

# How to Broaden Accelerated Pathways To College and Career Success For Underserved K-12 Students at Scale: Lessons from the *Dual Equity Enrollment Playbook*

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National Alliance of Community and Technical Colleges March 25, 2021

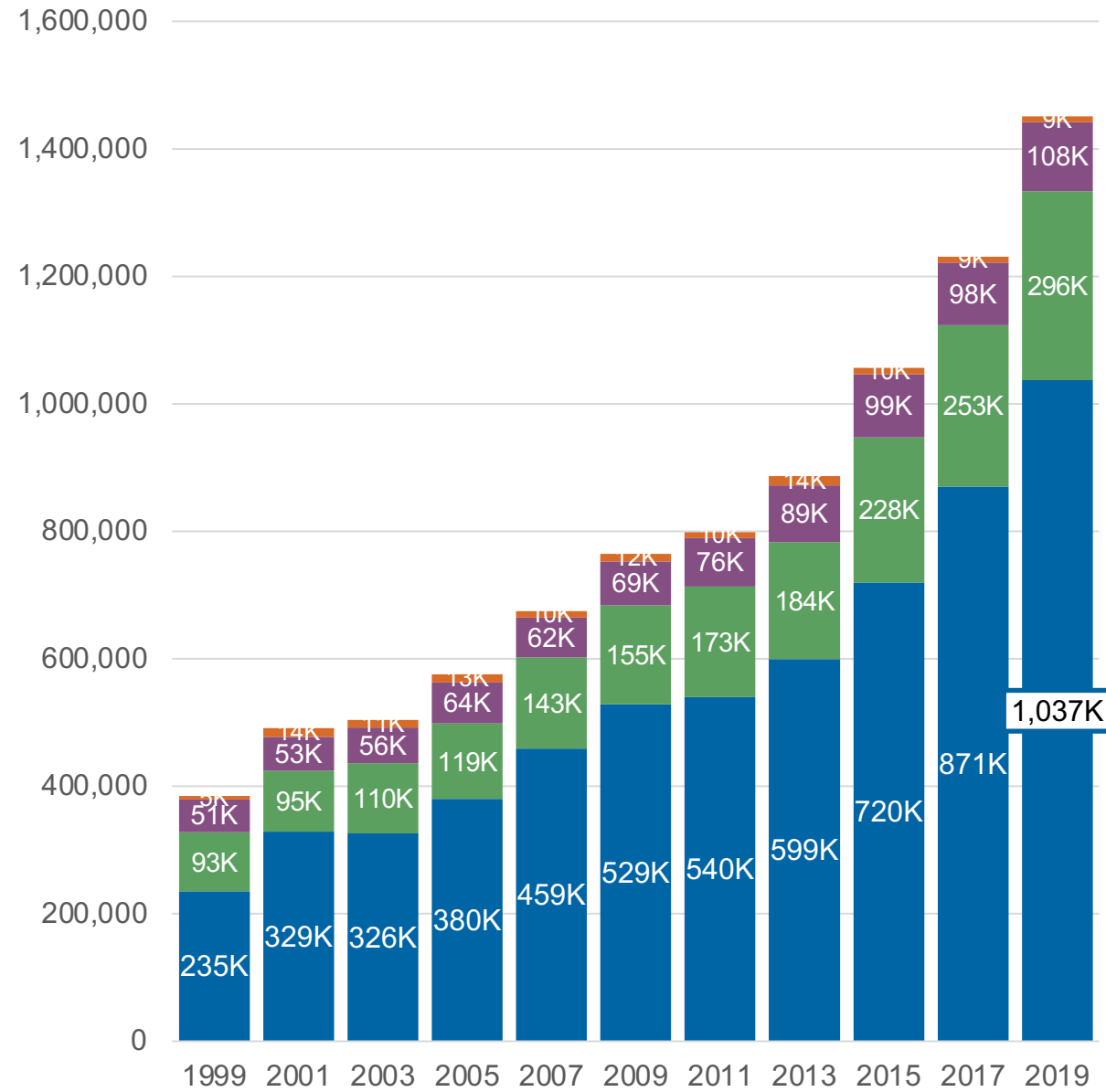
# Growth of Dual Enrollment 1999-2019

IPEDS Fall Enrollments

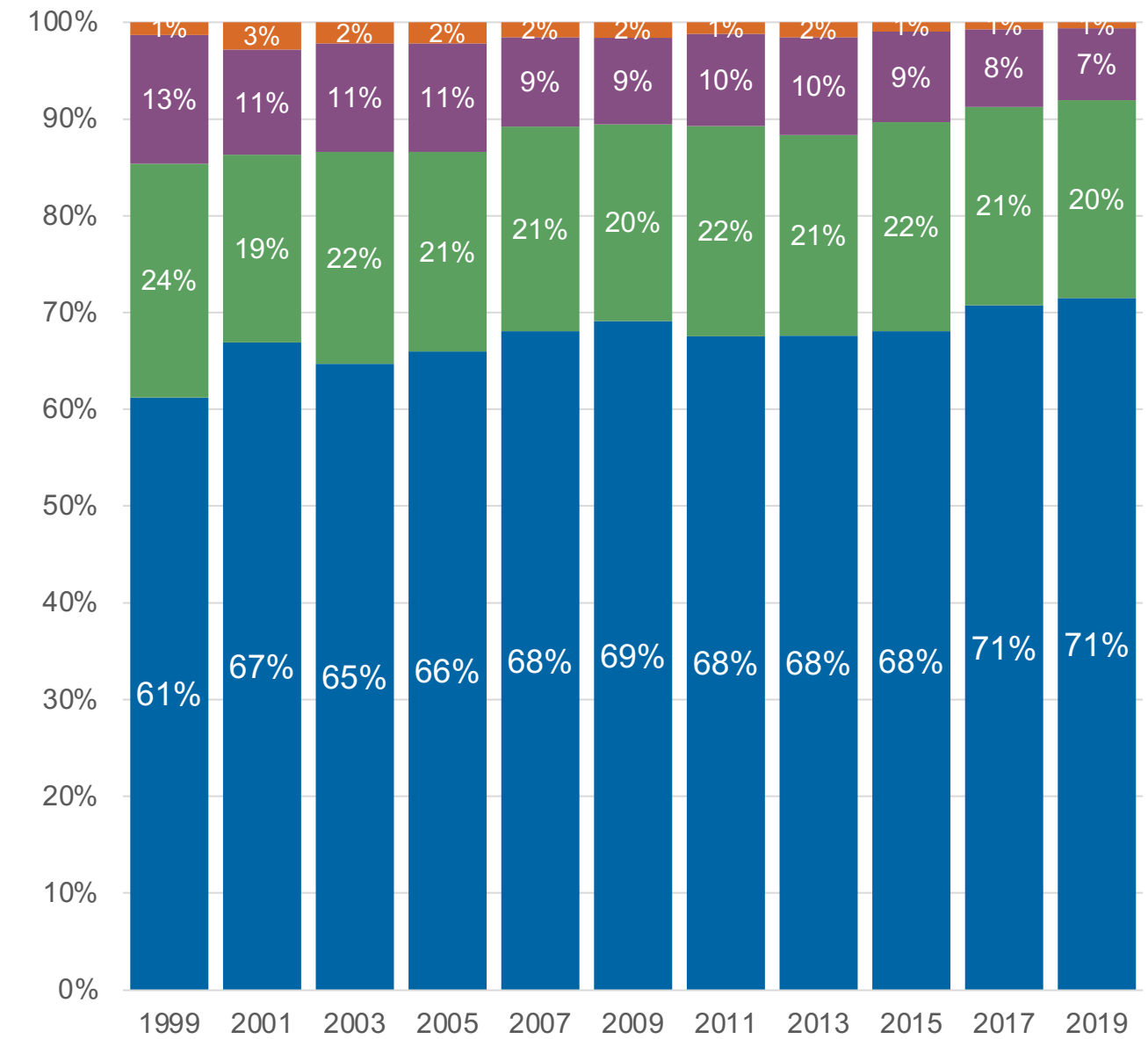
*Fall Undergraduate Enrollments among Students Aged 17 or Younger*

■ Community Colleges ■ Public four-years ■ Private nonprofit four-years ■ Private for-profits

