DUAL ENROLLMENT:
STRATEGY FOR SUCCESS IN COLLEGE AND CAREER?

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WHAT IS DUAL ENROLLMENT/DUAL CREDIT?

- Both ADA & FTES are collected as well as credits for both systems,
- Classes taught by dually certified teachers on college or HS campus
- Generally occur during the HS day.
- Heavy lift to work around existing policies, but holds the highest promise for students
WHAT IS CONCURRENT ENROLLMENT?

• Just FTES is collected from college (not ADA)
• Students earn college credit, but not HS credit
• Courses can be taught on HS or college campus
• Generally offered after school or in summer.
• Most often what is used in CA
DUAL OR CONCURRENT ENROLLMENT?

• These terms often used interchangeably.
• In this presentation we’ll be using Dual Enrollment as the general term
  – covering all these practices, and
  – including all offerings that allow any HS student to earn college credits.
ARTICULATION/CREDIT BY EXAM?

- Course to course alignment where credit is collected from college via various methods (exam, certificate)
- Historically, articulation and credit by exam have yielded poor uptake of credits for students
- We are not considering this approach in this breakout.
Low income and at-risk youth in career focused DE courses, 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

Hughes, Rodriguez, Edwards and Belfield (2012) *Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs*
Career Ladders Project: HS to College Transition Web Resources

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

Guide to Launching and Expanding DE Programs for Historically Underserved Students in CA (R. Purnell; RP Group 2014)

Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)
http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative
WHAT IS THE STATE POLICY ENVIRONMENT FOR DUAL ENROLLMENT LEGISLATION?

- Lack of Understanding and Clear Definition
  - Dual Enrollment
  - Concurrent Enrollment
  - Dual Credit
- Adds to Already Broad Mission of the Community Colleges
  - CCC Assuming Role of High Schools
  - Displaces K-12 Teachers
- Detracts from the Student Success Initiative
- Intended to Generate Funding
- Expansion = Abuse
HOW CAN THE STATE HELP SUPPORT DUAL ENROLLMENT STRATEGIES?

• Fund Both CCC & K-12 Districts for Dual Enrollment
• Provide More Flexibility
  – Increase Maximum # of College Units
  – Higher Priority Enrollment
  – Grant Both High School and College Credit
  – College Campus or High School Campus
• With Flexibility, Comes Accountability
  – Support/Encourage District Level Partnerships
  – Fund Program Evaluation
  – Measure Outcomes
• Support More Research
“CREATING A RECRUITMENT PIPELINE OF COLLEGE-READY STUDENTS”

Dual enrollment programs offer a number of advantages to the participating colleges by ideally creating a recruitment pipeline of college-ready students – especially among a group who may have been unlikely to pursue a college education – who are more likely to persist and successfully complete a postsecondary degree or credential without any delays resulting from the need to complete development coursework (Barnett & Stamm, 2010).

– Rogeair Purnell, Senior Researcher, The RP Group

Dr. Purnell found students in dual enrollment programs are
• better prepared to successfully complete college coursework
• able to explore various career and majors before enrolling in college full-time
• more confident in their ability to do college-level work and successfully pursue a postsecondary credential better understand of the potential economic benefits of a postsecondary education
• able to accelerate the pathway through college saves time and money

<table>
<thead>
<tr>
<th>Model</th>
<th>Target Population</th>
<th>Core Components</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most models</td>
<td>- Small enrollment - 100 or fewer per grade&lt;br&gt;- Historically underserved and underrepresented on college campus</td>
<td>- Rigorous Academics&lt;br&gt;- Supportive Services&lt;br&gt;- Completion of HS diploma and college units</td>
<td></td>
</tr>
<tr>
<td>Middle College</td>
<td>Typically 9 – 12, “middle performing”</td>
<td>Some college units</td>
<td>Typically on a college campus</td>
</tr>
<tr>
<td>Early College</td>
<td>Typically 9 – 12</td>
<td>- College courses sequenced&lt;br&gt;- College units 12 – 60</td>
<td>On or near college campus</td>
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<tr>
<td>Gateway to College</td>
<td>16-21 yrs.&lt;br&gt;Left high school or on verge of leaving</td>
<td>- Intensive student support&lt;br&gt;- College units 20+</td>
<td>On community college campus</td>
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“Early College Designs, which immerse high school students in a “college for all” culture and support their progression into dual-enrollment college courses, have produced particularly dramatic results, beating typical outcomes for students of color and low-income youth “ 2013 data:

- 90% of early college students earn a high school diploma vs. national rates of 66% of blacks, 69% of Native Americans, and 72% of Latinos
- 30% of early college students earn an Associate’s degree or other postsecondary credential along with their high school diploma vs. very few students of any background nationally
- 71% of early college graduates enroll in college the semester following graduation vs. 67% of black students and 67% of Latinos nationally; and 54% of low-income students

PROGRAM AND DESIGN POLICY ELEMENTS THAT SUPPORT DUAL ENROLLMENT

- Secondary and post-secondary partnerships - defined relationship/roles and community partnerships
- Regulations – current legislation and local policies for secondary and post-secondary education
- Outreach strategies and recruitment-focused messages
- Curriculum Alignment - blend of high school and college courses that students will take and where
- Faculty – selection and support in engaging and teaching students
- Sustainable funding model
- Student success measures - key outcomes and related indicators to monitor progress toward key program goals
“Every year, over one million students fail to graduate from high school. They face a future of uncertainty and limited opportunity, with much higher rates of poverty, unemployment, and incarceration. Gateway to College provides young people with a second chance to earn their high school diploma while simultaneously building skills and gaining credits to complete college successfully. “

Laurel Dukehart, President, Gateway to College National Network

“I have gone from the very bottom to the very top.”
Student, Gateway to College
The Gateway to College mission is to reconnect struggling and off-track youth with an opportunity to complete a high school diploma in a supportive post-secondary environment where they earn college credit and experience academic success.

Student Demographic Information

| 17 | average age of Gateway to College student entering the program |
| 66 | % students of color |
| 75 | % first generation college-goers |

Student Academic Information

| 1.6 | average GPA at entry (on a 4-point scale) |
| 47 | average % of credits needed to complete a high school diploma at entry |
| 20 | average number of months to complete a Gateway to College program |
| 30 | average number of college credits earned at graduation from Gateway to College |
| 73 | % of graduates continue on in post-secondary education |

• First Term Small learning community (SLC) courses – academic and college knowledge
• College for All - transition to college courses with the general student population
• Pathway Alignment - "pathway" or major, aligned with high school completion requirements and college degree or certificate requirements
• High academic expectations and high touch
• Intensive case management and wrap-around supports
Since 2003, Gateway to College evolved from a single-site program into a national network of 43 colleges in 23 states partnering with more than 150 school districts.

Over 15,000 students served in Gateway to College programs over the last ten years; that number is expected that number to double by 2018.

In AY 2013-14: Over 4,200 students were served:
- 750 students graduated from sites across the nation
- 899 students were enrolled in California
• Ensures that a tuition-free dual-credit option in the college setting exists to provide students with the incentives to work hard and visualize a more successful future

• Trains staff and create systems in the college to provide wrap-around academic and social emotional supports for students in Gateway to College and other programs seeking to improve their service to these young people

• Forges a formal partnerships between one or more K-12 school districts and a local college to provide the funding structure and procedures to sustain a program into the future

• Conducts research about enrolled students and programming, and share promising practices in the wider education community

• Advocates for policies and participate in national coalitions promoting sustainable pathways to post-secondary education for at-risk youth
“What inspires me most about my work with Gateway to College students is the moment they find their truth—the truth that links them to the success they were always meant to have. I am grateful to be a small catalyst of that truth.”

Jane Larson, Resource Specialist, Gateway to College
WHAT DOES DUAL ENROLLMENT LOOK LIKE AS PART OF A "PATHWAY"?
PASADENA CITY COLLEGE’S APPROACH

• 88 9th grade students are enrolled in a career preparation course
• Developing MOU with PUSD addressing multiple constituent groups
• Bringing consultant to help across PCC + PUSD administration, faculty and operational offices
• Focus on Career Prep/CTE, Basic Skills, College Prep
HOW DID PCC GET THERE?

• Data, data, data
• Coalition of the Willing
• 3rd Party intervention
• Trust and Collective Experience
• Norming All Constituents
• Vision
Thank you.
For More Information

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