Broadening Access, Building Momentum: Aligning Guided Pathways and College Credit Plus

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Dual Enrollment Challenges & Opportunities

1. Conventional approach to dual enrollment has resulted in inequitable access and earned the monikers of “Programs of Privilege” and “Random Acts of DE”

2. Dual enrollment has great potential but is currently underutilized as strategy to expand access to high-opportunity postsecondary pathways

3. Exclusionary policies, practices, and mindsets have resulted in inequitable access to dual enrollment courses

4. Improvement is possible – and essential to further expanding opportunity for students and building back enrollments for colleges
What can be learned from high schools and colleges that are more effective in serving students of color through dual enrollment?
Recent Quasi-Experimental Studies Highlight Potential of “Traditional” DE for Increasing Equity in College Access

- Dual Enrollment can benefit students who are falling behind in HS (Lee & Villarreal, 2022)
- Dual Enrollment Math can boost Black & Hispanic student entrance and persistence in STEM (Minaya, 2021)
DEEP: Extending Guided Pathways to Dual Enrollment with an Equity Focus

1. Outreach to underserved students & schools
2. Alignment to college degrees & careers in fields of interest
3. Early career & academic exploration, advising, & planning
4. High-quality college instruction & academic support

Dual Enrollment

Entry into baccalaureate major at four-year (FY) institution
CC transfer program aligned to FY major
Workforce program aligned to high-wage/high-demand career
To build back enrollments lost to pandemic, colleges are rethinking dual enrollment to expand access to high-opportunity postsecondary pathways

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<tr>
<th>Programs of Privilege, Random Acts</th>
<th>Dual Enrollment Equity Pathways (DEEP)</th>
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<tbody>
<tr>
<td>DE courses <em>made available</em> to students who are already “college-bound”</td>
<td><strong>Active outreach and support</strong> for underrepresented students and families starting in middle school</td>
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<td>Focus is mainly on strengthening students’ <em>academic preparedness for college</em></td>
<td>Focus also on building <em>motivation for college</em> by helping students explore interests and begin to develop a plan tied to college programs and careers in a field of interest</td>
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<td>Colleges and schools mainly emphasize <em>general education courses</em></td>
<td>Colleges and schools introduce students to high-opportunity postsecondary pathways through <em>program foundation courses</em></td>
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<td>Focus on achievement of <em>academic content standards</em></td>
<td>Added focus on helping students become <em>confident college learners</em> through active teaching/learning</td>
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<td>High school career technical education focused mainly on <em>immediate post-HS employment</em></td>
<td>High school career technical education students readily able to <em>apply HS CTE credits toward college degree programs</em> in high-opportunity fields</td>
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From ‘Programs of Privilege’ or ‘Random Acts’ to Dual Enrollment Equity Pathways: **Guiding Questions**

1. **Broadening Access:** What’s the potential for helping more HS students to participate in CCP?

2. **Building Momentum:** What’s the potential for recruiting dual enrollment students into our programs after high school?
From ‘Programs of Privilege’ or ‘Random Acts’ to Dual Enrollment Equity Pathways: **Guiding Questions**

1. **Broadening Access:** What’s the potential for helping more HS students to participate in CCP?
   - Reaching deeper: How can we work with our primary high school partners to further increase participation by closing gaps in representation within their schools?
   - Reaching wider: Which high schools in our service area do we not partner with as much? Do they serve large numbers of underrepresented students? What’s the potential for further outreach in partnership with those schools?

**Opportunities in Ohio**

- Student eligibility policy: HS grades as an alternative to placement testing codified in state regs; learning from “Innovative Programs”
- Statewide audit of CCP participation: Data tool to examine participation by district
2. **Building Momentum**: What’s the potential for recruiting dual enrollment students into our programs after high school?
   - What do we know about the goals and aspirations of our DE students? How familiar are they with our college’s programs? What advising do we provide?
   - How are we helping DE students explore, enter, and succeed in program foundation courses (in addition to math and English or other gen eds)?

**Opportunities in Ohio**
- Alignment to existing efforts to redesign onboarding into programs,
- Connection to Ohio Guaranteed Transfer Pathways, other efforts to clarify pathways to high-opportunity career and transfer outcomes.
Our Focus This Fall: Innovative Program Partnerships

• What can we learn from the implementation of the Innovative Program Policy about broadening access to CCP for underserved students?

• How have colleges and their high school partners designed Innovative Programs to support underrepresented students to access and be successful in DE?

