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Expanding Access to Dual and Concurrent Enrollment: Ohio's Innovative Model

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Expanding Access to Dual and Concurrent Enrollment: Ohio's Innovative Model

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Webinar Agenda

Key Findings from an Evaluation of Ohio's Innovative Program Policy

Panel Discussion

Q & A

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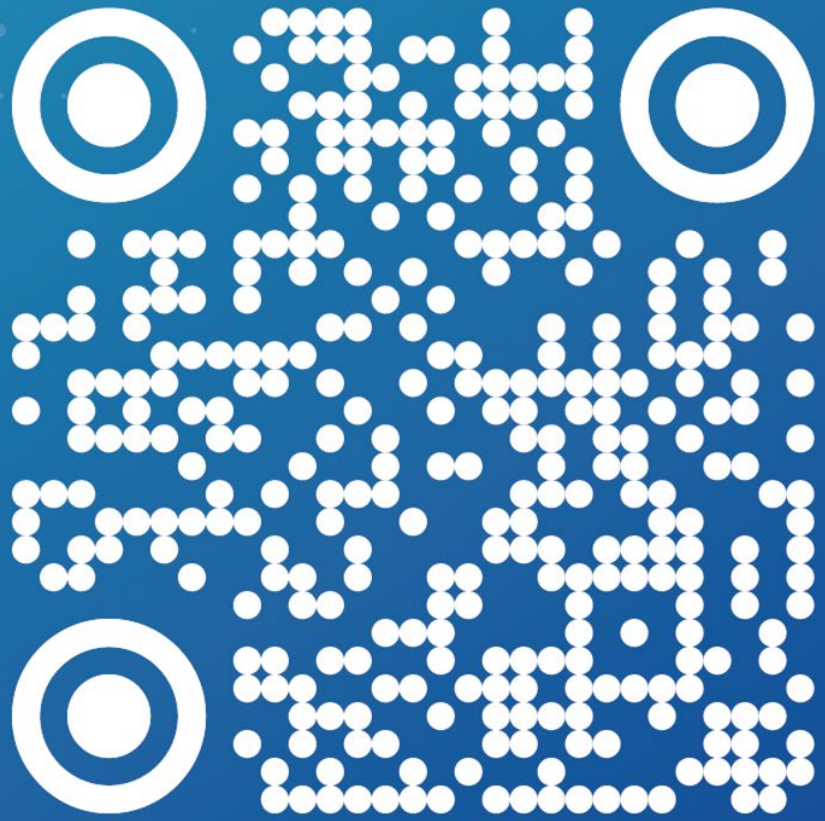
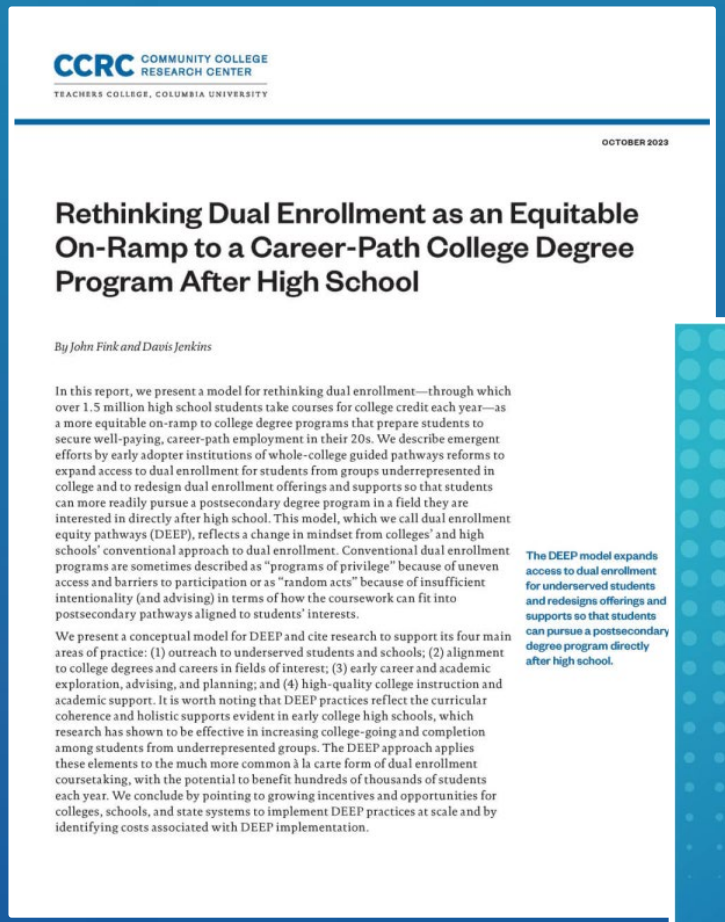
DEEP@CCRC

