Rethinking Dual Enrollment as an Onramp to College & Career Pathways
Lessons from the Dual Enrollment Equity Playbook

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Teachers College, Columbia University

TPSE Math Webinar
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CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

Our areas of research include:

- College readiness and dual enrollment programs, and the transition from high school to college
- Developmental education and adult basic skills
- Non-academic support services, financial aid, and student engagement
- Online education and instructional technology
- Student persistence and completion, and transfer to four-year colleges
- Guided pathways, institutional reform, and performance funding
- Workforce education and training and the economic returns to higher education
Key Takeaways

1. Conventional approach to dual enrollment has resulted in inequitable access and earned the monikers of “Programs of Privilege” and “Random Acts of DE”

2. Dual enrollment has great potential but is currently underutilized as strategy to expand access to high-opportunity postsecondary pathways

3. Exclusionary policies, practices, and mindsets have resulted in inequitable access to dual enrollment courses

4. Improvement is possible – and essential to further expanding opportunity for students and building back enrollments for colleges
AP and Dual Enrollment/Credit dominate college acceleration opportunities for high school students

- AP examinees: ~2,611,172 in 2019-20 (estimated)
- Number of high school students taking DE—All subjects: ~1.6 to 2 million, 2019-20 (estimated)
- Early college high school students: 80,000
- IB U.S. diploma candidates: 59,734

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 Dual Enrollment by School District

DE-Participation Rate

- Less than 0.1%
- 0.1% to 4.0%
- 4.0% to 11.0%
- 11.0% to 20.3%
- 20.3% or more

Source: CCRC analysis of US Dept. of Education Office for Civil Rights data

View an interactive map: https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
2017-18 High School Student Participation in Advanced Placement by School District

Source: CCRC analysis of US Dept. of Education Office for Civil Rights data

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
CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.
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
Dual Enrollment Math Can Help Black & Hispanic Students Enter and Persist in STEM

Percentage Point Difference in Early STEM Outcomes Between Dual Enrollment Algebra Participants and Similar Non-Participants on the Margin of Eligibility, by Race/Ethnicity

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.
Underrepresented Nationally in Dual Enrollment: Black, Hispanic, Students with Disabilities, and English Learners

DE Representation Gap: US Overall

Students Served under IDEA:
- 12.7% of secondary population
- 3.9% of DE Students
- -8.8 DE representation gap

English Language Learners
- 6.2% of secondary population
- 2% of DE Students
- -4.1 DE representation gap

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

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?
Playbook Overview

Fieldwork: 9 site visits to community colleges and high schools in 3 states

- Sites selected based on strong access and outcomes for Black, Latinx, Native DE students

<table>
<thead>
<tr>
<th>SITE</th>
<th>KEY PARTNERS</th>
<th>PRIMARY DUAL ENROLLMENT MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami-Dade County, FL</td>
<td>Miami Dade College</td>
<td>At the college</td>
</tr>
<tr>
<td></td>
<td>Barbara Goreman Senior High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ronald W. Reagan/Doral Senior High School</td>
<td></td>
</tr>
<tr>
<td>Okeechobee County and St.</td>
<td>Indian River State College</td>
<td>At the college and high school</td>
</tr>
<tr>
<td>Lucie County, FL</td>
<td>Okeechobee High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treasure Coast High School</td>
<td></td>
</tr>
<tr>
<td>Osceola County, FL</td>
<td>Valencia College</td>
<td>At the college</td>
</tr>
<tr>
<td></td>
<td>Liberty High School</td>
<td></td>
</tr>
<tr>
<td>West Palm Beach, FL</td>
<td>Palm Beach State College</td>
<td>At the college and high school</td>
</tr>
<tr>
<td></td>
<td>Palm Beach Lakes Community High School</td>
<td></td>
</tr>
<tr>
<td>Lorain County, OH</td>
<td>Lorain County Community College</td>
<td>At the high school</td>
</tr>
<tr>
<td></td>
<td>Lorain High School</td>
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<tr>
<td></td>
<td>Clearview High School</td>
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</tr>
<tr>
<td>Steubenville, OH</td>
<td>Eastern Gateway Community College</td>
<td>At the high school</td>
</tr>
<tr>
<td></td>
<td>Steubenville High School</td>
<td></td>
</tr>
<tr>
<td>Puyallup, WA</td>
<td>Pierce College</td>
<td>Primarily at the college, some at the high school</td>
</tr>
<tr>
<td></td>
<td>Emerald Ridge High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Puyallup High School</td>
<td></td>
</tr>
<tr>
<td>Tri-Cities, WA</td>
<td>Columbia Basin College</td>
<td>At the college, CTE at the skills center</td>
</tr>
<tr>
<td></td>
<td>Tri-Tech Skills Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wahiuke High School</td>
<td></td>
</tr>
<tr>
<td>Wenatchee Valley, WA</td>
<td>Wenatchee Valley College</td>
<td>At the college in urban and suburban areas, at the high school in rural areas</td>
</tr>
<tr>
<td></td>
<td>Bridgport High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eastmont High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wenatchee High School</td>
<td></td>
</tr>
</tbody>
</table>
The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students
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 fifteen Career Clusters are explained on the pages that follow.

