



DUAL ENROLLMENT FOR EQUITABLE COMPLETION



RDP CONSULTING
DE4EC L & [e] Team

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[RDP Consulting](#) is working with the *Dual Enrollment for Equitable Completion (DE4EC)* initiative to learn more about what constitutes equitable dual enrollment and how it benefits students who are historically underrepresented in postsecondary education. *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 those underrepresented in higher education, particularly African American/Black, Latina/o/x, and students experiencing economic disadvantage.



Institutional participants include 10 California community colleges and their K12 district partners that are in different stages of capacity and implementation: 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. Additional assistance will be provided by the [Career Ladders Project](#), which is convening a Community of Practice to provide technical assistance to build the capacity of the partnerships.



OUR GOAL

The L & [e]'s team goal is to advance equity through culturally responsive research, evaluation, and leadership development. For the purposes of the *DE4EC* initiative, our work is designed to...

- 1** Inform the grantmaking approaches and strategies of the three funders—College Futures Foundation, Gates Foundation, and Tipping Point Community—to enable them to align and support the dual enrollment partnerships;
- 2** Understand and inform the work of the practitioners who are part of the initiative;
- 3** Support learning and continuous improvement among partners; and
- 4** Share key lessons and learnings to advance equitable dual enrollment development and implementation.



OUR APPROACH

We will support an asset-based, collaborative, and transparent learning and inquiry process and [e]valuation that focuses on equity and centers learning. Guided by a [Theory of Change](#), we will use qualitative and quantitative research methods to explore and address the following question:

How did the High School-California Community College partners ensure that historically underrepresented and excluded students were engaged, participated, and successful in dual enrollment... and beyond?



ANTICIPATED OUTCOMES

The planned **formative and summative learning and inquiry reports** will present information from interviews with high school and community college administrators, focus groups with and surveys of students and their parents, and comparative analyses of academic outcomes of matched groups of dual enrollment and non-dual enrollment students. What is learned will help to...

- CLARIFY** Define equitable dual enrollment - what it is
- ELEVATE** Identify and lift up promising equitable dual enrollment practices - what it looks like & how to do it
- CATALYZE** Inspire the adoption and expansion of equitable dual enrollment - why other partnerships should do it too & how.