Resources on dual enrollment equity pathways for K-12 and college practitioners.





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OCTOBER 2023

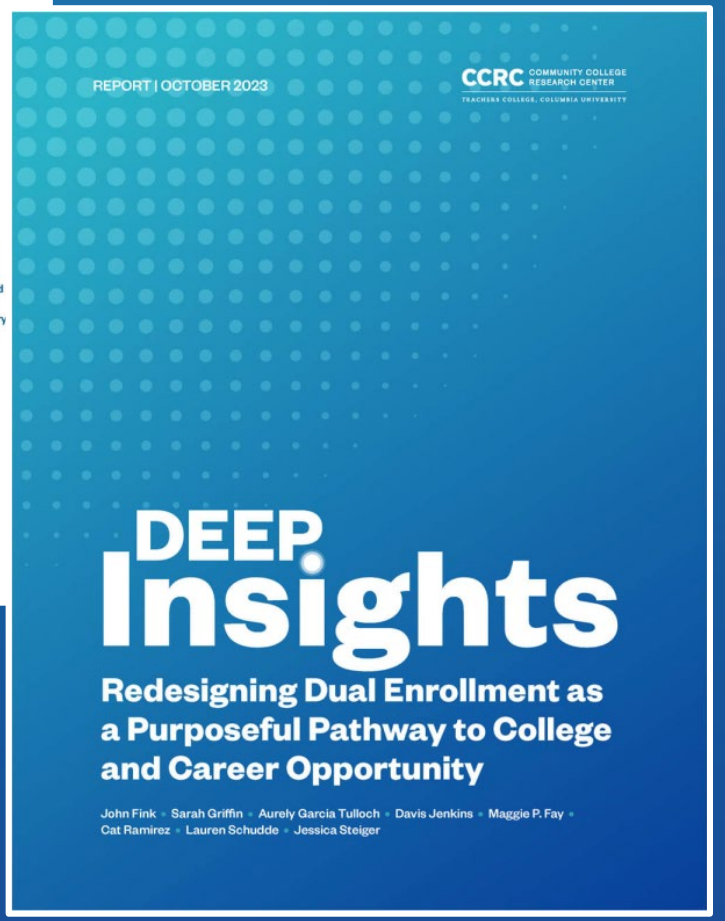
Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School

By John Fink and Davis Jenkins

In this report, we present a model for rethinking dual enrollment—through which over 1.5 million high school students take courses for college credit each year—as a more equitable on-ramp to college degree programs that prepare students to secure well-paying, career-path employment in their 20s. We describe emergent efforts by early adopter institutions of whole-college guided pathways reforms to expand access to dual enrollment for students from groups underrepresented in college and to redesign dual enrollment offerings and supports so that students can more readily pursue a postsecondary degree program in a field they are interested in directly after high school. This model, which we call dual enrollment equity pathways (DEEP), reflects a change in mindset from colleges' and high schools' conventional approach to dual enrollment. Conventional dual enrollment programs are sometimes described as "programs of privilege" because of uneven access and barriers to participation or as "random acts" because of insufficient intentionality (and advising) in terms of how the coursework can fit into postsecondary pathways aligned to students' interests.

