

# Redesigning Dual Enrollment Programs as an On-Ramp to High-Opportunity College and Career Pathways for Underserved Students

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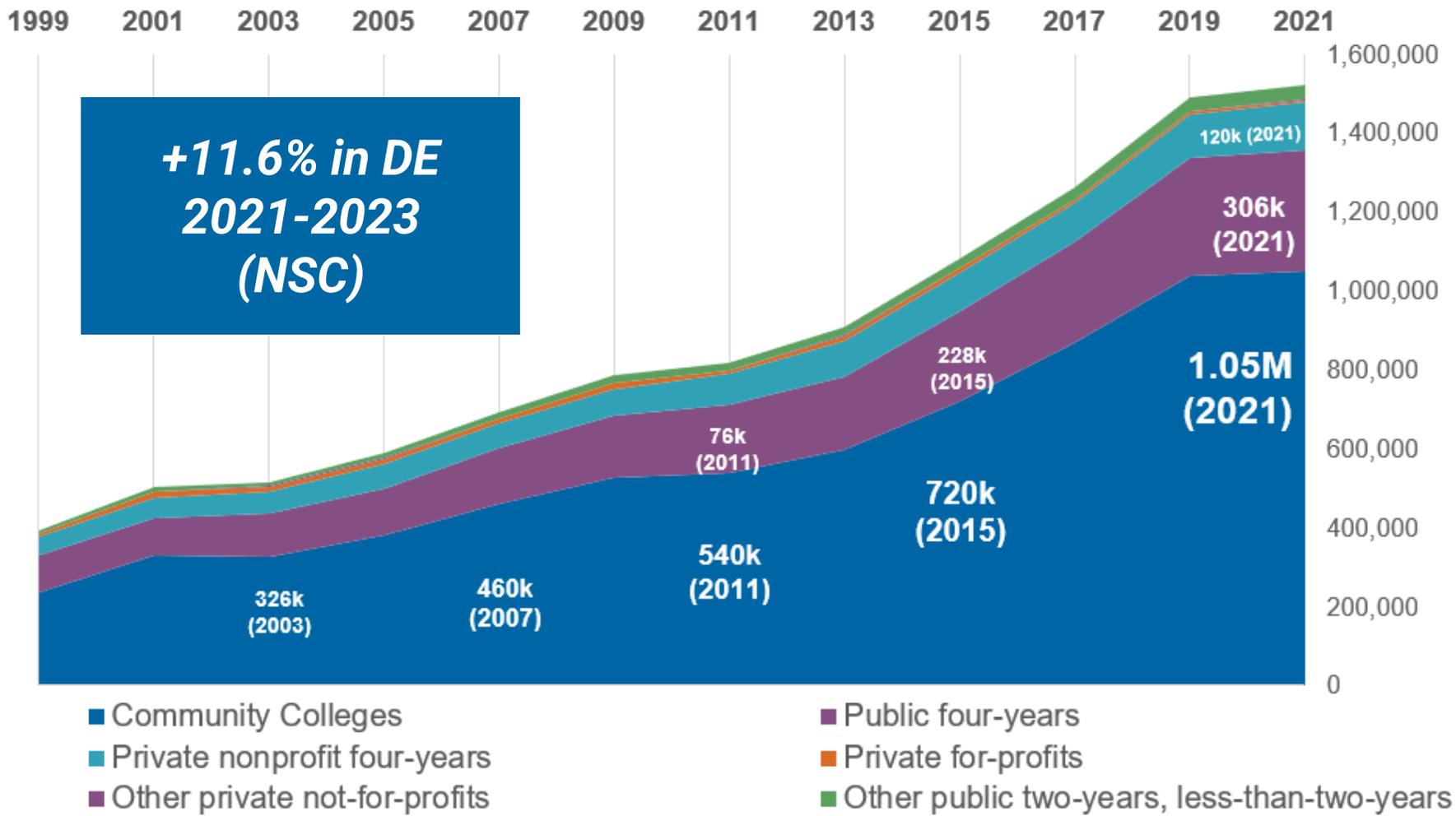
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*CCRC has been a leader in the field of  
community college research and  
reform for over 25 years.*

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RESEARCH CENTER

Teachers College, Columbia University



# Growth of Dual Enrollment

## 1999-2021

IPEDS Fall Enrollments

*Fall Undergraduate Enrollments among Students Aged 17 or Younger*

# 20+ Years of Research: Dual Enrollments *Benefits Students*

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RESEARCH OVERVIEW / FEBRUARY 2012

## What We Know About Dual Enrollment

### What Is Dual Enrollment?

In dual enrollment (DE), high school students are enrolled in a college course and the assignments that would normally be completed as part of the course. At the end of the course, they are given a final grade on a college transcript and course credit that can be applied toward a college degree. Dual enrollment programs differ from Advanced Placement and International Baccalaureate programs in that students take college courses rather than high school-level content.

