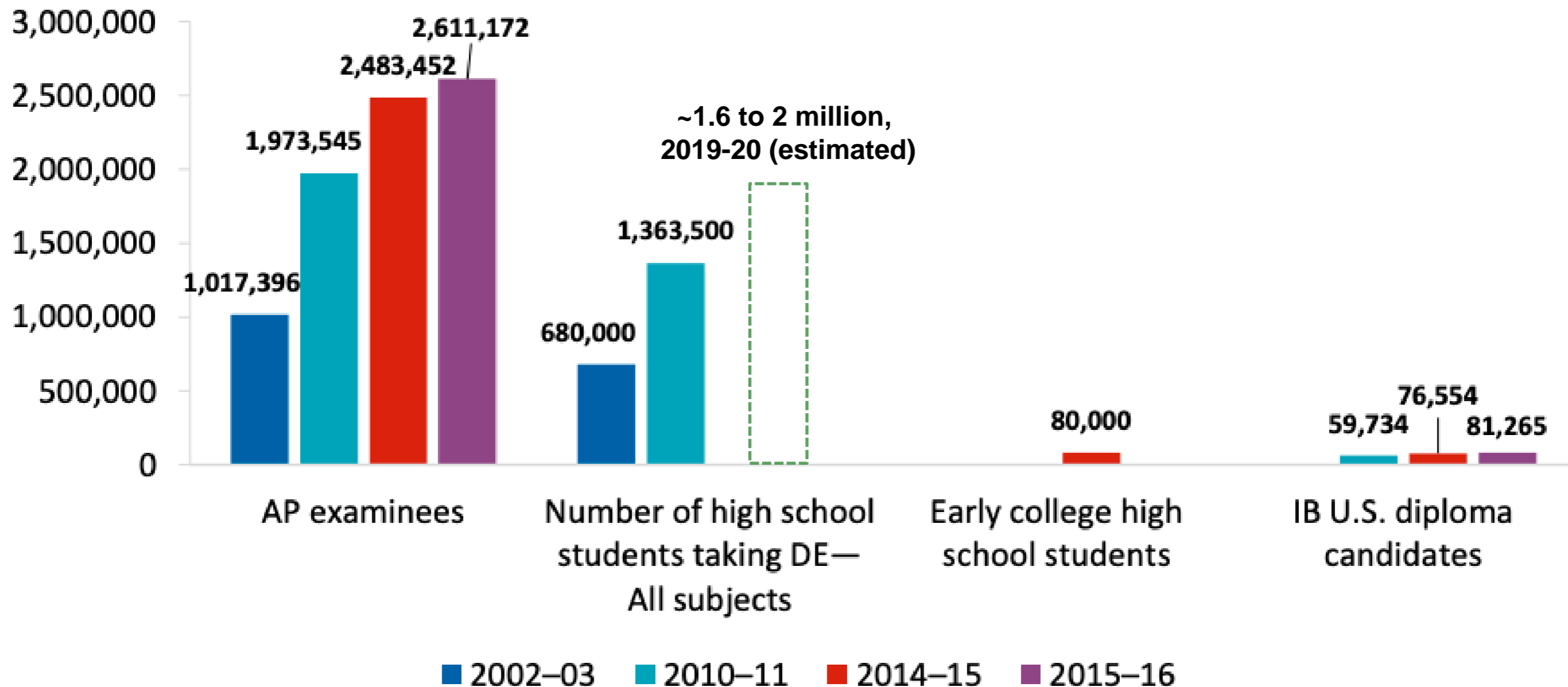


Expanding Access to College and Career Opportunity: **Lessons from the Dual Enrollment Equity Playbook**

John Fink & Davis Jenkins
Community College Research Center
Teachers College, Columbia University

