

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

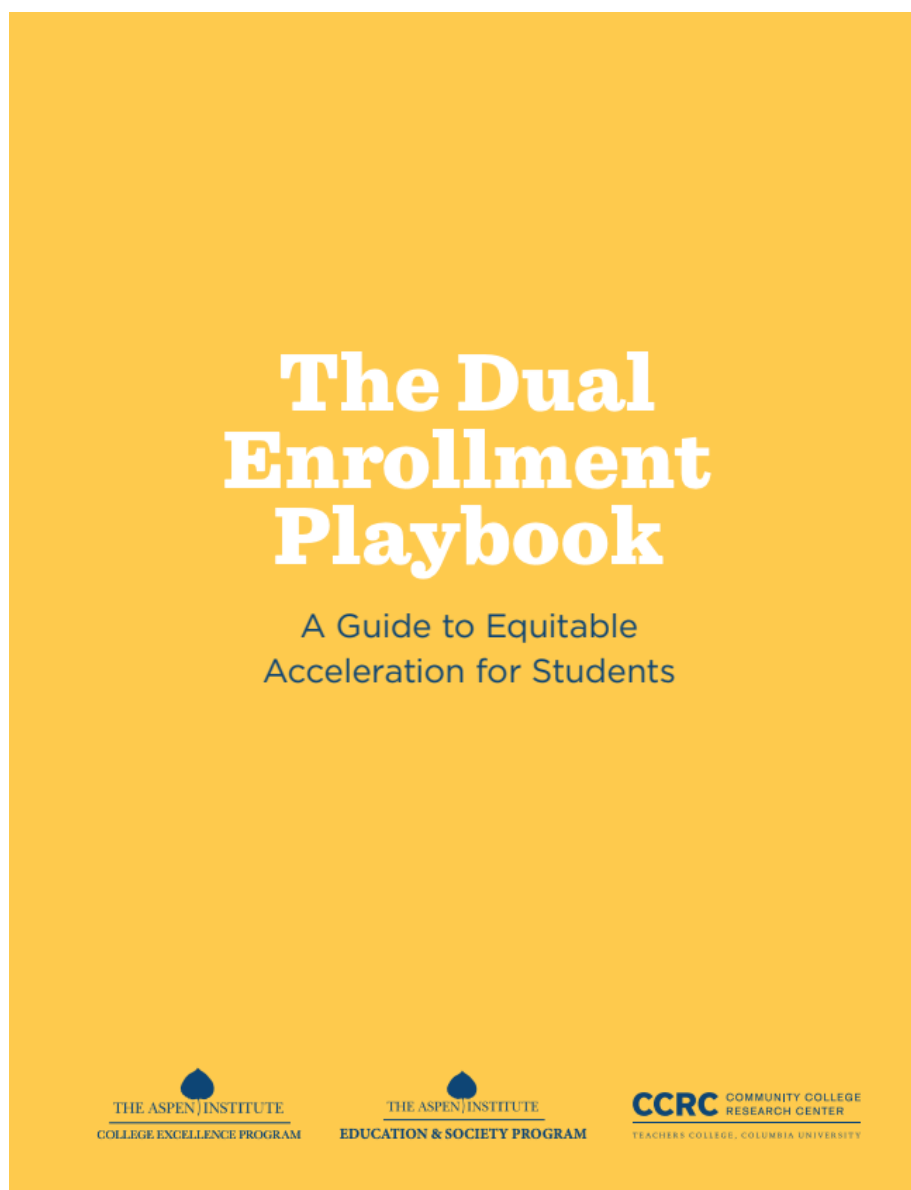
John Fink & Sarah Griffin
Community College Research Center
Teachers College, Columbia University

OACC SSLI Fall Meeting, September 15, 2022

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?



Five Principles to Advance Equity in High-Quality Dual Enrollment

Principle

I

SET A SHARED VISION AND GOALS THAT PRIORITIZE EQUITY

Principle

II

EXPAND EQUITABLE ACCESS

Principle

III

CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

Principle

IV

PROVIDE HIGH-QUALITY INSTRUCTION THAT BUILDS STUDENTS' COMPETENCE AND CONFIDENCE

Principle

V

ORGANIZE TEAMS AND DEVELOP RELATIONSHIPS TO MAXIMIZE POTENTIAL

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)

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

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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 college enrollment and degree completion for students with lower prior academic achievement who attended public high schools in Texas. We employed a propensity score matching method to reduce selection bias arising from DE participation and supplemented the analysis with a bounds test. The results showed that DE students were predicted to have a higher likelihood of entering college immediately after high school by 20 percentage points and completing a degree within four and eight years of high school graduation by 7 and 14 percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE programs 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 and students 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 than their counterparts, stressing the need for higher education institutions and partnering school districts to provide more robust support to these underserved students for participating in DE programs and making a successful transition into college.