DE programs vary widely in terms of how many and what college courses they offer, where courses take place (on college or high school campuses), and who teaches them (high school teachers who qualify as college adjuncts).

The most recent national data (2002-2003) show that 7.1% of high schools offer dual enrollment opportunities and that 800,000 high school students take at least one college course each school year.

### Why Dual Enrollment?

Colleges and school districts have begun to embrace dual enrollment as a strategy to increase college attendance and persistence among students who might lack sufficient preparation. Participation in DE can help these students succeed in higher education by providing a realistic idea of what college requires and giving them a head start on college-level content. The added benefit of potentially reducing the cost of college by providing low- or no-tuition options is also a key reason for its growth.

Dual enrollment programs may benefit institutions as well as students, as they provide an opportunity for colleges and high schools to come together and discuss college readiness and curriculum alignment. Colleges and high schools develop relationships through dual enrollment and often go on to jointly design high school content, pedagogical practices, and services that better prepare students for college success.

### Who Benefits from Dual Enrollment?

In some places, dual enrollment programs continue to target more advanced students, but the national and state focus has moved toward recruitment of disadvantaged, low- and middle-achieving students. Nevertheless, some dual enrollment programs set a minimum GPA for students to participate.

What Works Clearinghouse™ U.S. DEPARTMENT OF EDUCATION

**WWC Intervention Report** ies INSTITUTE OF EDUCATION SCIENCES

A summary of findings from a systematic review of the evidence

Transition to College February 2017

## Dual Enrollment Programs

### Program Description<sup>1</sup>

Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.<sup>2</sup>

### Research<sup>3</sup>

The What Works Clearinghouse (WWC) identified five studies of dual enrollment programs that both fall within the scope of the Transition to College topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and three studies meet WWC group design standards with reservations. Together, these studies included 77,249 high school students across the United States.

The WWC considers the extent of evidence for dual enrollment programs to be medium to large for the following student outcome domains—degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school). The WWC considers the extent of evidence for dual enrollment programs to be small for the following student outcome domains—staying in school, college readiness, attendance (high school), and general academic achievement (college). There were no studies that met WWC group design standards in the five other domains eligible in the Transition to College topic area, so this report does not report on the effectiveness of dual enrollment programs for those domains. (See the Effectiveness Summary on p. 6 for more details of effectiveness by domain.)

### Effectiveness<sup>4</sup>

Dual enrollment programs were found to have positive effects on students' degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school), with a medium to large extent of evidence. For the staying in high school, college readiness, and attendance (high school) domains, dual enrollment programs had potentially positive effects with a small extent of

Report Contents

- Overview
- Program Information
- Research Summary
- Effectiveness Summary
- References
- Research Details for Each Study
- Outcome Measures for Each Domain
- Findings Included in the Rating for Each Outcome Domain
- Supplemental Findings for Each Outcome Domain
- Endnotes
- Rating Criteria
- Glossary of Terms

This intervention report presents findings from a systematic review of dual enrollment programs conducted using the WWC Procedures and Standards Handbook, version 3.1, and the Transition to College review protocol, version 3.2.

Dual Enrollment Programs February 2017 Page 1

## What Happens to Students Who Take Community College “Dual Enrollment” Courses in High School?

September 2017



**CCRC** COMMUNITY COLLEGE RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

Embargoed until 12:01am on July 20, 2022.

## Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice

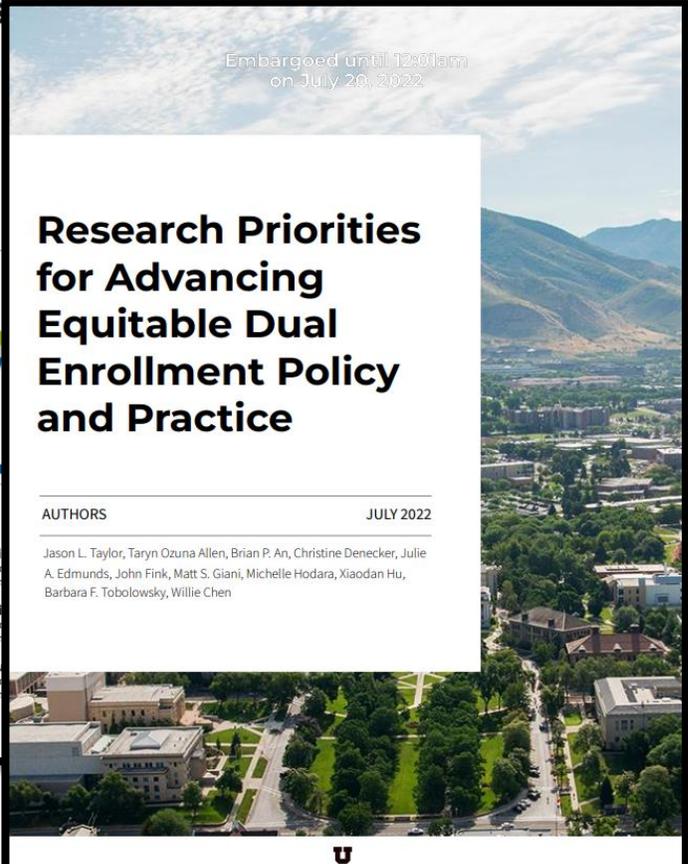
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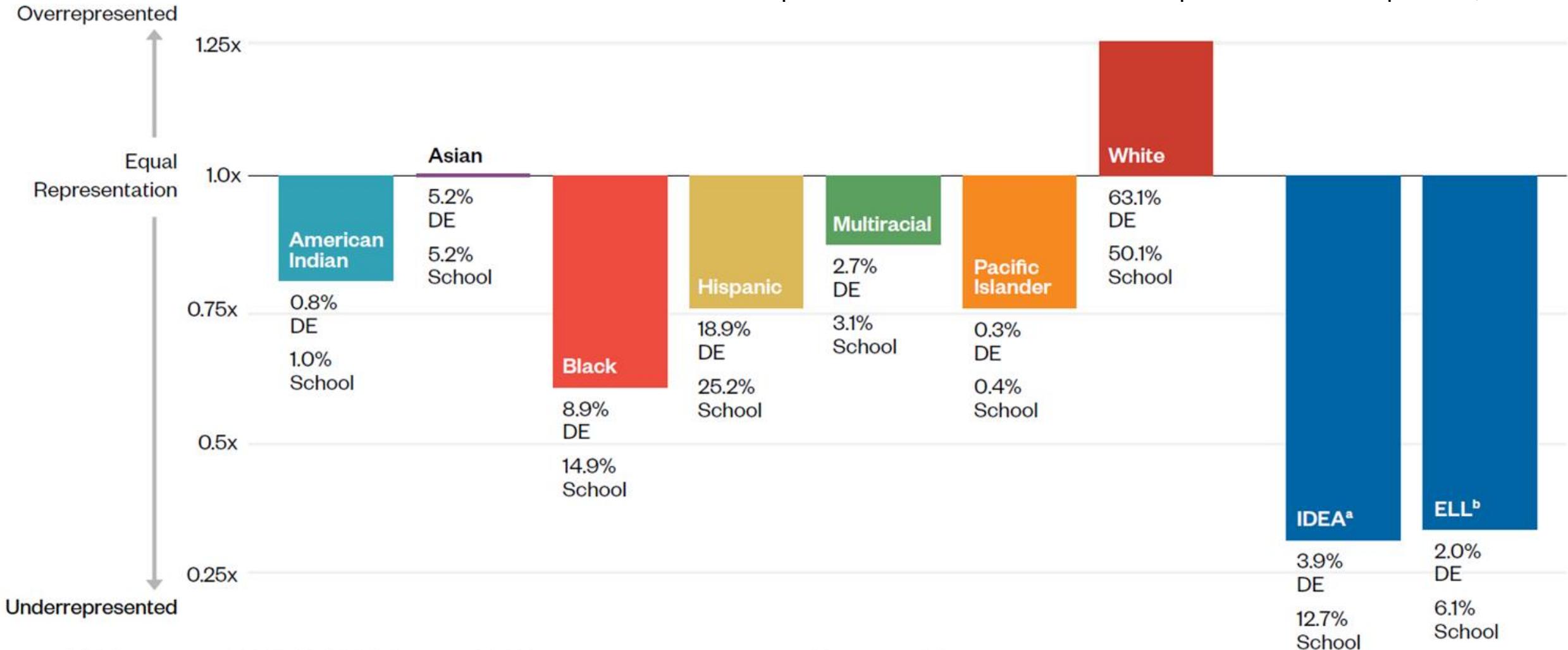


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# “Programs of Privilege”

## Access to Dual Enrollment Uneven

Representation in Dual Enrollment compared to School Population, 2017-18



CCRC Analysis of 2017-18 CRDC Data, N=21,936 public secondary schools in 50 states + DC.

# 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 INTELLIGENCE PROGRAM    THE ASPEN INSTITUTE EDUCATION & SOCIETY PROGRAM    CCRC COMMUNITY COLLEGE RESEARCH CENTER