Gelsey Mehl & Josh Wyner
College Excellence Program
Aspen Institute

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

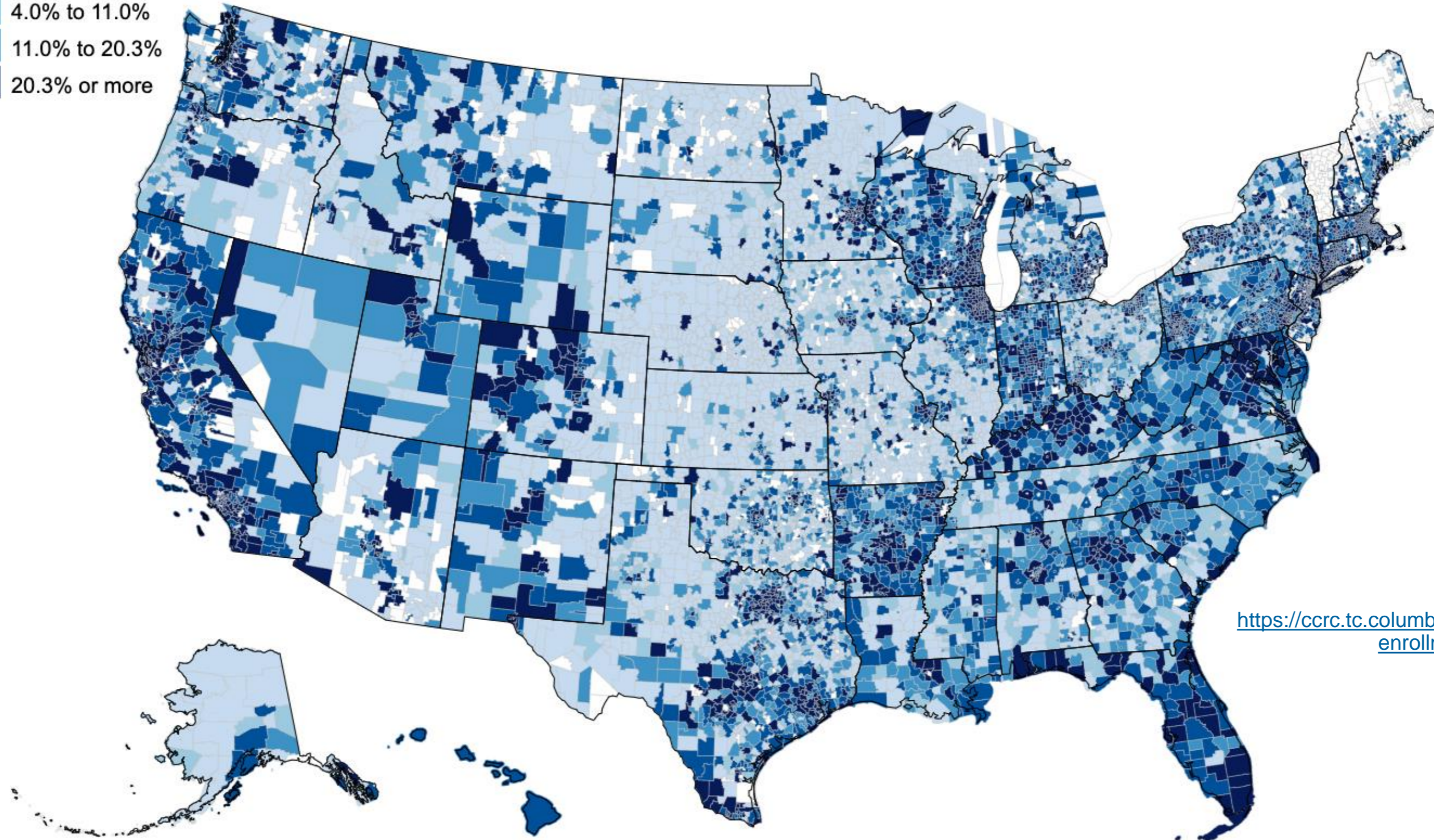
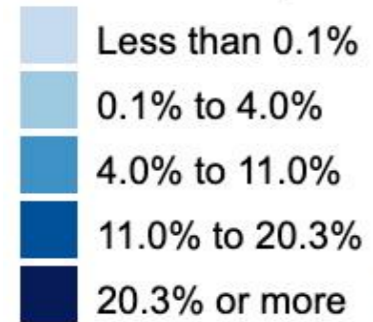


Note (from original figure): National enrollment data