We present a conceptual model for DEEP and cite research to support its four main areas of practice: (1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the curricular coherence and holistic supports evident in early college high schools, which research has shown to be effective in increasing college-going and completion among students from underrepresented groups. The DEEP approach applies these elements to the much more common à la carte form of dual enrollment coursetaking, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing incentives and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by identifying costs associated with DEEP implementation.

The DEEP model expands access to dual enrollment for underserved students and redesigns offerings and supports so that students can pursue a postsecondary degree program directly after high school.



REPORT | OCTOBER 2023

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DEEP Insights

Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Fink • Sarah Griffin • Aurely Garcia Tulloch • Davis Jenkins • Maggie P. Fay • Cat Ramirez • Lauren Schudde • Jessica Steiger

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20+ Years of Research: Dual Enrollments Benefits Students

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RESEARCH OVERVIEW / FEBRUARY 2012

What We Know About Dual Enroll

What Is Dual Enrollment?

In dual enrollment (DE), high school students are enrolled in a college course and the assignments that would normally be completed as part of the course. At the e they are given a final grade on a college transcript and course credit that can be app college degree. Dual enrollment programs differ from Advanced Placement and I Baccalaureate programs in that students take college courses rather than high sch college-level content.

DE programs vary widely in terms of how many and what college courses they of courses take place (on college or high school campuses), and who teaches them (or high school teachers who qualify as college adjuncts).

The most recent national data (2002-2003) show that 71% of high schools offer opportunities and that 800,000 high school students take at least one college cou school year.

Why Dual Enrollment?

Colleges and school districts have begun to embrace dual enrollment as a strategy college attendance and persistence among students who might lack sufficient pre college. Participation in DE can help these students succeed in higher education b realistic idea of what college requires and giving them a head start on college-leve the added benefit of potentially reducing the cost of college by providing low- or credit and shortening time to a degree.

Dual enrollment programs may benefit institutions as well as students, as they gi and high schools an opportunity to come together and discuss college readiness curriculum alignment. Colleges and high schools develop relationships through dual enrollment and often go on to jointly design high school content, pedagogie services that better prepare students for college success.

Who Benefits from Dual Enrollment?

In some places, dual enrollment programs continue to target more advanced stud the national and state focus has moved toward recruitment of disadvantaged, firs and middle-achieving students. Nevertheless, some dual enrollment programs s minimum GPA for students to participate.

What Works Clearinghouse™ U.S. DEPARTMENT OF

WWC Intervention Report

A summary of findings from a systematic review of the evidence

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Transition to College Febru

Dual Enrollment Programs

Report Contents

Overview
Program Information
Research Summary
Effectiveness Summary
References
Research Details for Each Study
Outcome Measures for Each Domain
Findings Included in the Rating for Each Outcome Domain
Supplemental Findings for Each Outcome Domain
Endnotes
Rating Criteria
Glossary of Terms

This intervention report pr findings from a systematic r *dual enrollment* programs co using the WWC Procedur Standards Handbook, versi and the Transition to Colleg protocol, version 3.2

Program Description[1]

Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. *Dual enrollment programs* support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many *dual enrollment programs* offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.[2]

Research[3]

The What Works Clearinghouse (WWC) identified five studies of *dual enrollment programs* that both fall within the scope of the Transition to College topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and three studies meet WWC group design standards with reservations. Together, these studies included 77,249 high school students across the United States.

The WWC considers the extent of evidence for *dual enrollment programs* to be medium to large for the f student outcome domains—degree attainment (college), college access and enrollment, credit accumul pleting high school, and general academic achievement (high school). The WWC considers the extent o for *dual enrollment programs* to be small for the following student outcome domains—staying in school readiness, attendance (high school), and general academic achievement (college). There were no studie WWC group design standards in the five other domains eligible in the Transition to College topic area, s vention report does not report on the effectiveness of *dual enrollment programs* for those domains. (See tiveness Summary on p. 6 for more details of effectiveness by domain.)