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 Academies

Okeechobee County High School

Nursing Assistant Academy
(Completes earn up to 99 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)

Electrocardiography (EKG) Technician Academy
(Completes earn up to 182 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)

Career Cluster 8

Health Science
Planning, preparing, and providing therapeutic services, diagnosis and treatment, health information, support services, and biotechnology/research and development.

Pathways:
- Therapeutic Services
- Diagnostic Services
- Support Services
- Biotechnology Research & Development

Health Science Programs
- Allied Health
- Pre-nursing
- Therapeutic Services
- Diagnostic Services
- Support Services
- Biotechnology

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—RN
- Physical Therapist Assistant
- Radiography
- Respiratory Therapy
- Speech Pathology

Bachelor of Science (B.S.) Programs
- Biomedical Science
- Biomedical Science—Dental Hygiene
- Biomedical Science—Medical Laboratory Technology
- Biomedical Science—Pharmacy
- Biomedical Science—Physical Therapy
- Biomedical Science—Physician Assistant
- Biomedical Science—Radiography
- Biomedical Science—Respiratory Therapy

Certification and Management Programs
- Emergency Medical Technician
- Applied Technology Diploma
- Medical Administrative Technology
- Quick Job Training
- Medical Assisting—Quick Job Training
- Nursing Assisting—Quick Job Training

IRSC graduates get great jobs! What they say:

“arv drivers need critical thinking skills 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.”

— Zoria Mizzic, B.S.N., R.N.
Cleveland Clinic Martin Health
B.S. Degree in Nursing

See more examples here: https://www.irsc.edu/community/quad-county-career-pathways-consortium.html
## HS Periods | HS Credit | HS Course | LCCC Course | College Credit
--- | --- | --- | --- | ---
10th Grade  | 1 | English II | scope and sequence | 1
1 | 1 | Geometry or Alg. II | BIOG 151: General Biology | 4
2 | Biology | CHMY 161: General, Organic & Biochemistry I | 4
3 | Chemistry | HSTR 162: US History | 3
4 | United States History | HUMS 151: Introduction to Humanities | 3
5 | Humanities Elective | | |

12th Grade  | 1 | Humanities/Cultural Diversity | ENGL 266: African American Literature | 3
1 | Humanities Elective | HUMS 281: Introduction to American Cinema | 3
2 | College Level Math | MTHM 181: Calculus | 5
3 | Advanced Science | PHYC 150: General Physics | 4
4 | Advanced Science | CHMY 171: General Chemistry I | 5
5 | Advanced Science | | |

### Fall Semester
- **Credit Hours**
  - 4: BIOG 252: Microbiology
  - 3: BIOS 3000/4000 elective course
  - 3: BIOS 3000/4000 elective course
  - 1: Semester Total
- **Cumulative Total**: 38
- **Grand Total**: 122

### Spring Semester
- **Credit Hours**
  - 3: BIGU 3510: Evolution
  - 3: BIGU 3000/4000 elective course
  - 3: BIGU 3000/4000 elective course
  - 2: Semester Total
  - 12: Cumulative Total

## College / University
<table>
<thead>
<tr>
<th>College / University</th>
<th>University Costs 4 Years with Room &amp; Board</th>
<th>Bachelor's Degree Completion Costs</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASHLAND UNIVERSITY B.S. IN EDUCATION</td>
<td>$125,136</td>
<td>$32,798</td>
<td>74%</td>
</tr>
<tr>
<td>BOWLING GREEN STATE UNIVERSITY B.S. IN BIOLOGY</td>
<td>$73,792</td>
<td>$11,745</td>
<td>84%</td>
</tr>
<tr>
<td>CLEVELAND STATE UNIVERSITY B.A. IN PSYCHOLOGY</td>
<td>$95,784</td>
<td>$12,525</td>
<td>87%</td>
</tr>
<tr>
<td>HIRAM COLLEGE B.A. IN ACCOUNTING &amp; FINANCIAL MGMT</td>
<td>$186,502</td>
<td>$24,554</td>
<td>87%</td>
</tr>
<tr>
<td>KENT STATE UNIVERSITY BACHELOR OF BUSINESS ADMINISTRATION</td>
<td>$88,472</td>
<td>$12,893</td>
<td>83%</td>
</tr>
<tr>
<td>UNIVERSITY OF AKRON B.S. IN SPORT STUDIES</td>
<td>$92,264</td>
<td>$16,586</td>
<td>82%</td>
</tr>
<tr>
<td>UNIVERSITY OF TOLEDO B.S. IN COMPUTER SCIENCE &amp; ENGINEERING **</td>
<td>$84,916</td>
<td>$15,726</td>
<td>81%</td>
</tr>
<tr>
<td>YOUNGSTOWN STATE UNIVERSITY B.S. IN APPLIED SCIENCE, ALLIED HEALTH</td>
<td>$73,197</td>
<td>$13,660</td>
<td>81%</td>
</tr>
</tbody>
</table>

www.lorainccc.edu/MyUniversity
**Research-Based Design Principles for Reimagining Program Onboarding**