### 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

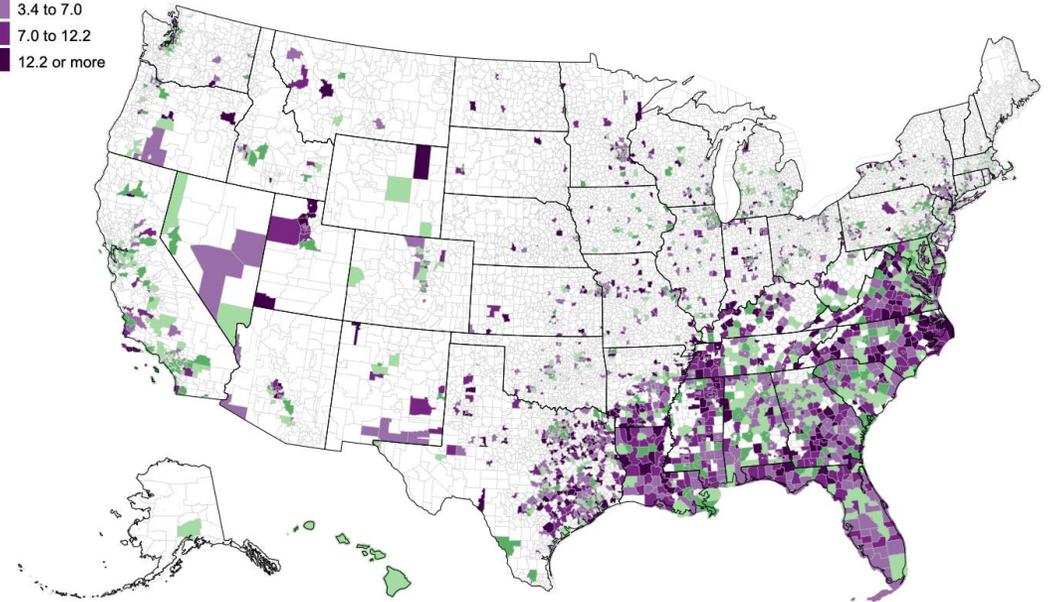
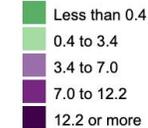
#### Principle

# V

ORGANIZE TEAMS AND DEVELOP RELATIONSHIPS TO MAXIMIZE POTENTIAL

# Despite widespread racial equity gaps in access to dual enrollment...

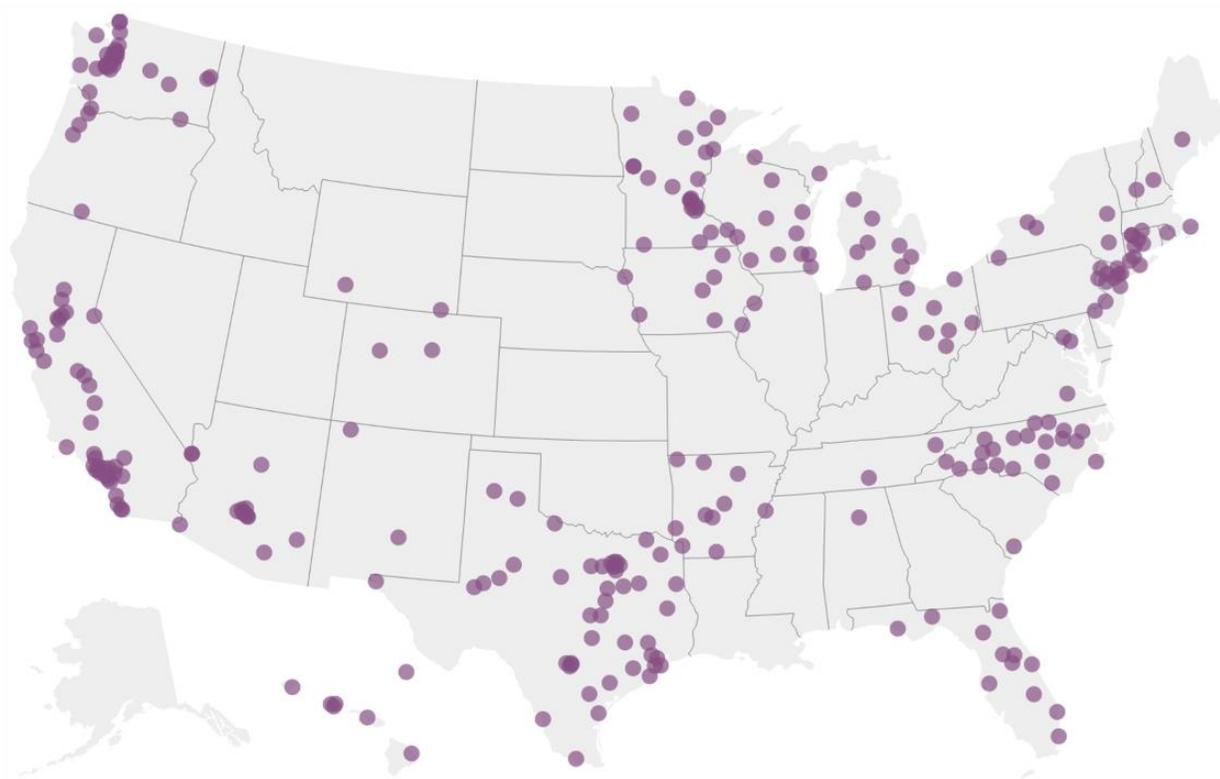
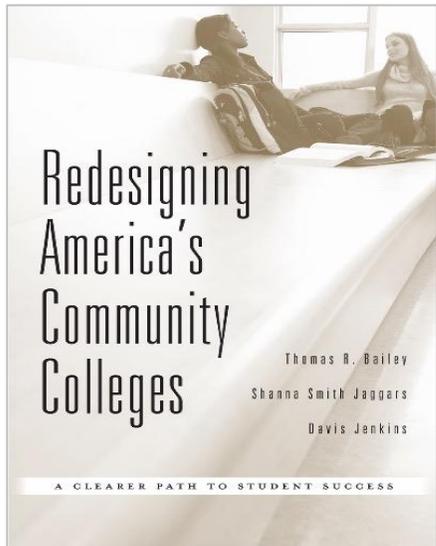
DE-White-Black Gap (pp)