17 and Younger Fall Enrollments

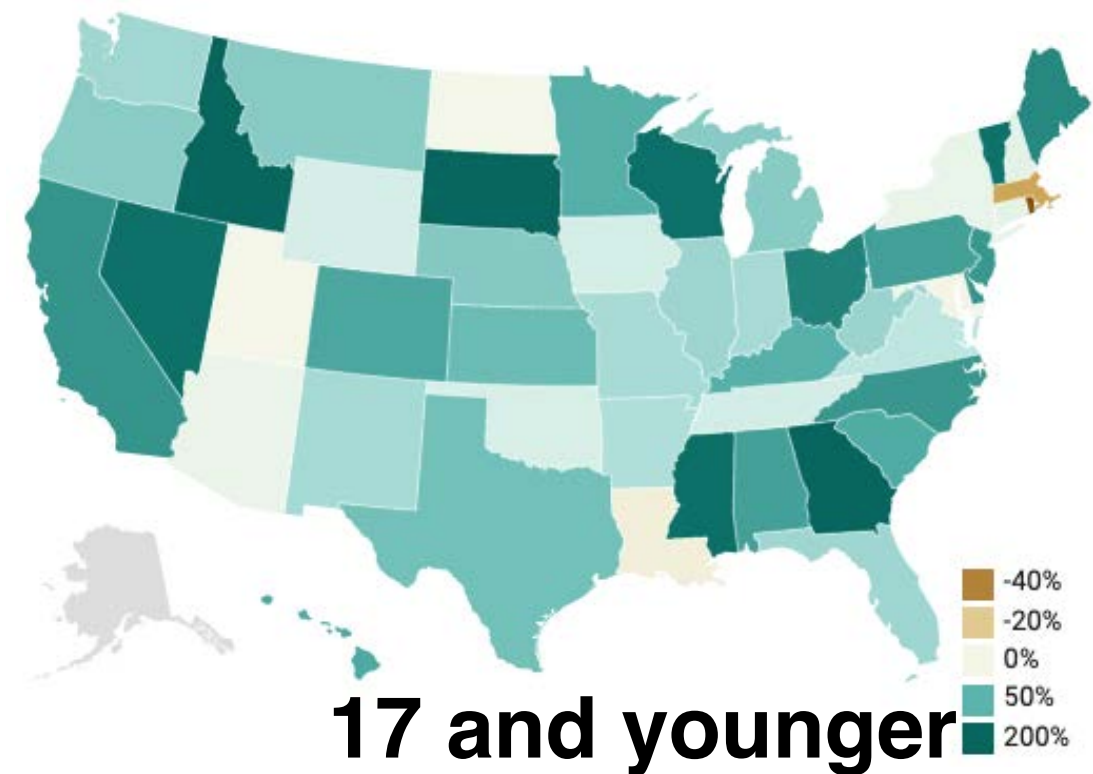
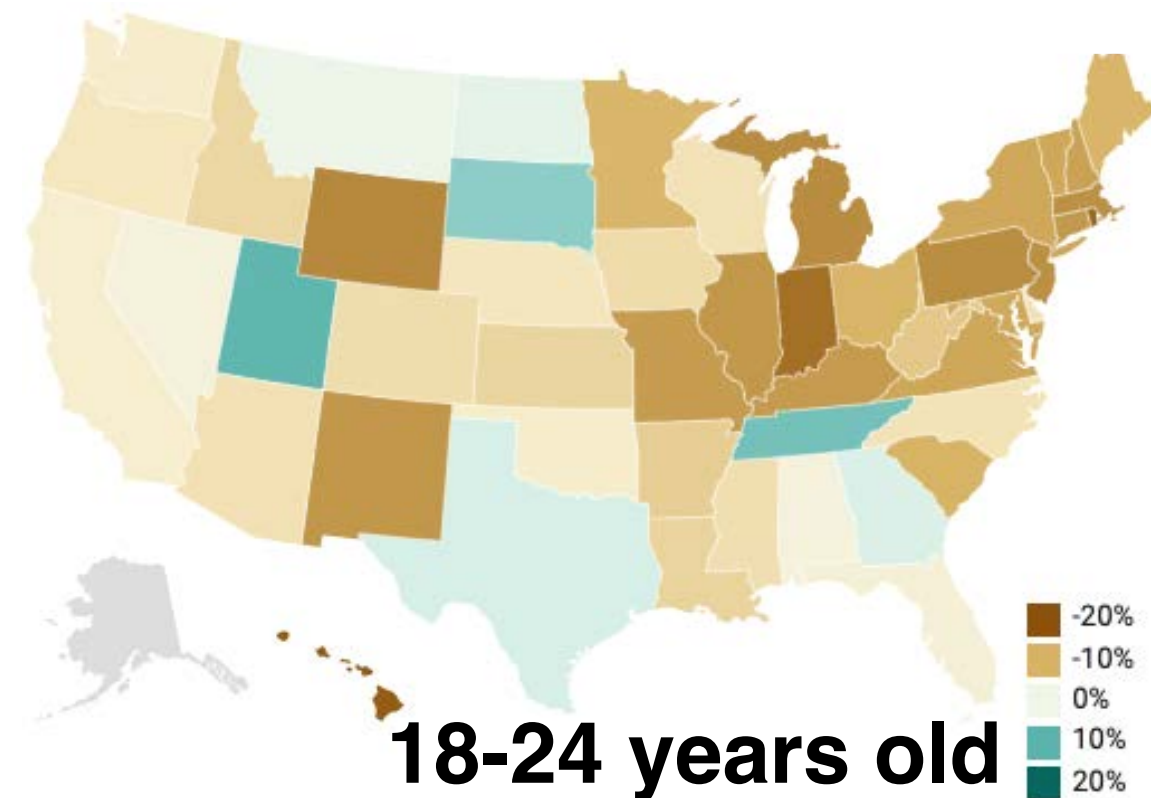
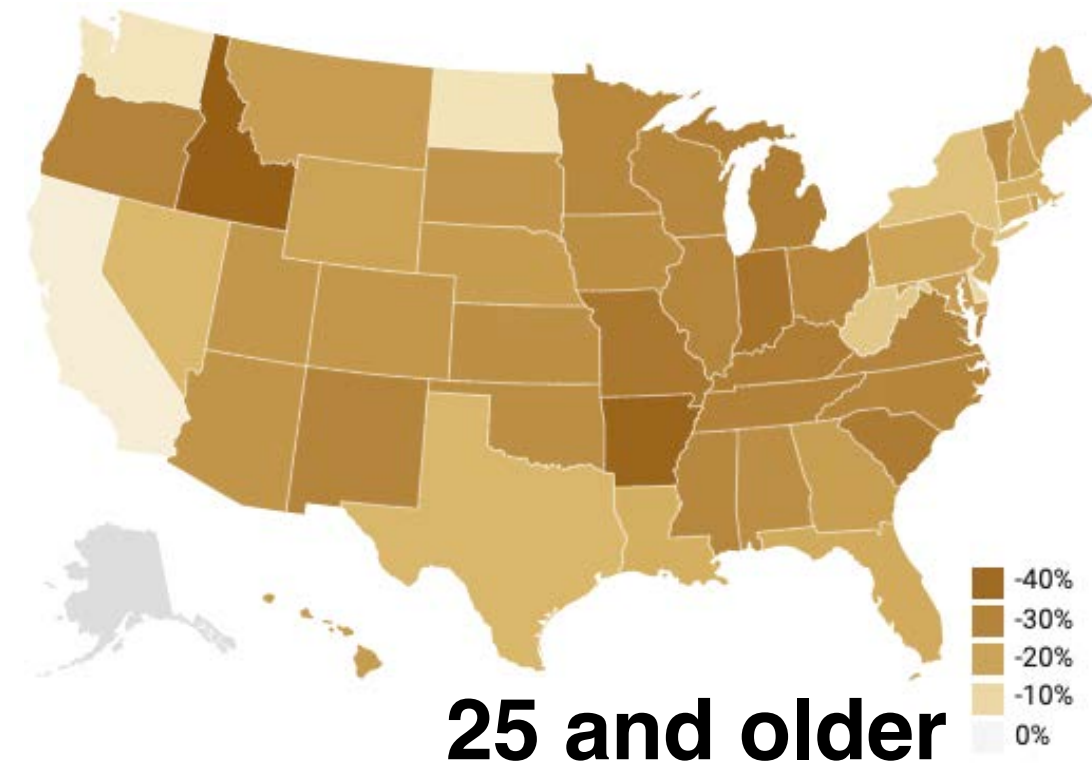
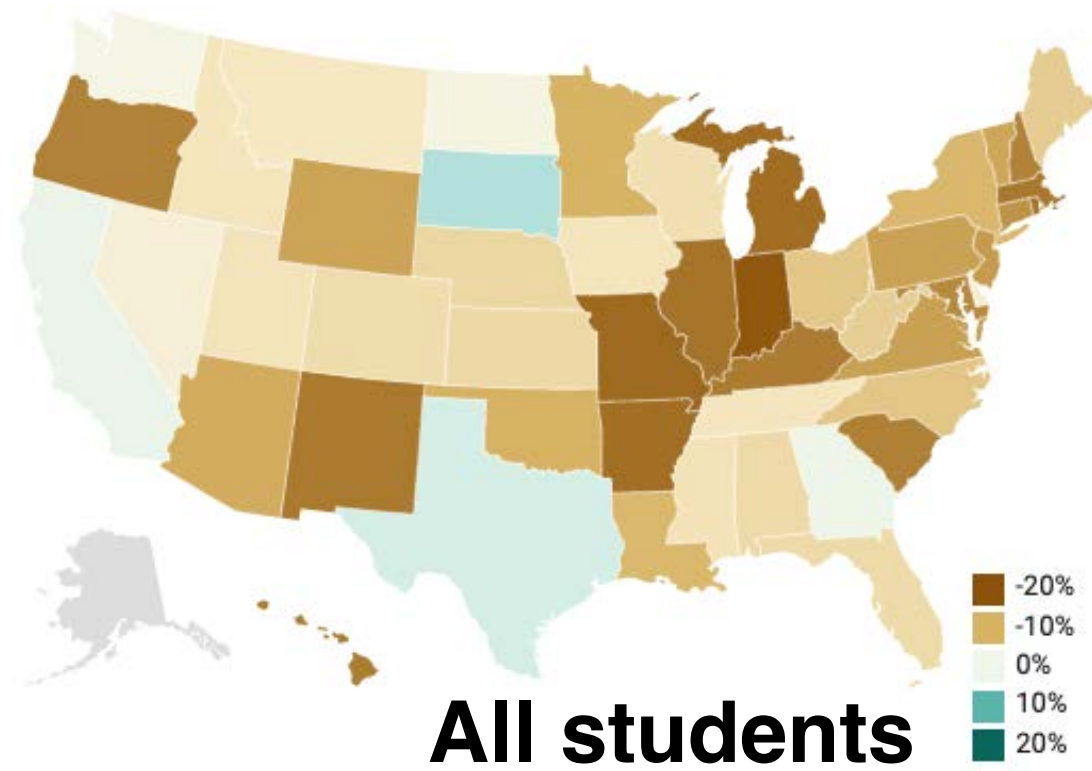


