

# JUMPSTART

## How does dual enrollment pave a smoother path to college for Latinx students in California?

From 2014-15 to 2019-20, the proportion of California community college enrollees who are high school students has more than tripled, accounting for nearly 7% of community college enrollment.<sup>1</sup> Despite this increase, only 16% of Latinx high school graduates in California's 2018-19 graduating class participated in dual enrollment courses while in high school.<sup>2</sup> In fact, most students in the state attend schools where only 5% or fewer of their classmates participate in dual enrollment.<sup>3</sup> Equity-driven practices that increase access to dual enrollment in California schools, districts, and colleges can pave a smoother path for Latinx students on the road to and through college.

### College aspirations and preparation

#### Access and requirements

Just over half of school districts require students to successfully complete A-G courses to graduate.<sup>4</sup>

However, **less than half (44%) of California's Latinx high school graduates met the A-G course requirements for eligibility to the state's public university systems.**<sup>5</sup>

#### Transferring

Despite making up the majority (56%)<sup>7</sup> of all high school students in California, **only 26% of new undergraduates at UC are Latinx students.**<sup>8</sup>

Just over half (51%) of California community college students who declare a degree/transfer goal are Latinx, but **only 35% of those who successfully transfer within 4 years are Latinx.**<sup>9</sup>

### How dual enrollment helps



- ✓ High school students who take dual enrollment courses are **more likely to graduate from high school** and are less likely to take remedial education courses in college.<sup>6</sup>



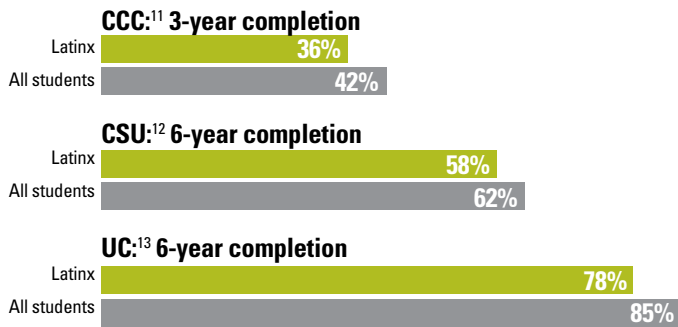
- ✓ Historically underrepresented students in dual enrollment programs accumulate more college credits and are more likely to transition to a 4-year college.<sup>10</sup>



# Time is money

## Completion

In every segment of higher education, Latinx students graduate at lower-than-average rates.



## How dual enrollment helps



- ☑ Dual enrollment students are more likely to persist in college and complete a college degree.<sup>14,15</sup>

## Cost

Nearly 2 out of every 3 Latinx students at UCs **acquire loan debt in the process of completing their bachelor's degree.**<sup>16</sup>

Most Latinx undergraduate students **work more than 30 hours per week.**<sup>17</sup>



- ☑ **Dual enrollment students save money:**  
Savings by college type, 2022–23:



## A longer, more costly path

Limited access to college preparation courses and supports in high school can mean Latinx students are tracked into non credit remedial courses, prolonging their path to college graduation and costing more money.



- ☑ Dual enrollment students save time toward earning their degree, **completing an average of 6.8 units of transfer-level coursework, or half a semester of full-time courses, before graduating high school.**<sup>21</sup>



## Benefits to students in dual enrollment

Latinx students in California report the following benefits as a result of their dual enrollment experiences:<sup>22</sup>

- Exposure to the rigor of a college course
- Learning the “hidden curriculum” — the implicit skills and practices (such as asking questions in class, taking initiative to proactively contact faculty for support.) expected of and used by most successful college students
- Independence and freedom from the rigid structure of a high school academic setting

Equitably expanding access to and supports in dual enrollment programs is a key strategy for strengthening Latinx students’ pathways to college in California. For more on what state leaders, school districts, and colleges can do to expand dual enrollment opportunities, including recommendations on how to leverage the state’s recent \$200 million investment in dual enrollment expansion and any future investments, visit

[www.JumpstartCA.org](http://www.JumpstartCA.org)

### Endnotes

- 1., 2., 3. Kurlaender, M., Reed, S., Grosz, M., Mathias, J., & Hughes, K. (2021). A foot in the door: Growth in participation and equity in dual enrollment in California. [https://education.ucdavis.edu/sites/main/files/wheelhouse\\_research\\_brief\\_vol\\_6\\_no\\_7\\_final.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_7_final.pdf)
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