

## Abstract

Dual enrollment programs that support students who aspire to attend college before graduating from high school have become commonplace. Research has shown that participation in and benefits from dual enrollment vary by one's identities and geography. However, scholarship has paid less attention to one's proximity to a widely accessible college or how those at the intersection of multiple oppressive systems are associated with access to and benefits from dual enrollment. This study advances the field by addressing two intertwined questions through a QuantCrit and intersectional framework by examining how one's proximity to a widely accessible college is associated with dual enrollment access and benefits. First, I utilize data from the U.S. Department of Education's Civil Rights Data Collection (2017-18) and multilevel logistic regression to examine how dual enrollment availability in a high school is associated with proximity to a widely accessible college. Recognizing that education policies marginalize racialized students, this analysis also considers how schools that predominantly serve Students of Color and are geographically distant from colleges may be less likely to offer dual enrollment than schools in only one of these categories. I next utilize the High School Longitudinal Study: 2009 and multilevel logistic regression to examine how dual enrollment's association with college-going varies when considering a student's multiple identities, including their proximity to a widely accessible college. Through this intersectional approach, this study aims to advance policy by nuancing the role of geography in dual enrollment access and providing an intersectional understanding of benefits that stem from participation.

### Contribution to the field:

This study seeks to make multiple contributions to the field of education. First, the use of college access deserts and intersectionality bring new theoretical and methodological tools to the study of dual enrollment. By examining how access to and benefits from dual enrollment may vary based on a high school's proximity to a widely accessible college, policymakers can better understand how regions have different access to dual enrollment gaps that stem from geography and then craft policies to address these gaps. I also use intersectionality to examine how students facing multiple systems of oppression may experience different benefits from participating in dual enrollment than students who do not experience compounding oppressions of race, gender, and geography. This furthers the use of intersectionality as a framework within college access research while advancing a nuanced understanding of dual enrollment that can guide policymakers across the K-20 system. This intersectional approach can help to ensure equitable opportunities for sub-populations whose unique barriers to participation may not have been previously acknowledged or known. This study also continues to advance critical quantitative research in higher education by examining the persistence of racism and oppression within education systems in the United States. This intentional focus on students' intersectional identities and dual enrollment provides an important step towards creating educational policies to address inequalities currently hidden by dominant methodological approaches in studies of dual enrollment and college access.