Dual enrollment (DE) programs, also known as dual credit or conc provide high school students with an opportunity to take college simultaneously earn high school and college credits (Barnett & Stamm of the programs claim that DE participation can *i*) increase a stu and confidence in ability to complete college-level coursework and (Attewell, Heil, & Reisel, 2012); *ii*) offer an opportunity to engage of academic and career courses, enabling to expand students' kno particular fields of interest; *iii*) expose students to college norms, r making college familiar (Karp, 2012); *iv*) reduce the financial and ti ing college degree by earning college credits while in high schoo Hughes, Jeong, & Bailey, 2007), and *v*) signal to colleges that the and will be successful in college (Hoffman, Vargas, & Santos, 2008)

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Can Dual Enrollment Algebra Reduce Racial/Ethnic Gaps in Early STEM Outcomes? Evidence from Florida

Summary Research Report

Veronica Minaya

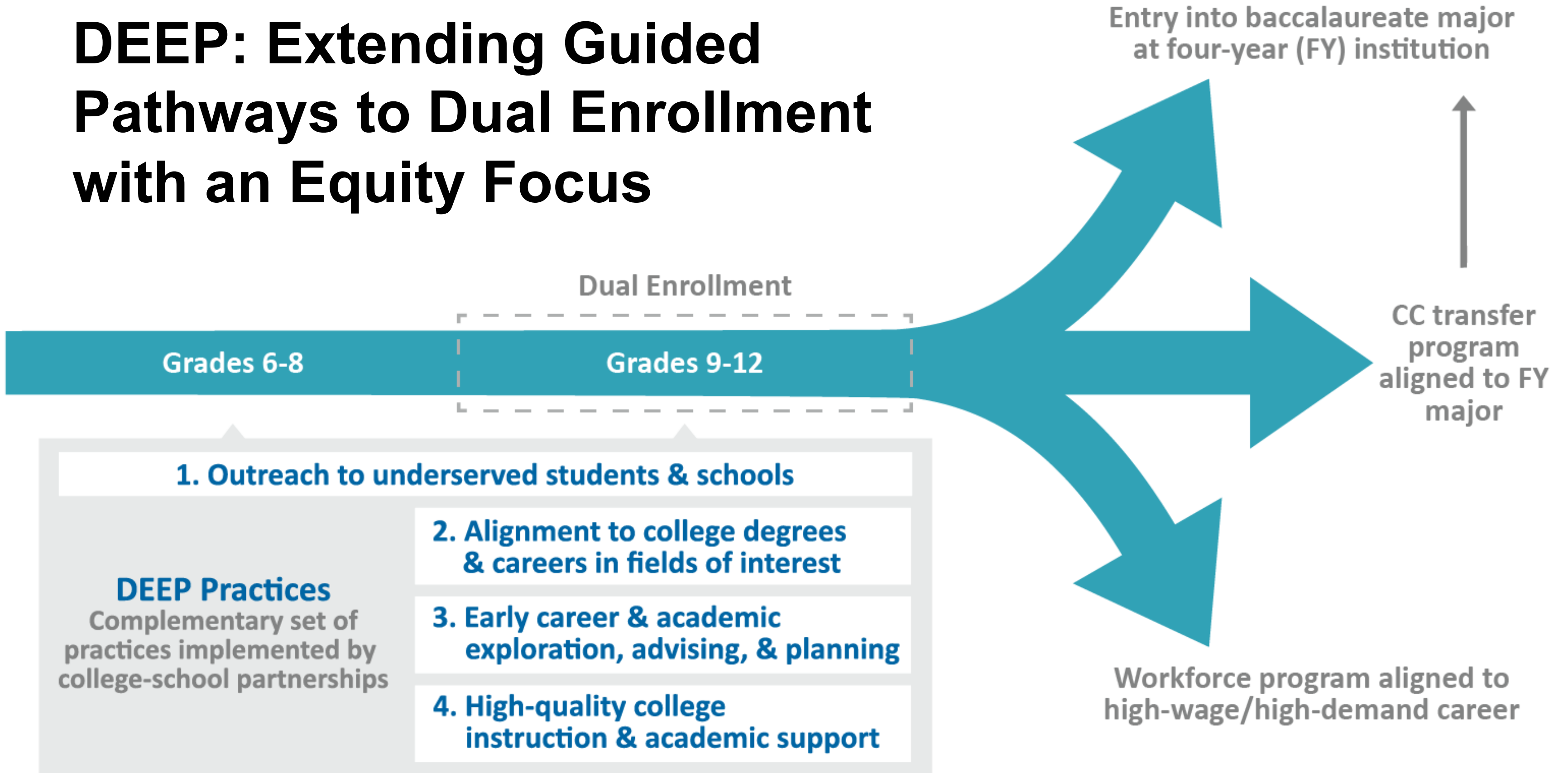
February 2021

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DEEP: Extending Guided Pathways to Dual Enrollment with an Equity Focus



To build back enrollments lost to pandemic, colleges are rethinking dual enrollment to **expand access to high-opportunity postsecondary pathways**

Programs of Privilege, Random Acts

Dual Enrollment Equity Pathways (DEEP)

DE courses *made available* to students who are already “college-bound” ✓ →

Active outreach and support for underrepresented students and families starting in middle school

Focus is mainly on strengthening students’ *academic preparedness for college* ✓ →

Focus also on building *motivation for college* by helping students explore interests and begin to develop a plan tied to college programs and careers in a field of interest

Colleges and schools mainly emphasize *general education courses* ✓ →

Colleges and schools introduce students to high-opportunity postsecondary pathways through *program foundation courses*

Focus on achievement of *academic content standards* ✓ →

Added focus on helping students become *confident college learners* through active teaching/learning

High school career technical education focused mainly on *immediate post-HS employment* ✓ →

High school career technical education students readily able to *apply HS CTE credits toward college degree programs* in high-opportunity fields

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



CCP Performance Audit Dashboard

Dashboard Navigation (hover to view page titles)



