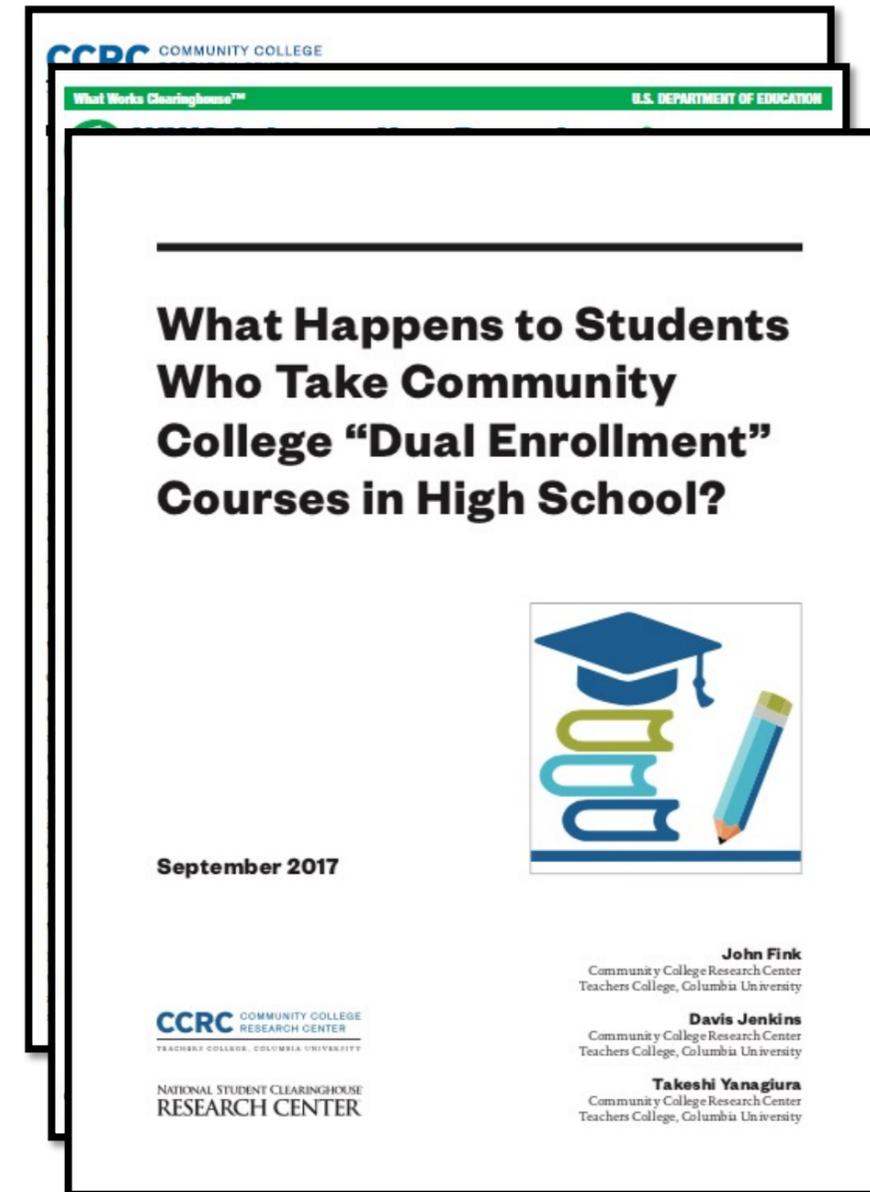
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Findings on the Effects of HS Dual Enrollment

- 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



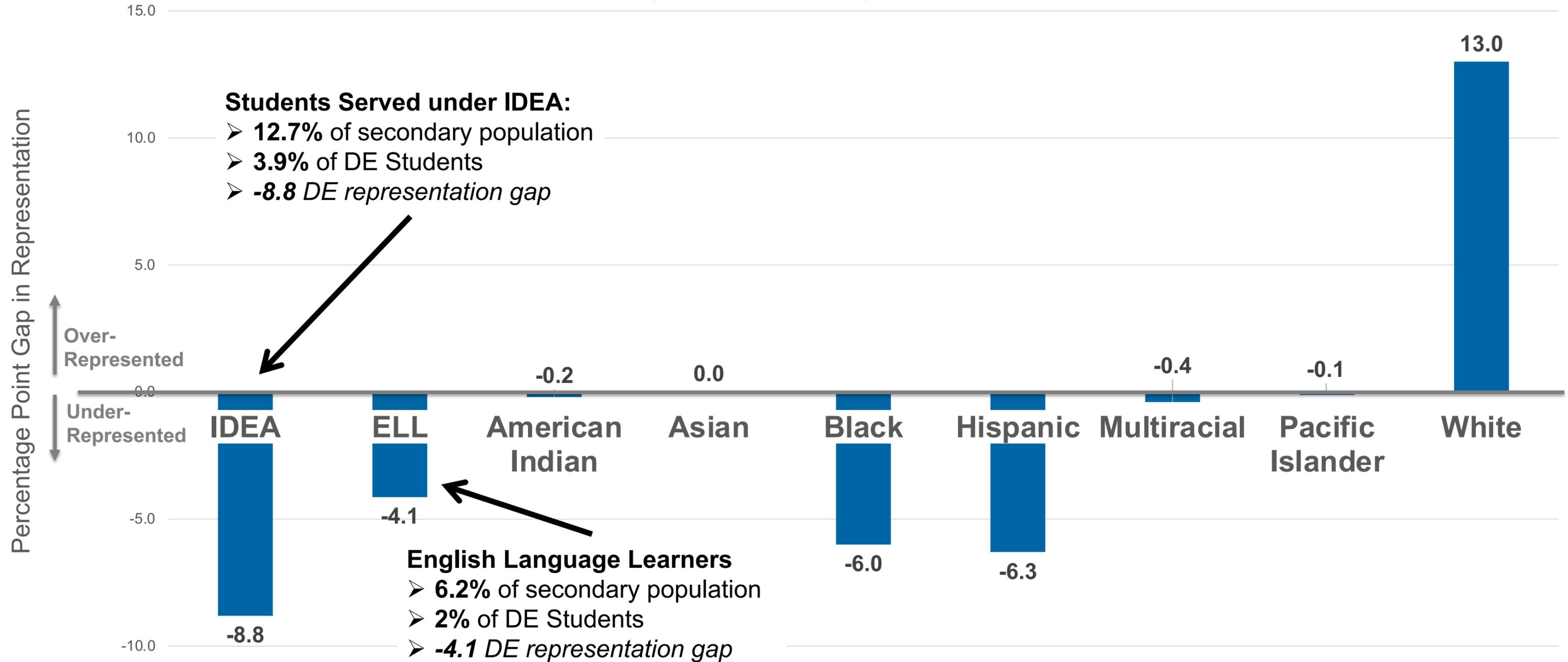
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- Substantial state and institutional variation in post-HS college outcomes among former DE students (Fink, Jenkins, & Yanagiura, 2017)
- Equitable access to and benefits from dual enrollment? Mixed findings.



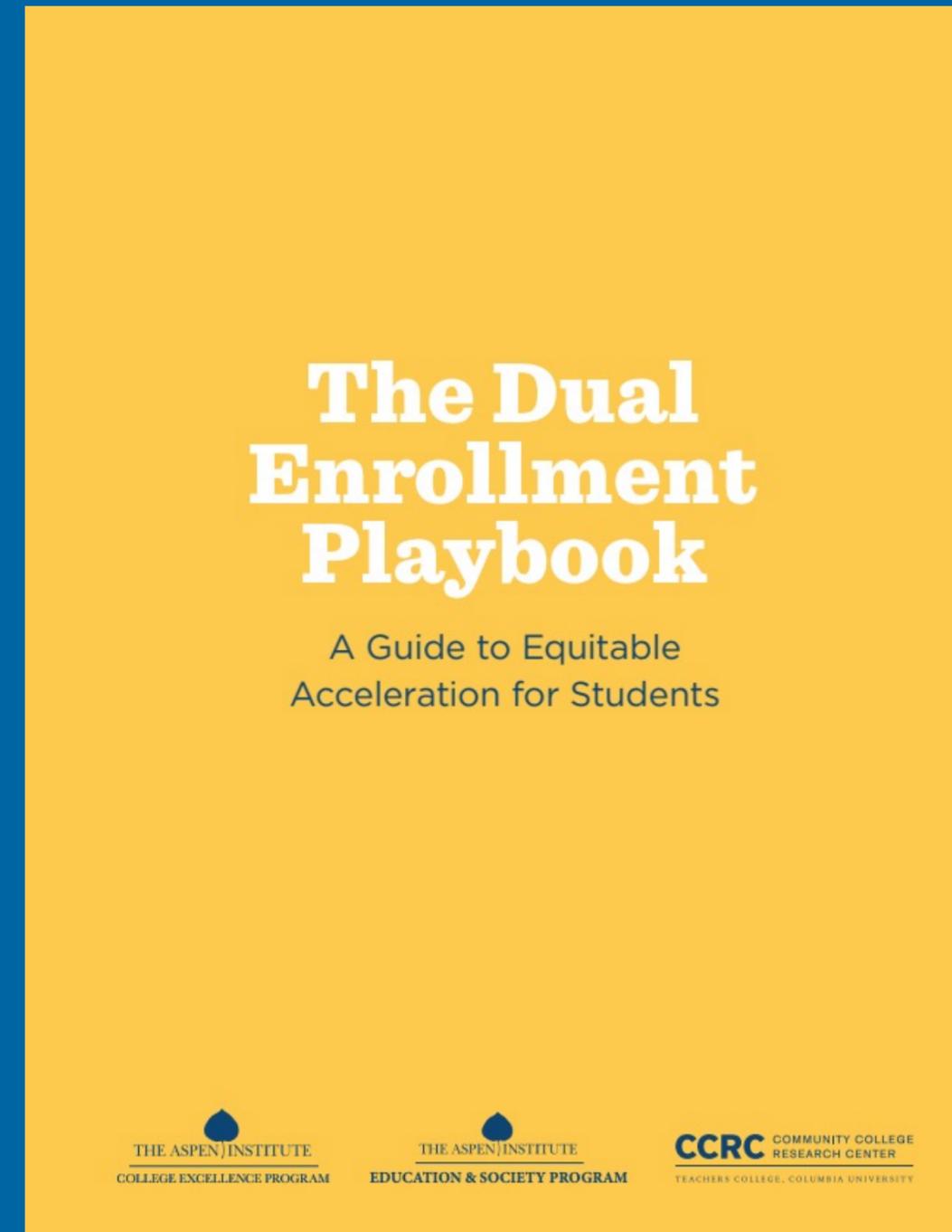
Underrepresented Nationally in Dual Enrollment: Black, Hispanic, Students with Disabilities, and English Learners

■ DE Representation Gap: US Overall



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

SITE	KEY PARTNERS	PRIMARY DUAL ENROLLMENT MODEL
Miami-Dade County, FL	Miami Dade College Barbara Goleman 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	Valencia 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 Bridgeport 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

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

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?

Grades 6-8

Dual Enrollment

Grades 9-12

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

1. Outreach to underserved students & schools

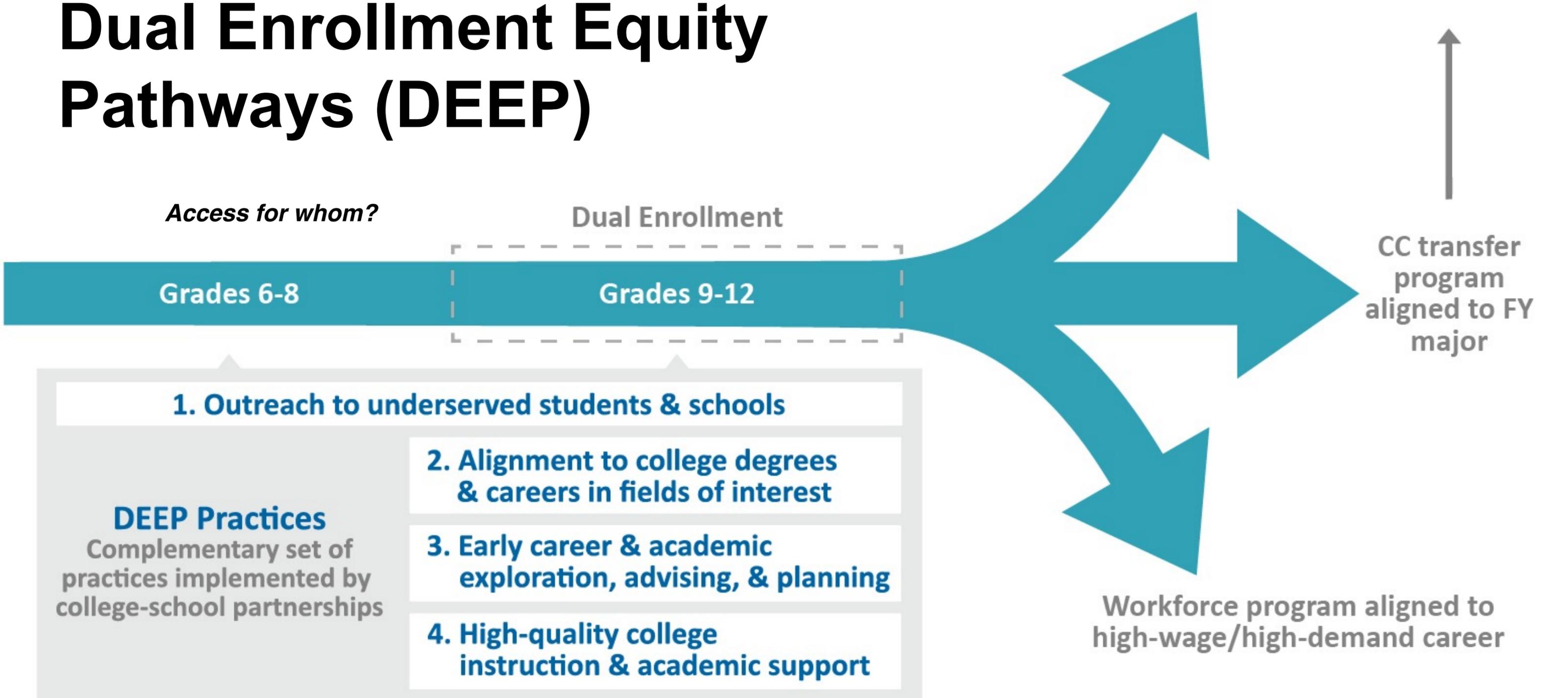
DEEP Practices

Complementary set of practices implemented by college-school partnerships

2. Alignment to college degrees & careers in fields of interest

3. Early career & academic exploration, advising, & planning

4. High-quality college instruction & academic support



To build back enrollments lost to pandemic, colleges are rethinking dual enrollment to **expand access to high-opportunity postsecondary pathways**

Programs of Privilege, Random Acts

Dual Enrollment Equity Pathways (DEEP)

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

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

Focus is mainly on strengthening students’ *academic preparedness for college* ✓ →

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

Colleges and schools mainly emphasize *general education courses* ✓ →

Colleges and schools introduce students to high-opportunity postsecondary pathways through *program foundation courses*

Focus on achievement of *academic content standards* ✓ →

Added focus on helping students become *confident college learners* through active teaching/learning

High school career technical education focused mainly on *immediate post-HS employment* ✓ →

High school career technical education students readily able to *apply HS CTE credits toward college degree programs* in high-opportunity fields

Conversation with **Rachel E. Carlisle, M.Ed.**
Director of Enrollment Management & Student
Services, Regional Campuses
Edison State Community College



September 2021

Developing Successful Dual Enrollment Models at Ohio's Community Colleges

*Case Studies of College Credit Plus
Partnerships*



Thank you!

Access the *Dual Enrollment Playbook* and other resources at

Aspen: <https://highered.aspeninstitute.org/dual-enrollment>

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

Or contact us at:

john.fink@tc.edu