...one in five school districts across the country have closed gaps

# Access for *whom?* Access to *what?*

Extending college “guided pathway” reforms to dual enrollment



Updated January 2022

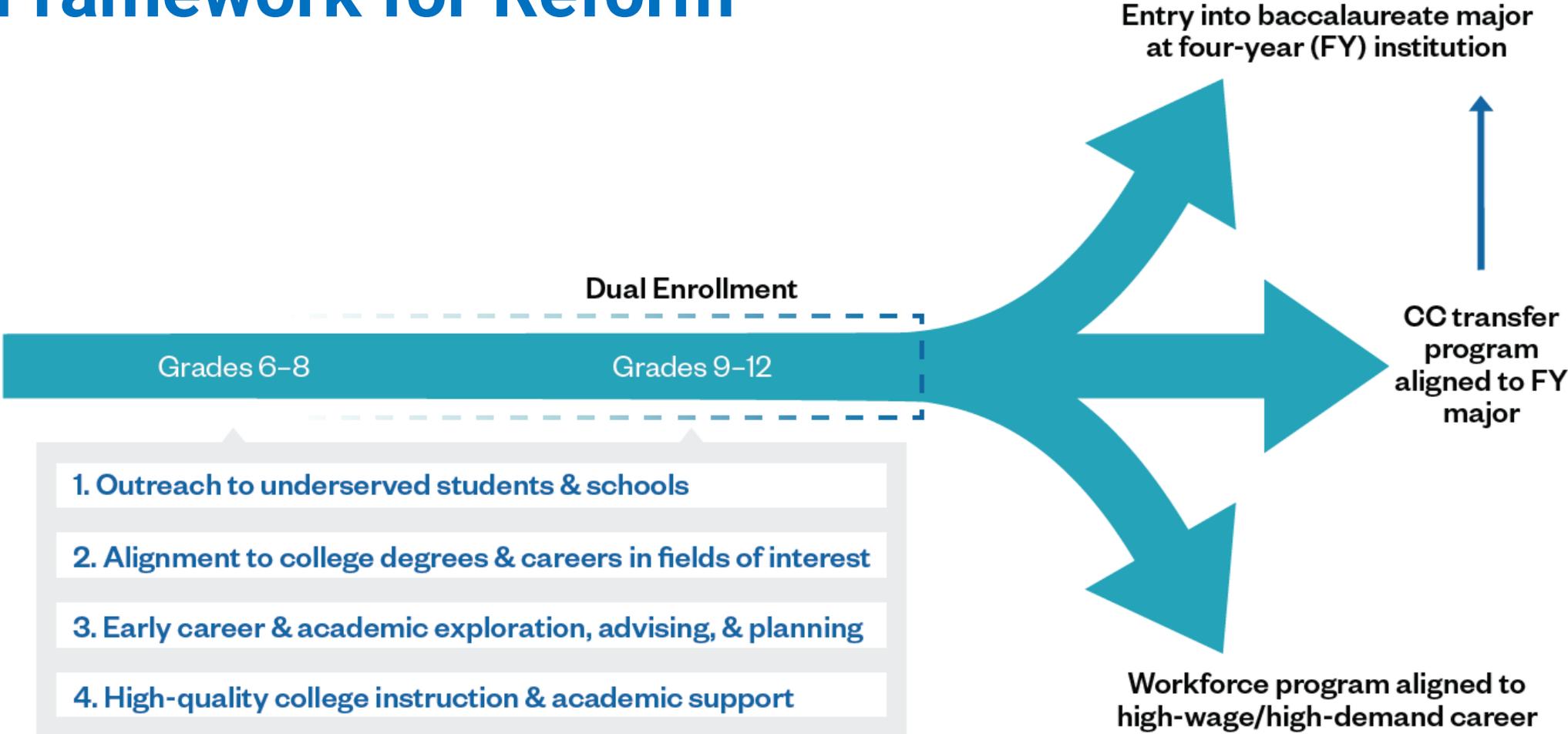
Over **400 community colleges** nationally have participated in national and state guided pathways reform initiatives.