17 and Younger Market Share

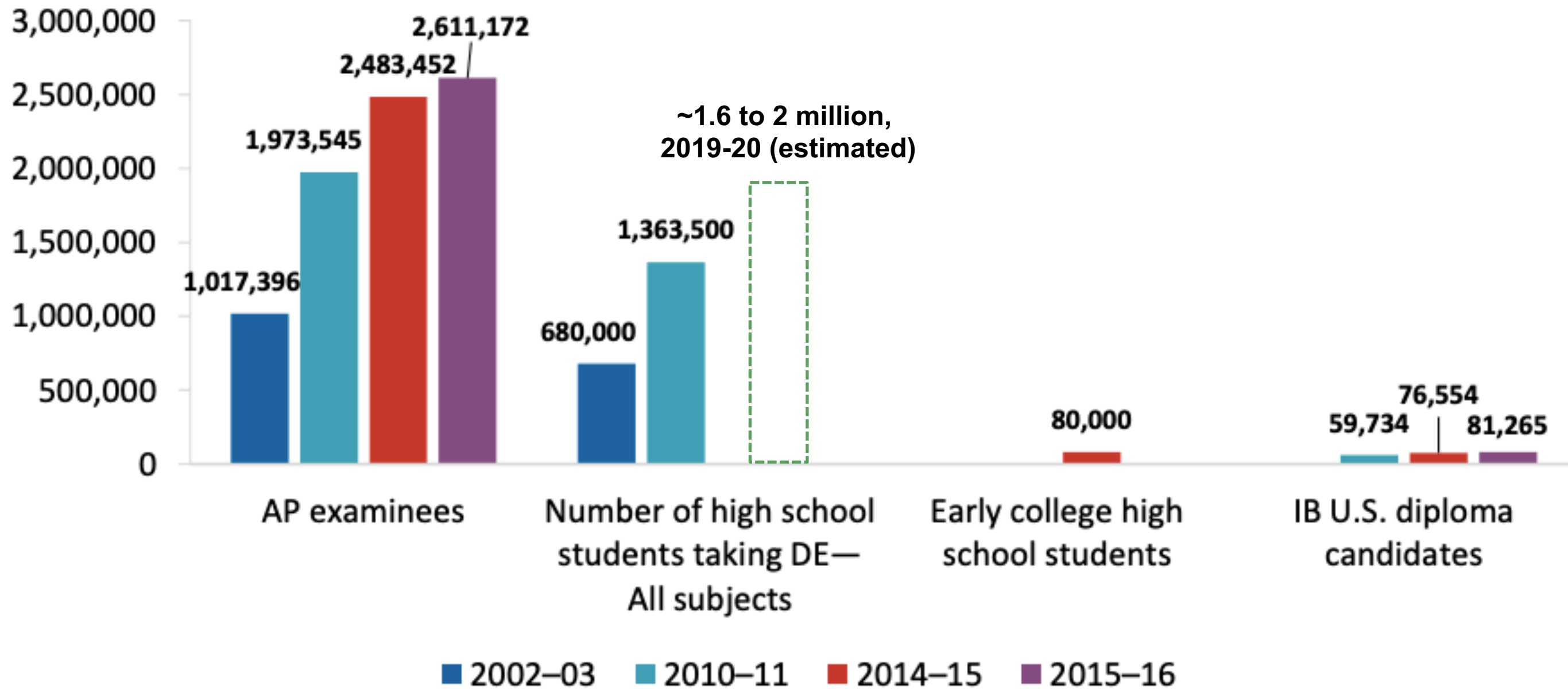


# Expansion of Dual Enrollment Concentrated at Community Colleges

# Percent Change (2013-2018) Community College Fall Enrollments by Age



# AP and Dual Enrollment/Credit dominate college acceleration opportunities for high school students

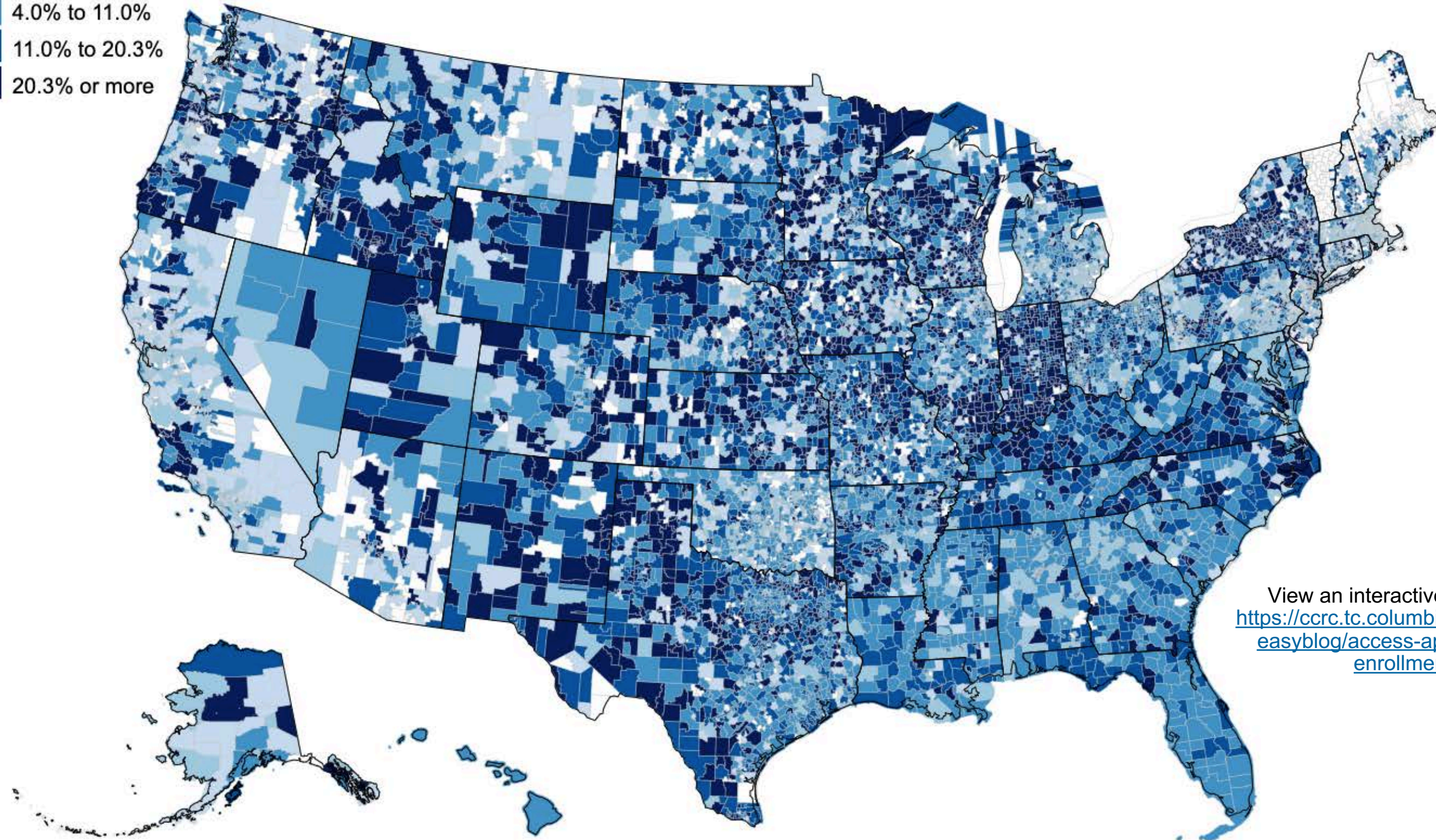
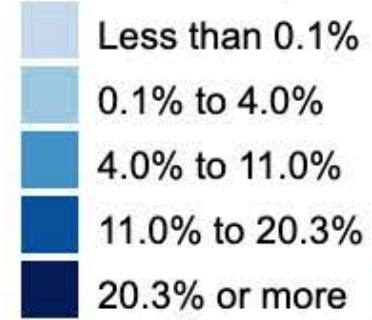


*Note (from original figure):* National enrollment data do not exist for DE and CTE beyond 2010-11.

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

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

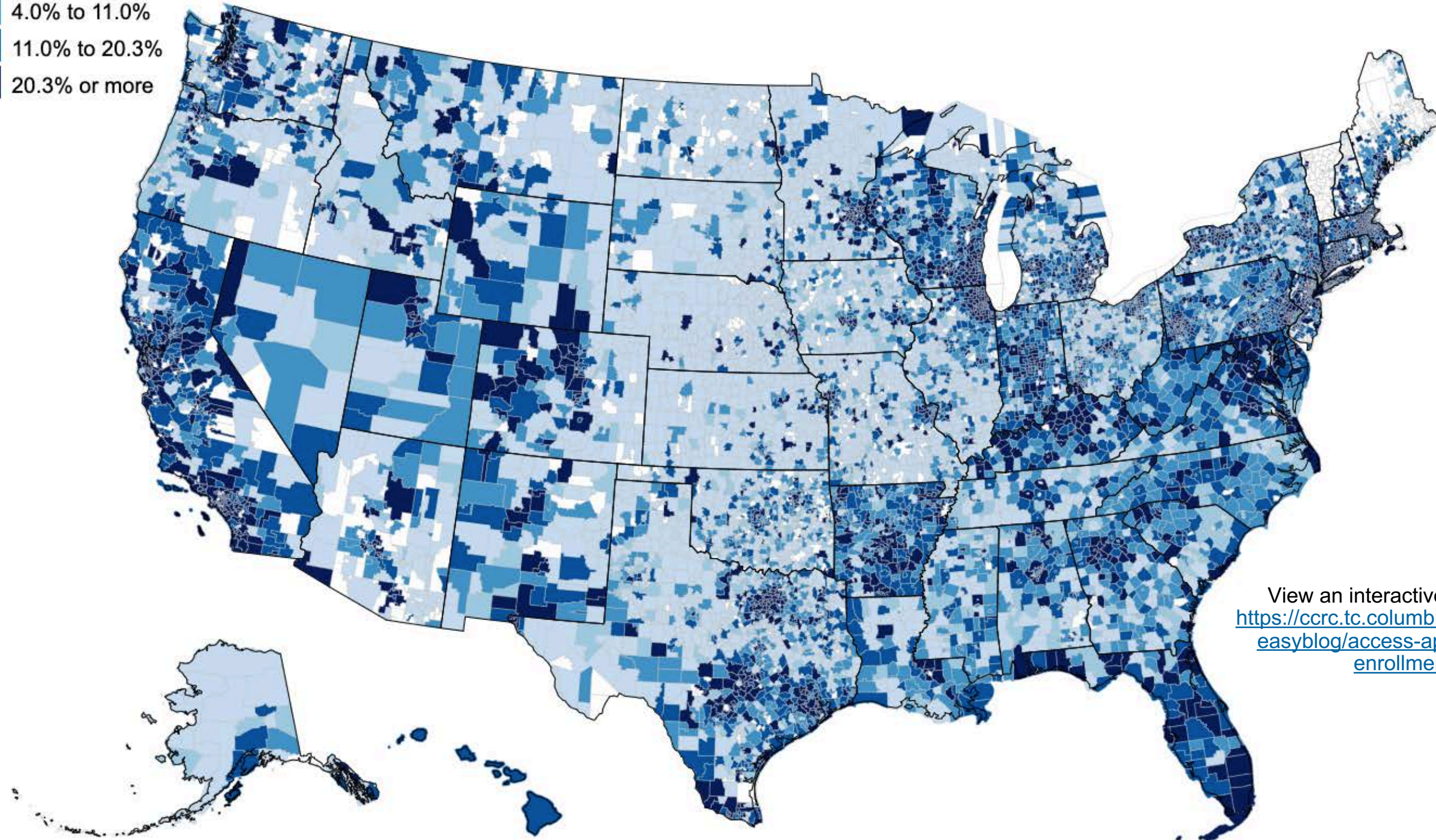
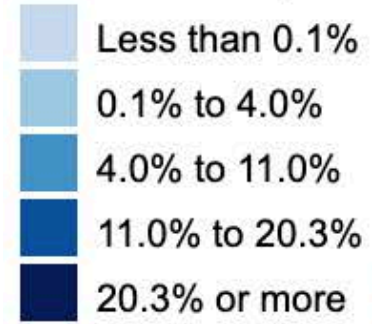
## DE-Participation Rate