Effectiveness[4]

Dual enrollment programs were found to have positive effects on students' degree attainment (college), access and enrollment, credit accumulation, completing high school, and general academic achiever school), with a medium to large extent of evidence. For the staying in high school, college readiness, a dance (high school) domains, *dual enrollment programs* had potentially positive effects with a small extent of

What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?

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JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK (JESPAR)
https://doi.org/10.1080/10824669.2022.2100994

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Should Students Falling Behind in School Take Dual Enrollment Courses?

Han Bum Lee[a] and Michael U. Villarreal[b]

[a]Urban Education Institute, University of Texas at San Antonio; [b]Department of Educational Leadership and Policy Studies, University of Texas at San Antonio

ABSTRACT

This study examined the effect of dual enrollment (DE) on college enrollment and degree completion for students with lower prior academic achievement who attended public high schools in Texas. We employed a propensity score matching method to reduce selection bias arising from DE participation and supplemented the analysis with a bounds test. The results showed that DE students were predicted to have a higher likelihood of entering college immediately after high school by 20 percentage points and completing a degree within four and eight years of high school graduation by 7 and 14 percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE programs contributed to a reduction in educational inequities in college access and degree attainment for students at risk of academic failure. On the other hand, students who were racial or ethnic minorities and students from low-income families were not only less likely to participate in DE programs but were also predicted to have smaller participation effects on college degree attainment than their counterparts, stressing the need for higher education institutions and partnering school districts to provide more robust support to these underserved students for participating in DE programs and making a successful transition into college.

Dual enrollment (DE) programs, also known as dual credit or concurrent enrollment, provide high school students with an opportunity to take college-level courses and simultaneously earn high school and college credits (Barnett & Stamm, 2010). Proponents of the programs claim that DE participation can *i*) increase a student's self-efficacy and confidence in ability to complete college-level coursework and succeed in college (Attewell, Heil, & Reisel, 2012); *ii*) offer an opportunity to engage in a wider variety of academic and career courses, enabling to expand students' knowledge on new or particular fields of interest; *iii*) expose students to college norms, rules, and practices, making college familiar (Karp, 2012); *iv*) reduce the financial and time costs of attaining college degree by earning college credits while in high school (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007), and *v*) signal to colleges that the student is capable and will be successful in college (Hoffman, Vargas, & Santos, 2008). A comprehensive

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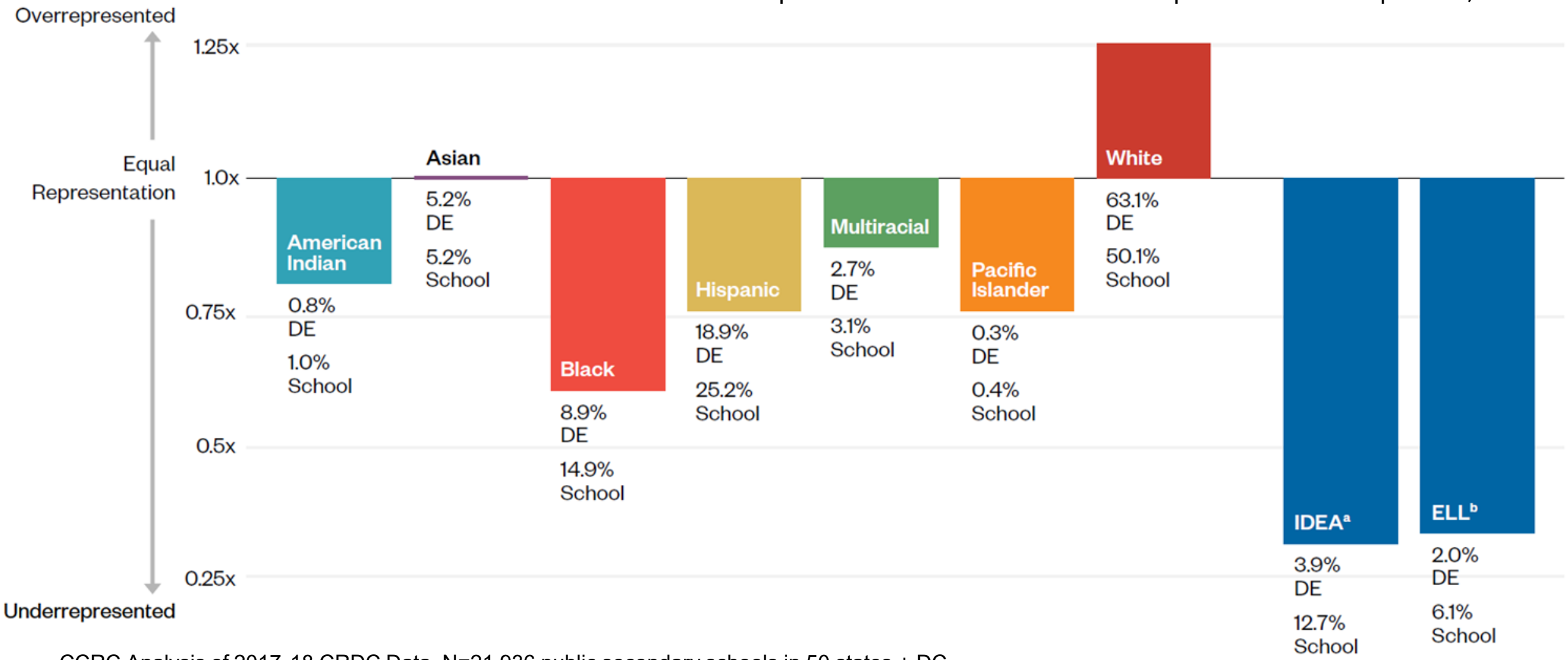
“Programs of Privilege”
Access to Dual Enrollment Uneven

Representation in Dual Enrollment compared to School Population, 2017 -18



CCRC Analysis of 2017-18 CRDC Data, N=21,936 public secondary schools in 50 states + DC.

Major Barriers to Dual Enrollment Participation

1. **Policies**: Lack of funding, instructor qualifications, student eligibility
2. **Practices**: Lack of outreach, advising, supports
3. **Mindsets**: Beliefs that dual enrollment is only for “advanced” students

https://cherp.utah.edu/_resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf

“Waiving” Goodbye to Placement Testing

Broadening the Benefits of Dual Enrollment through Statewide Policy

Sarah Griffin

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Origins of the Innovative Program Policy

College Credit Plus (CCP) legislation was enacted. Students qualified for CCP through placement testing.

CCP was revised to create the **Innovative Program (IP) Policy.** The policy permits CCP partnerships to waive testing-based eligibility requirements provided that they offered "innovative" programs.

The IP Policy remains active across the state of Ohio. CCP partnerships can apply annually for approval to implement the policy.

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The Innovative Program Policy

Summary of the IP Policy

The IP policy allows specific CCP high school–college partnerships to waive placement test requirements and use alternative eligibility criteria ***if*** they implement "Innovative Programs" for students admitted to CCP through the policy.

About Innovative Programs

CCP partnerships had great flexibility in how they designed Innovative Programs but they had to include:

Intentional outreach to student groups underrepresented in CCP

Additional supports for students to help ensure their success in CCP coursework

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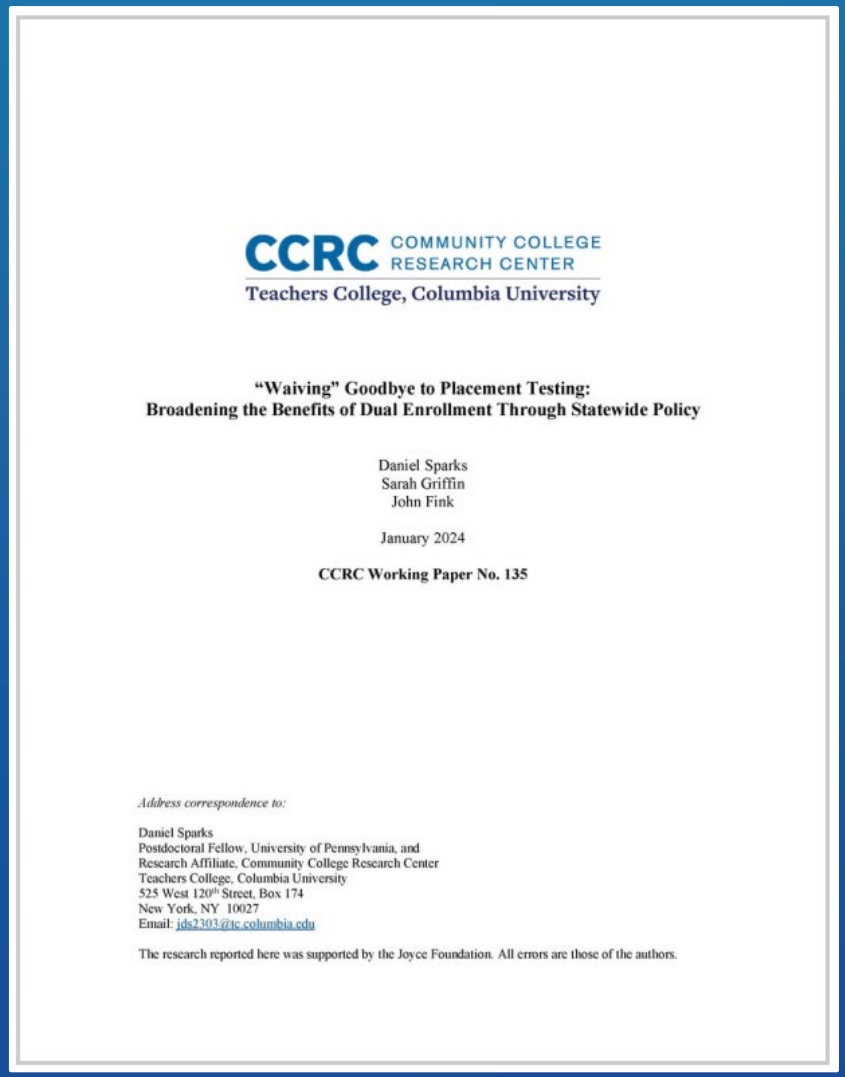
Evaluating Ohio's Innovative Program Policy

CCRC's multiple methods evaluation of the IP Policy asked:

- How were innovative programs implemented?
- What impacts did Innovative Programs have on **access** and **success** (course outcomes and college enrollment after high school) for Black and Hispanic students?



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Teachers College, Columbia University

"Waiving" Goodbye to Placement Testing:
Broadening the Benefits of Dual Enrollment Through Statewide Policy

Daniel Sparks
Sarah Griffin
John Fink

January 2024

CCRC Working Paper No. 135

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Results: How were the Innovative Programs implemented?

IPs were created to focus on various subgroups of underrepresented CCP students, and they prioritized recruiting students who met multiple criteria.

The design and implementation of Innovative Programs varied substantially.

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Results: How were the Innovative Programs implemented?

Overview of Innovative Programs

Program	Programmatic Focus				College outreach	High School Outreach	Alignment of DE offerings to degrees and careers	Career Exploration and College Advising	Academic Supports and Instruction
	English / Math	CTE	STEM	Other					
1			x		x	x	x	x	x
2	x (E)								
3	x (E)				x	x		x	x
4		x	x					x (CE)	x
5		x	x		x	x	x	x	x
6		x			x	x	x	x	
7		x			x	x	x		x
8	x (E & M)				x	x			x
9				x	x	x		x	
10				x	x	x			x

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Results: How were the Innovative Programs implemented?

