

# Advancing Equitable Dual Enrollment Access, Entry, and Completion for Underrepresented Students: **Students and Partners Speak**

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# Agenda

01

Define and provide  
**examples of  
equitable dual  
enrollment**

02

Define and provide  
examples of **how to  
disrupt and dismantle**  
structures and systems  
to ensure students'  
equitable  
postsecondary access  
and success

03

Hear and learn  
from an **equitable  
dual enrollment  
K-12-CCC  
partner and their  
students**

04

Engage in **individual  
and small group  
reflection and  
activities**

I work at a  
community  
college /  
college district

I am / was an  
administrator  
responsible  
for dual  
enrollment

My institution  
is part of an  
*equitable*  
dual  
enrollment  
partnership

I work in  
K-12 / at high  
school /  
district

My institution  
is part of a  
dual  
enrollment  
partnership



I am / was a  
dual  
enrollment  
counselor

I teach or  
taught dual  
enrollment  
courses

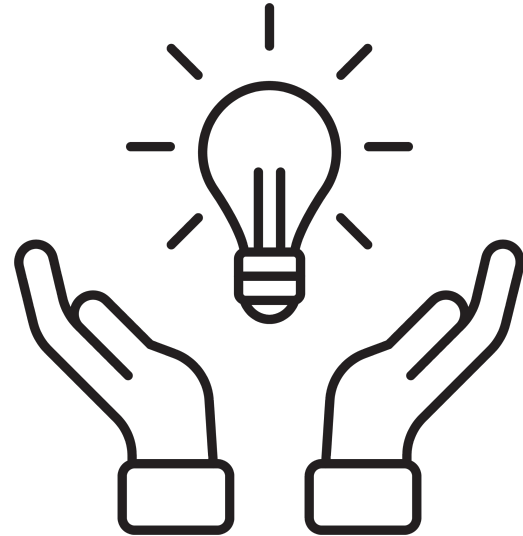
I am / was a  
dual  
enrollment  
student

# Show of hands...

# Today's Outcomes

**As a result of this session,  
participants will ...**

- 1.** Understand what constitutes equitable and antiracist dual enrollment
- 2.** Learn about equitable dual enrollment outcomes for historically underrepresented students
- 3.** Identify ways to advance equitable and antiracist dual enrollment development and implementation



DEFINITION

# Equitable Dual Enrollment

African American/Black, Latina/o/x, and low-income students' access to and success in dual enrollment offerings is proportional to their numbers and success within the participating high schools/colleges/districts.





# 15 Characteristics of White Supremacy Culture

Tema Okun and Kenneth Jones  
Dismantling Racism Workbook, 2001

- Perfectionism
- Sense of urgency
- Defensiveness
- **Quantity over quality**
- Worship of written word
- **Only one right way**
- Paternalism
- **Either or thinking**
- **Power hoarding**
- Fear of open conflict
- Individualism
- I'm the only one
- Progress is bigger, more
- Objectivity
- Right to comfort

Examples of each characteristic: <https://tinyurl.com/WSCultureCharacteristics>

DEFINITION

# Disrupt & Dismantle

Source: [www.merriam-webster.com](http://www.merriam-webster.com)

## Disrupt:

- 1 To break apart: [RUPTURE](#)
- 2 To throw into [DISORDER](#)
- 3 To interrupt the normal course or unity of

## Dismantle:

- 1 To disconnect the pieces of
- 2 To destroy the integrity or functioning of
- 3 To strip of dress or covering: [DIVEST](#)



# Disrupt & Dismantle

## Example #1

Dual enrollment has historically been **reserved** for scholastically advanced high school students



CCAP programs must have a specific purpose of serving students who may not already be college bound or who are underrepresented in higher education

# Disrupt & Dismantle

## Example #2

Dual enrollment has historically **enrolled** scholastically advanced high school students



All high school students regardless of academic standing are expected to enroll in college-level classes with support and must opt-out of rather than opt-in to college coursework

## Partnering for Equity

Initial Findings from the  
*Dual Enrollment for  
Equitable Completion Initiative*



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COMMUNITY

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GATES foundation

# Dual Enrollment for Equitable Completion:

# The Study

# Purpose of the Study



To share and identify ways to better support and ensure academic access and success of African American/Black, Latina/o/x, and low-income dual enrollment students.