CCRC has **studied guided pathways at 120** of these colleges.

# Dual Enrollment Equity Pathways (DEEP) Framework for Reform

1. What does it look like when **Guided Pathways** practices are implemented in DE programs?
2. What model **ECHS** practices can be scaled?
3. What do we already know about **effective and equitable** DE practices?

# Dual Enrollment Equity Pathways (DEEP) Framework for Reform



# Field Research in Florida and Texas

## Sites



6 colleges and 12 schools



GP early adopters + expanded access and college success for underrepresented students

## Interviews



DE practices (the “what”)



DE partnerships (the “how”)

Study Participants	Number
College stakeholders	98
K-12 stakeholders	71
DE students	120
<b>Total Participants</b>	<b>291</b>



*Site Visit to Miami Dade College*

# Outreach to Underserved Students and Schools

**Focus** outreach on underserved high schools, students, and communities.

**Start** outreach before high school.

**Leverage** community connections to build awareness.

**Build** trust with and educate parents and families.

**Use** high school grades for eligibility instead of placement tests.

# Align DE to College Degrees and Careers

**Inventory** current DE offerings.

**Map** DE offerings to college degree programs in fields of interest.

**Embed** DE offerings in career-connected high school programs.



*Site Visit to Lee College*



*Site Visit to Chipola College*

# Advise Students to Explore Interest and Develop Plans

**Use** DE to showcase college programs and support exploration.

**Help** students develop a college program plan and provide checkpoint advising.

**Coordinate** advising roles across sectors.

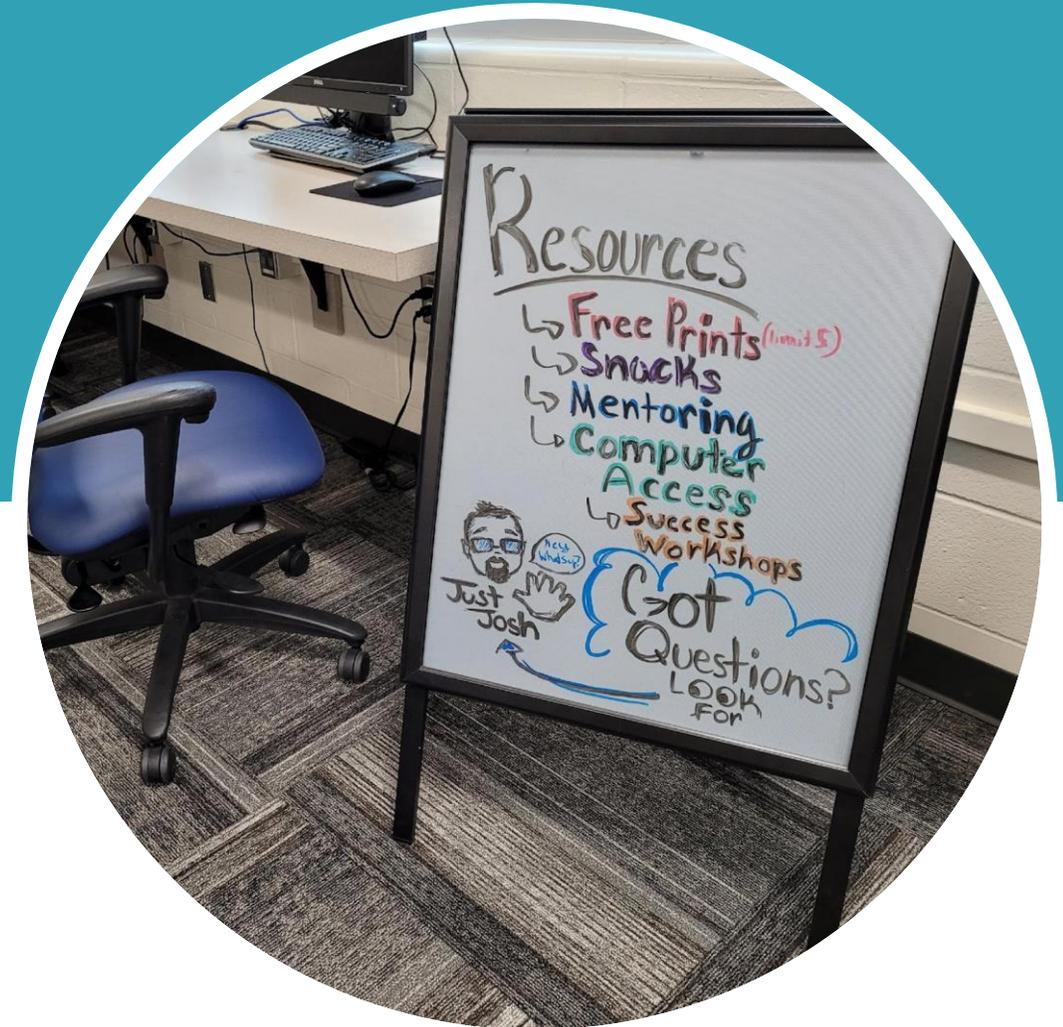
# Support Students by Delivering High-Quality Instruction

