**Determining the Characteristics of Effective Dual Enrollment Partnerships**

Dual enrollment (DE) programs have been rapidly expanding across the country for the last two decades. DE programs offer high school students the opportunity to gain college credit before completing their K-12 education, and previous research has shown positive student outcomes from program participation. Yet, prior research also shows unequal access to these programs, with students historically underserved – both racially minoritized and economically-disadvantaged students – enrolling at lower rates than their peers. Additionally, little research has been conducted on the characteristics that make these programs effective – in part, because DE programs are a collaboration between high schools and colleges, and analyses must account for both institutions when determining program effectiveness. To fill this gap in literature, this study explores the characteristics which make these institutional partnerships successful and are most associated with positive student outcomes. Using a restricted-use, longitudinal dataset that provides detailed information for each student in Texas, I calculate several high school and college outcomes for each DE partnership in Texas. Following methods of prior research on 2- and 4-year college partnerships, I use OLS regression to predict each partnership’s expected outcome and conduct additional analyses to find the characteristics most associated with the partnerships which perform better-than-expected for all students, as well as sub-analyses for those which perform better-than-expected for racially minoritized and economically-disadvantaged students. Together, findings show DE course structures, urbanicity of the high school district, and the proportion of racially minoritized students participating in DE, are most associated with student outcomes.