

Advancing Equitable Dual Enrollment Research Series An Overview

By Rogéair D. Purnell, Diane Rodriguez-Kiino, and Kelley Karandjeff

March 2023

Introduction

RDP Consulting is working with the *Dual Enrollment for Equitable Completion (DE4EC)* initiative (see Sidebar 1) **to learn more about what constitutes equitable dual enrollment and how it benefits students who are historically underrepresented** in postsecondary education.

To inform this effort, RDP Consulting conducted interviews with nearly 100 dual enrollment program participants representing seven *DE4EC*-funded partnerships in 2022. Participants included administrators, classified professionals, faculty, staff, and teachers from California high schools and community colleges. We also connected directly with students and parents who identify as African American/Black, Latina/o/x, and/or experiencing economic disadvantage to amplify their unique experience in dual enrollment programs. Questions explored:

1. Which dual enrollment outreach strategies and messages resonate
2. Which program elements help or hinder students' progress and success
3. What constitutes an effective partnership
4. How the college's reputation, enrollment, culture, and equity agenda are impacted by dual enrollment efforts

This research generated initial findings from the *DE4EC* effort related to three major themes: (1) strategies for equitable dual enrollment participation, (2) characteristics of successful dual enrollment partnerships, and (3) insights into dual enrollment students' experiences.

The full report, [Advancing Equitable Dual Enrollment: Initial Findings from the Dual Enrollment for Equitable Completion Initiative](#), details the results of this research. In addition, we produced a series of research briefs to highlight key takeaways and recommendations. To support the reader's use of these resources, we offer an overview of these research briefs below.

Sidebar 1 Dual Enrollment for Equitable Completion Overview

Dual Enrollment for Equitable Completion (DE4EC) is a multi-year collaborative initiative among the [Bill & Melinda Gates Foundation](#), [College Futures Foundation](#), and [Tipping Point Community](#), carried out with research support from RDP Consulting. *DE4EC* helps California community colleges and their high school partners build dual enrollment programs centered on strengthening equitable access and completion outcomes for students underrepresented in higher education, particularly African American/Black, Latina/o/x, and students experiencing economic disadvantage.

DE4EC includes the following 10 colleges and their high school partners: Berkeley City College, Compton College, Contra Costa College, Cuyamaca College, East Los Angeles College, Fresno City College, Gavilan College, Hartnell College, Madera Community College, and Skyline College. Each of these collaborations represents different levels of capacity and stages of dual enrollment program implementation.

Overview of Research Briefs

The first three research briefs feature findings by theme. These theme-oriented briefs include successful strategies and approaches as well as common challenges called out by participants. To inform equitable dual enrollment policy and practice, a fourth brief summarizes our recommendations for future action that emerged across the research.

Find below a summary of the main takeaways and key audiences for each brief.

1 Brief 1: Strategies for Equitable Dual Enrollment Participation

This brief centers on the major finding that equity-driven outreach, recruitment, and enrollment efforts are central to creating successful dual enrollment communities for historically underserved students.

What You Will Learn: How the partners effectively engage students and their parents and successfully register students who are often underrepresented in dual enrollment programming

Who Should Read this Brief: High school and community college counselors, dual enrollment directors, and coordinators responsible for outreach to and recruitment of underrepresented students.

3 Brief 3: Insights on Dual Enrollment Students' Experiences

This brief describes how dual enrollment coursework, along with counselor and instructor support, can build students' confidence and foster a college-going culture among participants.

What You Will Learn: Insights from students and high school and community college personnel about their dual enrollment participation, including approaches that strengthen students' dual enrollment experiences as well as program limitations and advantages

Who Should Read this Brief: High school and community college counselors, faculty, and support professionals involved with students across their dual enrollment journey, from the beginning of their dual enrollment experience through high school and/or college graduation

2 Brief 2: Characteristics of Successful Dual Enrollment Partnerships

This brief describes how strong communication, coordination, and collaboration facilitate successful dual enrollment partnerships.

What You Will Learn: What constitutes a successful dual enrollment partnership and how to build relationships that advance equitable dual enrollment programs

Who Should Read this Brief: Community college personnel responsible for designing, directing, and leading dual enrollment efforts at their institution

4 Brief 4: Recommendations for Advancing Equitable Dual Enrollment Programs

This brief summarizes ideas for future actions to take with students and at the program, school/college, and partnership levels to foster equitable dual enrollment.

What You Will Learn: Recommendations gleaned from participants' experiences, perspectives, and suggestions, organized by theme

Who Should Read this Brief: High school or community personnel and policymakers interested in launching, developing, and scaling equitable dual enrollment programs