**Scaffold** coursework and frontload supports.

**Respond** quickly when students are struggling.

**Provide** additional, structured support for online classes.

**Support** DE instructors and monitor quality.



*Site Visit to San Jacinto College*

# Approaching Dual Enrollment with a *DEEP Mindset*

## CONVENTIONAL MINDSET

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

Focus mainly on strengthening students' **academic preparedness for college**

Offerings mainly emphasize **general education courses**

Focus on achievement of **academic content standards**

High school CTE focused mainly on **immediate post-high-school employment**

## DEEP MINDSET

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

Focus also on building **motivation for college** by helping students explore interests and begin to develop an education/career plan

Offerings also introduce students to high-opportunity postsecondary pathways through **program foundation courses**

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

Students motivated and supported to **apply high school CTE credits toward college degree programs** in high-opportunity fields



# Leadership Strategies for *Building DEEP Partnerships*

## *Enabling Practices at Scale*



**Negotiate** college and K-12 interests to find “win-wins” that benefit students.



**Strengthen** ‘back-end’ business processes.



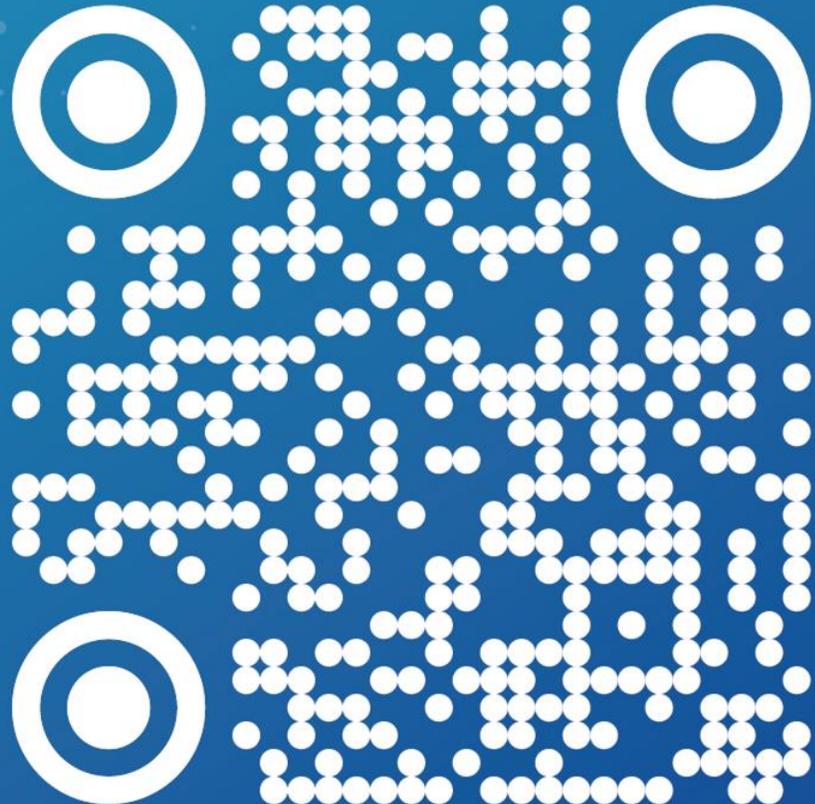
**Evaluate** whether DE staffing is adequate and effectively organized.



**Develop** a supply of qualified instructors, particularly for underserved schools.

# DEEP@CCRC

Resources on dual enrollment equity pathways for K-12 and college practitioners.



## Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School

By John Fink and Davis Jenkins

In this report, we present a model for rethinking dual enrollment—through which over 1.5 million high school students take courses for college credit each year—as a more equitable on-ramp to college degree programs that prepare students to secure well-paying, career-path employment in their 20s. We describe emergent efforts by early adopter institutions of whole-college guided pathways reforms to expand access to dual enrollment for students from groups underrepresented in college and to redesign dual enrollment offerings and supports so that students can more readily pursue a postsecondary degree program in a field they are interested in directly after high school. This model, which we call dual enrollment equity pathways (DEEP), reflects a change in mindset from colleges' and high schools' conventional approach to dual enrollment. Conventional dual enrollment programs are sometimes described as "programs of privilege" because of uneven access and barriers to participation or as "random acts" because of insufficient intentionality (and advising) in terms of how the coursework can fit into postsecondary pathways aligned to students' interests.

We present a conceptual model for DEEP and cite research to support its four main areas of practice: (1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the curricular coherence and holistic supports evident in early college high schools, which research has shown to be effective in increasing college-going and completion among students from underrepresented groups. The DEEP approach applies these elements to the much more common à la carte form of dual enrollment coursetaking, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing incentives and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by identifying costs associated with DEEP implementation.

The DEEP model expands access to dual enrollment for underserved students and redesigns offerings and supports so that students can pursue a postsecondary degree program directly after high school.

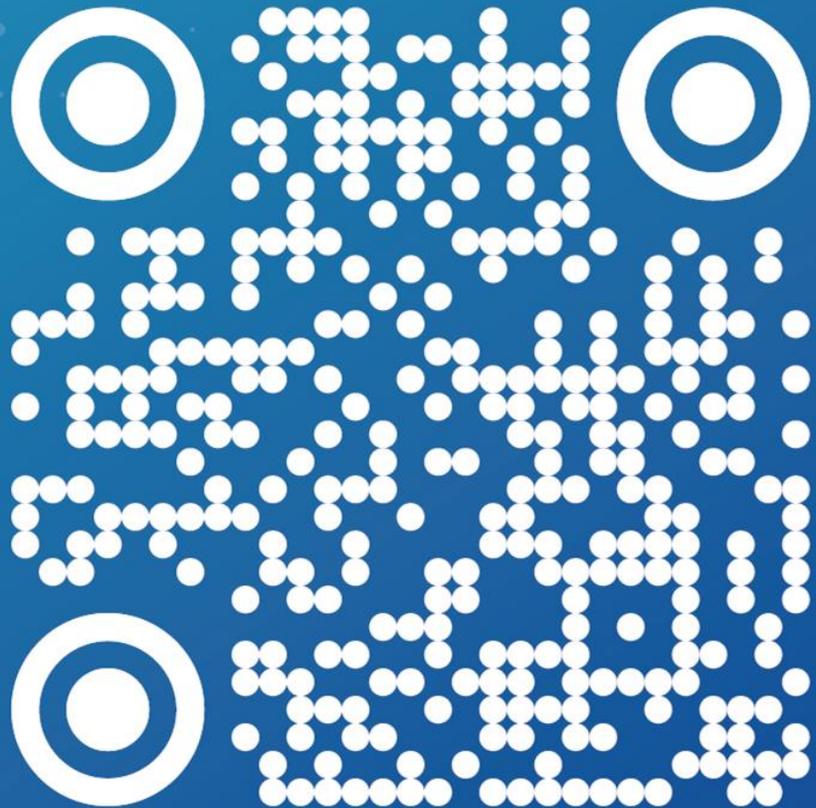
# DEEP Insights

Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Fink • Sarah Griffin • Aurely Garcia Tulloch • Davis Jenkins • Maggio P. Fay • Cat Ramirez • Lauren Schudde • Jessica Steiger

# DEEP@CCRC

Resources on dual enrollment equity pathways for K-12 and college practitioners.



## Diving DEEP in Tallahassee

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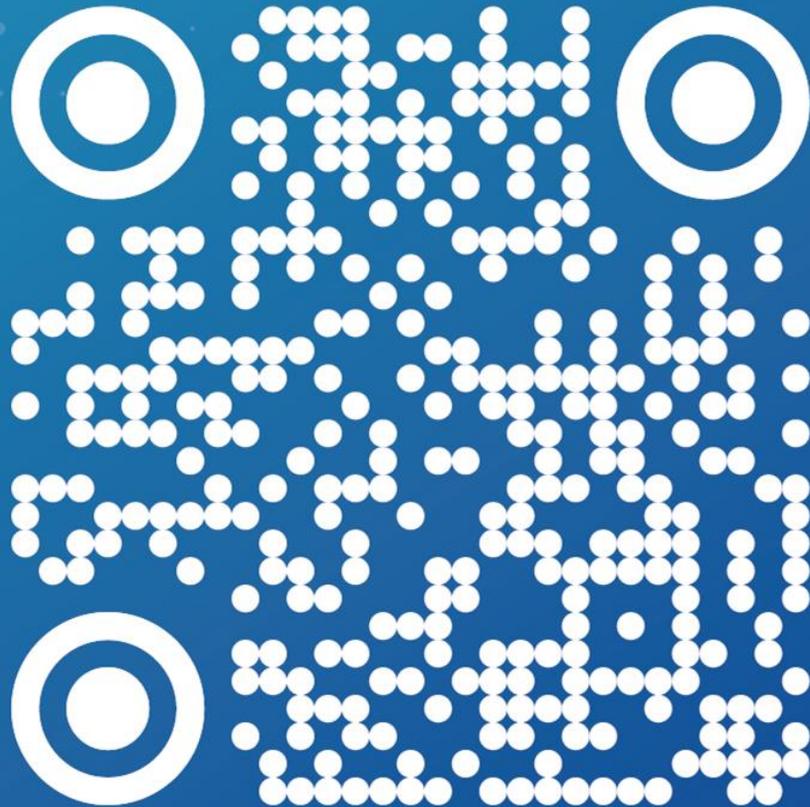
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# Thank you!

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