Fiscal Year

2021

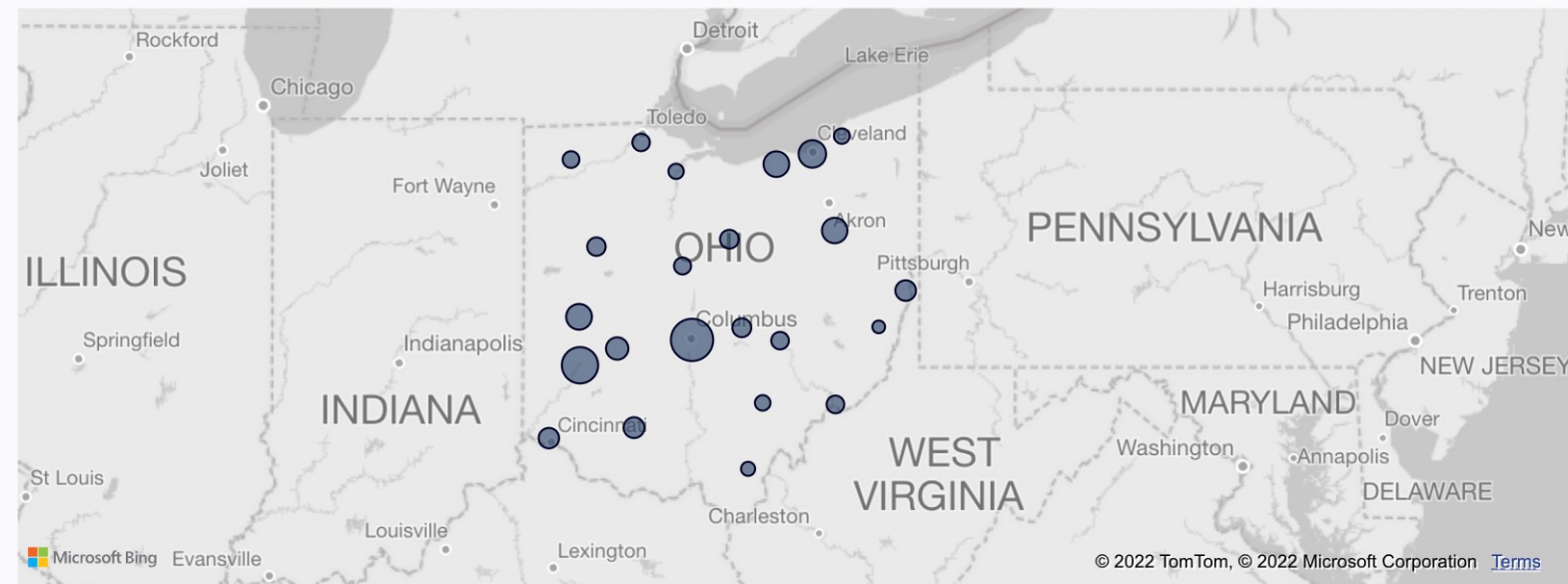
Instruction Method

- College Instructor
- Highschool Instructor
- On Campus
- Online

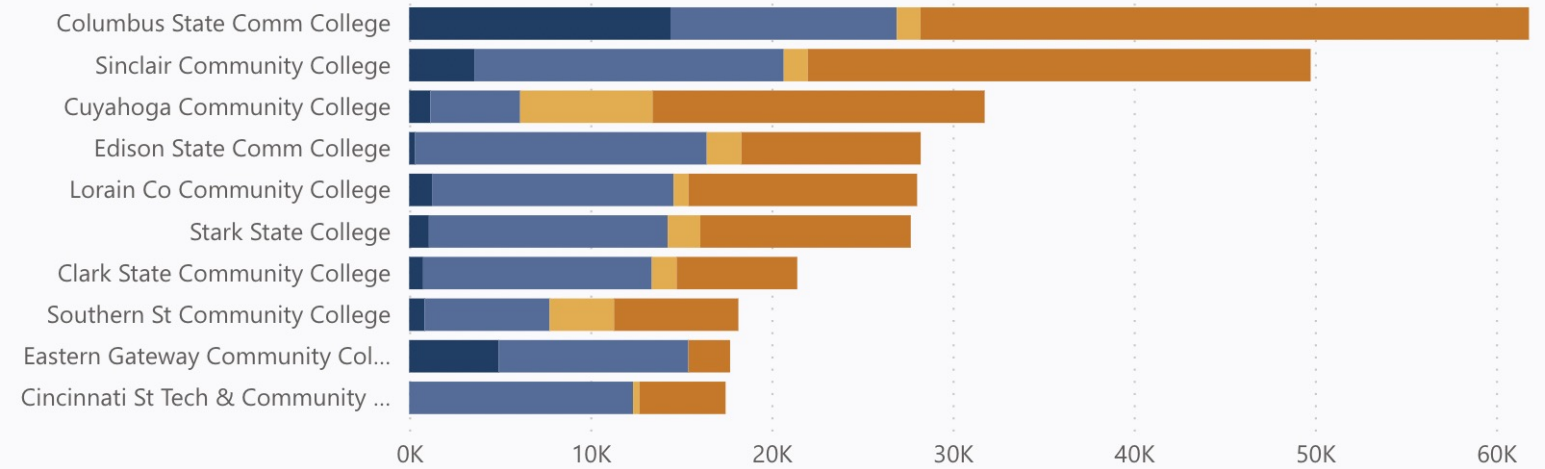
College Type

- 4 YR Public
- Community College
- Private

Total CCP Hours per Institution



Instruction Method ● College Instructor ● Highschool Instructor ● On Campus ● Online



Note: Regional campuses are included with their respective main campus.

warrensville Heights City SD	579
Fairview Park City SD	541
Independence Local SD	492
Garfield Heights City SD	439
Shaker Heights City SD	423
Bay Village City SD	411
Total	37,851



Note 1: Regional campuses are included with main campus.
Note 2: JVSD and Community Schools are not represented on this tab.

All page

Filtering in CCP by Institution

Type

- 4 YR Public
- Community College
- Private

College Name

- Belmont College
- Central Ohio Technical College
- Cincinnati St Tech & Community College
- Clark State Community College
- Columbus State Community College
- Cuyahoga Community College
- Eastern Gateway Community College
- Edison State Community College
- Hocking College
- James A. Rhodes State College
- Lakeland Community College
- Lorain Co Community College
- Marion Technical College
- North Central State College
- Northwest State Community College
- Owens State Community College
- Rio Grande Community College
- Sinclair Community College
- Southern St Community College
- Stark State College
- Terra State Community College
- Washington State Community College
- Zane State

From ‘Programs of Privilege’ or ‘Random Acts’ to Dual Enrollment Equity Pathways: **Guiding Questions**

