

Diving DEEP: Dual Enrollment Equity Pathways as a Model for Increasing College Access

John Fink & Aurely Garcia Tulloch, Community College Research Center

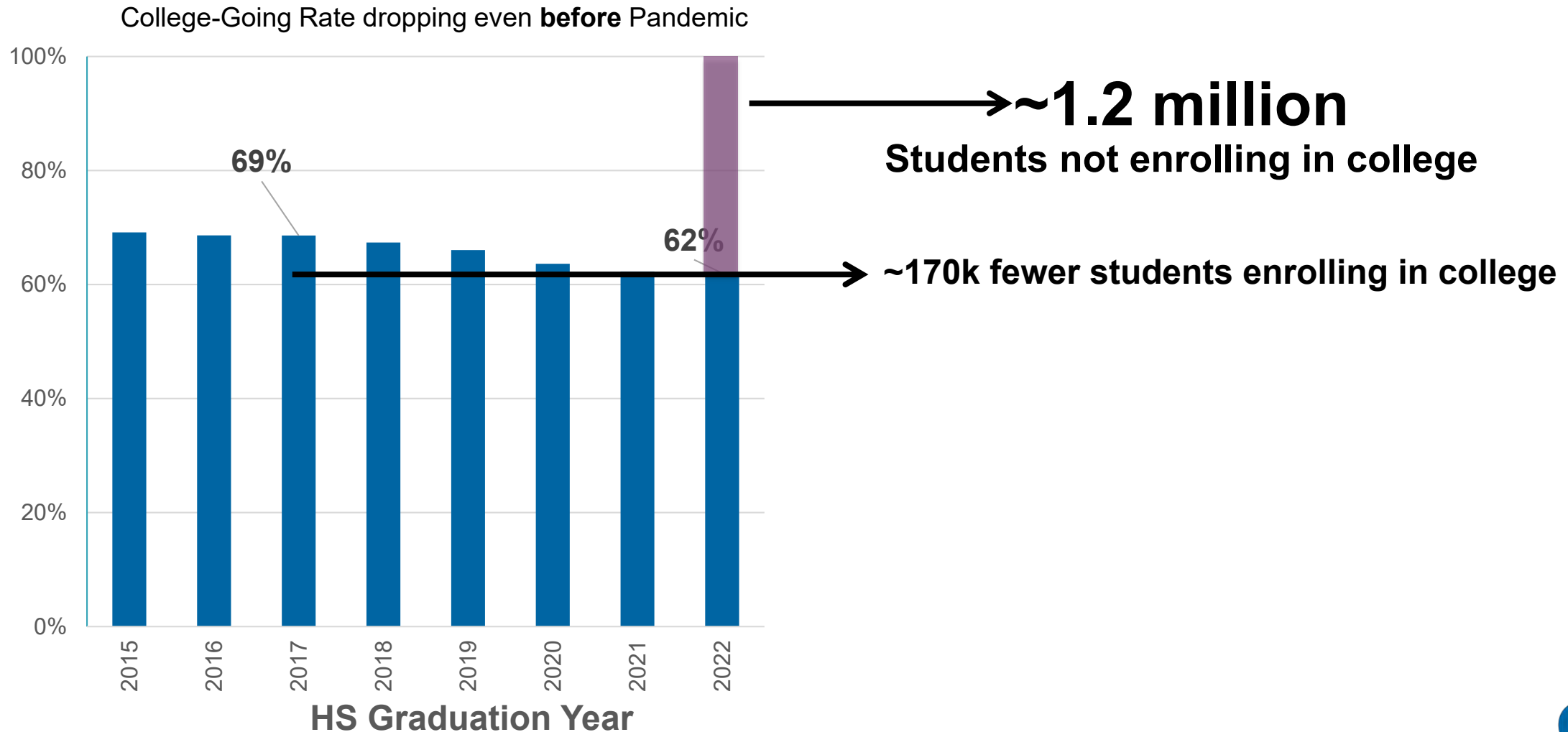
Dr. Marissa Moreno, Lee College

Dr. Phil Giarrappa, Miami Dade College

Key Takeaways

- Conventional approach to dual enrollment (DE) has resulted in inequitable access and earned the monikers of “**Programs of Privilege**” and “**Random Acts**”
- DE has great potential but is **currently underutilized** as strategy to expand access to high-opportunity postsecondary pathways
- **Improvement is possible** – and essential to further expanding opportunity for students and building back enrollments for colleges

Challenge and Opportunity: Declining College-Going Rates among HS Graduates

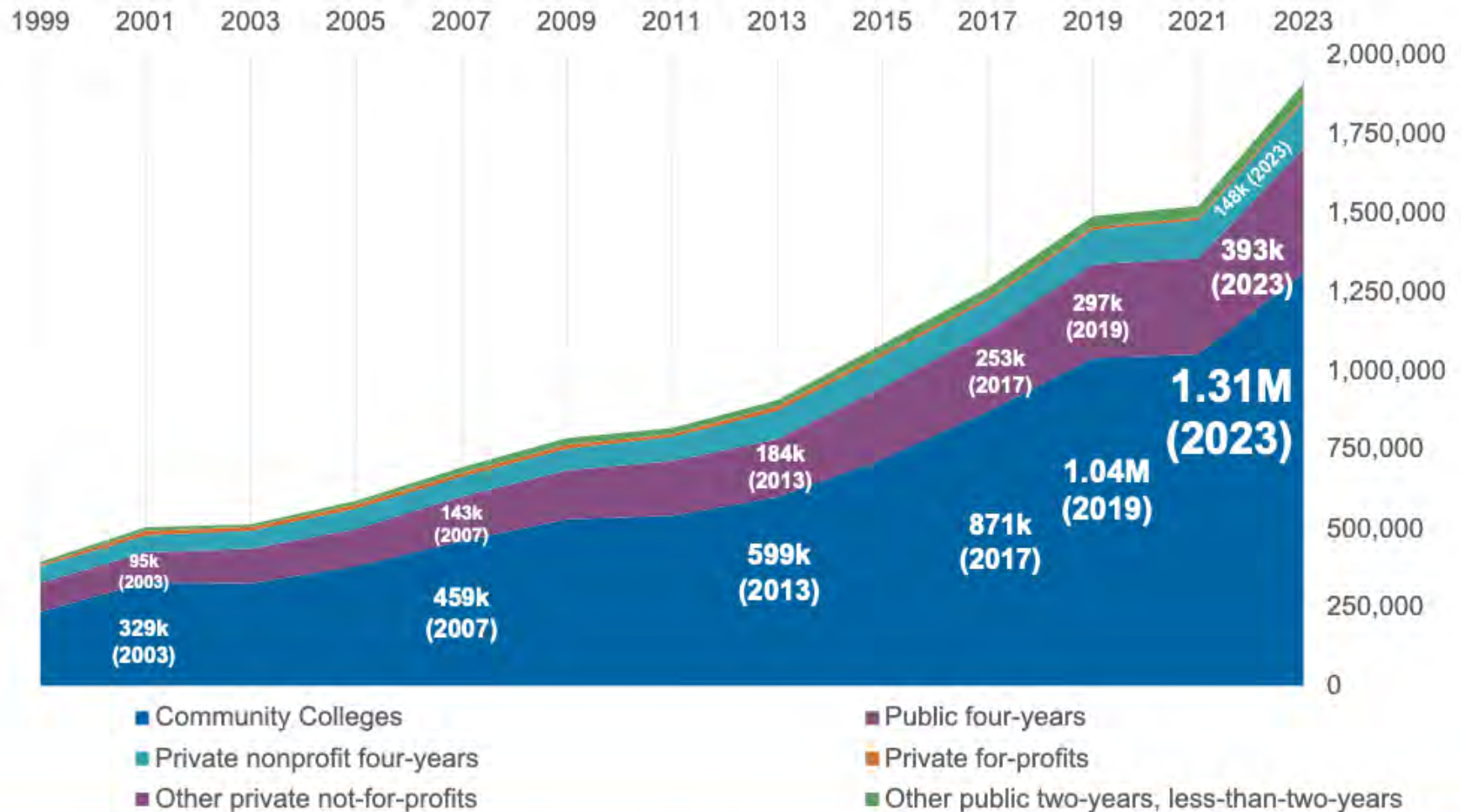


Growth of Dual Enrollment

1999-2023

IPEDS Fall Enrollments

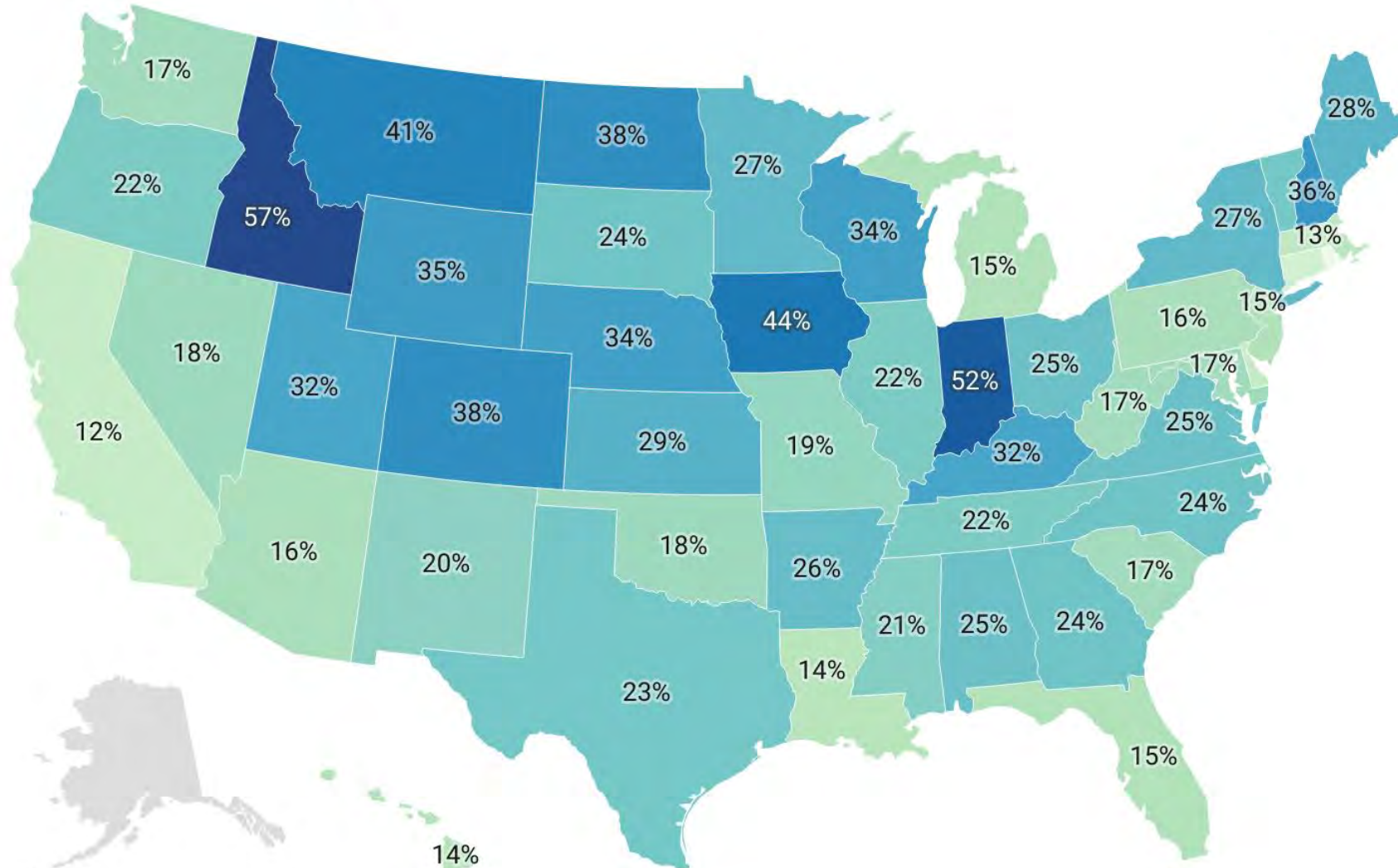
Fall Undergraduate Enrollments among Students Aged 17 or Younger



Expansion of Dual Enrollment Concentrated at Community Colleges

Percentage of Community College Students in High School in 2022-23

Dual enrollment as a percent of community college headcount



**Dual Enrollment:
21% of 2022-23
Community College
Enrollment**

Findings on the Effects of DE

- Accumulation of descriptive and quasi-experimental evidence, 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
- DE can benefit students who were falling behind in HS (Lee & Villarreal, 2022)
- Outcomes for DE students differ by state and student subgroups (Velasco et al., 2024)

What We Know About Dual Enrollment

What Is Dual Enrollment?

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

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

Should Students Falling Behind in School Take Dual Enrollment Courses?

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ABSTRACT

This study examined the effect of dual enrollment (DE) on enrollment and degree completion for students with academic achievement who attended public high schools. We employed a propensity score matching method to control bias arising from DE participation and supplement with a bounds test. The results showed that DE students predicted to have a higher likelihood of entering college after high school by 20 percentage points and completing within four and eight years of high school graduation percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE 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 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. These findings stress the need for higher education institutions and partnering school districts to provide more robust support for underserved students for participating in DE programs to ensure a successful transition into college.

Dual Enrollment Programs

Program Description¹

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 obtain 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

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This intervention report presents findings from a systematic review of dual enrollment programs conducted using the WWC Procedures and Standards Handbook, version 3.0, and the Transition to College review protocol, version 3.2.

REPORT | OCTOBER 2024

The Postsecondary Outcomes of High School Dual Enrollment Students A National and State-by-State Analysis

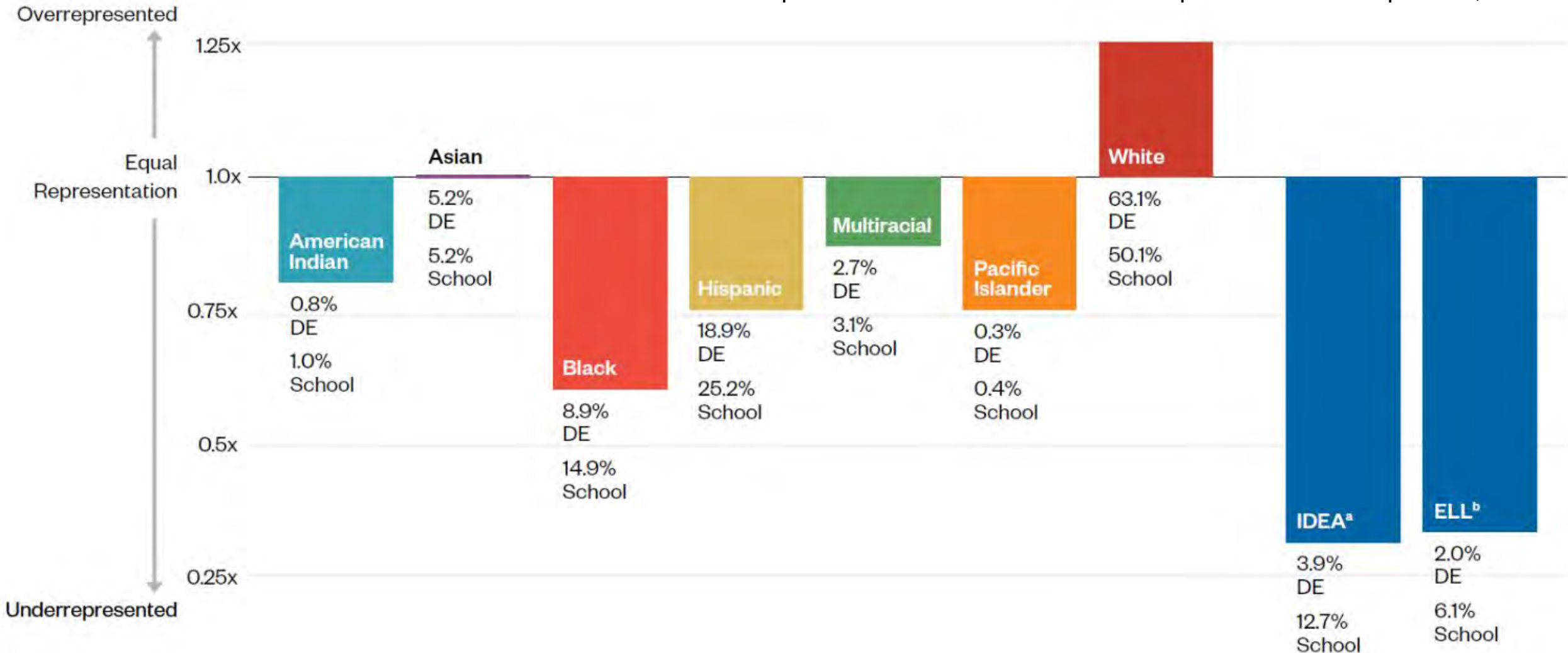
Tatiana Velasco | John Fink | Mariel Bedoya | Davis Jenkins
Community College Research Center



“Programs of Privilege”

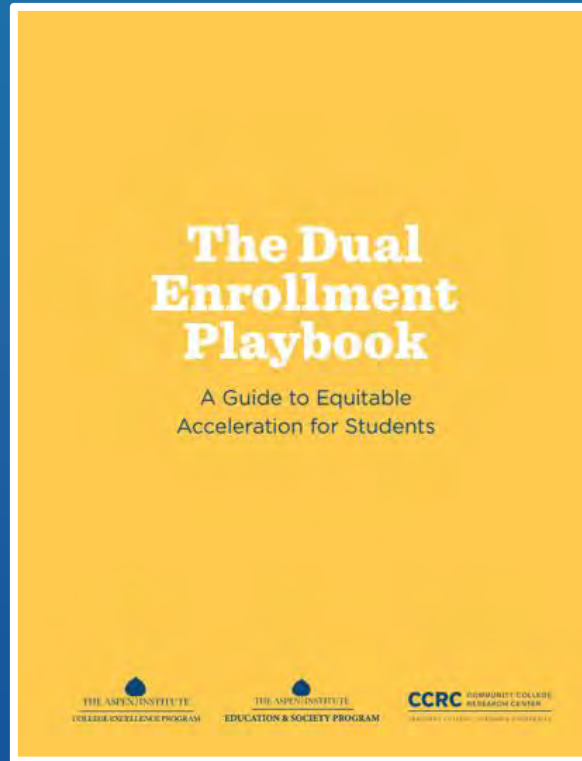
Access to Dual Enrollment Uneven

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

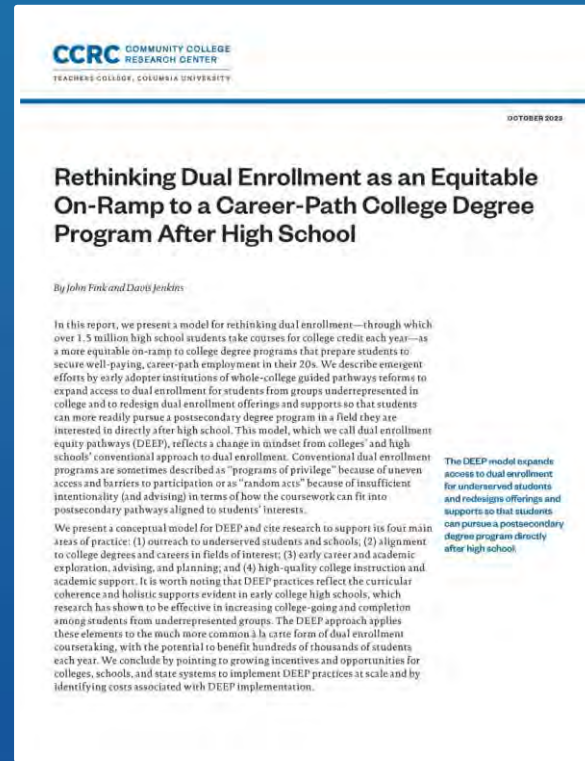


CCRC Analysis of 2017-18 CRDC Data, N=21,936 public secondary schools in 50 states + DC.