do not exist for DE and CTE beyond 2010-11.

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

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

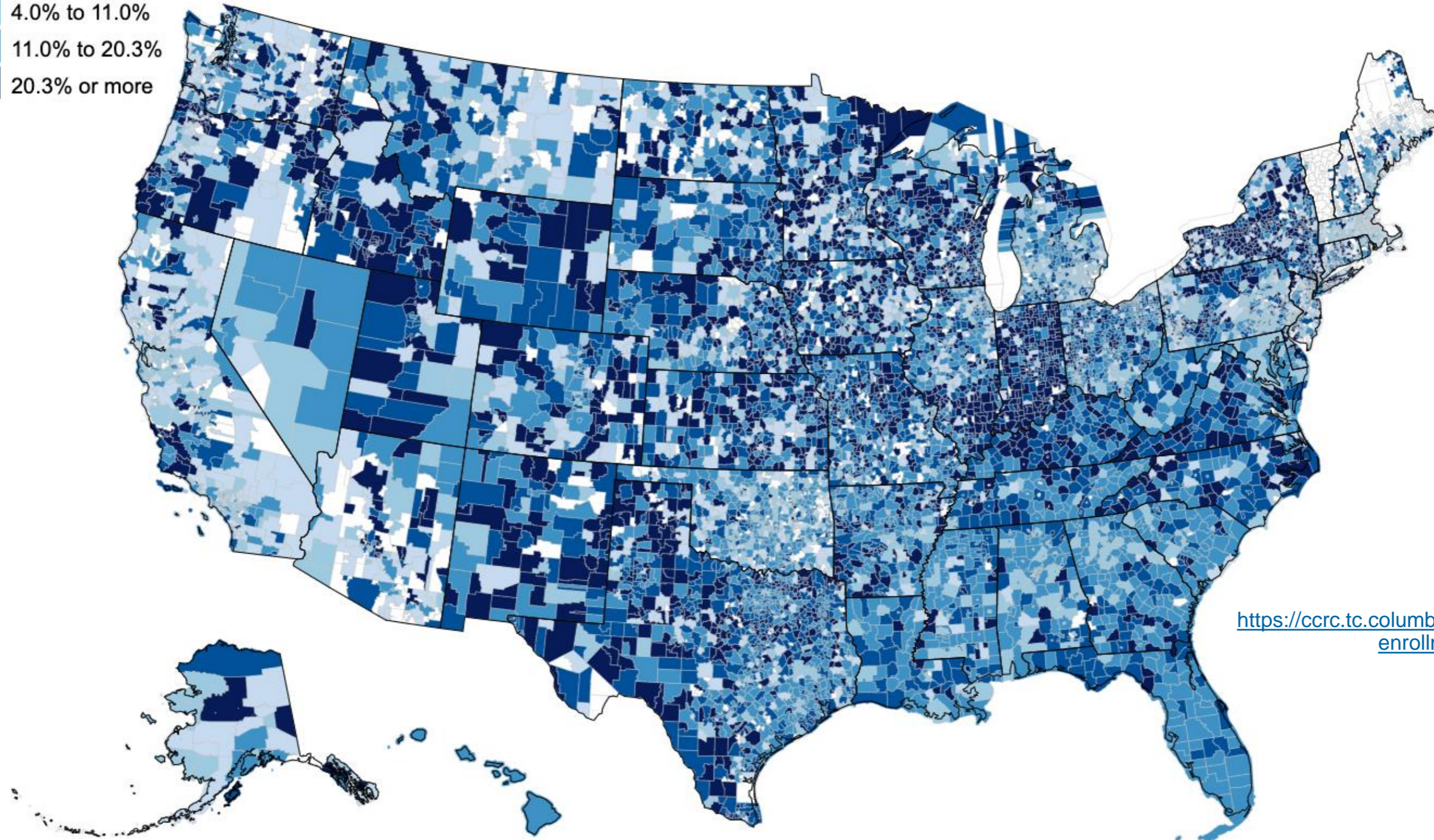
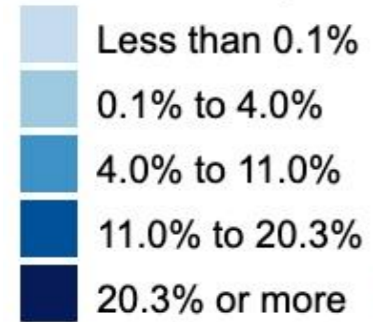
AP-Participation Rate