- 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**

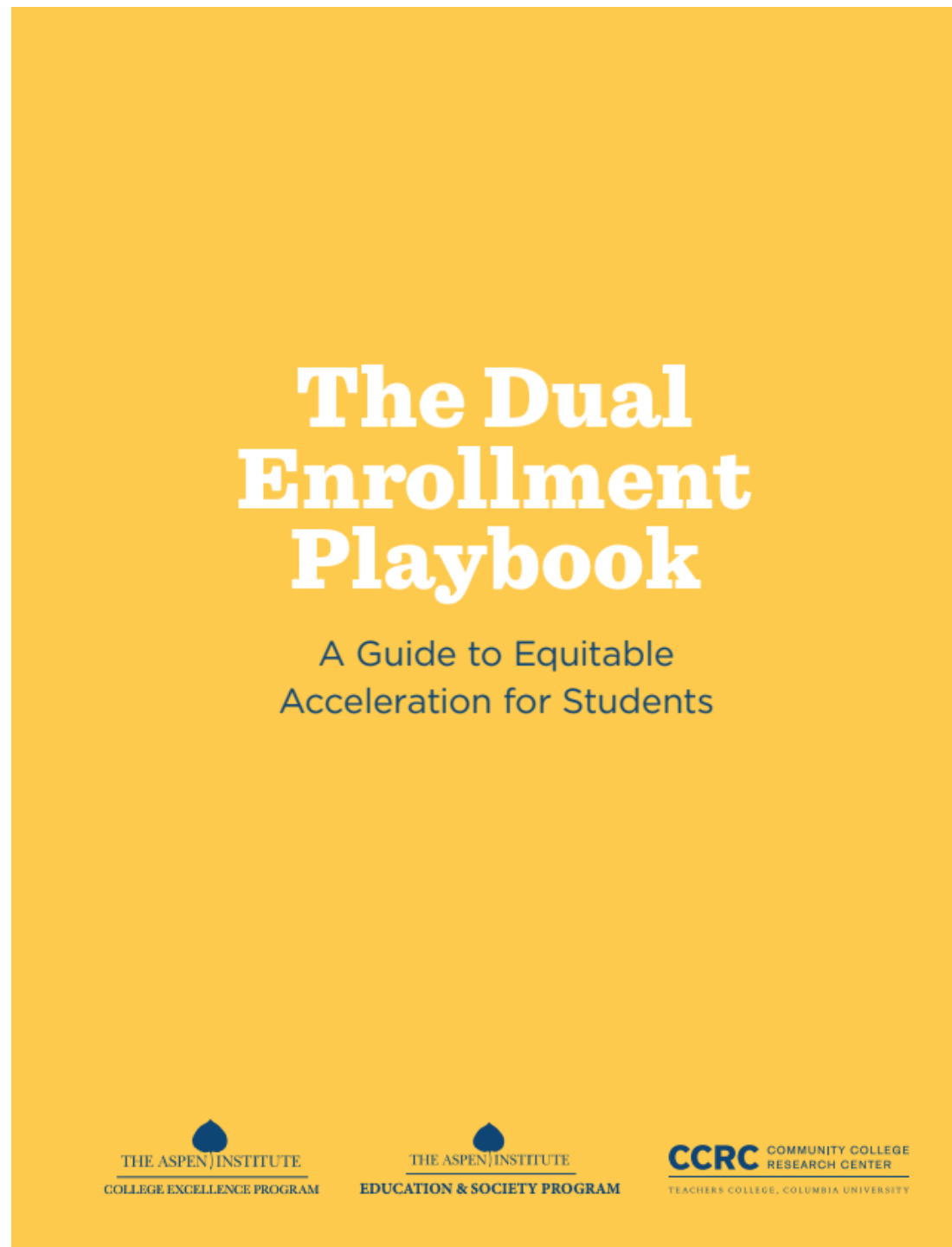
* Included Black/African American, Hispanic/Latinx, American Indian, Native Hawaiian, Pacific Islander, and Alaska Native students

** Two visits conducted remotely due to the pandemic

Playbook Research Sites

SITE	KEY PARTNERS	PRIMARY DUAL ENROLLMENT MODEL
Miami-Dade County, FL	Miami Dade College Barbara Goleman 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/>

<https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>

From ‘Programs of Privilege’ or ‘Random Acts’ to **Dual Enrollment Equity Pathways**: Guiding Questions

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