Reaching Outside of our Silos Through Dual Enrollment: Effective K12 District & Postsecondary Partnerships
Today’s Driving Questions

• How can K-12 and Post-Secondary Institutions best partner to ensure student success in college and career after graduation from high school?
Current Concerns based on Data

% Earning Degree, Transfer or Certificate within 6 years in Los Angeles County

2005-2006:
- County Average: 48.0%
- Statewide Average: 50.8%
- Top 10 Colleges: 64.3%

2006-2007:
- County Average: 46.9%
- Statewide Average: 49.2%
- Top 10 Colleges: 62.9%

Cal-PASSPlus Partnership for Achieving Student Success
What the Data Says...

• Regional/County Average:
  – shows the average percentage of students for all community colleges in the selected region or county earning a degree (AA/AS), certificate (Chancellor’s Office Approved), transfer approved status (based on minimum requirements) or transferred to a 4-year institution within six years -- for example a cohort of first-time students entering in 2006-2007 and completing by 2011-2012.
What the Data Says...

• Statewide Average
  - shows the average percentage of students for all community colleges in the state earning a degree (AA/AS), certificate (Chancellor’s Office Approved), transfer approved status (based on minimum requirements) or transferred to a 4-year institution within six years -- for example a cohort of first-time students entering in 2006-2007 and completing by 2011-2012
What the Data Says...

- 10 Colleges
  - shows the average for the 10 colleges with the highest completion rates in the state based upon the methodology stated above
What the Data Says...

• Across California, just **16%** of community college students who begin three or more levels below college level in writing go on to complete college English within three years.

• In math, just **6%** of students who begin three or more levels below go on to complete a transferable math course.

• And because they are more likely to be placed into the lowest levels of remediation, students of color are disproportionately impacted by these attrition rates. More than half of all black and Latino students in California community colleges begin three or more levels below college math.

• In Pasadena… less than **12%** of PCC students complete either an AA degree, CTE certification, or transfer to a 4-year university.
National Agenda: Goal 2025

- 60% of U.S. Adults obtaining a Post Secondary Credential:

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\begin{align*}
\text{90% Graduate High School} & \times \text{90% Enroll In Postsecondary} & \times \text{75% Earn Postsecondary Credential} = \text{60% With A Postsecondary Degree}
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A New Initiative For Student Success: Dual Enrollment
Early College Experiences

• Early opportunities for high school students to explore college and career options and enroll in college courses while still in high school

• Includes dual enrollment/credit, concurrent enrollment and summer bridge

• Provides a supportive and aligned bridge into college and career pathways for students

• Creating dual enrollment courses is an excellent way for community college faculty and high school instructors to engage ongoing conversations around aligning curricula and pathways
What is Dual Enrollment?

• HS Students take college courses rather than high school courses with college level content (unlike AP)

• DE programs vary widely in terms of:
  – How many and what college courses they offer
  – Where the courses take place (on college or HS campus)
  – Who teaches them (college faculty or high school teachers who qualify as college adjuncts).

• There is some evidence re: variation:
  – Taking two or more dual enrollment courses may have substantially higher benefits
  – It may be particularly beneficial to students to take rigorous courses and on community college rather than high school campuses
  – But need to balance authenticity of college experience with access for HS students.
  – Professional development for DE instructors important, however the courses are offered
Dual enrollment participants learn study skills and other habits related to college success; they learn “how to play the part.” (Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006)

- Dual enrollment is related to increased high school graduation. (Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013)

- Taking college courses on a college campus gives first generation college students college know-how and confidence. (Karp 2010)

- Dual enrollment participants are more likely to enroll in college than their non-participating peers. (Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Struhl & Vargas, 2012)

Increases HS graduation & college readiness
And College Completion

- Participation is related to improved college grade point averages.
  (Allen & Dadgar, 2012; Eimers, & Mullen, 2003; Kotamraju, 2005)
- Participation is related to persistence to a second year of college.
  (Eimers & Mullen, 2003; Swanson, 2008 Struhl & Vargas, 2012)
- Participation is positively related to credit accrual.
  (Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013)
- Participation is positively related to improved likelihood of degree completion.
  (An, 2013; Struhl & Vargas, 2012)
- Program model, course rigor, and implementation quality matter.
  (Allen, 2010; Kim, 2008; Speroni, 2011)

Adapted from Karp, 2013, *Dual Enrollment for College Completion*
All types of Students Benefit

- Students in CTE programs benefit from dual enrollment participation.
  (Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012)

- Male students may benefit more from participation than other sub-groups.
  (Karp et al., 2007)

- Low-income, first-generation and academically “at risk” students benefit from participation.