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

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

DE-Participation Rate

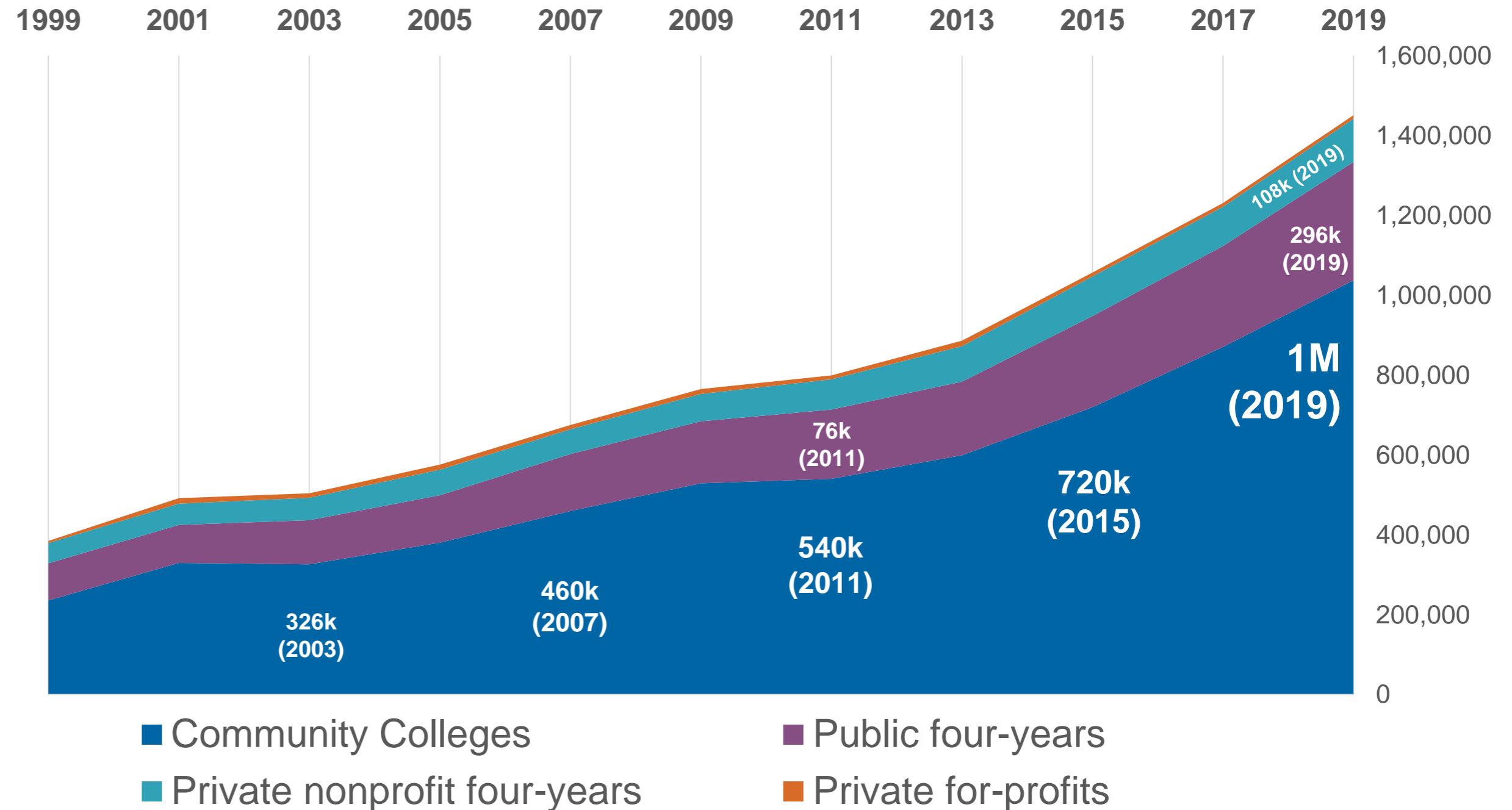


View an interactive map:
<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

Growth of Dual Enrollment 1999-2019

IPEDS Fall Enrollments

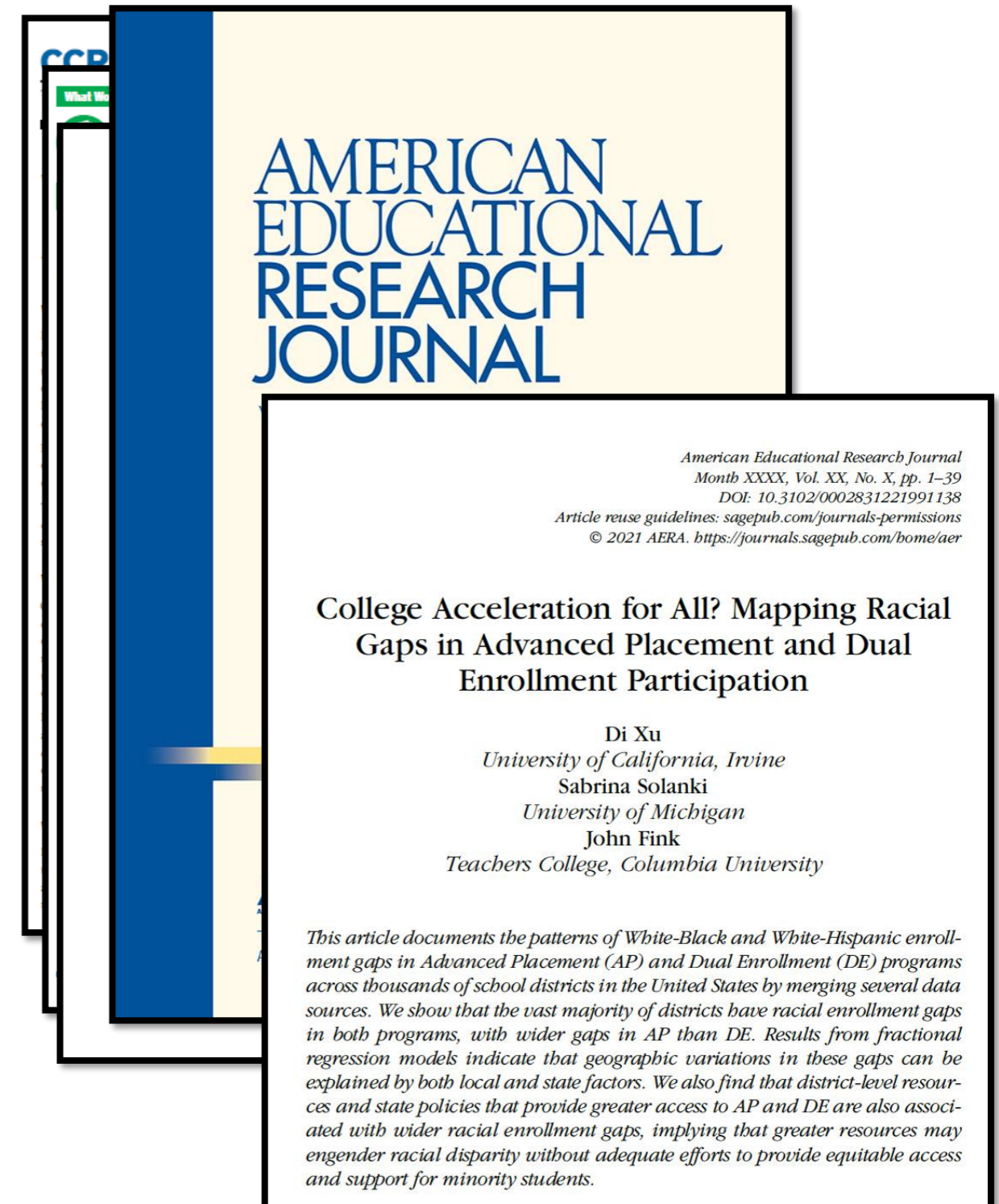
*Fall Undergraduate Enrollments among
Students Aged 17 or Younger*



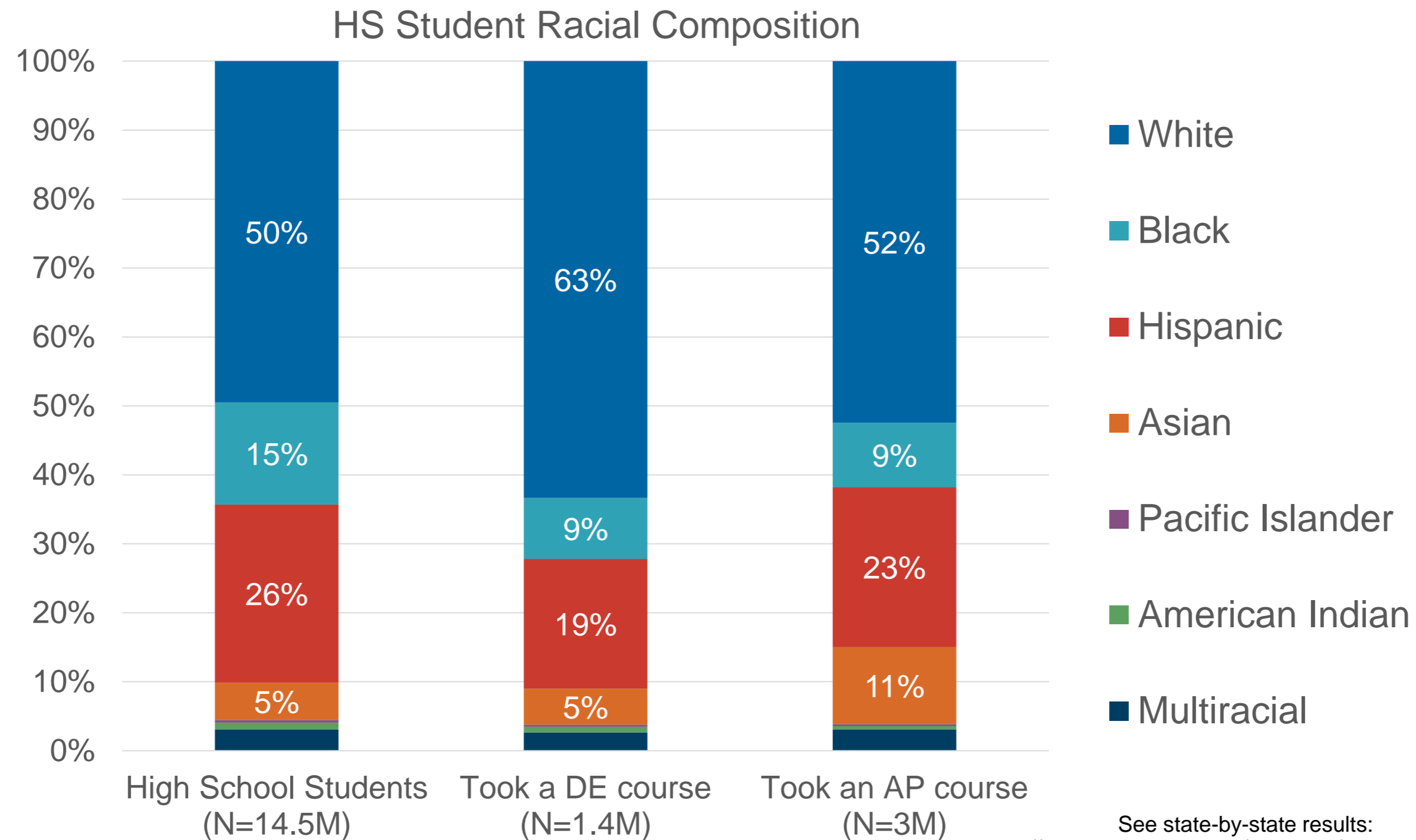
Expansion of Dual Enrollment Concentrated at Community Colleges

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 (Fink, Jenkins, & Yanagiura, 2017)
- Equitable access to and benefits from dual enrollment? Mixed findings.



US Overall: Black, Native, Hispanic, & Pacific Islander HS Students Underrepresented in Dual Enrollment & AP courses



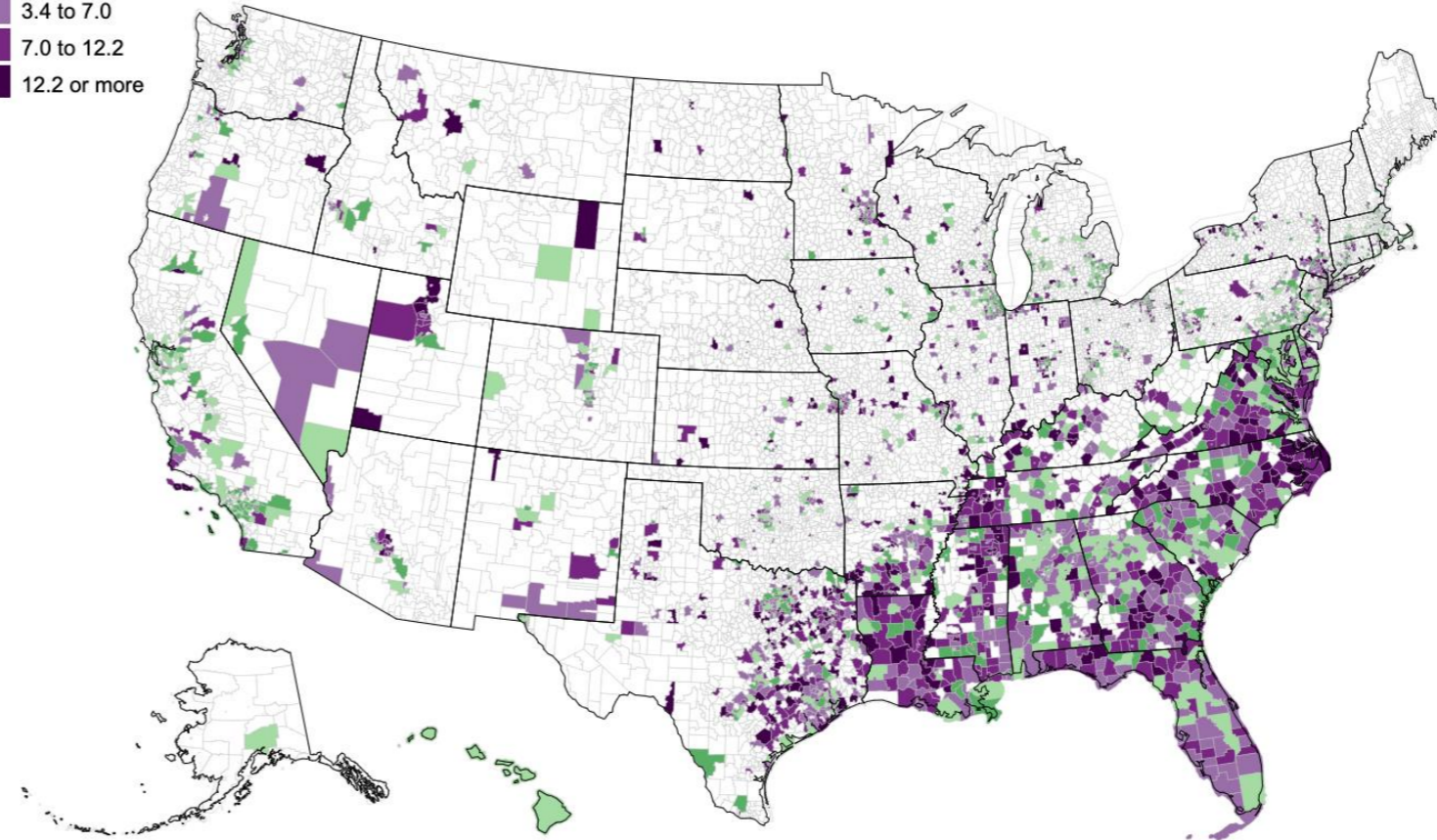
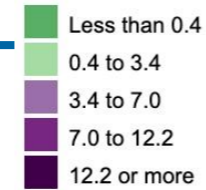
Source: CCRC analysis of 2017-18 Civil Rights Data Collection data

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

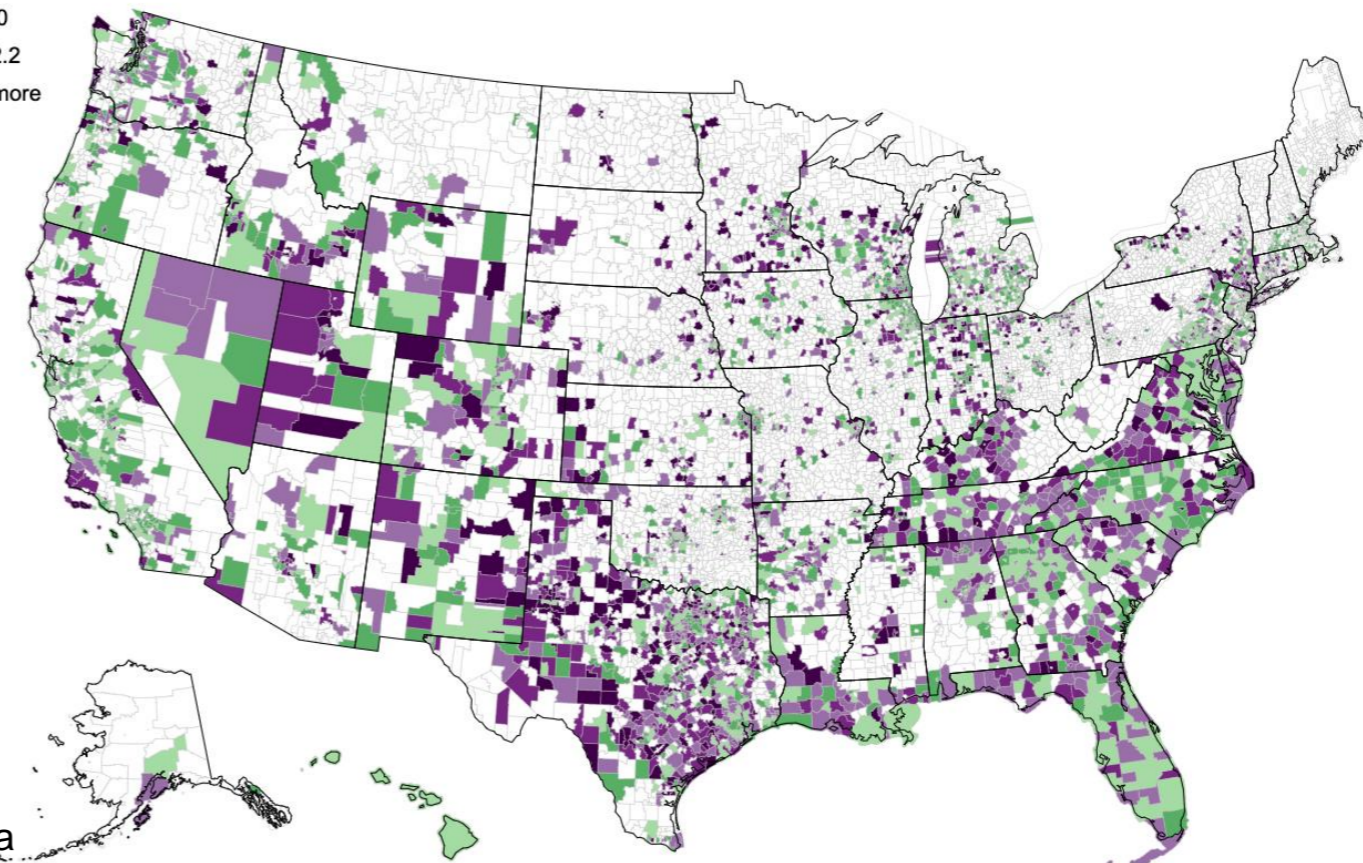
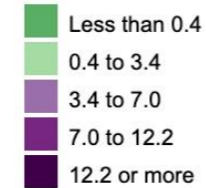
Substantial **national variation in racial equity gaps** in DE participation among US school districts...

...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?

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

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

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:

1. Contact your high school counselor to enroll in your Career Pathways Academy of interest.
2. Complete your high school Career Pathways Academy.
3. Complete all IRSC Admission requirements.
 - a. [Complete an Application for Admission.](#)
 - b. Request your transcripts from your high school, and have them sent to the IRSC Office of Student Records.
 - c. Apply for financial aid.
 - d. Complete New Student Orientation.
4. Meet with your IRSC advisor to indicate completion of a Career Pathways Academy.
5. 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 Pathways
Okeechobee County

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 Research & Development



Career Pathways Academies

Okeechobee County High School

Nursing Assistant Academy

(Completers earn up to 307 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)

Electrocardiography (EKG) Technician Academy

(Completers earn up to 182 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)



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**.

Associate in Arts (A.A.) Tracks

- Biology (General)
- Biology Preprofessional
- Biotechnology
- Chemistry
- Health Science

Associate in Science (A.S.) Programs

- 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

Bachelor of Science (B.S.) Programs

- Biology
- Healthcare Management
- Nursing

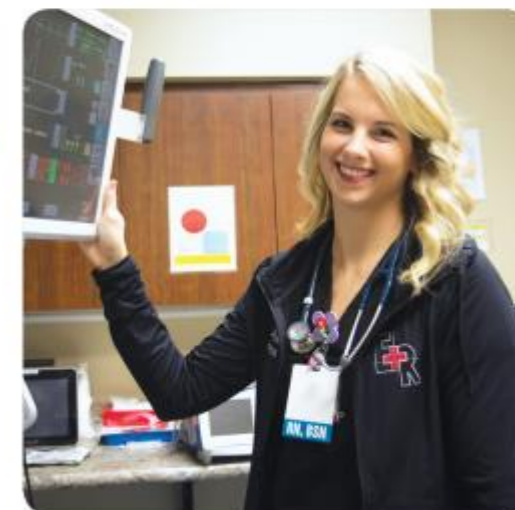
Certificate and Career Training Programs