# Dual Enrollment for Equitable Completion

- Three-year initiative (2021-2024)
- 10 CCCs and their K-12 partners
  - Funded by...



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**Goal:**

To support building dual enrollment programs that are centered on equitable access and completion outcomes for African American/Black, Latina/o/x, and economically disadvantaged students.

# The why

How do the HS-CCC partners ensure that historically underrepresented and excluded students are engaged, participated, and successful in dual enrollment... and beyond?

# 10 DE4EC College Partners



CUYAMACA  
COLLEGE



Fresno City  
College



HARTNELL COLLEGE

# Methodology & Respondents

## Y1 Methods:

- Qualitative - interviews and focus groups

## Y1 Qualitative Respondents:

- 27 administrators, counselors, faculty, and teachers
- 52 currently enrolled dual enrollment students
- 10 parents of currently enrolled dual enrollment students

## Y2 Methods:

- Qualitative - interviews and focus groups
- Quantitative - comparison of academic outcomes for dual enrolled students and their non-dually enrolled peers

## Y2 Qualitative Respondents:

- 14 administrators, counselors, faculty, and teachers
- 31 former dual enrollment students now enrolled at a college





Dual Enrollment for  
Equitable Completion:

# The Findings

# Y1 Findings: Partnership Interviews

**Equity-driven outreach, recruitment, and enrollment efforts** are central to creating successful dual enrollment communities

Successful dual enrollment partnerships are supported by strong **coordination, communication, and collaboration**

A **holistic** dual enrollment **experience** can improve students' academic self-efficacy and college confidence

# Y2 Findings: Partnership Interviews

Prioritizing **historically underrepresented students**

Engaging participants in a way that makes **higher education** feel both **attainable *and* worthwhile**

Sustaining the **focus on equity** in program design and implementation

# Y2 Findings: Student Focus Groups

## think

- Problem Formulation
- Research
- Interpretation
- Communication
- Precision & Accuracy

Key Cognitive  
Strategies

Key Cognitive  
Knowledge

## know

- Structure of Knowledge
- Technical Knowledge & Skills
- Challenge Level
- Value
- Attribution
- Effort

## go

- Postsecondary Awareness
- Postsecondary Costs
- Matriculation
- Career Awareness
- Role & Identity
- Self-advocacy

Key Transition  
Knowledge  
and Skills

Key Learning  
Skills and  
Techniques

## act

- Ownership of Learning
- Learning Techniques

# Think: Key Cognitive Strategies

*One of the classes I took was an English class. So that **class itself was a gateway to how I write all my papers in college.** Just because the expectations of what you're supposed to write are different. Yeah, I did it in high school, but **there was a college expectation** on how to write things and do your assignments. So academically, I think it **benefited me a lot throughout the rest of the semesters I'd be attending college.***

# Know: Key Content Knowledge

*In photography, they'd **show you how to do the “rule of thirds” and angles** and different stuff like that. So, in my art classes that I've been taking, that **helps a lot when understanding [things] ... how your drawing would look.***

*My professor in my dual enrollment class ... would always encourage us because...the communications class, we **had to speak a lot** in there. So, he would give us tips .... I guess **in college, you're going to be presenting a lot.** So, in that sense, he kind of **helped us to be better in doing that.***

## Go: Key Knowledge and Skills to Transition

The way that they give you the **priority for registration is determined on what your standing is** in terms of how close you are to graduation. Coming in, I was **able to get higher priority than people who didn't have any units coming into college.**

Oh yeah, definitely earning units. It has helped me a lot, specifically since I'm on the pre-med pathway. **I already met several requirements, and I don't have to focus on the General Education [coursework], and I can focus on my major.**

## **Act:** Key Learning Skills & Techniques

*For me, I feel like it's mostly the like **time management** part because I feel like for me, I need to dedicate a specific amount of time to studying and ... I'm really involved outside of my classes.... I need to **make sure that I have this schedule that I stick to** because I do have a Google calendar where I have basically every hour of my day laid out. And I feel that I kind of got ... my ability with time management, like that skill kind of **improved from taking dual enrollment in high school.***



