CTE Dual Enrollment: Preparing Students for College and Careers

CCCAOE
March 23, 2011

Kathy Hughes, Community College Research Center
Diane Hollems, Santa Barbara City College
Suzanne Korey, City College of San Francisco
Luis Chavez, Career Ladders Project
What is dual enrollment?

• Allows high school students to enroll in college courses.
• May or may not be dual credit.
• CTE dual enrollment (it is NOT articulation)
• Many program models
• Broad participation nationwide (source: NCES) and appears to be growing.
  – Students took courses for dual credit in 71% of high schools.
  – Over 800,000 high school students took a college course.
  – 115,000 “special admit” students, about 7% of all high school students, enrolled in community colleges in CA (2005-06).
Why should students participate in dual enrollment?

• Growing importance of postsecondary education and issues of preparedness.

• Other presumed benefits:
  – Students get a taste of college and learn college-going behaviors
  – Students enter college with credit already accumulated
  – Potential cost savings to families and education systems
  – Make the senior year meaningful/reduce senioritis
  – Explore career areas
  – Creation of connections between secondary and postsecondary institutions
Evidence of Effectiveness?

- CCRC analyses of dual enrollment outcomes in Florida and New York City (with CTE focus)
- DE participation positively related to:
  - Students’ likelihood of earning a HS diploma
  - Enrolling in college, enrolling F/T, and pursuing BA
  - Persistence in college
  - Higher GPAs one year after HS graduation
  - More credits earned three years after HS graduation

Male and low-income students benefited more from dual enrollment participation than their peers
Lessons from the Concurrent Courses Initiative (CCI)

- What is the CCI?
- Specific target population of students
- Hundreds of youth earning free college credits
- Preliminary outcomes show signs of positive impact on high school graduation and GPA
- Qualitatively, initiative has highlighted the importance of course and instructor selection
Concurrent Courses Initiative Funded Partnerships

- Arthur A. Benjamin Health Professions High School, Sacramento
  Partner: Sacramento City College
- City College of San Francisco
  Partner: San Francisco Unified School District
- Shasta Union High School District
  Partners: Anderson Union High School District, Shasta College
- Santa Barbara City College
  Partners: Santa Barbara High School District, Carpinteria Unified School District, South Coast ROP
- Los Angeles City College
  Partners: Hollywood Senior High School, Downtown Business Magnets High School, Miguel Contreras Learning Complex
- North Orange County ROP, Anaheim
  Partners: Anaheim Union High School District, Cypress College, Fullerton College
- Jordan High School, Long Beach Unified School District
  Partners: Long Beach City College, California State University Long Beach
- Tulare Joint Union High School District
  Partner: College of the Sequoias
Concurrent Courses Accomplishments

• New dual enrollment classes (all sites)
• New pathways (Long Beach, LA, NOC, Shasta)
• New recruitment efforts/materials (San Francisco, Santa Barbara)
• New support services (all sites)
• Existing programs expanded and strengthened (San Francisco, Santa Barbara)
Role of Career Ladders Project

Concurrent Courses Initiative

• Technical Assistance to partnership sites
• Provide leadership support
• Provide practitioner support
  • Recruitment
    » Motivation
      – Contextualized instruction
• Basic Skills support
What is the California Context?
Challenging Times

• Unprecedented budget cuts
• All partners impacted
• School boards making draconian choices between funding pre-K, K12, ROC/P, Adult Education
• CCCs contracting offerings: 200,000 fewer students
• Increasing Demand:
  – Displaced workers, returning vets seeking retraining
  – UC/CSU freshpersons redirected to CCCs
  – Historic # of HS graduates
California’s Race to the Bottom

US Rank
44  K12 Spending Per Student
49  Adult Population w/ at least a HS degree
49  HS Seniors who enter Higher Ed
43  BA Attainment of 18-24 Year Olds
50  18-24 Year Olds Who Enter 4 Year Institutions
45  Underrepresented Minority Students w/ BA/BS

College Completion: “The Big Goal”

President Obama asks every American to commit to at least one year or more of higher education or career training.

By 2020,
• America to have highest proportion of college graduates in the world.
• CCs to produce an additional 5 million graduates

By 2025,
• Bill & Melinda Gates Foundation: Double low-income adults w/ degree/certificate by age 26.
• Lumina Foundation: Increase # with degree/credential to 60% (from 40%)
CA CCs Focus on Completion?