**ASK:** Ask every student about their interests, strengths, and aspirations and help them explore relevant programs.

**INSPIRE:** Ensure every student has light-the-fire learning experience in term 1 and active and experiential learning opportunities throughout.

**CONNECT:** Help all students connect with faculty, students, alumni, others and coursework in a field of interest from the start.

**PLAN:** Help every student develop an individualized educational plan by the end of term 1.
Are DE students taking courses that will “light the fire” for learning?

What support are provided to instructors to formally and informally introduce students to related opportunity for further education and careers?

Dual Enrollment
(N = 605 students)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Course Title</th>
<th>Course ID</th>
<th># of program students who took the course</th>
<th>% of program students who took the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FRESHMAN ENGLISH I</td>
<td>1101</td>
<td>223</td>
<td>37%</td>
</tr>
<tr>
<td>2</td>
<td>COLLEGE ALGEBRA</td>
<td>1105</td>
<td>186</td>
<td>31%</td>
</tr>
<tr>
<td>3</td>
<td>INTRO TO MICROCOMP/WINDOWS</td>
<td>1100C</td>
<td>117</td>
<td>19%</td>
</tr>
<tr>
<td>4</td>
<td>FUND OF SPEECH COMMUNICATION</td>
<td>2608</td>
<td>111</td>
<td>18%</td>
</tr>
<tr>
<td>5</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>2012</td>
<td>87</td>
<td>14%</td>
</tr>
<tr>
<td>6</td>
<td>AMERICAN GOVERNMENT</td>
<td>1041</td>
<td>68</td>
<td>11%</td>
</tr>
<tr>
<td>7</td>
<td>SURVEY OF ECONOMICS</td>
<td>1000</td>
<td>60</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>FRESHMAN ENGLISH II</td>
<td>1102</td>
<td>42</td>
<td>7%</td>
</tr>
<tr>
<td>9</td>
<td>INTRODUCTORY SURVEY TO 1877</td>
<td>1010</td>
<td>40</td>
<td>7%</td>
</tr>
<tr>
<td>10</td>
<td>PRECALCULUS ALGEBRA</td>
<td>1140</td>
<td>38</td>
<td>6%</td>
</tr>
<tr>
<td>&gt;10</td>
<td>2 other different courses attempted by at least 1 student from this program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From ‘Programs of Privilege’ or ‘Random Acts’ to Dual Enrollment Equity Pathways: Guiding Questions

1. How can we broaden access to dual enrollment?
   - How can we work with our primary high school partners to further increase participation by closing gaps in representation within their schools?
   - Which high schools in our service area do we not partner with as much? Do they serve large numbers of underrepresented students? What’s the potential for further outreach in partnership with those schools?

2. What’s the potential for recruiting dual enrollment students into our programs after high school?
   - What do we know about the goals and aspirations of our DE students? How familiar are they with our college’s programs?
   - How are we helping DE students explore, enter, and succeed in program foundation courses (in addition to math and English or other gen eds)?
Thank you!

Access the *Dual Enrollment Playbook* and other resources at

Aspen: [https://highered.aspeninstitute.org/dual-enrollment](https://highered.aspeninstitute.org/dual-enrollment)


Or contact us at:

john.fink@tc.edu
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/
CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts

Participation in AP and Dual Enrollment by State, 2017–18

Click on a state for state-specific subgroup detail

https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts

Participation in AP and Dual Enrollment by State, 2017–18

Click here to reset to national results

Participation in DE by Student Group
Wisconsin

- All Students: 23.9%
- Male: 24.1%
- Female: 20.7%
- White: 25.0%
- Black: 17.9%
- Hispanic: 22.2%
- Asian: 24.5%
- Multiracial: 21.8%
- American Indian: 16.4%
- Pacific Islander: 20.7%

Participation in AP by Student Group
Wisconsin

- All Students: 23.9%
- Male: 20.2%
- Female: 27.7%
- White: 22.5%
- Black: 11.4%
- Hispanic: 16.0%
- Asian: 26.3%
- Multiracial: 20.6%
- American Indian: 4.0%
- Pacific Islander: 16.1%

https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
**CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts**