# “Go”: Spotlight on First-Gen Students

More likely than their non-first-generation peers to note that dual enrollment helped them develop key transition knowledge and skills, including:

- Better understanding of what college entails
- Experiencing the rigor and pace of college coursework
- Navigating the processes and procedures required to access platforms, services, and supports

# “Go”: Spotlight on First-Gen Students

When you sit in class in college and **you hear the professor explaining the syllabus** to you and all the work for the whole year, for some people who [are] first-generation ... they freak out, you know? But for me, when ... I heard everything, I was like, “Oh well, **I've heard it before. Yeah, I was in a dual enrollment class, so I'll be fine.**”

You want to **not only make yourself proud but your parents proud too.** Yeah, if I can be the first person to do it and being the older brother ... **I want to show an example for my younger siblings that, “Hey you, we can do it.”** Like, I'm the first one to do it now if you guys want to continue this path like I did. I created it, you guys can follow it, or you guys can make your own path.

# Quantitative Findings

## READY, SET, LAUNCH

Baseline Academic Outcomes for Students Participating in Dual Enrollment for Equitable Completion Partnerships Compared to Their Peers, 2015–2020

## Executive Summary

October 2023



RDP Consulting, Dual Enrollment for Equitable Completion's (DE4EC) learning partner, examined the academic outcomes of students participating in dual enrollment programs offered by the initiative's 10 community colleges and their partner high schools in the period before its launch. RDP Consulting conducted this research to establish a baseline for identifying the impact of DE4EC over time.

**Initial analyses reveal encouraging findings about the educational engagement and momentum of students who participate in equity-centered dual enrollment programming.** Find below top results from our first detailed quantitative analyses comparing dual-enrolled participants' high school and postsecondary outcomes to their non-dual-enrolled peers in recent years and notable highlights for priority student groups (i.e., first-generation, Black/African American, and Hispanic/Latina/o/x students).<sup>1</sup>

### High School Success Outcomes

An examination of secondary outcomes for students participating in these partnerships in the period leading up to the initiative (2016–2020) found:

Dual enrollment participants graduated from high school at much higher rates than students who did not take part. Generally, dual enrollment students experienced graduation rates 20+ percentage points higher than their peers who did not participate, even in the face of COVID-19 pandemic impacts.

Dual enrollment students had consistently higher high school grade point averages (GPAs) than their peers who did not participate. Moreover, their GPAs rose steadily over time compared to their non-dual enrollment counterparts whose GPAs remained flat during the same period (2015–2020).

The average number of college units dual enrollment participants completed by high school graduation grew in recent years. The 2015–2016 graduating class earned an average of 6.61 college units compared to the 7.62 completed by those graduating in 2018–2019. The average dropped to 6.96 in 2019–2020, likely due to COVID-19 pandemic impacts during the spring 2020 term.

At the same time, first-generation students tended to have fewer college units earned by high school graduation compared to their

peers whose families have postsecondary education experience. Hispanic/Latina/o/x students show a similar trend, although the gap between them and their White and Asian peers has steadily narrowed over time.

Half of partnership colleges saw dual enrollment participants completing degrees and certificates by high school graduation. Many of the colleges that did not have dual enrollment students attaining college credentials were newer to dual enrollment programming during the period studied.

Notably, significant numbers of first-generation students were able to complete college credentials before high school graduation through their dual enrollment experience.

### College Enrollment and Success Outcomes

An examination of postsecondary outcomes for students participating in these partnerships in period studied found:

**The number of dual enrollment participants who matriculate to college within a year of high school graduation is on the rise — even while college enrollment overall is trending downward.** At the same time that postsecondary enrollment declined for those who did not take part in dual enrollment, high school students who took

college coursework through a DE4EC partnership matriculated to higher education in greater numbers over time. Across the partnerships, first-generation students who participated in dual enrollment overwhelmingly matriculated to the California Community Colleges (CCC) and California State University (CSU) systems.