- Some studies find that they do so to a larger extent than other student groups.
  (Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012)
Study (2008-2011) involving 3,000 students enrolled in career-focused DE courses at 8 sites across CA.

- 60% students of color
- 40% living in non-English speaking households

Participating students—compared to similar students not enrolled in DE—overall, had better academic outcomes:

- More likely to graduate from HS
- More likely to transition to a 4 year college
- More likely to persist in postsecondary education
- Less likely to take basic skills courses in college
- Accumulate more college credits
Continuing Policy Challenges in California

• DE enabled by state legislation and regulation, but, current legal restrictions slow expansion of DE (low enrollment priority, enrollment caps, )

• AB1451 (Holden) aimed to remove these; but held in Senate Appropriations

• Opposition from policy makers and stakeholders:
  – DE adds to the already broad CCC Mission:
    • CCC Assuming Role of High Schools?
    • Displaces K-12 Teachers?
  – Detracts from focus on the Student Success Initiative
  – Intended to generate funding
  – Perception that expansion = abuse
Dual Enrollment: How will it be designed?

**Q:** What is dual credit?

**A:** Access to college classes during the day

Part of the daily schedule so does not impact sports or after school commitments

Students earn college and graduation credit with the same course

Taught by certificated PUSD teachers as part of their daily assignment

Open access for 9th grade:— but C or better to continue the following year

DE courses must be CSU/UC transferable Core or Elective courses:

Example:

If Core:
For many students, the 12th grade ELA course may be the PCC UC/CSU transferable English 100 course

If Elective:
This may be an elective that we don’t offer or a CTE course that is part of the career pathway
Why Dual Enrollment?

1. Design an Early College High School option so that students may graduate with an AA degree in five years.

2. Design opportunities to earn FREE college courses/credits to prepare for transition to college.

3. Provide college courses that are aligned to a Pathway at PCC to support transition to careers.
What does an Early College Look like?

9th grade: 2 semester electives
- 6 college credits – 10 electives

10th grade: 2 semester electives
- 6 college credits = 10 electives

11th grade: 2 core courses
- 12 college credits
- PCC English 101 = 11th grade ELA
- PCC US History = U.S History

12th grade: 20 core courses
- 12 college credits
- PCC English 202 = 12th grade ELA
- PCC economics and US Government = 12th grade Economics & Government

Students earn 30 college units while in high school
Impact of Dual Enrollment on PUSD graduates

- Increase the number of college and career ready graduates
  - Increased graduation rates

- Increase offerings on high school campus
  - More options for students

- Earn college credits in high school
  - Saving dollars for families

- More competitive transcripts
  - Increase 4-year college acceptance rates

- More UC/CSU transferable courses
  - Less entry level college classes

- Increase career based CTE course completions
  - Employment-ready students
What are the Projected Outcomes?

- Students clarify career goals earlier, increasing motivation, persistence, retention and success
- Students earn college credit, towards stackable certificates, associates degree, and transfer while in high school
- Students make informed decisions about courses, college and career development
- Students graduate high school with a Certificate or AA/AST
- Students minimize time to completion and maximize financial aid, employability and economic success
College & Career Practices in PUSD

- AP Courses and weighted GPA
- Concurrent enrollment courses
- Pathways in Place, 10 in place, 2 starting
- More A-G approved courses
- Increase in number PSAT in Junior
- Naviance in 6-12 grades
How Dual Enrollment is Designed

- PCC Offers classes at PUSD during the school day
- PCC hires PUSD teachers as adjunct professors, PCC absorbs instruction costs for materials
- Little to no cost to PUSD except for classroom space
- PUSD students enroll in classes that are UC/CSU transferable college units
- Students graduate with dual credit
Steps We’ve Taken so Far

Engaged Leadership
High Level Leadership
Summit Meetings

Identified Shared Goals
Career Success
College Going Culture

Get Data Informed
Started looking deeply at data - who are our students

Identified a Catalyst
College Transition
Dual Enrollment
Action Steps

• Board Presentations
• Memorandum of Understanding
• Data Sharing
• Monthly Meetings
• Conference Attendance
• Professional Events
• Advisories
• Materials Alignment
• Coordination of Schedules
Partners

- Pasadena City College
- 5 PUSD High Schools
- Students
- Parents
- Teachers
- Counselors
- Administrators
- School and PCC Board of Education
- Curriculum Experts
Let’s hear from Students

http://www.focusonfreshmen.com/newsrelease.html
http://www.whatworkscareerchoices.com/success101doc.html
Useful Resources

Career Ladders Project: HS to College Transition Web Resources

Santa Barbara City College: DE Program Resources
http://www.sbcc.edu/dualenrollment/programresources.php


Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)
http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative