



The Dual Enrollment Playbook: Strengthening Partnerships to Advance Equity

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About CCRC

Our areas of research include:

- High school to college transitions
- Developmental education & adult basic skills
- Student services & financial aid
- Online learning & instructional technology
- Student persistence, completion, & transfer
- College to career & workforce education
- Improving institutional performance



Today's topics

- About dual enrollment equity
- CCRC, Aspen Institute's research
- Highlights from the Dual Enrollment Equity Playbook

Mapping Racial Ethnic Gaps in Dual Enrollment

(Xu, Fink, & Solanski, Mapping Racial Equity, 2019)

True or false

1. About 25% of US students participate in DE.
2. Higher rates of participation in DE are associated with more inequity.
3. DE is more prevalent in urban areas and AP is more prevalent in rural areas.
4. DE access varies substantially among high schools in the same district.
5. About a fifth of school districts have closed equity gaps re. access to DE.

Mapping Racial Ethnic Gaps in Dual Enrollment

(Xu, Fink, & Solanski, Mapping Racial Equity, 2019)

True or false

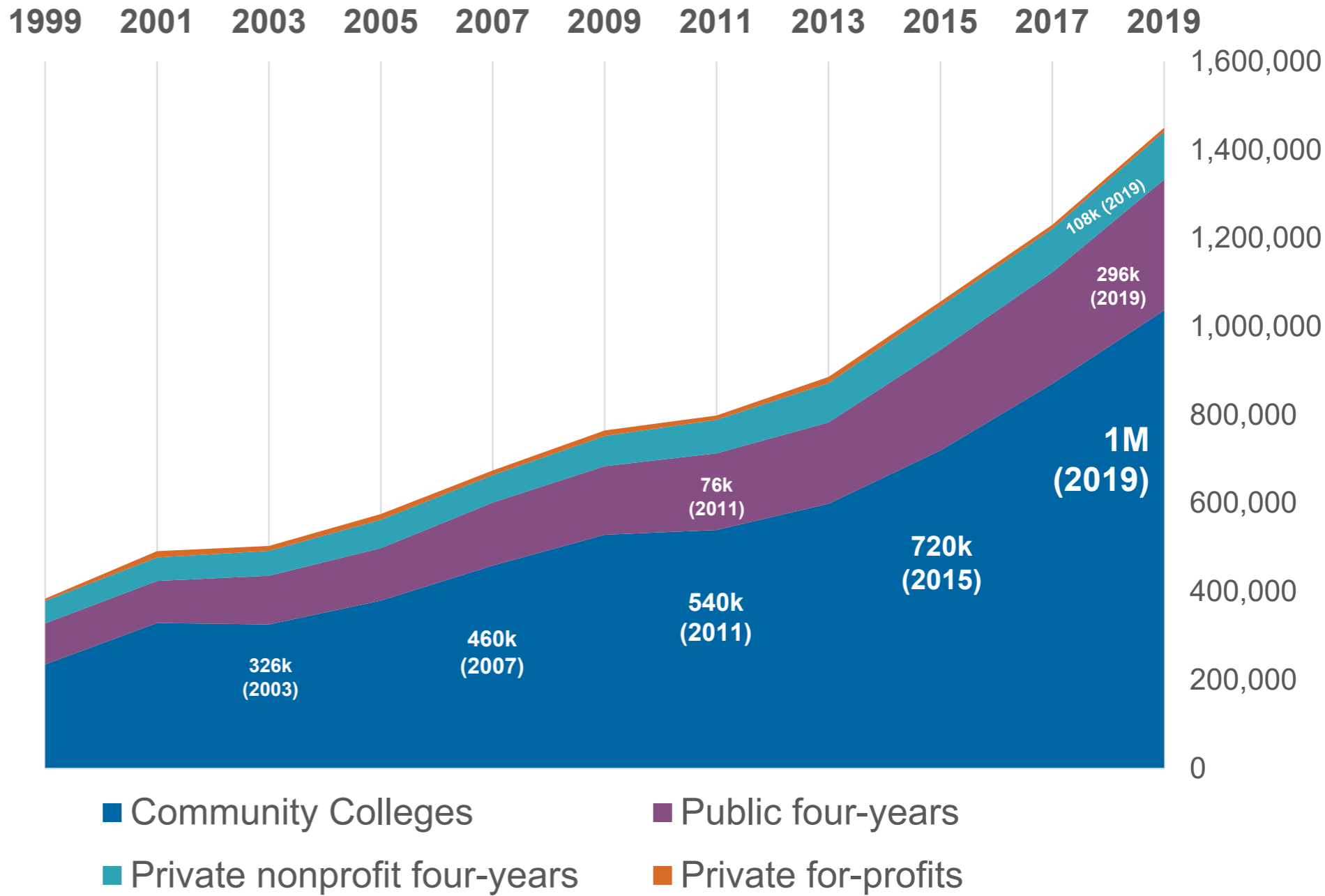
1. About 25% of US students participate in DE. [10%]
2. Higher rates of participation in DE are associated with more inequity.
3. DE is more prevalent in urban areas and AP is more prevalent in rural areas. [reversed]
4. DE access varies substantially among high schools in the same district.
5. About a fifth of school districts have closed equity gaps re. access to DE.

• Check your [gaps](#)

Growth of Dual Enrollment 1999-2019

IPEDES Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

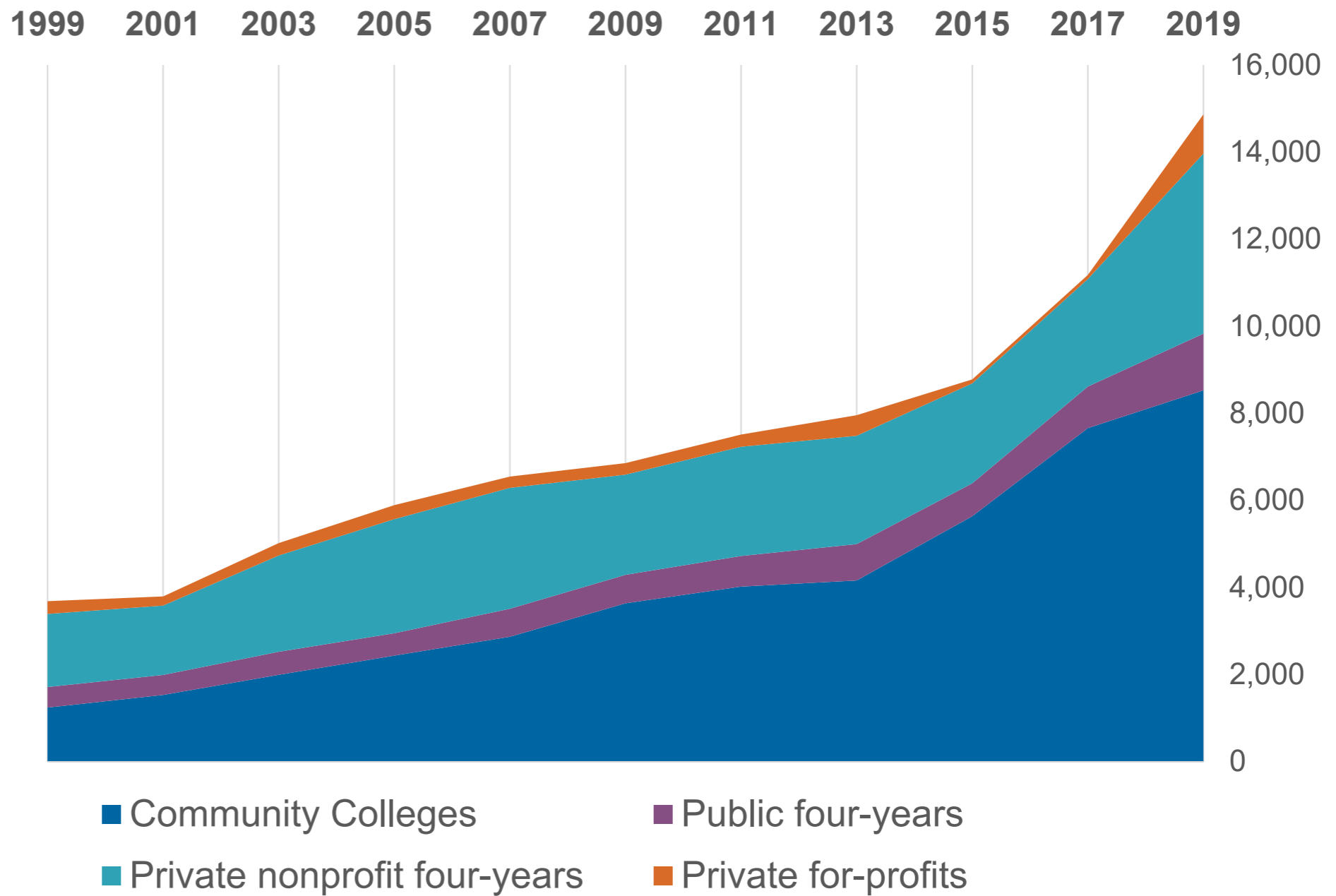


Expansion of Dual Enrollment Concentrated at Community Colleges

New Jersey Dual Enrollment 1999-2019

IPEDES Fall Enrollments

*Fall Undergraduate Enrollments among
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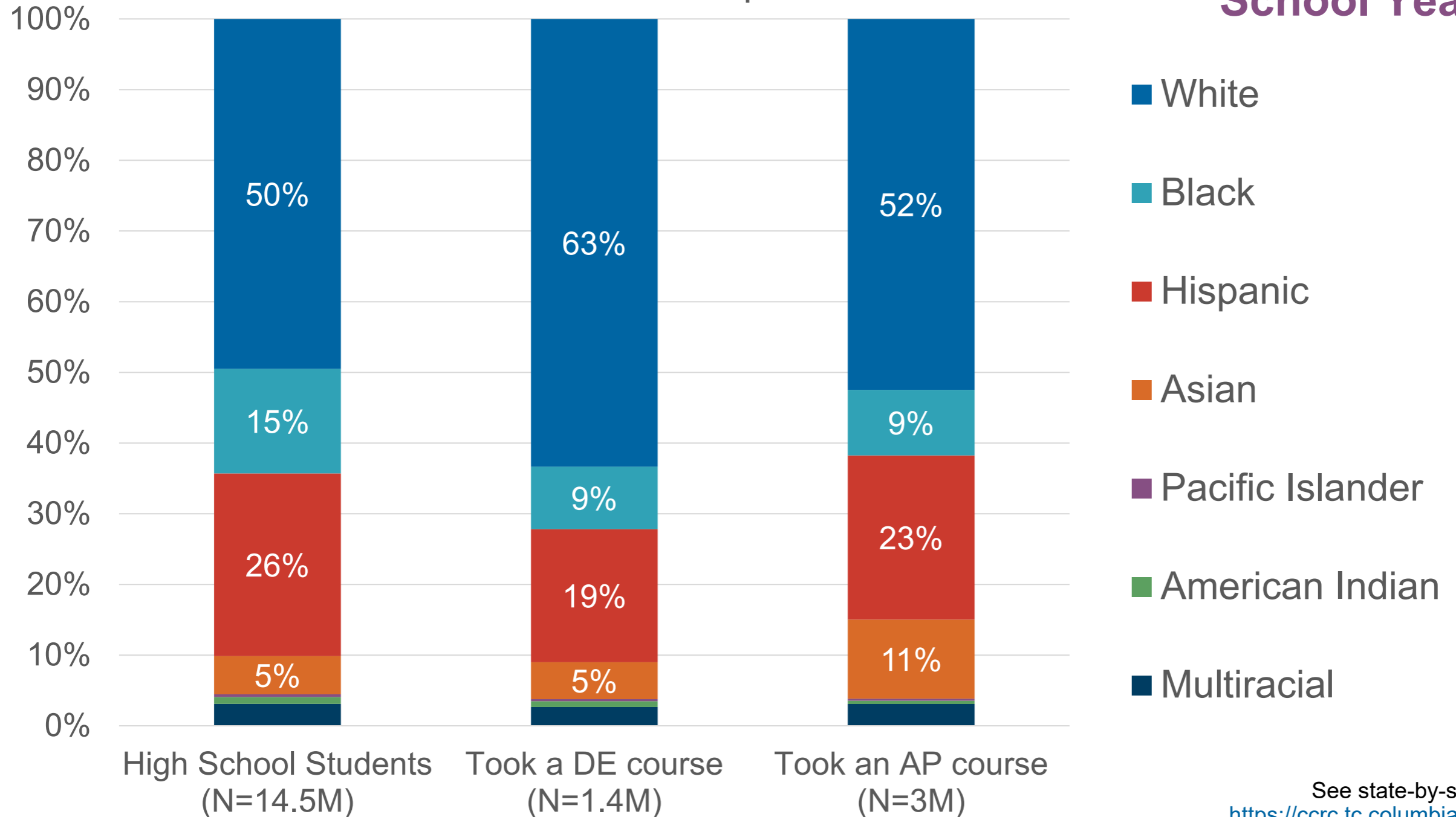


Expansion of Dual Enrollment Concentrated at Community Colleges

Black and Latinx HS Students Underrepresented in Dual Enrollment & AP courses

2017-18
School Year

HS Student Racial Composition

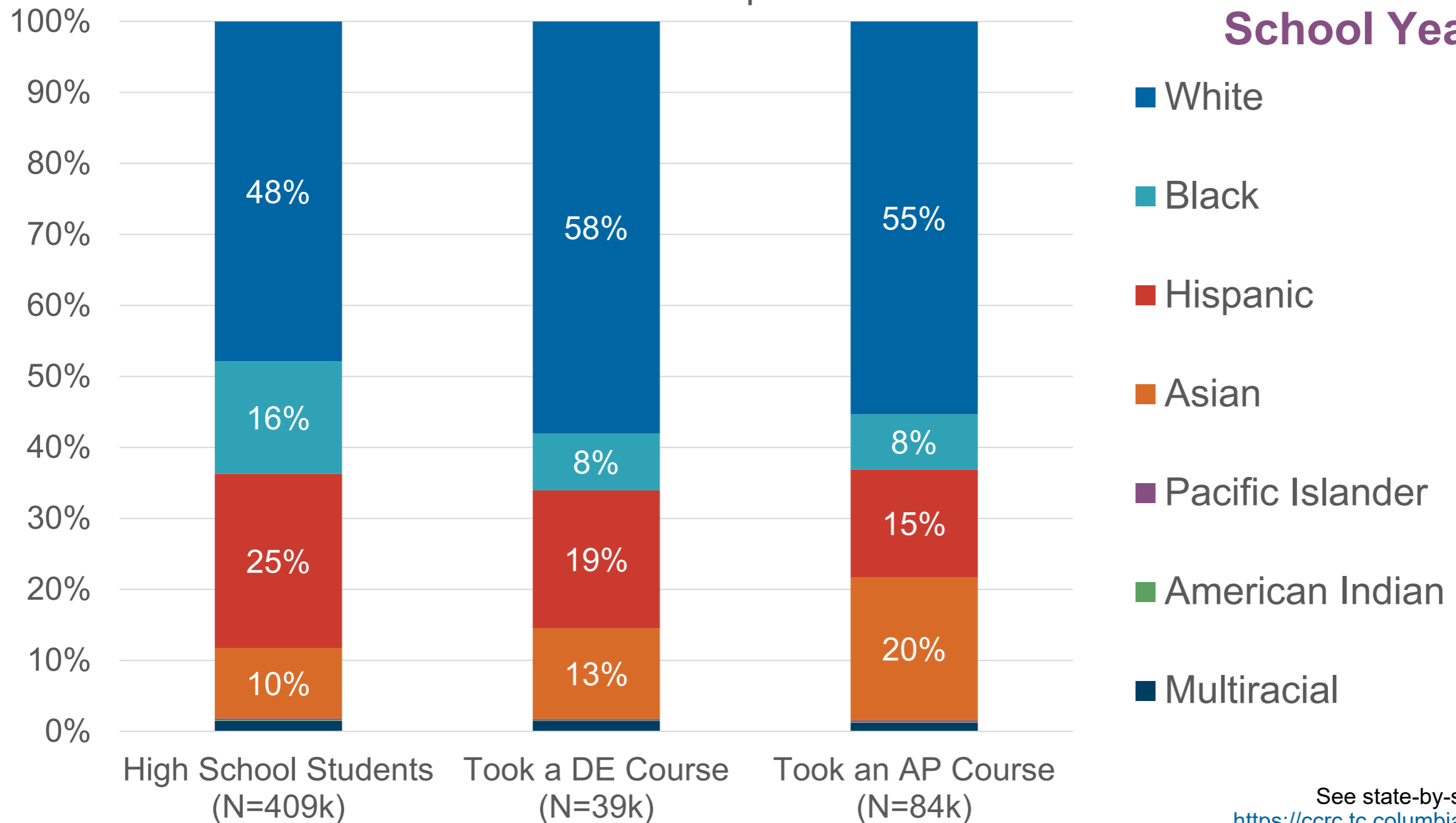


See state-by-state results:
<https://ccrc.tc.columbia.edu/easybl/og/access-ap-dual-enrollment.html>

New Jersey: Black and Latinx HS Students Underrepresented in Dual Enrollment & AP courses

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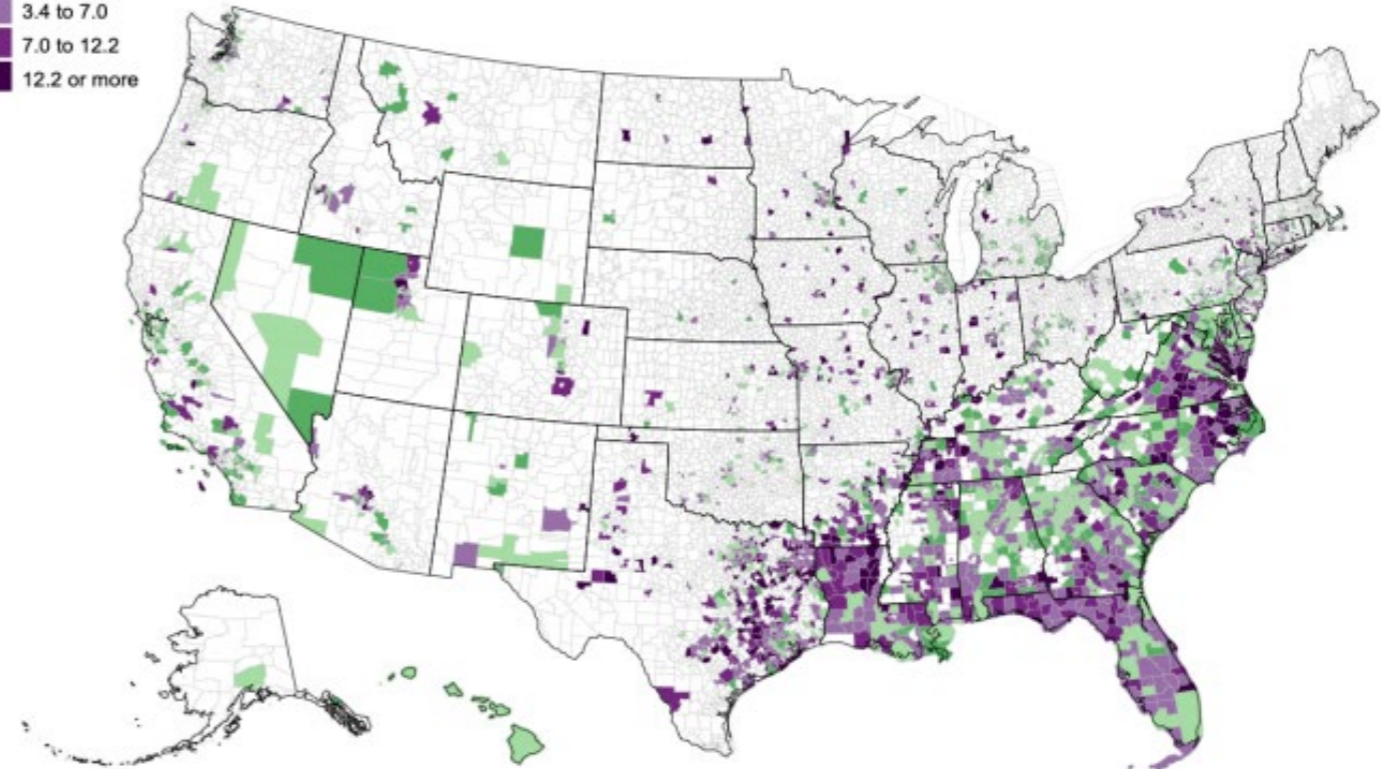
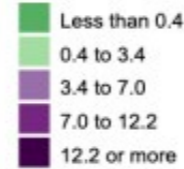


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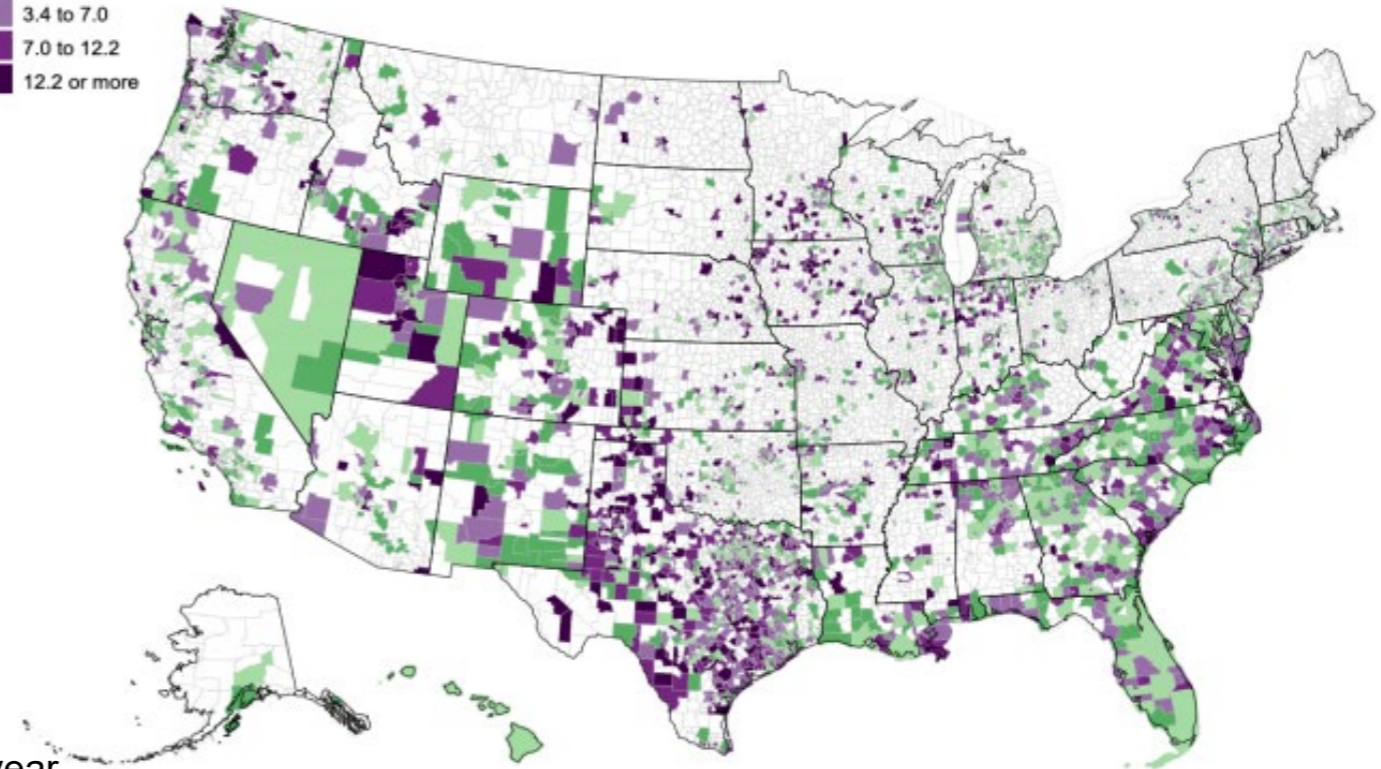
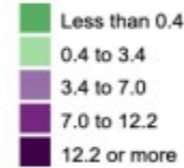
Substantial national variation in racial equity gaps in DE participation among US school districts...

...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)

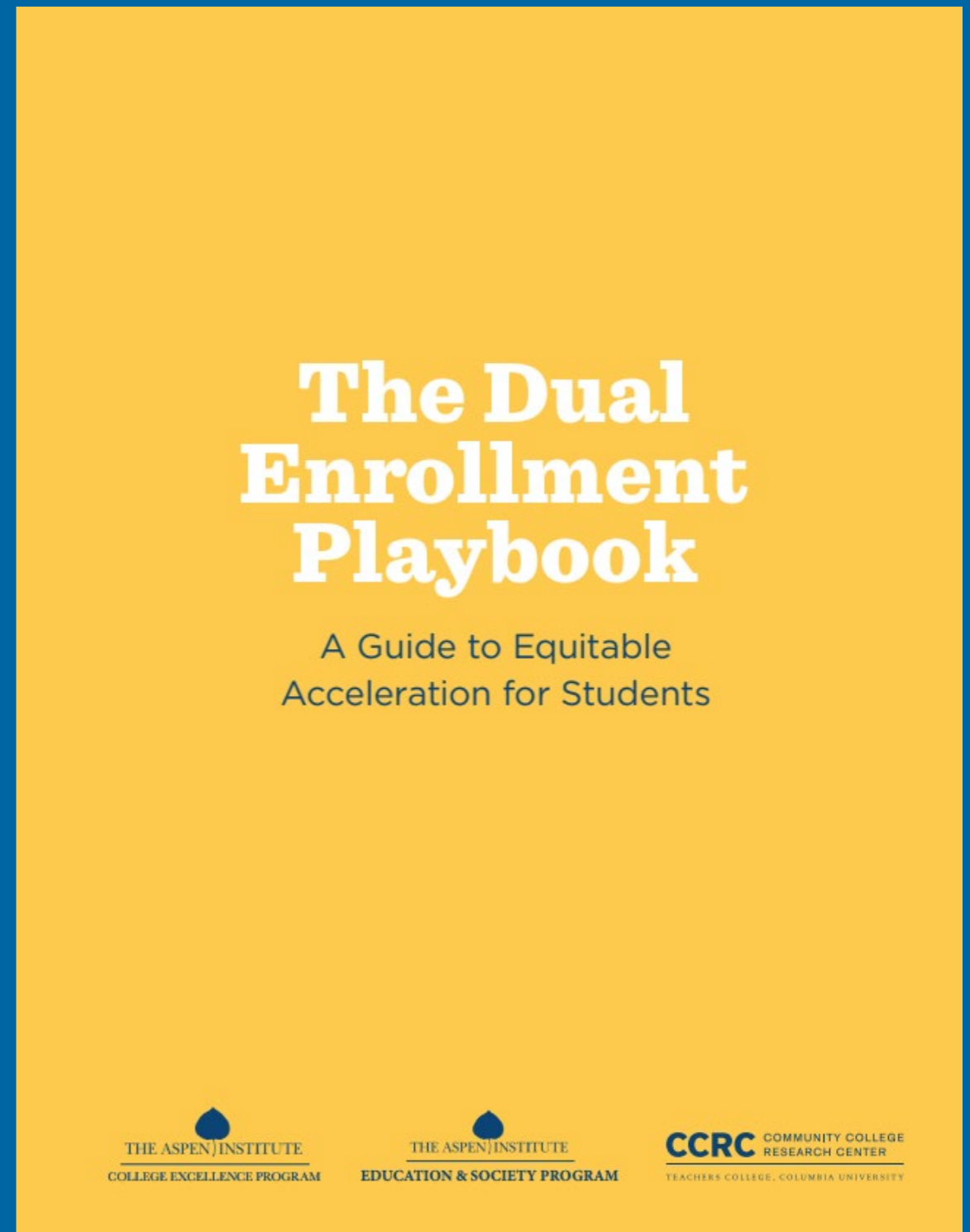


DE-White-Hispanic Gap (pp)



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?



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

1. A SHARED VISION

Lorain County CC (Ohio) President Marcia Ballinger is driven by “a moral imperative to have the kind of dual enrollment programs that reach down and pull students up.”

LCCC’s latest strategic plan includes expanding dual enrollment as a strategic goal to prepare future generations of Ohioans and reduce college debt.



2. EXPANDED ACCESS

The **data on equitable access** prompted Indian River State College (FL) to discuss with K-12 how to jointly address participation gaps for Black and Latinx students, by proactively encouraging **all students** to take advantage of dual enrollment.



**ACCESS:
Expanded
outreach**

Family information nights

Involving community organizations

Targeting schools with underrepresented students

Development of useful materials in multiple languages

**ACCESS:
Eligibility**

Rethinking placement processes
(using multiple measures, teacher
recommendations)

Rethinking placement criteria
for specific courses

Scheduling testing early and
often. Helping students prepare.

Offering co-req courses in the
high school.

**ACCESS:
Managing
costs**

Charging no/little tuition and fees

Book purchase/loan programs,
OER

Transportation assistance

Credentialing HS teachers as
faculty

School assumes that all students will participate.

Teachers and staff address their own biases.

**ACCESS:
Culture**

School has events and rituals reinforcing college going.

HS and college faculty collaborate.

3. Advising and Support

ERHS in Washington offers four accelerated options: AP, CTE, DE and a special math program. Counselors present all four as good options depending on the student's *High School and Beyond* plan.



**ADVISING
AND
SUPPORT:
Course
selection**

Students engage in college and career exploration

Students are helped to align courses with a long term plan

Different acceleration options are clear (AP, CTE, IB, etc.)

Program mapping is a best practice.

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

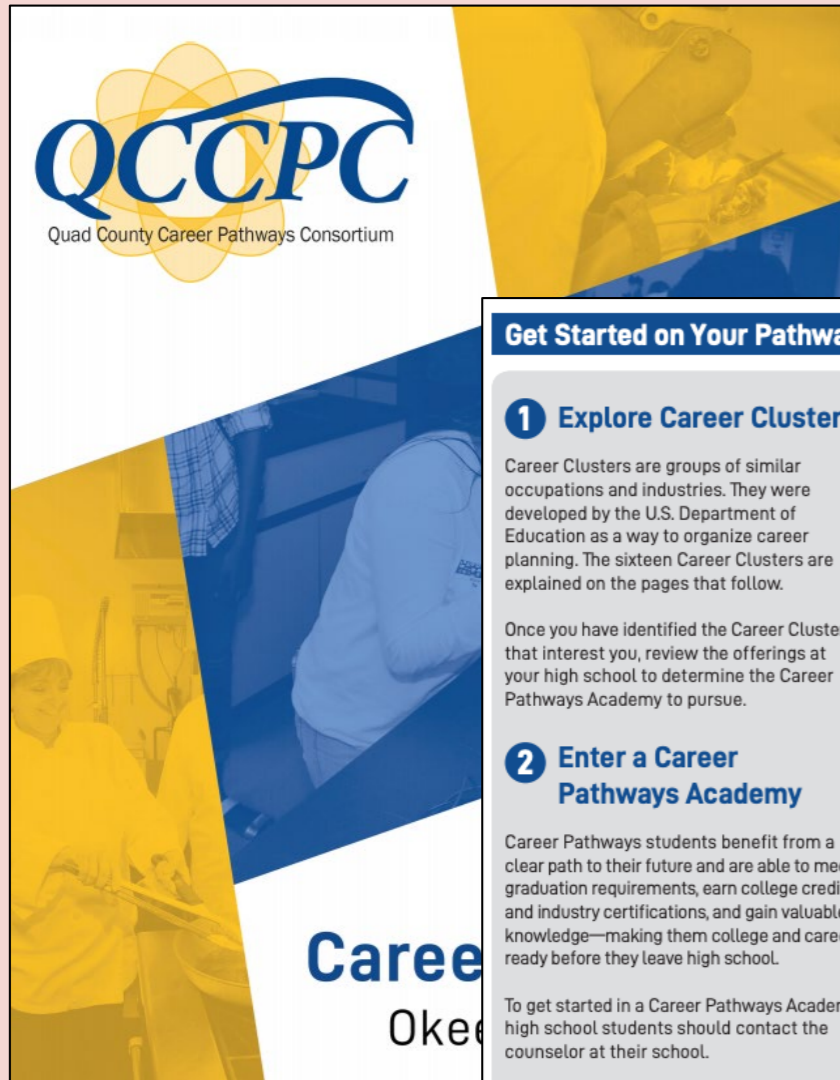
Mapping transfer pathways for DE students at Lorain County Community College

HS Periods	HS Credit	HS Course	LCCC Course	College Credit
1	1	English II		
2	1	Geometry or Alg. II		
10 th Grade	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 *	2
HS Periods	HS Credit	HS Course	LCCC Course	College Credit
12 th Grade	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
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
Semester Total		14		12
Cumulative Total		38		50
Grand Total				122



25+ Pathways Completed!
www.lorainccc.edu/MyUniversity

Aligning high school career clusters with meta-majors to create on-ramps into advanced workforce credentials (IRCC)



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




Career Pathways

Okeechobee

Nursing
(Completers earn up to 30 college credits in addition to high school credit)

Electrocardiography
(Completers earn up to 182 Career Pathways Academy credit at IRSC)



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**.

<p>Associate in Arts (A.A.) Tracks</p> <ul style="list-style-type: none"> • Biology (General) • Biology Preprofessional • Biotechnology • Chemistry • Health Science 	<p>Associate in Science (A.S.) Programs</p> <ul style="list-style-type: none"> • Dental Assisting Technology and Management • Dental Hygiene • Emergency Medical Services • Health Information Technology • Health Services Management • Medical Laboratory Technology • Nursing—R.N. • Physical Therapist Assistant • Radiography • Respiratory Care 	<p>Bachelor of Science (B.S.) Programs</p> <ul style="list-style-type: none"> • Biology • Healthcare Management • Nursing
<p>Certificate and Career Training Programs</p> <ul style="list-style-type: none"> • Emergency Medical Technician—Applied Technology Diploma • Medical Administrative Specialist—Quick Job Training • Medical Assisting—Quick Job Training • Nursing Assistant—Quick Job Training • Paramedic • Pharmacy Technician—Quick Job Training • Phlebotomy—Quick Job Training • Practical Nursing—Quick Job Training • Surgical Technology—Quick Job Training 		

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



**ADVISING
AND
SUPPORT:
Supporting
struggling
students**

Use early alert systems.

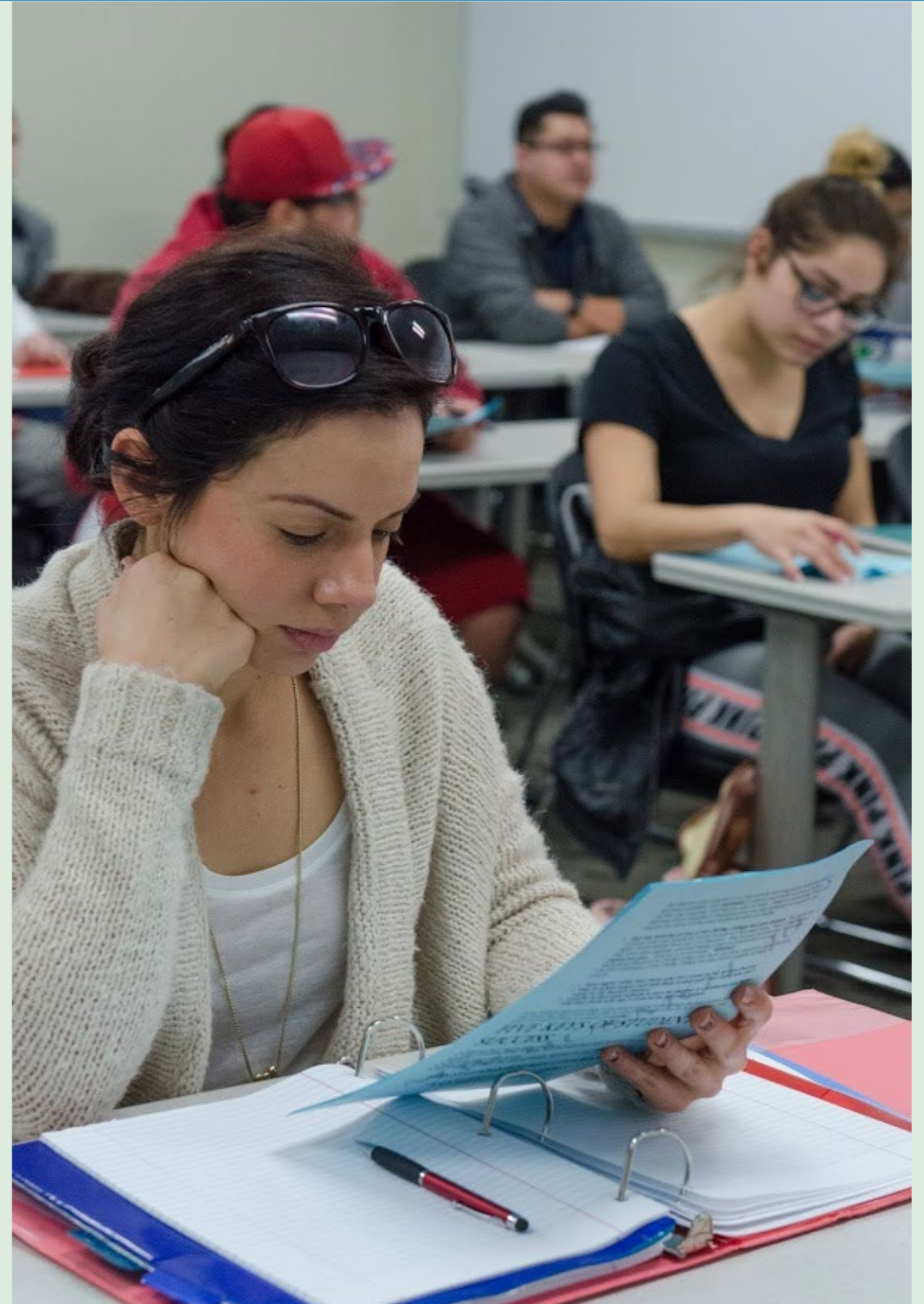
Intervene proactively.

Connect students with help in a personal way.

Consider integrating students into college life.

4. HIGH QUALITY INSTRUCTION

At Lorain County CC in Ohio, a psychology professor engages DE classes in projects where they study community problems. These sometimes lead to jobs.



**INSTRUCTION:
Early
preparation**

Expect students to take rigorous courses in middle and high school.

Align HS and college pedagogy and content.

Acclimate students to college expectations.

Use active learning techniques when possible.

Build in academic supports such as study guides.

**INSTRUCTION:
In DE courses**

Offer student success courses.

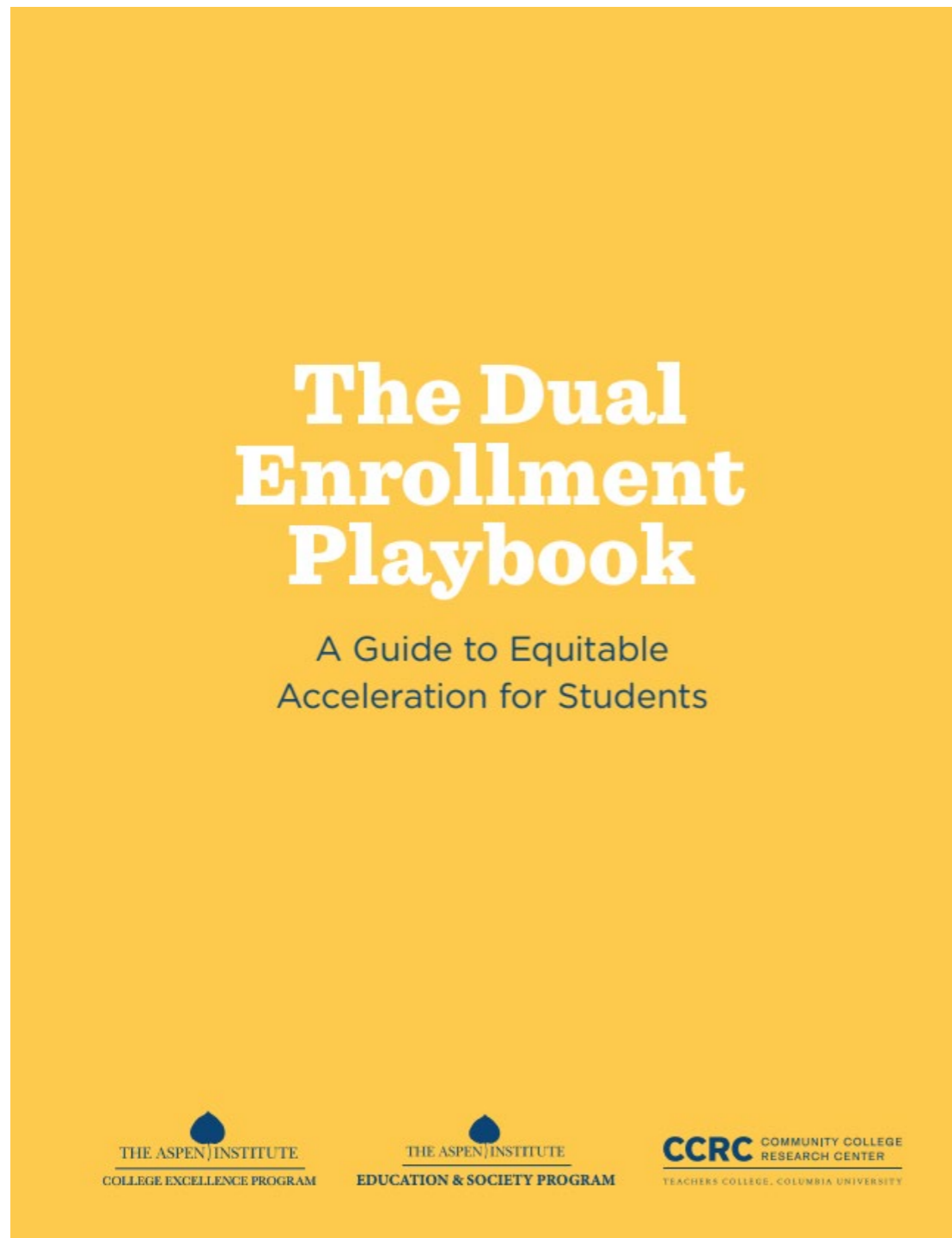
Select and support faculty.

5. ORGANIZE THE INITIATIVE

- Include people who will prioritize equity.
- Develop a data dashboard.
- Grow the partnership(s).



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>

Thank you!

Access the Dual Enrollment Playbook and tools at

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

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

Contact us

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