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

# 2017-18 High School Student Participation in Advanced Placement by School District

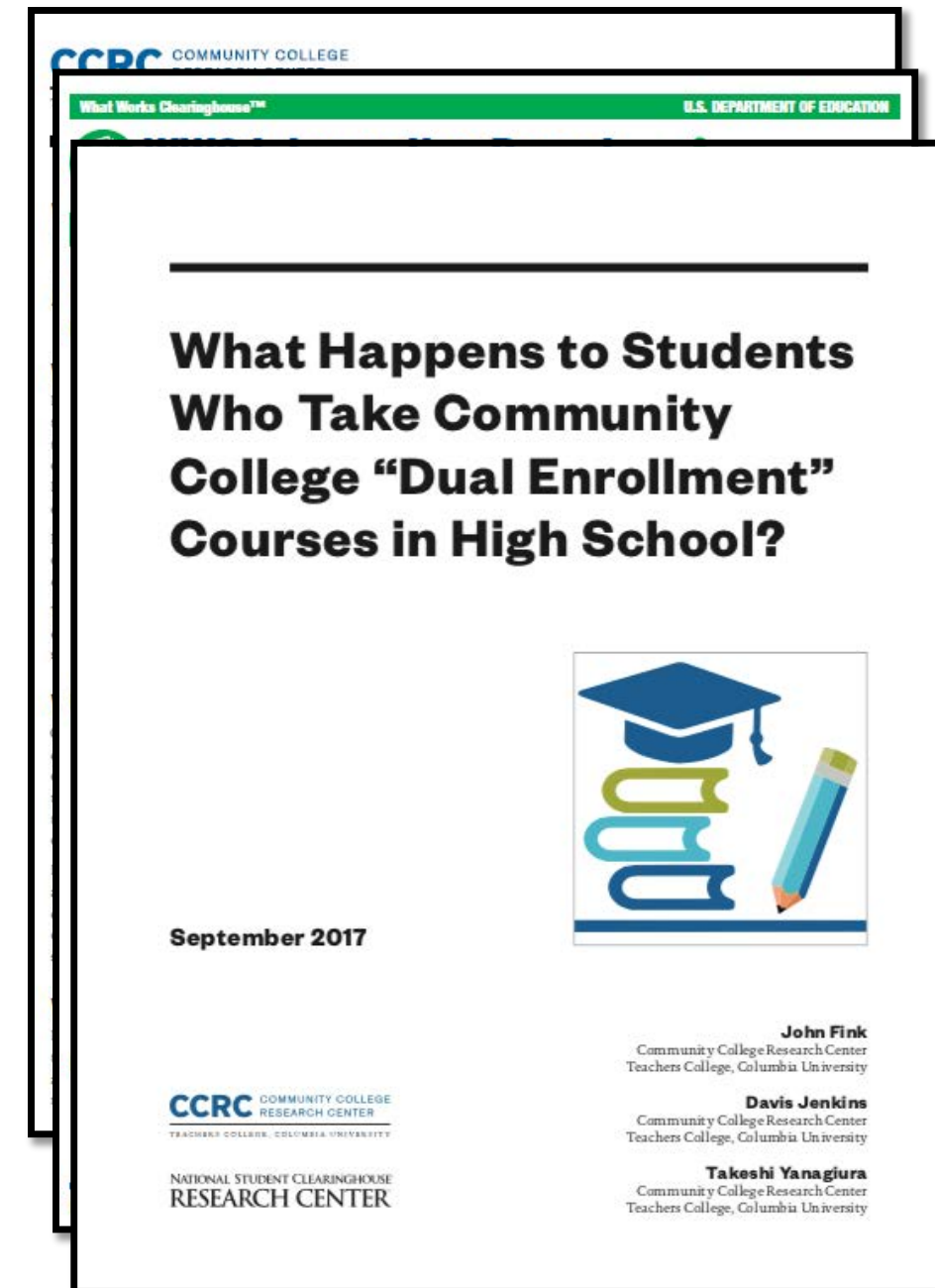
## AP-Participation Rate



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

# Findings on the Effects of HS Dual Enrollment

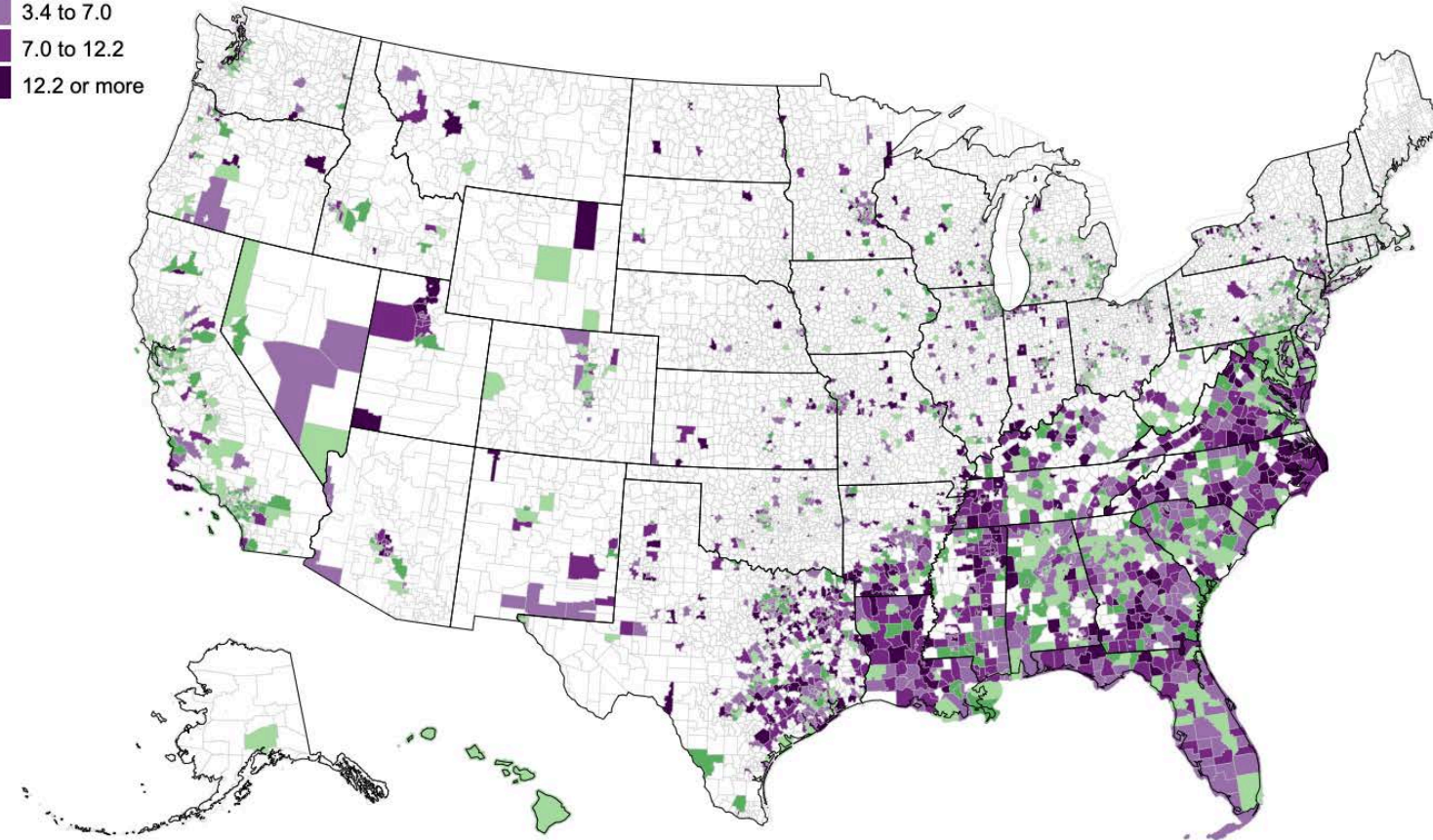
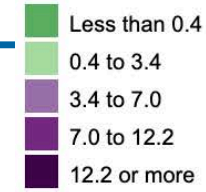
- Accumulation of descriptive and quasi-experimental evidence for dual enrollment, stronger experimental evidence on effects of ECHS
- *WWC Report*: Positive effects of taking college courses in HS include stronger HS grades, more HS completion, more college enrollment, more credit accumulation, more 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)