• CA Community College League: A 2020 Vision

• CA CC Graduation Initiative: 1 million additional certificates and degrees by 2020

• CC Student Success Task Force (SB 1143 Liu): increase student success and completion

• Communities Learning in Partnership (CLIP): Gates grant to Riverside and San Francisco to increase completion of low-income students
CTE and Partnerships at Forefront

• Governor’s CTE Initiative/SB70: through 2014: promoting partnerships & aligning K-12/CC CTE

• Bringing systems—and resources—together to support high school graduation, improve post-secondary attainment and address employers’ needs and skills shortages

• Importance of partnerships heightened in crisis: educational and workforce systems, business, labor, community organizations.
High School Reform and Transformation

- **Linked Learning:**
  - “rigor and relevance”
  - “college and career”
  - post-secondary articulation and dual enrollment

- **CA Dept. of Ed.** – endorsed Linked Learning as HS transformation strategy

- **Building on CA Pathway Programs, Career Academies and Career Partnership Academies (600+)**

- **Federal legislation (H.R. 6174) The Linked Learning Pathways to College, Career, and Citizenship Success Act. $100M**
What are Dual Enrollment Benefits for Colleges?
Why is dual enrollment beneficial to community colleges?

- Community college accountability measures stress transfer and degree & certificate completion.
- As many as 70% of students arrive at college under-prepared. Starting [completion/transfer goals] with incoming college freshmen is starting too late.
- But...beginning to work with high school freshmen allows the “college-going culture”, educational planning and the “seamless transition” to begin.
Why is dual enrollment beneficial to community colleges?

• Students get 3 units of college (pass/no pass) credit for a planning course in 9th grade which also has an electronic 10-year-plan. This is a CTE course. Because all 9th graders take the course, there is increased accessibility for all groups, especially under-represented.

• There are touch-points in 10th, 11th, and 12th grades with the 10-Year-Plan and with specific directed learning activities about college programs & services, financial aid, planning for a major, and navigating college.
Why is dual enrollment beneficial to community colleges?

• The 10-Year-Plan will follow the student to the college. Academic and career counselors will continue to work with students to update their plans.

• Students will be eligible for the SBCC “Express to Success” [accelerated basic skills] and “Fast Track to Transfer” programs, as they will be entering college with an informed declared major.
How Does CTE and DE fit together?
Target Audience

ACADEMY OF ENGINEERING
- Burton High School
- John O’Connell High School (Year of Planning)

ACADEMY OF FINANCE
- Burton High School
- Lincoln High School

ACADEMY OF HOSPITALITY AND TOURISM
- Galileo High School
- Washington High School

ACADEMY OF INFORMATION TECHNOLOGY
- Balboa High School
- Burton High School
- Galileo High School
- Lincoln High School

BIOTECH PATHWAY
- Galileo High School
- Lincoln High School

ENVIRONMENTAL SCIENCES PATHWAY
- Galileo High School

HEALTH SCIENCES ACADEMY
- Burton High School
- Wallenberg High School

LAW ACADEMY
- Balboa High School

TEACHER ACADEMY
- Lincoln High School

PuLSe
- Balboa High School
DE Student Support from CCSF

- Email Listserv
- Early Alert Program: Faculty communicate with our team and alert us if students are struggling
- Tutoring
- Counseling
- Textbook Loan
Problems DE students encounter

• Adjusting to college lectures, schedules, weekly classes
• Transcripts/ Transferring CCSF coursework back to their high school
• Unit inconsistency
• A-G requirements & credit recovery – many CTE courses are considered electives.
• Metro Academy: MHA is a program designed to give students extra academic support and additional exposure to issues of social justice. Students in MHA are part of a cohort, or learning-community, moving through two-three semesters of MHA courses and health-infused general education courses together. There is close advising to help students stay on track with their course selection and the MHA courses are designed to reinforce and strengthen the skills students are learning in general education courses (writing, speaking, oral communication, and quantitative reasoning) while grounding them in a social justice context.
NACME

• **Engineering**: Develop new CAD courses by approaching the topics in a different learning environment.

This approach can add significantly to our anticipated outcome. Creating scenario based, team oriented, project driven, and contextualized learning outcomes are what can come out of this approach.
Thanks!
For more information:

- www.CareerLaddersProject.org
- www.concurrentcourses.org
- http://ccrc.tc.columbia.edu