- 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



Mapping transfer pathways for DE students at Lorain County Community College

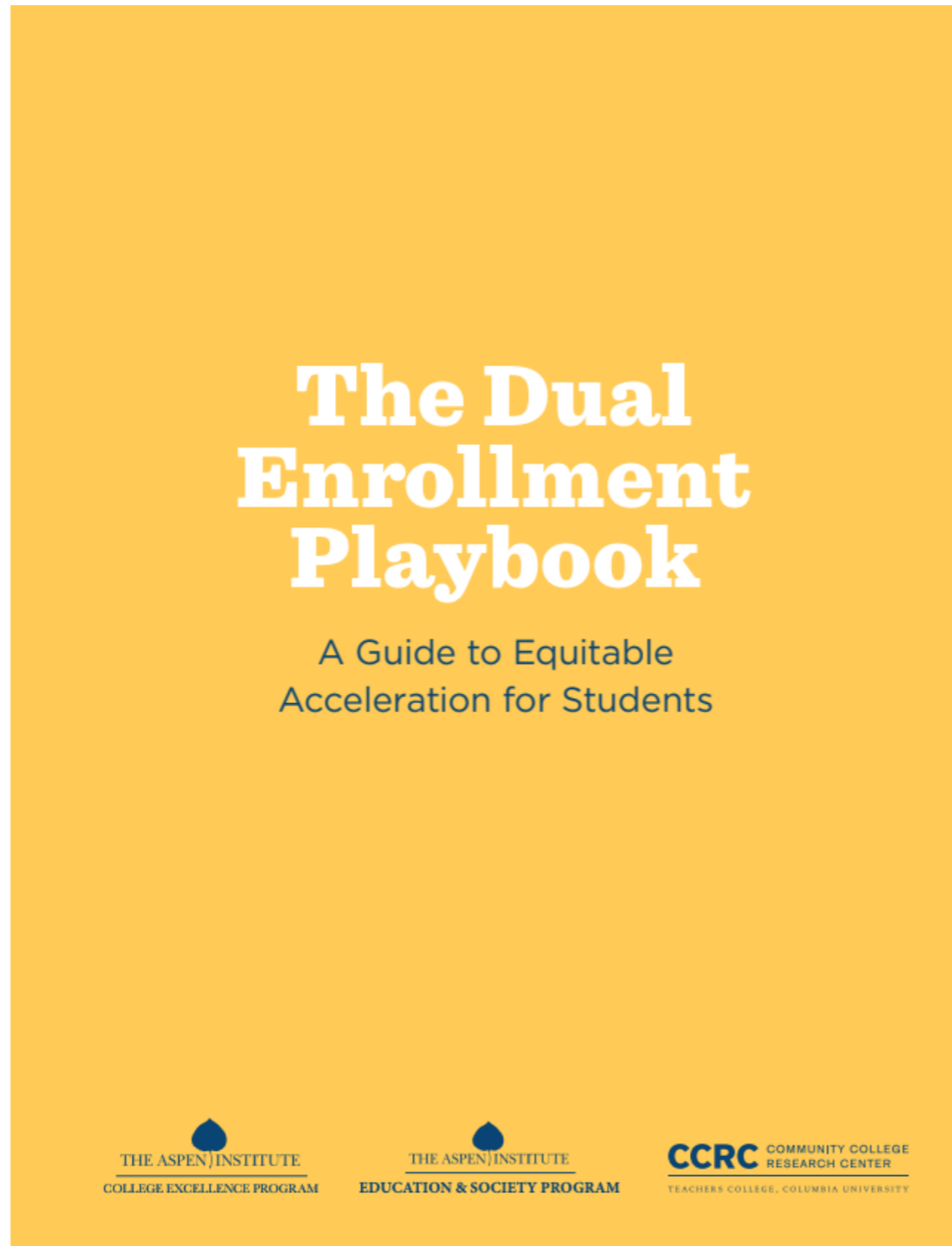


HS Periods	HS Credit	HS Course	LCCC Course	College Credit
1	1	English II		
2	1	Geometry or Alg. II		
10 th Grade	1	Biology	BIOG 151: General Biology	4
	1	Chemistry	CHMY 161: General, Organic & Biochemistry I	4
	1	United States History	HSTR 162: US History	3
	1	Humanities Elective	HUMS 151: Introduction to Humanities *	3
5	5	Personal Finance		
HS Periods	HS Credit	HS Course	LCCC Course	College Credit
6	1	Humanities/Cultural Diversity	ENGL 266: African American Literature *	3
12 th Grade	1	Humanities Elective	HUMS 281: Introduction to American Cinema *	3
	2	College Level Math	MTHM 181: Calculus I	5
Yr. Tot	1	Advanced Science	PHYC 150: General Physics I	4
Cum. Tot	3	Advanced Science	CHMY 171: General Chemistry I	5
			CHMY 172: General Chemistry II	5
	Fall Semester	Credit Hours	Spring Semester	Credit Hours
4	BIOG 252: Microbiology	5	BGSU required course: BIOL 3510: Evolution	3
5	BGSU required course must be	3	BGSU required course: BIOL 4400: Molecular Neurobiology	3
Yr. Tot	BGSU 3000/4000 elective course	3	BGSU 3000/4000 elective course	3
Cum. Tot	BGSU 3000/4000 elective course	3	BGSU 3000/4000 elective course	3
	Semester Total	14		12
	Cumulative Total	38		50
	Grand Total			122

Year 14

COLLEGE / UNIVERSITY	UNIVERSITY COSTS 4 YEARS WITH ROOM & BOARD	BACHELOR'S DEGREE COMPLETION COSTS	SAVINGS
ASHLAND UNIVERSITY B.S. IN EDUCATION	\$125,136	\$32,798	74%
BOWLING GREEN STATE UNIVERSITY B.S. IN BIOLOGY	\$73,792	\$11,745	84%
CLEVELAND STATE UNIVERSITY B.A. IN PSYCHOLOGY	\$95,784	\$12,525	87%
HIRAM COLLEGE B.A IN ACCOUNTING & FINANCIAL MGMT	\$186,592	\$24,554	87%
KENT STATE UNIVERSITY BACHELOR OF BUSINESS ADMINISTRATION	\$88,472	\$12,893	83%
UNIVERSITY OF AKRON B.S. IN SPORT STUDIES	\$92,264	\$16,586	82%
UNIVERSITY OF TOLEDO B.S. IN COMPUTER SCIENCE & ENGINEERING**	\$84,916	\$15,726	81%
YOUNGSTOWN STATE UNIVERSITY B.S. IN APPLIED SCIENCE, ALLIED HEALTH	\$73,197	\$13,660	81%

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, colleges are rethinking dual enrollment to **expand access to high-opportunity postsecondary pathways**

Conventional Approach

Pathway-Aligned, Acceleration-for-All Approach

To build back enrollments lost to pandemic, colleges are 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***

Focus on achievement of ***academic content standards***

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



Pathway-Aligned, Acceleration-for-All Approach

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 ***program foundation courses***



Focus on helping students become ***confident college learners*** through engaging, inclusive, & culturally-relevant teaching





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

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!!

Recommendations for State Policy

1. Require/incentivize focus on equity
2. Eliminate access barriers
3. Support HS-college partnerships and pathways

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

Recommendations for State Policy

1. Envision, require, and incentivize **focus on equity**

Ideas for discussion

- Set a statewide target for numbers of students in DE, disaggregated by race, ethnicity, income
- Require that schools/colleges equalize access for all students by school type (e.g., Title 1) and by student group (race, ethnicity, income).
- Incentivize equal access with bonuses for proportionate DE participation

Recommendations for State Policy

2. Expand access, reduce costs for students and families

Ideas for discussion

- To determine eligibility, use HS GPAs and other alternatives to placement testing
- Create waivers to eligibility standards, provided programs offer additional supports (e.g., Innovative Program waiver policy from OH)
- Support high schools and colleges with transportation dollars
- Make DE free for (at least) low-income students
- Create a tool for families/students to quantify savings based on number of DE credits completed

Recommendations for State Policy

3. Support **college-school** partnerships to help high school students get on a path to college/career opportunity

Ideas for discussion

- Convene schools and community colleges to
 - Set goals for dual enrollment
 - Develop plan to help every DE student set **program-specific** postsecondary plans
 - Devise systems to achieve common goals
- Mandate that school-college partnerships help all DE students:
 - Develop at least a preliminary college/career **program** plan
 - Fill out the FAFSA before graduating

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:

gelsey.mehl@aspeninst.org

john.fink@tc.edu