Participation in AP and Dual Enrollment by School District, 2017–18

[Image of a map showing participation rates across districts]

A Detailed Look at AP and Dual Enrollment Participation by School and District

<table>
<thead>
<tr>
<th>Lookup a District</th>
<th>Schools in a District</th>
<th>Districts within States</th>
</tr>
</thead>
</table>

Equity in Access to College Acceleration
Civil Rights Data Collection School Search

Examine High School DE/AP Participation and Racial Equity Gaps within a District (2017-18 School Year)

Select a District
- Appleton Area School District, WI

Show results for:
- Advanced Placement
- Dual Enrollment

Dual Enrollment Participation and Gaps
Appleton Area School District, WI High Schools

<table>
<thead>
<tr>
<th>High School</th>
<th>HS Enrollment</th>
<th>All Students Partic.</th>
<th>Black Participation</th>
<th>Hispanic Participation</th>
<th>White Participation</th>
<th>White-Black Gap</th>
<th>White-Hispanic Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>North High</td>
<td>1,661</td>
<td>26%</td>
<td>28%</td>
<td>31%</td>
<td>29%</td>
<td>0.2pp</td>
<td>-2.3pp</td>
</tr>
<tr>
<td>East High</td>
<td>1,408</td>
<td>40%</td>
<td>40%</td>
<td>36%</td>
<td>42%</td>
<td>1.6pp</td>
<td>5.3pp</td>
</tr>
<tr>
<td>West High</td>
<td>1,154</td>
<td>25%</td>
<td>17%</td>
<td>26%</td>
<td>26%</td>
<td>8.9pp</td>
<td>0.3pp</td>
</tr>
<tr>
<td>Wisconsin Connections Academy</td>
<td>289</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renaissance School</td>
<td>161</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tesla Engineering Charter School</td>
<td>131</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fox Cities Leadership Academy</td>
<td>96</td>
<td>28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appleton Technical Academy</td>
<td>77</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valley New School</td>
<td>51</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appleton eSchool</td>
<td>23</td>
<td>0%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

[Link to the CCRC Web Tool page]

https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
To build back enrollments lost to pandemic, colleges are rethinking dual enrollment to **expand access to high-opportunity postsecondary pathways**.

### Programs of Privilege, Random Acts vs. Dual Enrollment Equity Pathways (DEEP)

<table>
<thead>
<tr>
<th>Programs of Privilege, Random Acts</th>
<th>Dual Enrollment Equity Pathways (DEEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DE courses made available</strong> to students who are already “college-bound”</td>
<td><strong>Active outreach and support</strong> for underrepresented students and families starting in middle school</td>
</tr>
<tr>
<td>Focus is mainly on strengthening students’ <em>academic preparedness for college</em></td>
<td>Focus also on building <em>motivation for college</em> by helping students explore interests and begin to develop a plan tied to college programs and careers in a field of interest</td>
</tr>
<tr>
<td>Colleges and schools mainly emphasize <em>general education courses</em></td>
<td>Colleges and schools introduce students to high-opportunity postsecondary pathways through <em>program foundation courses</em></td>
</tr>
<tr>
<td>Focus on achievement of <em>academic content standards</em></td>
<td>Added focus on helping students become <em>confident college learners</em> through active teaching/learning</td>
</tr>
<tr>
<td>High school career technical education focused mainly on <em>immediate post-HS employment</em></td>
<td>High school career technical education students readily able to <em>apply HS CTE credits toward college degree programs</em> in high-opportunity fields</td>
</tr>
</tbody>
</table>
Further Resources: Dual Enrollment Equity Pathways

Expanding Access to Dual Enrollment

- Chapter 2 of the *Dual Enrollment Playbook* (pages 20–29)
- Pages 4–5 of the accompanying *institutional self-assessment rubric* from the *Dual Enrollment Playbook*
- A Tableau tool and accompanying blog post to help you examine access to dual enrollment by race/ethnicity and gender among your local school districts and high schools
- We recommend that college leaders meet with their local K-12 district and school leaders to find common ground and make joint commitments to expanding access. As a part of the *Dual Enrollment Playbook* research, we developed a “getting started guide” that presents ideas for engaging your K-12 partners (e.g., who to invite, materials to prepare, questions to discuss).

Recruiting DE Students Into Your College’s Programs After HS

- Chapter 3 of the *Dual Enrollment Playbook* (specifically Strategy 1, pages 32–35)
- Examples of how colleges are aligning dual enrollment course offerings to community college programs:
  - Northeast Iowa Community College’s guided career pathways
  - Lorain County Community College’s dual enrollment pathways aligned to their top transfer partners
  - Indian River State College’s Career Pathways Initiative aligning the college’s meta-majors with local high schools’ career-technical education academies