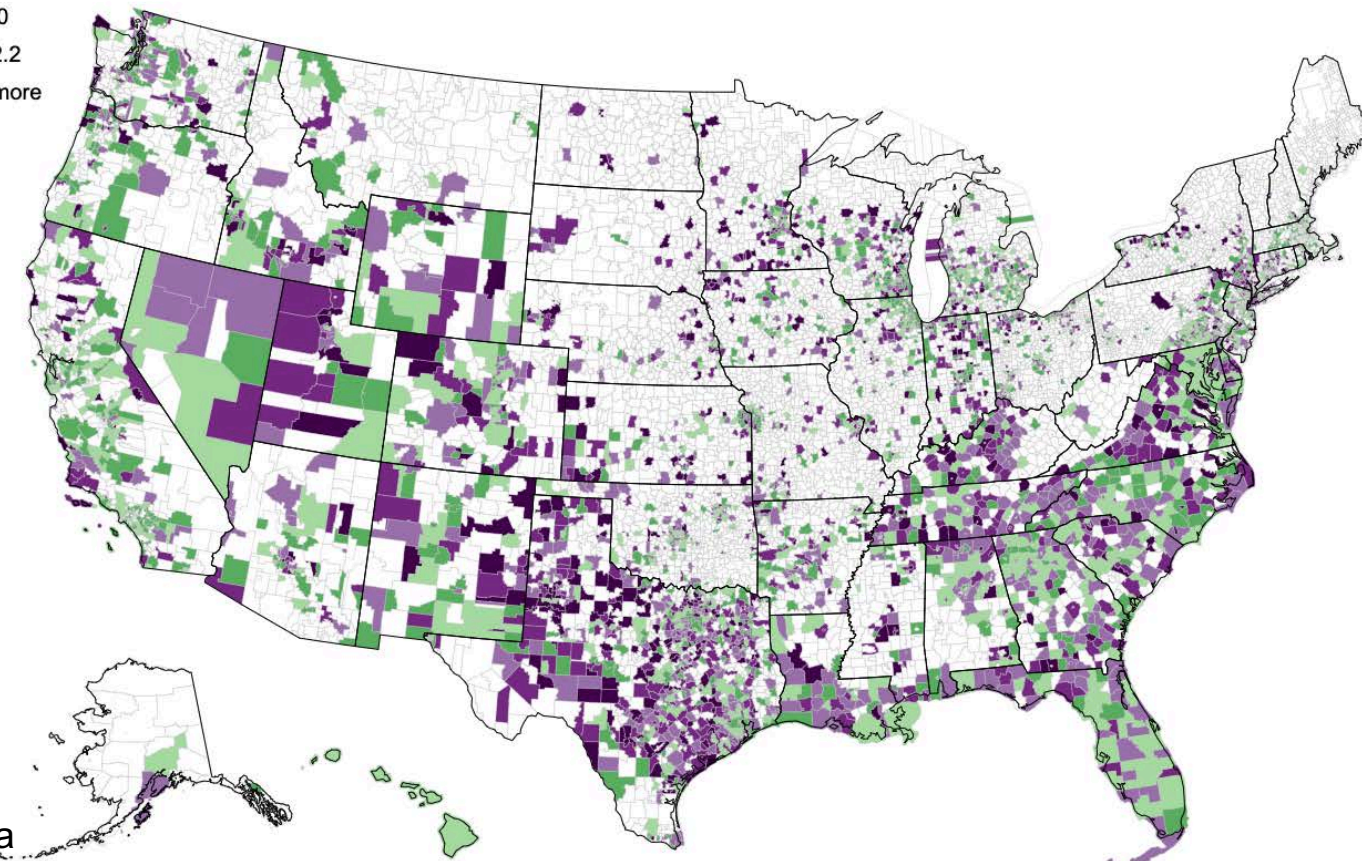
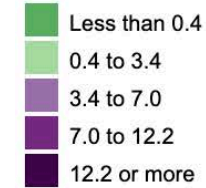
Substantial **national variation in racial equity gaps in DE participation among US school districts...**

...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)





# Variation in post-HS college *outcomes* among former community college dual enrollment Students

*Where and if students attend college,*

*Whether and what type of credential they complete,*

*and the magnitude of equity gaps in completion rates.*

See findings for your state here:  
<https://ccrc.tc.columbia.edu/dual-enrollment.html>

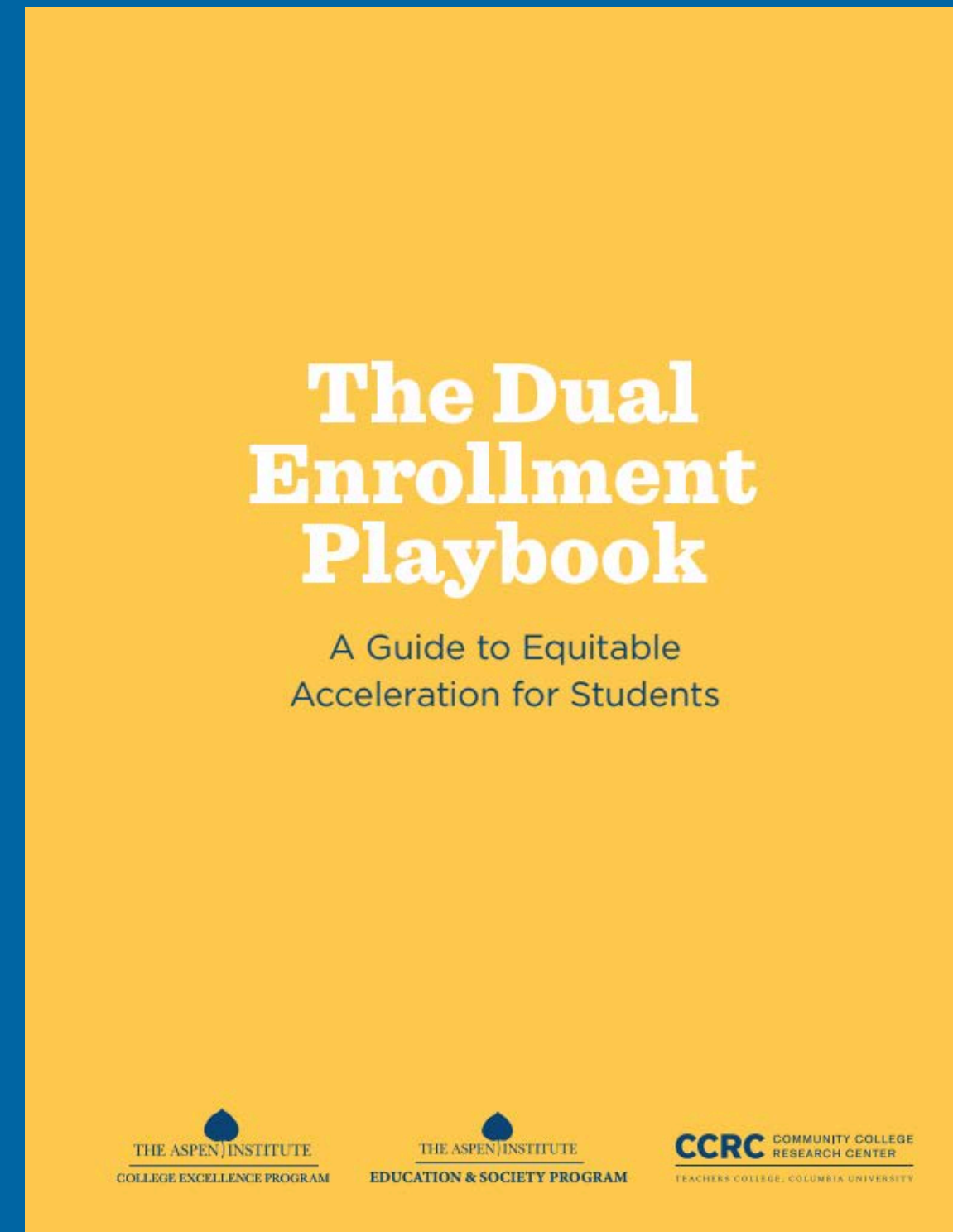
(Fink, Jenkins, & Yanagiura, 2017)

**Figure 8. Completion of Any Award by Income Among Students Who Participated in Dual Enrollment at Age 17 and First Matriculated at a Community College at Ages 18–20**



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

# Playbook Research Sites

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

# 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

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**I**

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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

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**II**

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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

# Placement Test Waived due to Pandemic

- **Summer and Fall 2020**
  - more students of color encouraged and confident in pursuit of Dual Enrollment Courses without the barrier of a standardized test

## Dual Enrollment Rates YTD by Race/Ethnicity - F19 vs. F20 YTD



- Overall: **↓** 6.9% FTE / 2% Headcount
- **Black Students:** **↑** 12% FTE / 18.8% Headcount!!

# Dual Enrollment Course Success

## 2020 Summer A Classes:

Race/Ethnicity	Success Rate	Total Courses
Unreported	95.6%	90
American Indian or Alaska Native	**	<10
Asian	98.0%	101
<b>Black or African American</b>	<b>91.7%</b>	<b>325</b>
Hispanic	89.1%	632
Multiracial	90.4%	94
Native Hawaiian or Other Pacific Islander	**	<10
<b>White</b>	<b>93.5%</b>	<b>1120</b>
Grand Total	92.0%	2371





# Dual Enrollment Course Success

## 2020 Fall Semester:

Race/Ethnicity	Success Rate	Total Courses
Unreported	91.9%	395
American Indian or Alaska Native	80.0%	25
Asian	95.2%	271
<b>Black or African American</b>	<b>85.6%</b>	<b>950</b>
Hispanic	86.7%	2544
Multiracial	82.1%	329
Native Hawaiian or Other Pacific Islander	**	<10
<b>White</b>	<b>90.4%</b>	<b>4931</b>
Grand Total	89.6%	9453



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



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

HS Periods	HS Credit	HS Course	LCCC Course	College Credit
1	1	English II		
2	1	Geometry or Alg. II		
<b>10<sup>th</sup> Grade</b>				
	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
HS Periods	HS Credit	HS Course	LCCC Course	College Credit
<b>12<sup>th</sup> Grade</b>				
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
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

**Year 14**



Here. Now. Guaranteed.

