

# Executive Summary

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## Framework: Dual Enrollment for Equitable Completion

### Introduction

The Dual Enrollment for Equitable Completion (DE4EC) initiative is composed of the work of a constellation of partners working to better understand what factors contribute to the development of equitable dual enrollment pathways that support students underserved by postsecondary education. This effort, funded by College Futures Foundation, the Gates Foundation, Tipping Point Community, and Stuart Foundation, brought together researchers, advocates, intermediaries, technical assistance providers and capacity builders, system offices, and networks across California with a common focus on implementing and scaling dual enrollment as a strategy to increase equitable postsecondary completion.

The DE4EC initiative contains several main components:

- A community of practice with 10 community colleges and their K-12 partners
- California-specific research on dual enrollment
- Support to the state educational system offices to center equity and postsecondary completion in the implementation of dual enrollment policy
- Capacity-builder support
- Local, regional, and statewide convenings for practitioners, education leaders, capacity builders, and policymakers

The DE4EC framework emerged out of discussions in the community of practice where participants shared insights into implementing dual enrollment pathways focused on equitable completion. The sites leveraged the guided pathways framework to situate dual enrollment in community college redesign efforts to streamline college pathways, remove obstacles to enrollment and completion, and support students to learn and succeed.

# Overview of the Framework

This framework is intended to support college and high school practitioners in designing and implementing dual enrollment for equitable completion within the larger success and completion reforms of guided pathways. Practitioners should adapt it to meet their local context.

## DE4EC Design Principles

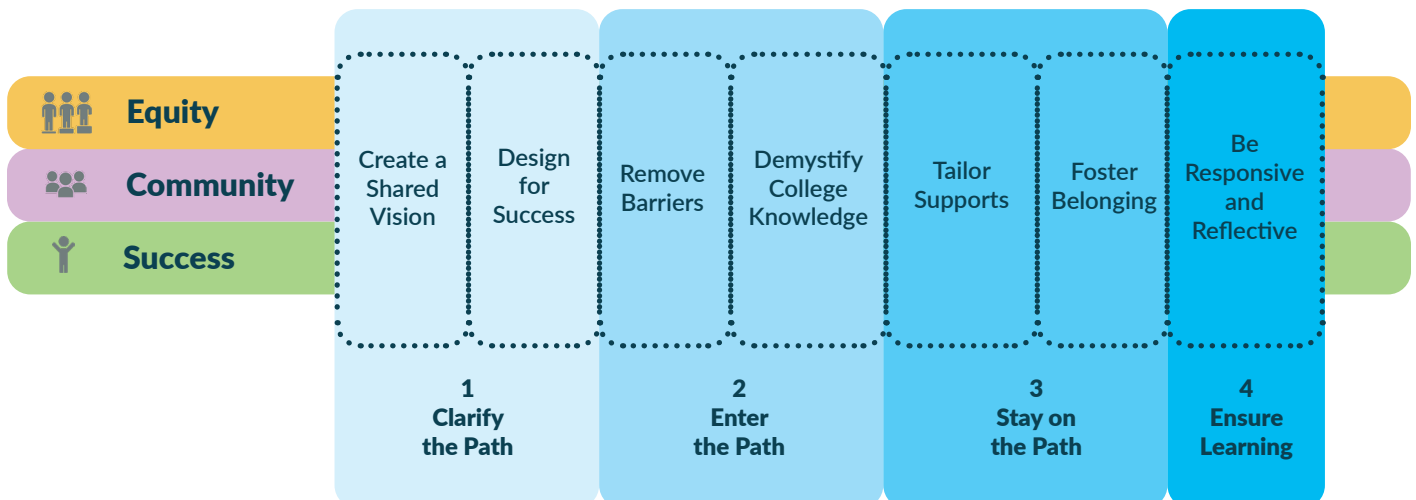
The framework focuses on three main design principles: Equity, Success, and Community. Equity is at the center of every stage of dual enrollment. Success for DE4EC sites was more than just success in a dual enrollment course. An equitable dual enrollment pathway defines success as opening doors for students who have been historically underserved by postsecondary education and supporting them to reach their goals. Engaging community is what the DE4EC sites found to be key to developing equitable dual enrollment pathways that met the needs of students and supported them in ways that made a difference.

## Key Components

Built upon the structure of the guided pathways pillars, the key components of DE4EC further distill equitable dual enrollment pathways:

- Create a Shared Vision
- Design for Success
- Remove Barriers
- Demystify College Knowledge
- Tailor Supports
- Foster Belonging
- Be Responsive and Reflective

## The DE4EC Framework





## **Create a Shared Vision and Design for Success**

*Guided Pathways Pillar: Clarify the Path*

Leveraging the community to create the vision for dual enrollment pathways ensures that the design is based in the assets and needs of the community. Designing dual enrollment pathways that increase access to higher education with scaffolded support for students' transition to college ensures they will be successful.



## **Remove Barriers and Demystify College Knowledge**

*Guided Pathways Pillar: Enter the Path*

Equitable and effective dual enrollment pathways are designed with the needs of students at the center. Removing barriers opens access to college going culture and knowledge, supports students' transition to college and prevents roadblocks to success. When dual enrollment partnerships work with the community to understand the barriers students face and partner in removing those barriers, students are able to access and succeed in dual enrollment opportunities. Earning college credit and learning skills to navigate college while still in high school sets students up on a path to graduate high school and make progress in college. This accelerates college completion.



## **Tailor Supports and Foster Belonging**

*Guided Pathways Pillar: Stay on the Path*

Systems of higher education need to redesign supports and experiences to be culturally responsive and inclusive. This reimagining of the college experience centered on students historically underserved by higher education demands that colleges partner with their community to understand what students need to feel a sense of belonging in college. Dual enrollment partnerships that recognize the cultural capital students bring to the classroom are able to invite students to shape the learning. Leveraging community knowledge and cultural capital also allows partnerships to tailor student supports to be responsive to the needs of the specific community the programs serve.



## **Be Responsive and Reflective**

*Guided Pathways Pillar: Ensure Learning*

Equitable dual enrollment partnerships take time to ensure they are responsive to the community's needs and reflective in ensuring their practices are culturally sustaining. Working in partnership with the community, DE4EC sites are eager to learn from community partners, reflect on the efficacy of practices, and are willing to iterate to better meet the needs of their community. Creating space for student voice and leadership to help shape the dual enrollment experience is an essential ingredient in crafting and improving successful dual enrollment pathways.

## Conclusion

The DE4EC framework is grounded in the experiences of 10 community colleges and their K-12 partners in California. It offers dual enrollment practitioners a structure in which to design, implement, and continuously improve dual enrollment pathways with the explicit goal of meeting the needs of Black, Latine, Indigenous, first-generation, and low-income students. The framework builds upon other dual enrollment research and practices and can serve as a tool for dual enrollment partnerships.

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