• Did the Innovative Program policy result in an increase in access to DE courses for Black and Hispanic students?

• Did the implementation of the Innovative Program policy result in any changes to Black and Hispanic students’ DE course outcomes and post-high school rates of college attendance?

• What do former CCP students have to say about their DE experiences in schools that used Innovative Program waivers?
Thank you!

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Additional Resources
Playbook Overview

- Quantitative Research: Analysis of statewide data from FL, OH, and WA to identify high school-community college pairings with above-average participation rates and strong outcomes for historically underrepresented students of color*
- Screening Calls: Phone calls with potential sites identified through quantitative research
- Fieldwork: 9 site visits in FL, OH, and WA to colleges, high schools, and district offices**

* Included Black/African American, Hispanic/Latinx, American Indian, Native Hawaiian, Pacific Islander, and Alaska Native students
** Two visits conducted remotely due to the pandemic
# Playbook Research Sites

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<tr>
<th>SITE</th>
<th>KEY PARTNERS</th>
<th>PRIMARY DUAL ENROLLMENT MODEL</th>
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| Miami-Dade County, FL       | Miami Dade College  
Barbara Coleman Senior High School  
Ronald W. Reagan/Doral Senior High School | At the college                                |
| Okeechobee County and St. Lucie County, FL | Indian River State College  
Okeechobee High School  
Treasure Coast High School | At the college and high school                |
| Osceola County, FL          | Valencia College  
Liberty High School | At the college                                |
| West Palm Beach, FL         | Palm Beach State College  
Palm Beach Lakes Community High School | At the college and high school                |
| Lorain County, OH           | Lorain County Community College  
Lorain High School  
Clearview High School | At the high school                            |
| Steubenville, OH            | Eastern Gateway Community College  
Steubenville High School | At the high school                            |
| Puyallup, WA                | Pierce College  
Emerald Ridge High School  
Puyallup High School | Primarily at the college, some at the high school |
| Tri-Cities, WA              | Columbia Basin College  
Tri-Tech Skills Center  
Wahluke High School | At the college, CTE at the skills center     |
| Wenatchee Valley, WA        | Wenatchee Valley College  
Bridgeport High School  
Eastmont High School  
Wenatchee High School | At the college in urban and suburban areas, at the high school in rural areas |
Playbook Resources

- Highlights from the Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students
- A Guide to Getting Started for Institutional Leaders
- Tool for Evaluating Equitable Practices at Community Colleges
- Tool for Evaluating Equitable Practices at High Schools

https://highered.aspeninstitute.org/dual-enrollment/
1. How can we broaden access to dual enrollment?
   - How can we work with our primary high school partners to further increase participation by closing gaps in representation within their schools?
   - Which high schools in our service area do we not partner with as much? Do they serve large numbers of underrepresented students? What’s the potential for further outreach in partnership with those schools?

2. What’s the potential for recruiting dual enrollment students into our programs after high school?
   - What do we know about the goals and aspirations of our DE students? How familiar are they with our college’s programs?
   - How are we helping DE students explore, enter, and succeed in program foundation courses (in addition to math and English or other gen eds)?
Further Resources: **Dual Enrollment Equity Pathways**

**Expanding Access to Dual Enrollment**
- Chapter 2 of the *Dual Enrollment Playbook* (pages 20–29)
- Pages 4–5 of the accompanying *institutional self-assessment rubric* from the *Dual Enrollment Playbook*
- A **Tableau tool** and accompanying **blog post** to help you examine access to dual enrollment by race/ethnicity and gender among your local school districts and high schools
- We recommend that college leaders meet with their local K-12 district and school leaders to find common ground and make joint commitments to expanding access. As a part of the *Dual Enrollment Playbook* research, we developed a “**getting started guide**” that presents ideas for engaging your K-12 partners (e.g., who to invite, materials to prepare, questions to discuss).

**Recruiting DE Students Into Your College’s Programs After HS**
- Chapter 3 of the *Dual Enrollment Playbook* (specifically Strategy 1, pages 32–35)
- Examples of how colleges are aligning dual enrollment course offerings to community college programs:
  - Northeast Iowa Community College’s **guided career pathways**
  - Lorain County Community College’s **dual enrollment pathways** aligned to their top transfer partners
  - Indian River State College’s **Career Pathways Initiative** aligning the college’s meta-majors with local high schools’ career-technical education academies

Further Resources:**Dual Enrollment Equity Pathways**