## 35 Pathways Completed!

[www.lorainccc.edu/MyUniversity](http://www.lorainccc.edu/MyUniversity)

AAS in Respiratory Care Technology -- BGSU  
BAHS in Respiratory Care Specialist-- BGSU  
BA in Accounting and Financial Management -- Hiram  
BA in Communication/Telecommunications -- BGSU  
BA in Gerontology – YSU  
BA in Nonprofit Admin/Human Services--CSU  
BA in Nonprofit Admin/Public Administration -- CSU  
BA in Paralegal Studies -- KSU  
BA in Political Science --YSU  
BA in Public Safety Management -- CSU  
BA of Arts in Spanish -- CSU  
BA in Urban Studies– CSU  
BBA, Major in Entrepreneurship– UT  
BBA, Major in General Business – Kent  
BBA, Major in Info Systems with Operations and Supply Chain Management Minor – UT  
BBA, Double Major in Info Systems and Operations & Supply Chain Management – UT  
BBA, Major in Management -- UT  
Bachelor of Organizational Supervision -- UA

BS in Applied Science/Criminal Justice -- YSU  
BS in Applied Science, Long-Term Care Administration – YSU  
BS in Biology -- BGSU  
\*BS in Computer Information Systems– UA

- Networking
- Programming
- Web Development

\*BS in Computer Science and Engineering -- UT  
BS in Computer Science and Engineering Tech – UT  
BS in Education, Early Childhood Licensure (PreK-3) -- AU  
BS in Education, Early Intervention Specialist/Early Childhood Education – AU  
BS in Education, Intervention Specialist (K-12) -- AU  
BS in Education, Middle Grades (4-9) -- AU  
BS in Exercise Science, Fitness Management -- UA  
BS in Psychology -- CSU  
BS in Sport Studies-- UA  
\*Bachelor of Social Work -- YSU  
Bachelor of Technical & Applied Studies -- OU

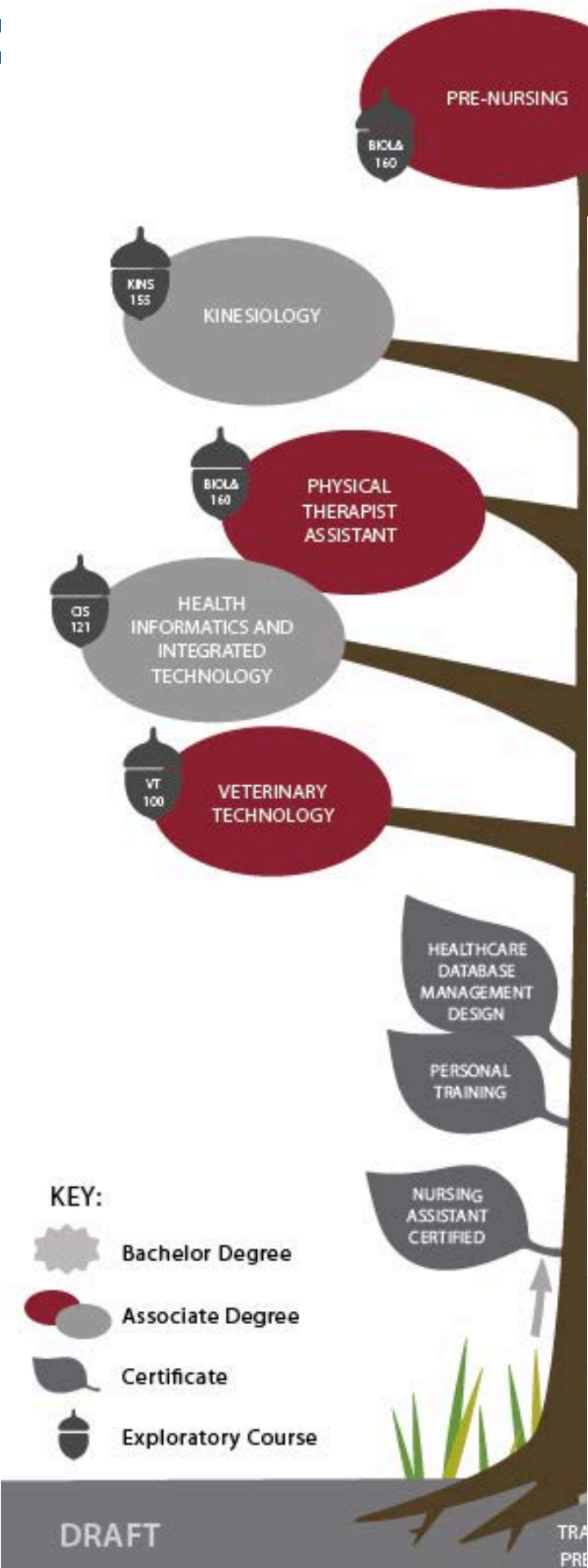
\*Pathways/degrees take longer due to work-based learning component.




Here. Now. Guaranteed.

College/University	University Costs 4 years with Room & Board	Bachelor's Degree Completion Costs	Savings!
<b>Ashland University</b> B.S. in Education	\$125,136	\$32,798	74%
<b>Bowling Green State University</b> B.S. in Biology B.A. in Communication	\$73,792	\$11,745	84%
<b>Cleveland State University</b> B.A. in Psychology	\$95,784	\$12,525	87%
<b>Hiram College</b> B.A. in Accounting & Financial Mgmt.	\$186,592	\$24,554	87%
<b>Kent State University</b> Bachelor of Business Administration	\$88,472	\$12,893	83%
<b>University of Akron</b> B.S. in Sport Studies	\$92,264	\$16,586	82%
<b>University of Toledo</b> B.S. in Computer Science & Engineering**	\$84,916	\$15,726	81%
<b>Youngstown State University</b> B.S. in Applied Science, Allied Health	\$73,197	\$13,660	81%

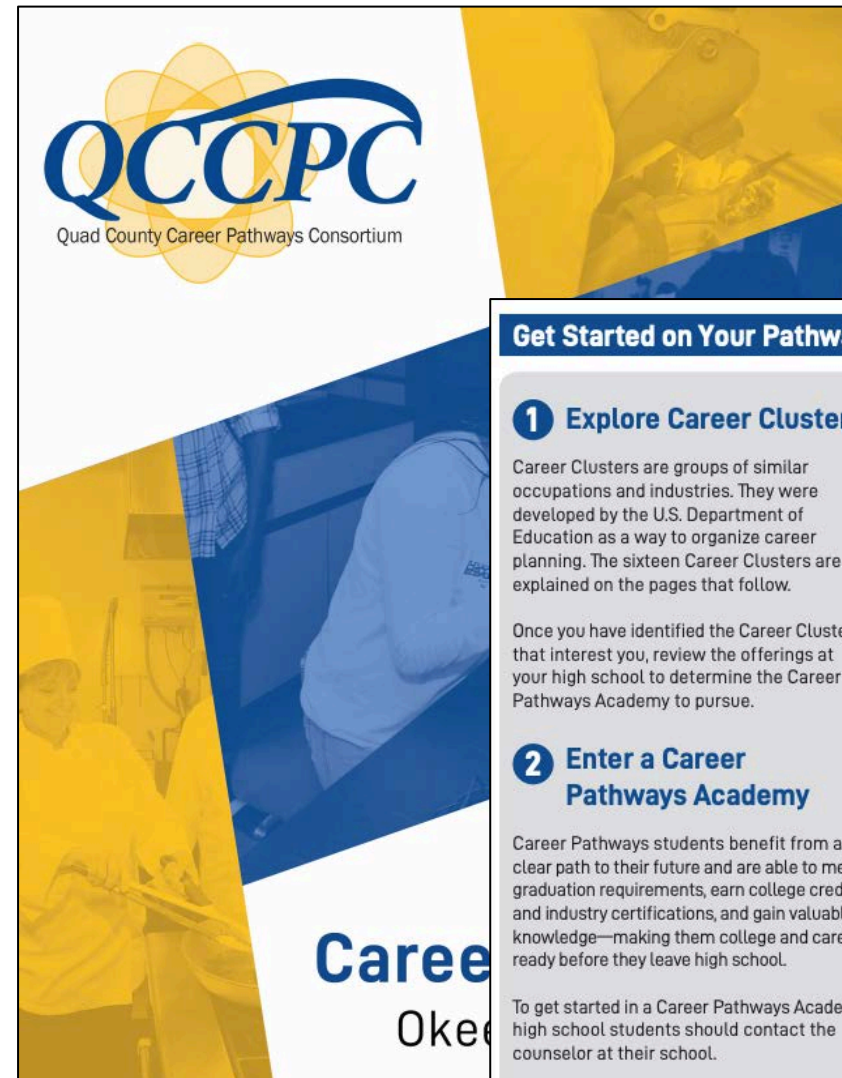
\*\* Computer Science and Engineering degree takes an additional year due to required co-op experiences.



 <b>Map: Healthcare Career Pathway</b> <b>Running Start School District: Puyallup</b> <b>Award Type: Associate of Arts Direct Transfer Agreement (AA-DTA)</b>						
Sequence #	Course Identifier	Course Name	Credits	Type	Course Purpose	Puyallup School District Requirement
1	COLLG 110	College Success	3	GE	A foundational course to explore and affirm a career choice and build upon the skills, knowledge, and resources that will support you at Pierce College and beyond.	
2	ENGL& 101	English Composition I	5	CM	The Healthcare Career Pathway requires you to effectively read, write, and communicate to a variety of audiences in diverse ways.	Meets Junior English requirement.
3 Choose One	CHEM& 100	Preparatory Chemistry	5	NS	If you are pursuing an Allied Health career path, CHEM& 100 may be a preferable option. This introductory course in chemistry includes discussion of basic chemical concepts including atomic structure, periodic properties, chemical bonding and chemical nomenclature. It can serve as a prerequisite to other courses such as BIOL& 160 and CHEM& 121.	
	CHEM& 139	General Chemistry Prep			If you are pursuing a Biology or Biomedical Sciences career path, CHEM& 139 may be a preferable option. This non-lab course will introduce the science major to mathematical and chemical principles needed for a successful experience in their science studies. It can serve as a prerequisite to other courses such as BIOL& 160 and CHEM& 161.	
4		Physical Education	1-3	GE	PE courses enhance your overall understanding of health.	Please check with your high school counselor regarding Physical Education requirements.
Action Item	<b>Use your Success Network!</b> In your first quarter, meet with your advisor to revisit your Career Pathway, make adjustments to your goals as needed, and plan for next steps.					
Action Item	Before the end of each quarter, please meet with your high school counselor to obtain a Running Start Enrollment Verification Form (EVF), and then meet with your Pierce College advisor to prepare for the next quarter's registration process.					
5 Choose One		MATH	5	Q	The math course you select will depend on the transfer institution you plan to attend and your math placement. Your advisor will assist you in selecting the appropriate course(s).	MATH& 107 and above meets the Mathematics requirement.
6	BIOL& 160	General Biology with Lab	5	NS w/Lab	Healthcare professionals need to develop skills in observation, testing, and analysis. BIOL& 160 explores scientific methodology and evolution, ecological perspectives, cells, biotechnology, genetics, diversity of life, metabolism and life and reproduction. It is intended for students preparing for allied health professions and for science majors.	Any lab science class 100 and above meets the Science requirement.

DRAFT

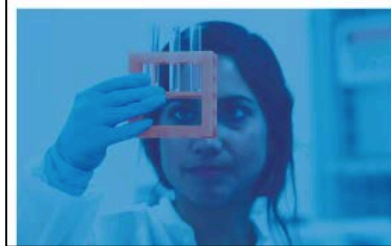
# Aligning high school career clusters with meta-majors to create on-ramps into advanced workforce credentials for CTE dual credit students at Indian River State College



### 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.



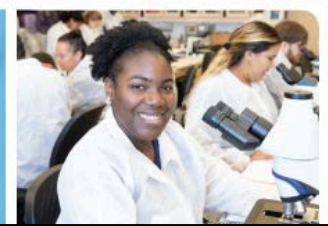
### Career Cluster 8

#### 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





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### Career Pathways

**Okeechobee**  
Nursing  
(Completers earn up to 30 college credits and 12 additional clock hours)

**Electrocardiography**  
(Completers earn up to 182 Career Pathways Academy credit hours and 182 IRSC credit hours)




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### Health Science

**IRSC**

**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**.

<b>Associate in Arts (A.A.) Tracks</b> <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>	<b>Associate in Science (A.S.) Programs</b> <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>	<b>Bachelor of Science (B.S.) Programs</b> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Healthcare Management</li> <li>• Nursing</li> </ul>
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### Certificate and Career Training Programs

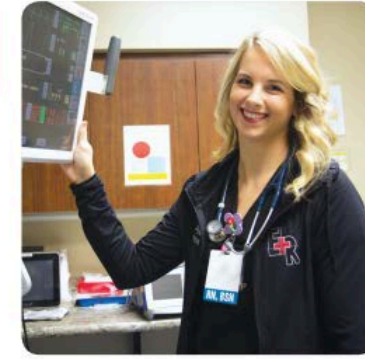
<ul style="list-style-type: none"> <li>• Emergency Medical Technician—Applied Technology Diploma</li> <li>• Medical Administrative Specialist—Quick Job Training</li> <li>• Medical Assisting—Quick Job Training</li> <li>• Nursing Assistant—Quick Job Training</li> </ul>	<ul style="list-style-type: none"> <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

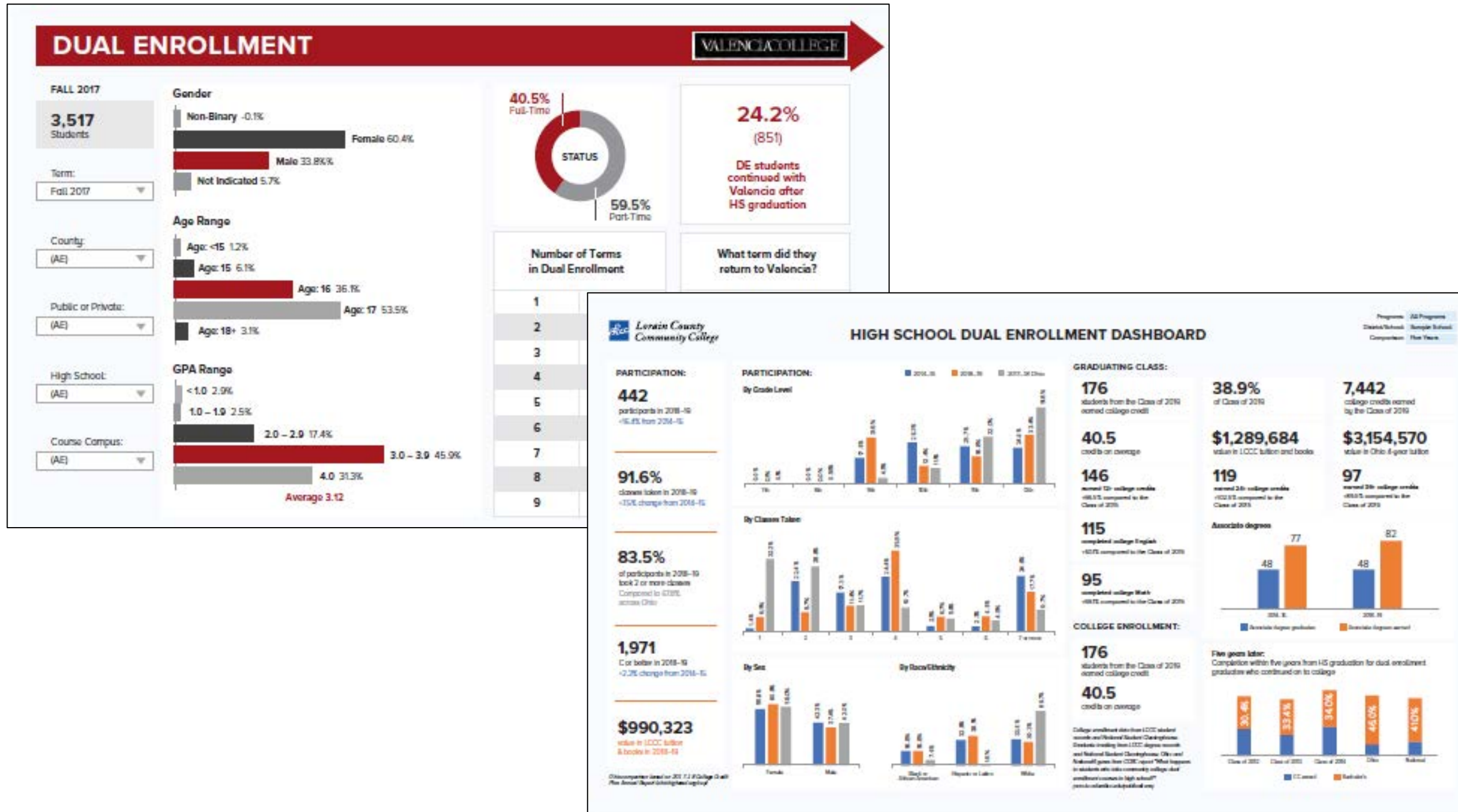
2

Build relationships at all levels

3

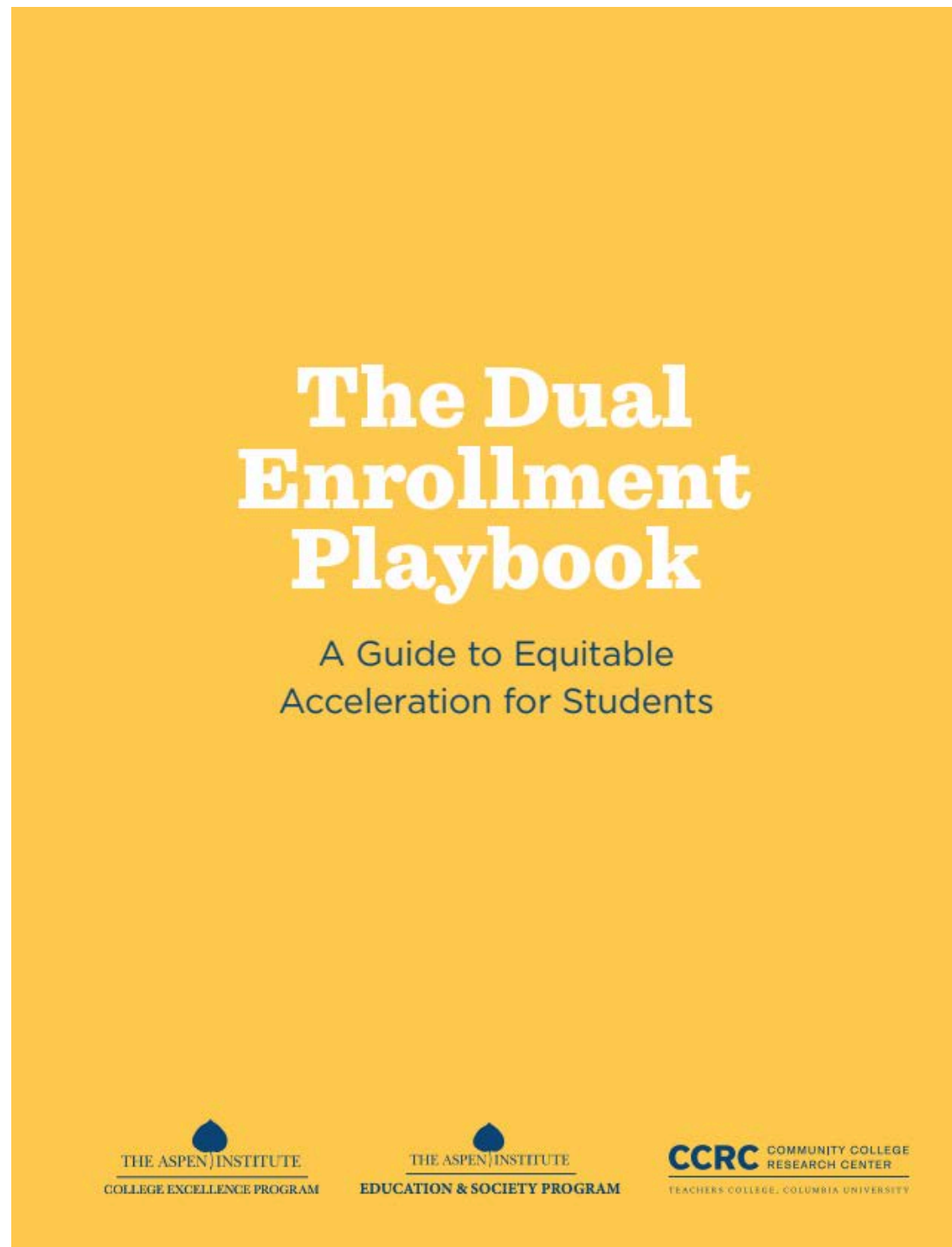
Assess outcomes and enact data-driven improvements