**Students with dual enrollment experience succeeded in their first-year courses at significantly higher rates than other first-time freshmen.** When comparing first-year course success rates at partnership colleges, students who experienced dual enrollment consistently outperformed their counterparts by about 20 percentage points. Even as the number of students participating in dual enrollment grew and participant diversity increased between 2015 and 2020, course success in the first year of college continued upward for these students.

Positively, first-generation students who previously participated in dual enrollment performed remarkably better than their first-generation peers who did not; similarly, Hispanic/Latina/o/x and Black/African American students who took part in dual enrollment generally outperformed their freshman peers who did not participate in dual enrollment by 20 to 30 percentage points.

**Students who experienced dual enrollment also had higher rates of retention in their first year of college** compared to other first-time students who enrolled in a CCC after graduating from a DE4EC partnership high school without participating.

Those who graduated high school in 2016 had similar rates of one-term retention, regardless of prior dual enrollment participation. However, the gap between the two groups widened over time, with one-term retention holding steady for former dual enrollment students and decreasing among those who did not have this experience. One-year retention followed a similar trend.

**Dual enrollment experience helped students stay on course with their higher education goals despite the unprecedented disruptions of the COVID-19 pandemic.** The pandemic appears to have had a greater impact on students who did not participate in dual enrollment when it comes to retention, with one-term and one-year retention rates dropping for students who graduated high school in spring 2019 and matriculated in the next year. For example, one-term retention remained steady at 81% for those with prior dual enrollment experience and dropped to 73% for other first-time freshmen during that period.

**Notably, first-generation, Black/African American, and Hispanic/Latina/o/x students with prior dual enrollment experience did maintain strong rates of retention through the pandemic.** These findings reveal an area for further exploration of how dual enrollment has contributed to positive college-going behaviors for students historically underrepresented in higher education and whose communities have been disproportionately impacted by COVID-19.

### Conclusion

The positive secondary and postsecondary outcomes for dual enrollment students before DE4EC's launch — particularly for Black/African American, Hispanic/Latina/o/x, and first-generation students — suggest these partnerships have a strong foundation on which to further develop equitable dual enrollment programs. For these partnerships' students, dual enrollment is associated with higher success among several indicators, such as high school GPA and graduation, college-going, and success and retention in the first year of college. All these outcomes are important to our ultimate goals for students: credential and degree completion, transfer, and workplace success.

In the coming months, we will explore the status of these indicators for dual and non-dual-enrolled students during DE4EC's first academic year fall 2022 through spring 2023. We will also identify students' academic standing when they enter dual enrollment to determine if historically lower performing students participate and succeed in these experiences.

A second report is planned for 2024, which will summarize secondary and postsecondary outcomes for dual and non-dual-enrolled students during the initiative's inaugural year. We anticipate continued growth in the number of historically underrepresented students who have access to college courses in high school, maintain higher GPAs, graduate high school and enter, persist, and complete college/university.

#### DUAL ENROLLMENT FOR EQUITABLE COMPLETION

LEARNING AND EVALUATION TEAM



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See the QR code for more information on Advancing Equitable Dual Enrollment Research Series



1 [www.d-e-c.com](http://www.d-e-c.com)

2 The analyses presented in this initial report are descriptive in nature, and due to data limitations, we are not able to determine whether dual enrollment caused differences in outcomes. In future research, we will attempt to address selection bias by incorporating high school GPAs prior to dual enrollment experience.

For more information  
about *Advancing Equitable  
Dual Enrollment*  
visit the webpage



# Baseline Impact of 10 *Dual Enrollment for Equitable Completion (DE4EC)* Partnerships on Students' Outcomes

Dual enrolled students...



...graduated high school at higher rates than non-dual-enrollment peers.



...graduated high school with higher GPAs than non-dual-enrollment peers.



...on average completed an increasing number of college units by high school graduation.



...who were first gen earned more college credentials by high school graduation than their non-first-gen peers.



...enrolled in college at higher rates than their non-dual-enrollment peers.



...had higher retention in their 1st year of college, including during the height of COVID-19.



...who identify as **Black or Latinx** were more likely to stay in school during the pandemic than their non-dual-enrolled peers.