Outreach Efforts. For nearly every program, IP leaders described outreach efforts by both colleges and high schools intended to broaden access to dual enrollment to identified underrepresented student groups.

Alignment of DE offerings to Degrees and Careers. Four programs made efforts to align program courses to degrees and credentials and educate students and families about these options.

Career Exploration & College Advising. Five programs included advising from a college academic advisor and one program included career exploration activities.

Academic Support and Instruction. Seven programs included strategies to provide academic support with DE coursework and/or used curricula and instructional practices to support DE students.

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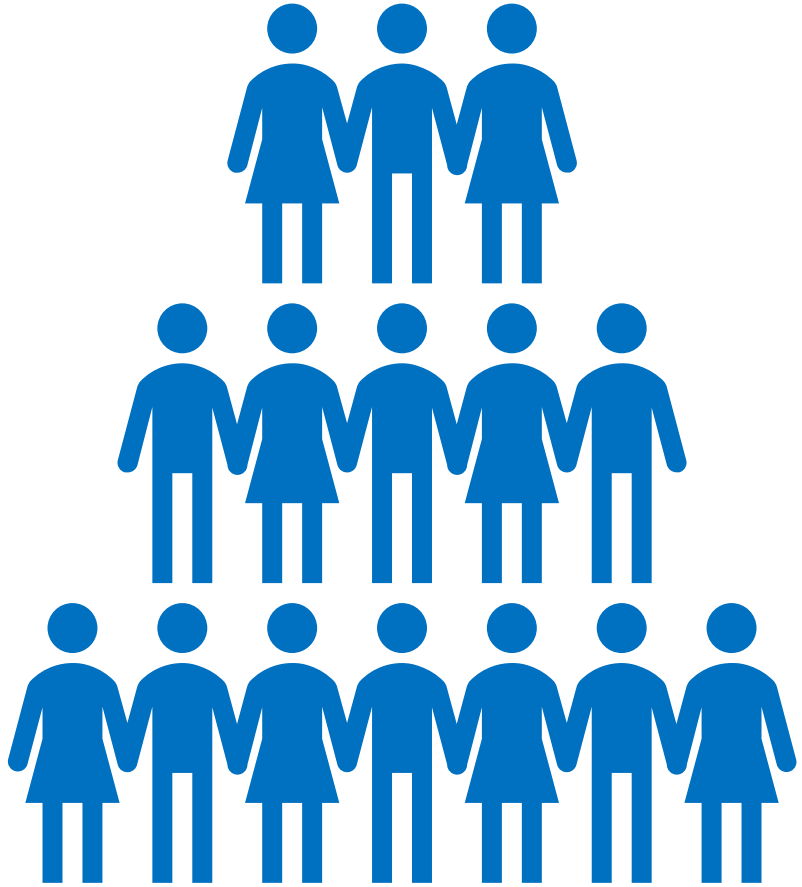
Results: What impacts did Innovative Programs have on access to CCP for Black and Hispanic students?

CCP partnerships that waived placement test requirements and implemented Innovative Programs significantly increased participation in CCP among Black and Hispanic students.



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Results: What impacts did Innovative Programs have on success (course outcomes and college enrollment after high school) for Black and Hispanic students?

CCP course outcomes. The implementation of the policy had no impact on course outcomes for Black and Hispanic students.

College enrollment after high school. The policy did not increase Black and Hispanic students' likelihood in enrolling in college after graduating high school.

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What We Learned

State policy has potential to increase equitable access to dual enrollment

Providing supports for dual enrollment students is just as important as expanding access to dual enrollment

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Panel Discussion

Nadia Leary
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Manager of Recruitment, MyUniversity, and College Credit Plus

Becky Stewart
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Q & A

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Thank you!

Please stay in touch.

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