# 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>

# To build back enrollments lost to pandemic, community colleges will need to expand the pool of high school graduates prepared and motivated for college

Figure 1. Percent Change in Immediate Fall Enrollments by High School Characteristics

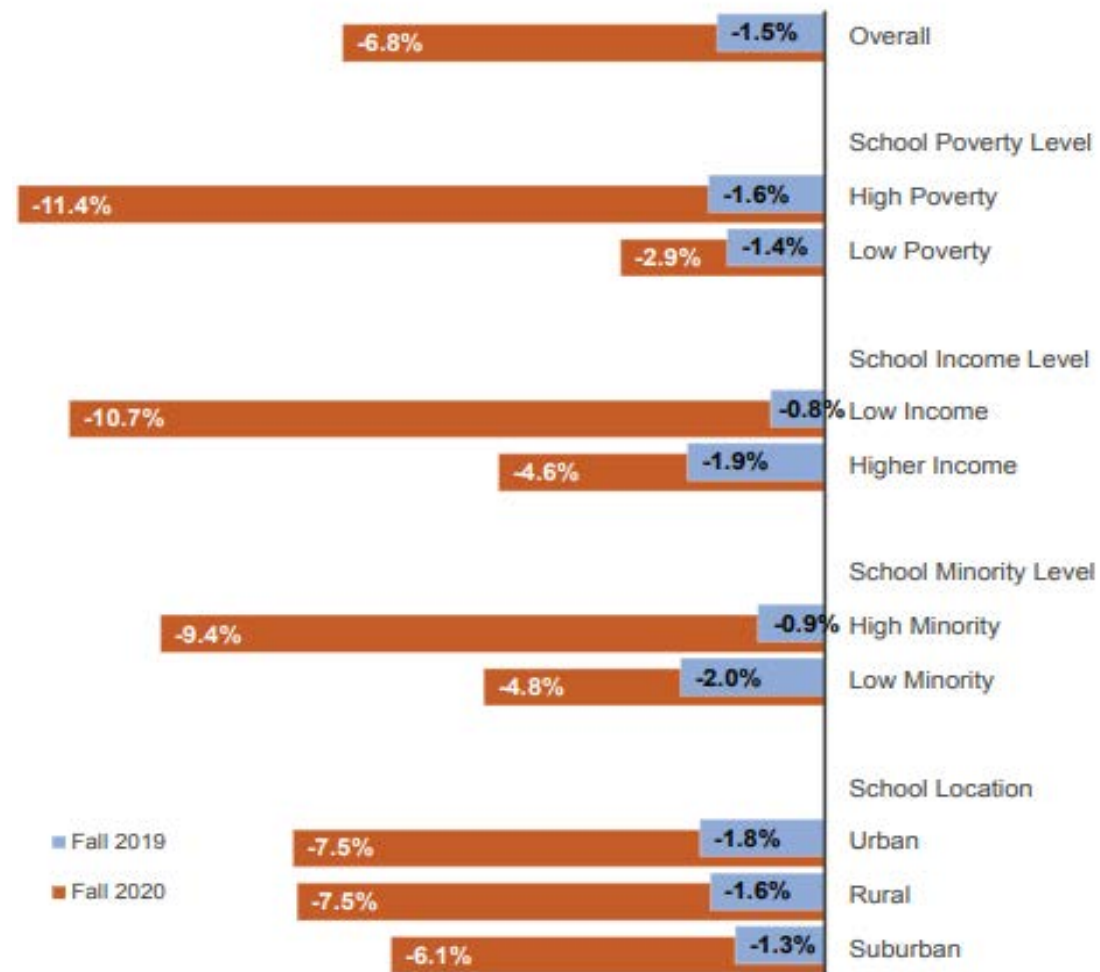
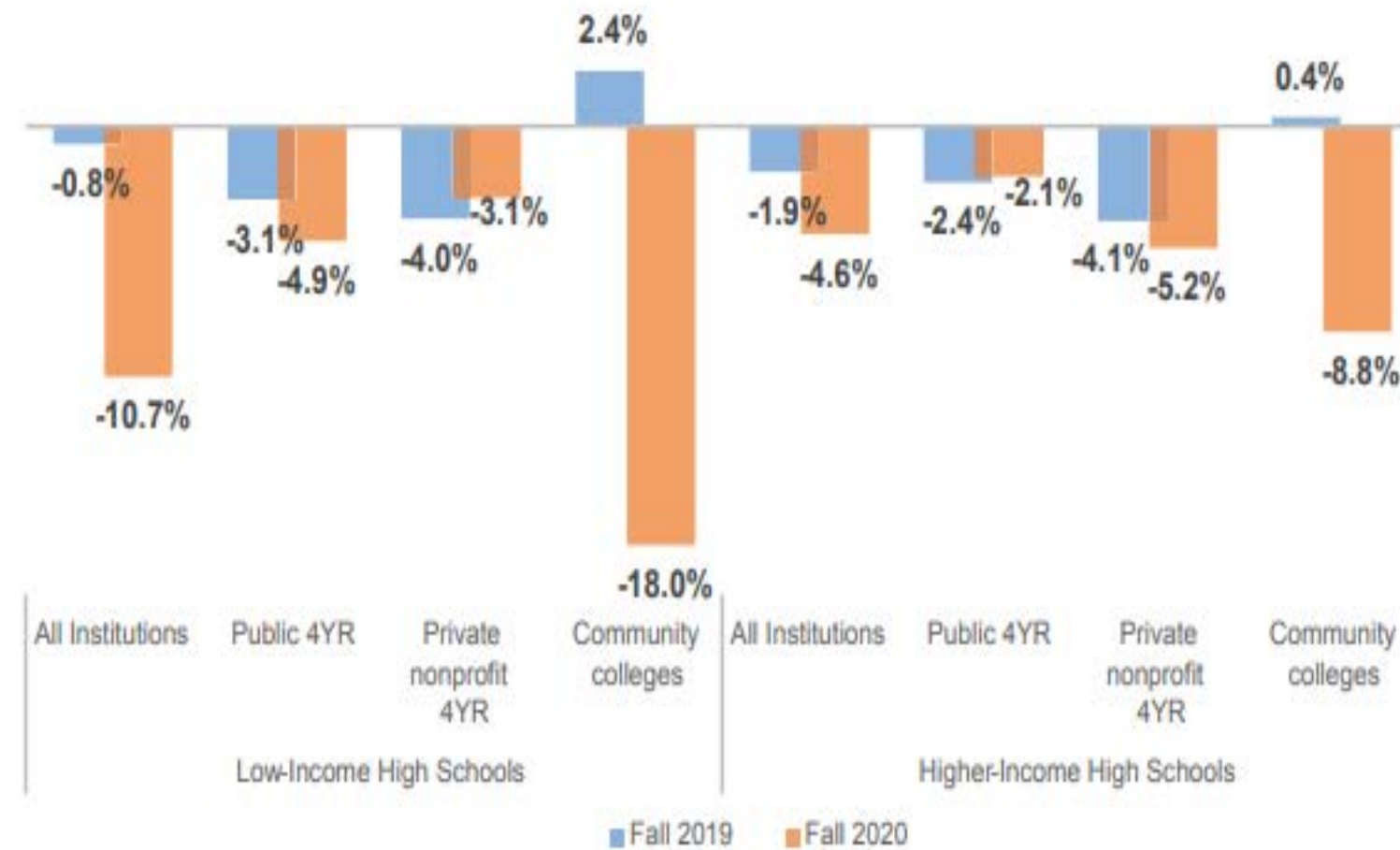


Figure 7. Percent Change in Immediate Fall Enrollments by Institution Type and Income Level of High Schools



Note: All Institutions include for-profit four-year and private two-year colleges that are not shown due to small numbers.

# Rethinking dual enrollment to expand access to high-opportunity postsecondary pathways

## Conventional Approach

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

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

Colleges and schools mainly emphasize *general education courses*

High school career technical education focused mainly on **immediate post-hs employment**

## Dual Enrollment Equity Pathways (DEEP)

*Active outreach* to 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 a plan tied to college programs and careers in a field of interest

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

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

# 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:

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