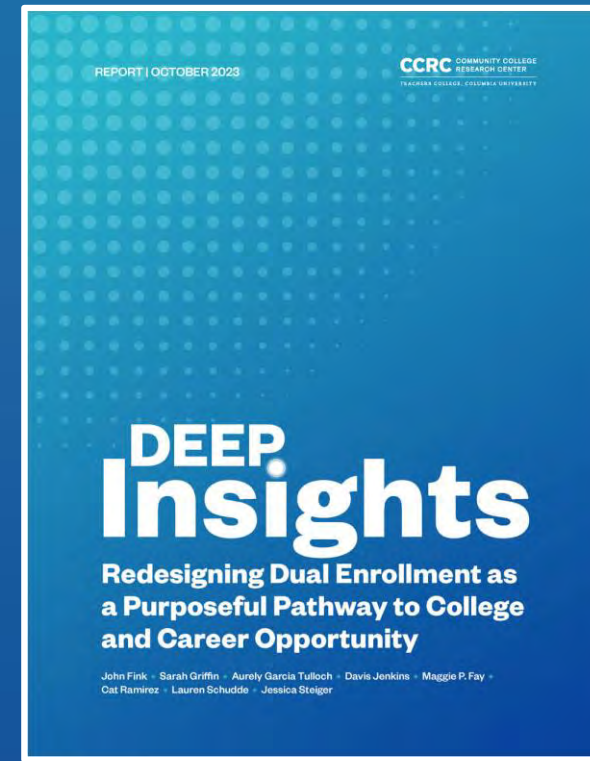
How are Practitioners Strengthening DE as an Equitable On-Ramp to College Degrees?



The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students (October 2020)



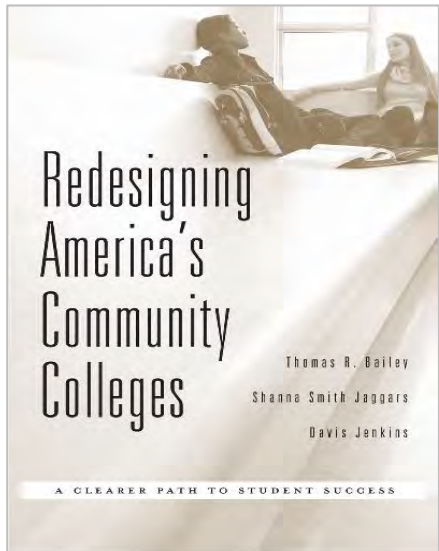
Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School (October 2023)



DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity (October 2023)

Access for *whom?* Access to *what?*

Extending college “guided pathway” reforms to dual enrollment



Over **400 community colleges** nationally have participated in national and state guided pathways reform initiatives.

CCRC has **studied guided pathways at 120** of these colleges.

DEEP Field Research Sites

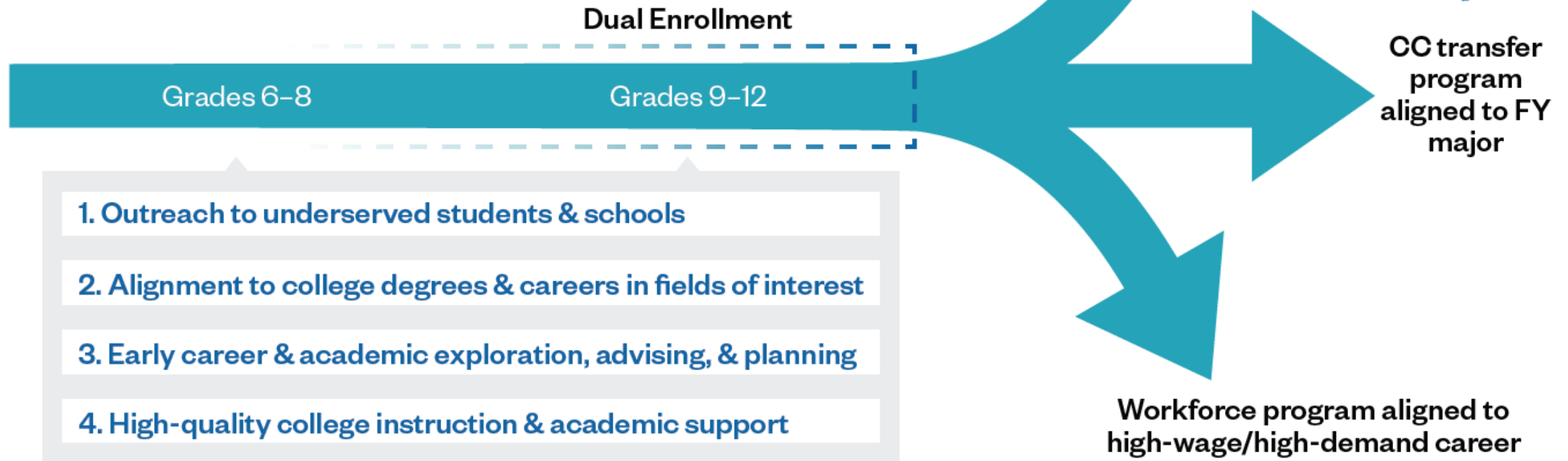


- **Lee College** (2 school partners)
- **Navarro College** (2 school partners)
- **San Jacinto College** (1 school partner)



- **Chipola College** (1 school partner)
- **Tallahassee Community College** (1 school partner)
- **Miami-Dade College**, 4 campuses (5 school partners)

Dual Enrollment Equity Pathways (DEEP) Framework



Rethinking DE as a Purposeful Pathway

Conventional Approach: “Programs of Privilege” and “Random Acts”

DEEP Approach: DE/CE as an On-Ramp to Career-Path Degree Programs

Who is it designed for?

- Primarily students who are already headed to university after HS

- All students, especially those who might not otherwise attend college

What courses are offered?

- Primarily gen eds, whatever is easy to offer based on annual teacher availability

- Foundational coursework (including gen eds) aligned to college degree programs in fields of interest to students and communities

Philosophy on growth

- Grow if there are more students who are academically qualified and quality standards can be maintained

- Cast a wider net, assume all students will struggle and need supports. To grow, keep standards high, broaden access, and increase student supports

Student advising and supports

- Ad hoc, as needed, if students reach out for help

- Unavoidable, frontloaded to early coursework, college-provided advising to explore degree options and create an individualized plan

Business model

- Low-cost, low-revenue: Fewer staff required, lower instructional costs, lower yield rates leads to lower revenues

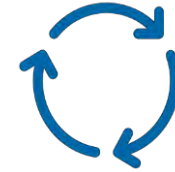
- Higher costs, more staff (e.g., advising, program leaders) and instructional costs. Larger revenues driven by increasing college access and re-enrollment among former DC students who would not otherwise have attended any college without DE/CE

Leadership Strategies for *Building DEEP Partnerships*

Enabling Practices at Scale



Negotiate college and K-12 interests to find “win-wins” that benefit students.



Strengthen ‘back-end’ business processes.



Evaluate whether DE staffing is adequate and effectively organized.



Develop a supply of qualified instructors, particularly for underserved schools.

Leadership Mindsets for Building DEEP Partnerships

Establishing a Shared DEEP Mindset

Prioritize underserved communities and schools and position DE/CE as a pathway for upward mobility and workforce development.

Commit to doing what is best for students (even if not expedient).

Believe in—and support—the potential of all students.

Recast high school CTE as a college degree pathway and expand college and career opportunities.

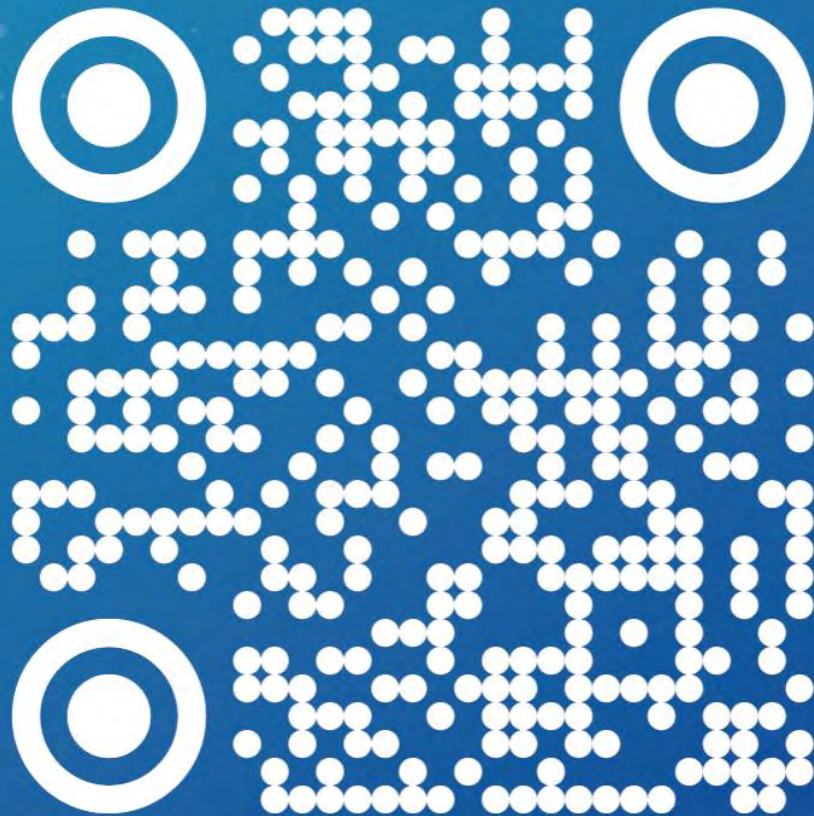


Potential Incentives for Taking a DEEP Approach to Dual Enrollment

	Potential Incentives
Colleges	<ol style="list-style-type: none">1. Declining enrollments among older students; open seats2. Expanding the pool of potential college-going students after high school3. Downstream benefits to retention, completion, and statewide performance funding by increasing yield of former DE students4. Reputational benefits
K-12 Schools	<ol style="list-style-type: none">1. Attracting students and families looking for college acceleration options2. Can offer new and attractive programs in partnership with colleges3. Improved student outcomes, particularly for underserved populations and schools4. Gains in state performance reporting and funding

DEEP@CCRC

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



Diving DEEP in Texas & Florida

Dr. Marissa Moreno

Associate Vice President,
Transfer & Educational Partnerships
Lee College

Dr. Phil Giarraffa

Executive Director,
Articulation & Academic Pathways
Miami Dade College

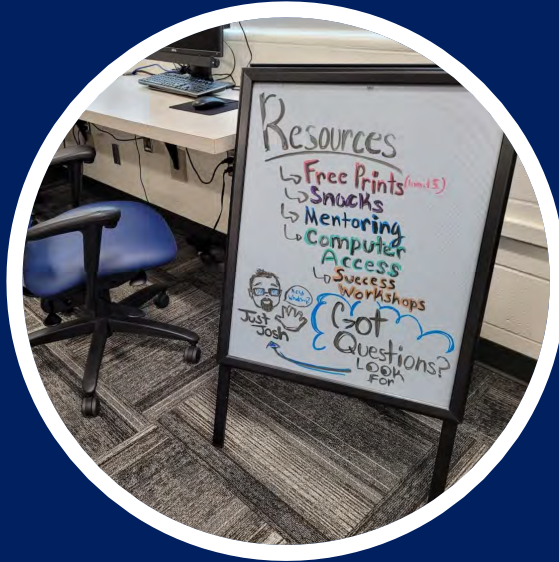
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DEEP Practice Areas



Outreach

Outreach to Underserved Students & Schools



Support

Support Students by Delivering High-Quality Instruction



Alignment

Align DE to College Degrees & Careers



Advise

Advise Students to Explore Interests and Develop Plans



Miami Dade College
Big Brother Big Sister Kickball Game and Dual
Credit Information Session

Outreach to Underserved Students and Schools

Focus outreach on underserved high schools, students, and communities.

Start outreach before high school.

Leverage community connections to build awareness.

Build trust with and educate parents and families.

Use high school grades as an alternative to placement testing for eligibility.

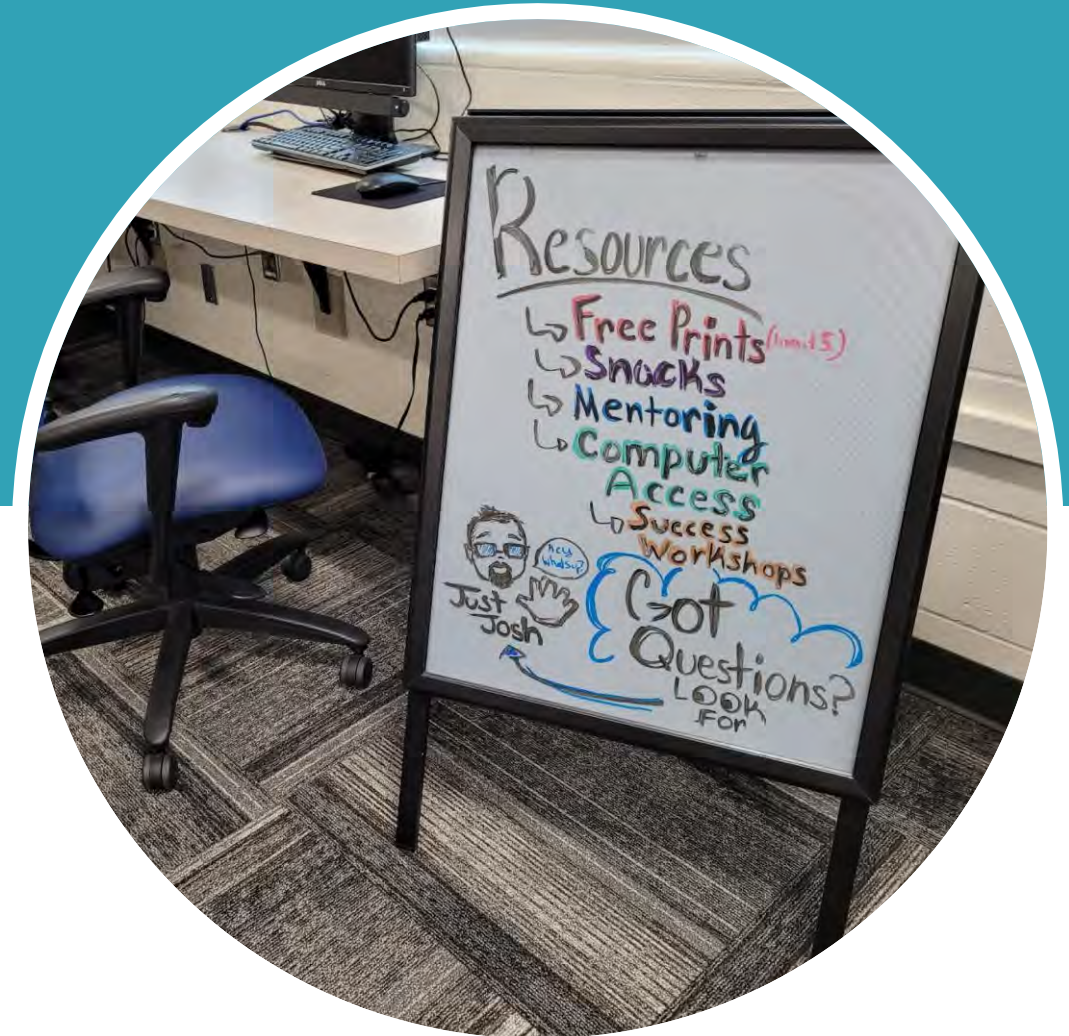
Support Students by Delivering High-Quality Instruction

Scaffold coursework and front-load supports.

Respond quickly when students are struggling.

Provide additional, structured support for online classes.

Support DE/CE instructors and monitor quality.



San Jacinto College

Implementation of Alternate Methods for Dual Enrollment Eligibility

Miami Dade College implemented the Alternative Methods policy beginning in Fall 2022

METHODS SELECTED

- Tests and Assessments
- Performance in high school coursework
- Courses taught at Florida public high schools and accelerated high school courses
- Credit-by-examination
- Local placement methods



MDC College Connect: Further Expanding Dual Enrollment

Students must have unweighted GPA of 2.50 and can enroll in a maximum of 12 credits prior to demonstrating college readiness in communication and computation.

High school dual enrollment students who do not meet the statutory eligibility requirements (mandated GPA, test scores, and alternate methods) can take the following courses:

CLP 1006 – Psych. of Personal Effectiveness

SPC 1017 – Fund. of Speech Communication

MUL 1010 – Music Appreciation

ARH 1000 – Art Appreciation

HUM 1020 – Humanities

HUS 1001 – Introduction to Human Services

HLP 1081 – Fitness and Wellness for Life

EDF 1005 – Introduction to Education

EDF 2085 – Teaching Diverse Populations

SYIP Courses : Co-op Work Experience Courses



MDC College Connect: Further Expanding Dual Enrollment

Students must have unweighted GPA of 2.50 and can enroll in a maximum of 12 credits prior to demonstrating college readiness in communication and computation.

48% Increase
+900 DE Students
AY2022 - AY2023

83% Increase
Hispanic Students

63% Increase
Black Students



DEEP Practice Areas



Outreach

Outreach to Underserved Students & Schools



Support

Support Students by Delivering High-Quality Instruction



Alignment

Align DE to College Degrees & Careers



Advise

Advise Students to Explore Interests and Develop Plans

Align DC to College Degrees and Careers in Fields of Interest

Inventory current DE/CE offerings.

Map DE/CE offerings to college degree programs in fields of interest.

Embed DE/CE offerings in career-connected high school programs.



Lee College

CCRC

Advise Students to Explore Interests and Develop Career Path Plans



Chipola College

Showcase DE/CE to support exploration.

Coordinate advising roles across sectors.

Help students develop a college program plan and provide checkpoint advising.

Academies



ACE Academy



MED Academy

Medicine, Exper Academy



Charlotte Harris
MED Academy Principal
✉ Email Charlotte Harris
☎ (346) 378-7253



Vanetta
MED Aca
✉ Email
☎ (346) 3

The MED Academy supports the following CT Endorsement:



Health Science



Health Science Public Service Endorsement

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.



HEALTH INFORMATICS (Dual Credit)



The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may also practice writing and interpreting medical reports.

Courses



Principles of Health Science
Business Information Management (BIM) I



Medical Terminology



Health Informatics @ San Jacinto College
Medical Intervention Evaluation and Research @ San Jacinto College
Healthcare Administration and Management @ San Jacinto College
Anatomy and Physiology



Project-Based Research @ San Jacinto College

Postsecondary Opportunities

Associates Degrees

- Health Information/Medical Records Technology/Technician

Bachelor's Degrees

- Medical and Health Service Managers
- Master's, Doctoral, and Professional Degrees
- Medical and Health Service Managers

Work-Based Learning and Expanded Learning Opportunities

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:

Health Occupation Students of America (HOSA)

Work Based Learning Activities:

Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

Aligned Occupations

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Medical Records and Health Information Technicians	\$35,922	1,588	24%
Medical and Health Service Managers	\$93,995	2,562	29%
Billing and Posting Clerks	\$35,485	5,775	25%

Industrial Welding Technology

Lee College Pathway: MANUFACTURING AND INDUSTRIAL
High School Endorsement: BUSINESS AND INDUSTRY

Welders use hand-welding or flame-cutting equipment to weld, join metal components, and fill holes, indentations, and seams of fabricated metal products. The process of welding uses either electricity or various gasses to create high temperatures that bond metals. Welders may also be required to flame cut or cold cut metal based on blueprints and/or isometric drawings to construct new pipe or structural steel systems for process systems and unit infrastructure components.

An Associate of Applied Science (AAS) is a technical degree. Technical courses are less likely to transfer to a four-year school. Students planning to transfer to four-year schools should be aware that each college determines its own degree requirement and different colleges require different courses for the same degree. Therefore, students who plan to transfer to other institutions should use the degree plan requirements at the transfer institution to guide their choice at Lee College. The best source of information regarding degree plan requirements is the official catalog of the institution. Catalogs are available on the transfer institutions website.



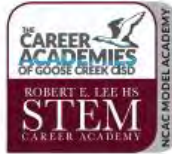
MANUFACTURING & INDUSTRIAL



PUBLIC SERVICE

Suggested Dual Credit Course Sequence

- Institutional Requirement**
(mandatory for all students)
- ↓
- Creative Arts**
(select one)
Oral Communication
- ↓
- Communication**
(both courses required)
American History
(both courses required)
Life and Physical Science
(sequential pair)
- ↓
- Government/PS**
(both courses required)
Mathematics
(select one)
Social & Behavioral Science
(select one)
Lang/Phil/Culture
(select one)
- ↓
- For information on associate degree completion, contact the **Advising/Counseling Center** at **281.425.6384**.



SCIENCE, TECHNOLOGY, ENGINEERING & MATH ACADEMY AT REL

Lee High School hosts the Science, Technology, Engineering and Mathematics (STEM) Career Academy for Goose Creek CISD. The career academy is ideal for students desiring a career in STEM industries. Much like in college, students take at least one engineering class per year that empowers them to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The PLTW courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from this program in-demand knowledge and skills they will use in high school and for the rest of their lives. Students even have an opportunity to design new products that can change the world. Business partners such as ExxonMobil, Samson and the City of Baytown provide opportunities to learn about the engineering world, and Lee College offers dual credit classes within the Instrumentation Pathway. The STEM Academy also offers students the opportunity to acquire industry based certifications. Students enjoy a well-rounded education with the opportunity to earn a STEM Engineering Technology Foundations



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DUAL CREDIT / COLLEGE OPTIONS:

Associate of Applied Science – Instrumentation Technology (Lee College)

Core Complete (42 hours of academic dual credit through Lee College)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
022-STEM-ENGINEERING			
Introduction to Engineering Design (1 cr.)	Environmental Sustainability (1 cr.)	Engineering Science (1 cr.)	Engineering Design & Development (1 cr.)
049-STEM-INSTRUMENTATION			
Introduction to Engineering Design AC (1 cr.)	Dual Credit Instrumentation (2 cr.)	Dual Credit Instrumentation (2 cr.)	Dual Credit Instrumentation (2 cr.)
02-BI-ROBOTICS			
Introduction to Engineering Design AC (1 cr.)	Robotics I (1 cr.)	Robotics II (1 cr.)	Engineering Design & Development (1 cr.)

COURSE COLOR CODES: ■ 1st Year Course(s) ■ 2nd Year Course(s) ■ 3rd Year Course(s) ■ 4th Year Course(s)



ADVANCED AUTOMOTIVE ACADEMY AT SCTHS

In the Advanced Automotive Academy, students learn the skills required to begin a successful career in the automotive, collision and diesel repair industries. Academic and technical classes combine automotive workplace knowledge and skills in an integrated curriculum. Partnering with Lee College and Lamar Institute of Technology, students can earn both high school and college credit for many of their academic and technical courses. Four years in the Advanced Automotive Academy will lead students to a Business & Industry Endorsement, a college associate degree or certificate, along with Performance Acknowledgments for earning Automotive Service Excellence (ASE) and ICAR certifications. Seniors may participate in internships, and scholarships are available to graduates.



DUAL CREDIT PROGRAMS:

Associate of Applied Science – Automotive Technology (Lee College)

Certificate of Completion – Automotive Collision (Lamar Institute of Technology)

Certificate of Completion – Advanced Engine Repair (Lamar Institute of Technology)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
007-BI-AUTOMOTIVE TECHNICIAN			
Dual Credit Automotive (2 cr.)	Dual Credit Automotive (2 cr.)	Dual Credit Automotive (2 cr.)	Dual Credit Automotive (3 cr.)
007-BI-COLLISION TECHNICIAN			
Dual Credit Automotive (2 cr.)	Dual Credit Automotive (2 cr.)	Dual Credit Collision (2 cr.)	Dual Credit Collision (3 cr.)
007-BI-DIESEL TECHNICIAN			
Dual Credit Automotive (2 cr.)	Dual Credit Automotive (2 cr.)	Dual Credit Diesel (2 cr.)	Dual Credit Diesel (3 cr.)

COURSE COLOR CODES: ■ 1st Year Course(s) ■ 2nd Year Course(s) ■ 3rd Year Course(s) ■ 4th Year Course(s)

Early Childhood Education

High School Academy

8405110 Early Childhood Education 1	8405120 Early Childhood Education 2	8405130 Early Childhood Education 3	8405140 Early Childhood Education 4
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*Academy students - upon completing all credits above during high school you will earn nine credits for the following MDC courses:

- EEC 1000 Introduction to Early Childhood Development (3cr),
- EEC 2407 Facilitating Social Development (3cr)
- EDG 2943 Educational Service Field Work (3cr).

Non-academy students - choose classes from recommended pathway.



These credits can be applied to any of the MDC Academic Pathway below.

College Credit Certificate (CCC)



Early Childhood Education - Early Childhood Education Inclusion Specialization

Early Childhood Education - Child Development Early Intervention Specialization

Associate in Science (AS)



Early Childhood Education

Bachelor of Science (BS)



Early Childhood Education

Recommended Dual Enrollment Guided Pathway

Jumpstart your career - take college courses while in high school at no cost!

Year 1

SLS 1510 **Fall**
Preparing for Student Success
or
ENC 1101
English Composition 1

MGF 1130 **Spring**
Mathematical Thinking
or
*CGS 1060C
Introduction to Computer Technology & Applications

ENC 1102 **Summer**
English Composition 2
or
CLP 1006
Psychology of Personal Effectiveness

Year 2

MGF 1131 **Fall**
Mathematics in Context
or
EME 2040
Creativity, Innovation, and Technology

EDF 1005 **Spring**
Introduction to the Teaching Profession & **or**
EEC 1308
Classrooms for All Young Children

AMH 2020 **Summer**
History of US Since 1877
or
POS 2041
American Federal Government
or
AMH 2010
History of the US to 1877

Year 3

*EEC 1000 **Fall**
Introduction to Early Childhood Development &
EEC 1752
Knowing and Understanding All Young Children

EEC 1200 **Spring**
Early Childhood Education Curriculum 1 &
NATURAL SCIENCE (Choose 1)
AST 1002, BSC 1005, CHM 1020, ESC 1000, EVR 1001, PHY 1020, PHY 2053

HUMANITIES (Choose 1) **Summer**
ARH 1000, HUM 1020, MUL 1010, PHI 2010, THE 2000
or
PSY 2012
Introduction to Psychology

Year 4

EEC 1311 **Fall**
Early Childhood Education Curriculum 2 &
EEC 1713
Helping All Young Children Become Independent Learners

*EDG 2943 **Spring**
Educational Service Field Work

Learn more about this career path



Exciting Possible Careers: Preschool Teacher / Kindergarten Teacher / Teaching Assistant / And more at www.mynextmove.org

Register today at www.mdc.edu/dual-enrollment/

Early Childhood Education

Get Your College Credit Now

[Request College Credit](#) 

Use your High School Academy and College Credits

These are technical programs of study in high school that students who complete a technical program of study along with their high school diploma, may get college credit for those courses.

Find your High School or Technical College

Search for your school, select your academy or technical center, and request college credit for at MDC.

Hiلاه Gardens Senior High School

Hiلاه Gardens Senior High School

- [Accounting Applications](#)
- [Building Construction Technologies](#)
- [Culinary Arts](#)
- [Early Childhood Education](#) 
- [Emergency Medical Responder](#)
- [Finance](#)
- [Game Simulation and Animation Visual Design](#)
- [Hospitality and Tourism Management](#)
- [Technology Support Services](#)
- [Veterinary Assisting](#)
- [Television Production Technology](#)
- [Cloud Computing & Virtualization](#)
- [Principles of Teaching](#)

Earn College Credits for High School Courses

Students who participate in a high school academy can earn free college credit at MDC.

MDC Academic Programs

[Early Childhood Education](#)

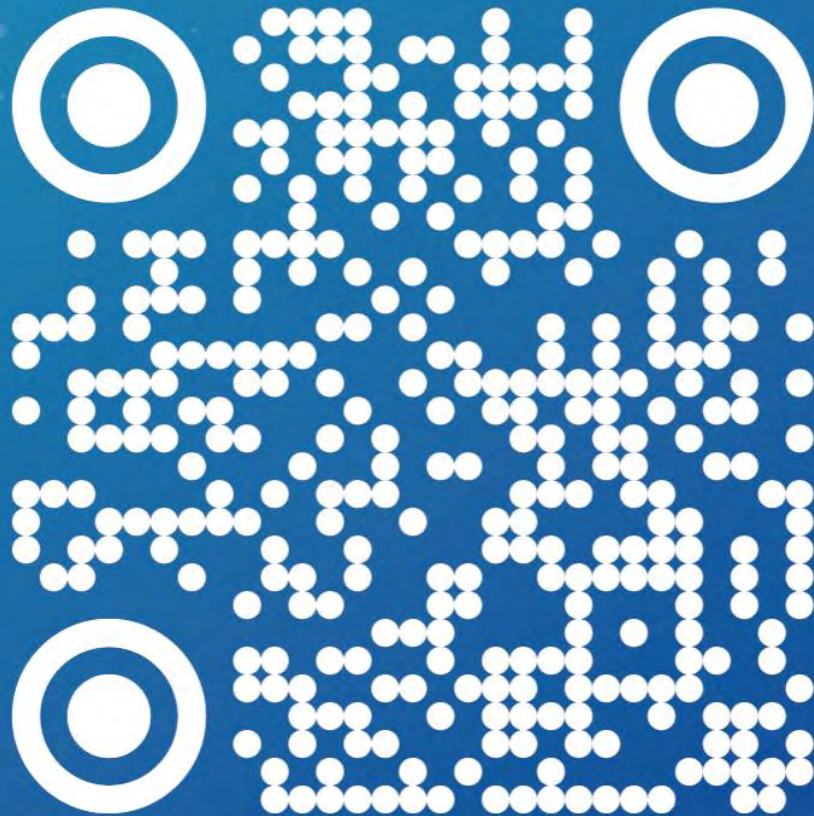
Associate in Science | Code: 27014 | 60 credits | to complete | [Read a full description of this program](#)

Complete each of these courses at your high school	Earn credits for these courses at Miami Dade College	MDC Credits Earned
8405110: Early Childhood Education 1 OR *HEV0870: Child Care Worker 1	EEC1000: Introduction to Early Childhood Development	3
8405120: Early Childhood Education 2 OR *HEV0871: Child Care Worker 2 8405130: Early Childhood Education 3 OR *HEV0872: Teacher Aide (Preschool)	EEC2407: Facilitating Social Development	3
8405140: Early Childhood Education 4 OR *HEV0873: Preschool Teacher	EDG2943: Educational Service Field Work	3

*A course number with a letter is the same course offered in a specific academy or at a postsecondary technical center.

DEEP@CCRC

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



Diving DEEP in Texas & Florida

Dr. Marissa Moreno

Associate Vice President,
Transfer & Educational Partnerships
Lee College

Dr. Phil Giarraffa

Executive Director,
Articulation & Academic Pathways
Miami Dade College

CCRC

Harvard
Education
Press

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

Teachers College, Columbia University

Coming in
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MORE ESSENTIAL THAN EVER

COMMUNITY COLLEGE PATHWAYS
TO EDUCATIONAL AND
CAREER SUCCESS

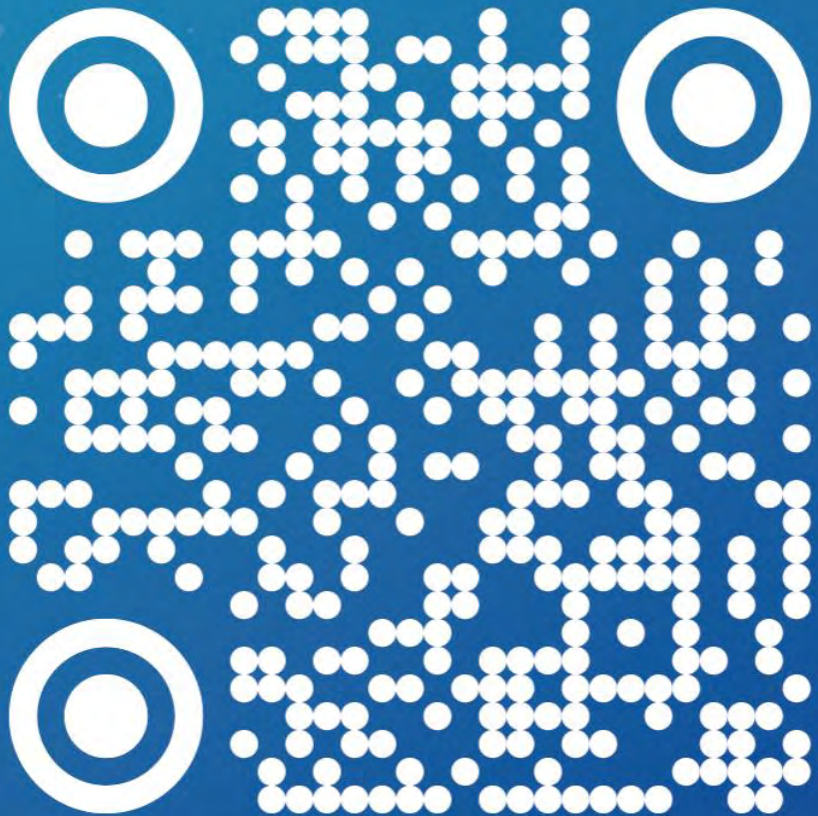
DAVIS JENKINS
HANA LAHR
JOHN FINK
SERENA C. KLEMPIN
MAGGIE P. FAY

FOREWORD BY
Kay M. McClenney



DEEP@CCRC

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



Thank you!

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CCRC