...experienced higher course success during their 1st year in college compared to other first-time freshman.

# Hartnell College: Students and Partners Speak



**HARTNELLCOLLEGE**

# Dismantle & Disrupt

## Partners

- How does dual enrollment advance a larger equity agenda at your institution?
- What had to be disrupted and dismantled to best serve first-generation, low-income, African American/Black, and Latina/o/e/x students? What did that look like?

## Students

- In what ways did dual enrollment coursework help you think differently about the benefits of education?

# Think-Know-Act-Go

## Partners

- In what ways does your dual enrollment partnership help historically underrepresented students, including those who are first-gen, prepare for postsecondary success?

## Students

- In what ways has dual enrollment prepared you for postsecondary success including college, career, and life?

Equitable dual enrollment concentrated on college and career readiness:	Dual enrollment practice(s) that have historically maintained <i>inequitable</i> student outcomes.	Dual enrollment practice(s) that advance <i>equitable</i> student outcomes.	What is the context? What is the pivot point? How do dual enrollment practitioners transition from maintaining the status quo to recognizing the gaps and pursuing inclusive, equitable practices?	How does/will this shift influence overall culture and community? For students? For the broader campus?
<b>Think</b> Problem formulation Research Interpretation Communication Precision & Accuracy				
<b>Know</b> Structure of knowledge Technical knowledge and skills Challenge level Value Attribution Effort				
<b>Act</b> Ownership of learning Learning techniques				
<b>Go</b> Postsecondary awareness Postsecondary costs Matriculation Career awareness Role & Identity Self-advocacy				



OR

[bit.ly/3rkTURE](https://bit.ly/3rkTURE)



Equitable dual enrollment concentrated on college and career readiness:	Dual enrollment practice (s) that have historically maintained <i>inequitable</i> student outcomes.	Dual enrollment practice (s) that advance <i>equitable</i> student outcomes.	What is the context? What is the pivot point? How do dual enrollment practitioners transition from maintaining the status quo to recognizing the gaps and pursuing inclusive, equitable practices?	How does/will this shift influence overall culture and community? For students? For the broader campus?
<p><b>Think</b></p> <p>Problem formulation</p> <p>Research</p> <p>Interpretation</p> <p>Communication</p> <p>Precision &amp; Accuracy</p>	<ul style="list-style-type: none"> <li>● Counselors and other lead practitioners automatically enroll AP/Honors students into a freshman composition (English 101) dual enrollment class.</li> <li>● The freshman comp class is not marketed to non-AP/Honors students.</li> </ul>	<ul style="list-style-type: none"> <li>● Counselors, teachers, and other practitioners market the dual enrollment freshman composition (English 101) class to African American / Black, Latina/e/o/x, and low-income students.</li> <li>● Students are strongly encouraged to attend a bilingual parent night for families to learn more about the benefits of this college class. Automatic enrollment of certain groups is eliminated.</li> </ul>	<p>Counselors and other lead practitioners disaggregate data and recognize that there is a homogenous, White and/or Asian student majority in the dual enrollment freshman composition class, which privileges these students by deepening their knowledge and strengthening their research, writing, and communication skills.</p>	<p>By dismantling the prior enrollment system that privileged a small group of students,</p> <ul style="list-style-type: none"> <li>● Counselors/other lead practitioners allow a more diverse and inclusive group of students to deepen their knowledge and strengthen their research, writing, and communication skills,</li> <li>● All students learn more about how to be successful in a college class, and</li> <li>● The high school itself strengthens its college-going identity.</li> </ul>



# Popcorn Report Out

What would your college need to disrupt and/or dismantle to fully support African American/Black, Latina/e/o/x, and low-income students' equitable engagement, participation, and success in dual enrollment?

# Q&A

What is one change / strategy / activity you will explore as a result of this presentation?

What is one outstanding question or thought you have?

What else do you need to know to catalyze *equitable* dual enrollment at your institution?

\*\*\* *Popcorn Report Out* \*\*\*

**Given what you  
have learned today,  
how many of you  
would you still raise  
your hand when  
asked...**

My institution is part of an  
**equitable** dual  
enrollment partnership

# Thank you!

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