Dual Enrollment in California: Research, Models and Tools

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Introductions
INTRODUCTIONS

• The Research and Planning Group
• The Career Ladders Project
• Who is in the room?
RESEARCH
RESEARCH

• Dual enrollment is related to increased **high school graduation**.
  (Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Haskell, 2016)

• 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; Struhl & Vargas, 2012; Cowan & Goldhaber, 2013; Taylor, 2015)

• Dual enrollment participants are **more likely to complete college** than their non-participating peers.
  (An, 2013; Taylor, 2015)

For Utah, household & state level saving from credit accumulation and time-to-completion advantage:

- 2010 high school graduation cohort
- 28,185 students with 194K college credits earned
- Average dual-credit student earns 6.9 college credits
- Savings to household: $19M at $687 per student
- Savings to state: $8M at $41.03 per student
Dual enrollment has positive efforts for students who are traditionally underrepresented on college campuses (Haskell, 2015; Taylor 2015)

- Low-income
- First generation
- English Language Learners
- Students of color
- Males of color

**BUT** effect sizes can be smaller for underrepresented students when compared to their dual enrollment peers (Taylor, 2015)
RESEARCH cont.

Study (2008-2011) involving 3,000 students enrolled in career-focused Dual Enrollment courses at 8 sites across California.

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

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

- More likely to graduate from high school
- 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
RESEARCH cont.

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MODELS
# Models - Pathways

## Some Models of Dual Enrollment

<table>
<thead>
<tr>
<th>Model</th>
<th>Intended Population</th>
<th>Core Components</th>
<th>Staffing</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primarily 11th or 12th grade, but may be 9th and 10th as well</td>
<td>Students who are historically underrepresented on college campuses</td>
<td>Pathways are carefully designed sequences of courses, of which dual enrollment is a part; pathways may:</td>
<td>High school teachers who meet the California Community Colleges’ minimum qualifications to teach college courses</td>
<td>Typically on the high school campus but can also be on the college campus</td>
</tr>
<tr>
<td>Designed with high school, college, and industry partners</td>
<td></td>
<td>1. Include multiple on-ramps and bridges</td>
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</tr>
<tr>
<td>See a sample linked pathway map that includes partners in Public Service and Law at Contra Costa College</td>
<td></td>
<td>2. Span the entire range of programs</td>
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<td></td>
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<td>3. Be stackable in design</td>
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<td>4. Contextualize foundational skills within a group of occupations or programs of study</td>
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<tr>
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<td>5. Be aligned with industry</td>
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<td></td>
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<td>6. Engage with employers in development, training, internships, and placement</td>
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<td>7. Focus on in-demand careers with family-sustaining wages</td>
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<td>8. Incorporate work-based learning</td>
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<td></td>
<td></td>
<td>9. Use data for continuous improvement</td>
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</tbody>
</table>
# MODELS – SINGLE - STRUCTURED

## Single Courses
- Primarily 11th or 12th grade
- Often requested by the high school to meet a specific need/pathway
- Historically high-achieving students
- No established core components
- Courses usually meet a need of the local high school such as enrichment, college success, graduation requirements, etc.
- May not include developmental courses
- Community college instructor
- May be a high school teacher who meets the California Community Colleges’ minimum qualifications
- Typically on the high school campus but can also be on the college campus

## Structured Dual Enrollment Program on a College Campus

### Middle College
- National model with several participating schools in California
- 9th through 12th grade
- Established in 1974 at LaGuardia Community College in New York
- See Senate Bill 1316 and Ed Code 11300
- See California Department of Education’s FAQs on Early and Middle College High Schools
- Academically “middle performing” students
- Historically underserved and underrepresented students on college campuses
- Small enrollments (100 or fewer students per grade level)
- Student support services
- Rigorous academics
- Completion of high school diploma and some college credits
- College courses count for dual credit (both high school and college credit)
- No cost to students
- High school teachers who meet the California Community Colleges’ minimum qualifications
- Community college instructors
- Typically on a college campus
# MODELS – STRUCTURED cont.

<table>
<thead>
<tr>
<th>Early College</th>
<th>Gateway to College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National model with several participating schools in California</strong></td>
<td><strong>Established in 2000 at Portland Community College in Oregon</strong></td>
</tr>
<tr>
<td>9th through 12th grade, although some enroll students in 6th through 12th or 11th and 12th grades only</td>
<td><strong>Over 40 programs nationally; 7 in California</strong></td>
</tr>
<tr>
<td>See Senate Bill 1316 and Ed Code 11302</td>
<td>Works as a credit recovery model; recovering ADA from students who have left high school is an important aspect of the funding model</td>
</tr>
<tr>
<td>See California Department of Education’s FAQs on Early and Middle College High Schools</td>
<td><strong>Students between 16 and 21 years old who have left or are at risk of leaving high school without a diploma</strong></td>
</tr>
<tr>
<td><strong>Historically underserved and underrepresented students on college campuses</strong></td>
<td><strong>Low-income, historically underrepresented students and students of color who may have struggled academically</strong></td>
</tr>
<tr>
<td><strong>Ideal for isolated or rural communities where transportation may be an issue</strong></td>
<td><strong>Student support services</strong></td>
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<td><strong>Student support services</strong></td>
<td><strong>Rigorous academics</strong></td>
</tr>
<tr>
<td><strong>Completion of high school diploma and a sequence of college courses; at least 12 college credits up to an associate’s degree or 60 transferable credits within 4 to 5 years</strong></td>
<td><strong>Completion of high school diploma and at least some college credits</strong></td>
</tr>
<tr>
<td><strong>High school teachers who meet the California Community Colleges’ minimum qualifications</strong></td>
<td><strong>No cost to students</strong></td>
</tr>
<tr>
<td><strong>Community college instructors</strong></td>
<td><strong>On a college campus</strong></td>
</tr>
</tbody>
</table>

**On a college campus**
TOOLS
TOOLS – DUAL ENROLLMENT TOOLKIT

www.careerladdersproject.org/areas-of-focus/pathways/ccccode/

— Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners

- CCCCO Advisory Committee and CCCCO Announcement
- Dual Enrollment and Assembly Bill 288 (CCAP) – Legal Opinion 16-02
- AB 288 College and Career Access Pathways (CCAP) Partnership Agreement
- Apportionment Eligibility Checklist for Community College Districts
- Frequently Asked Questions
- Dual Enrollment: Considerations for AB 288 Agreements and Non-AB 288 Partnership
- AB 288 Partnership Agreement Framework
- Comparison of Non-AB 288 Agreements and AB 288 Partnership Agreements for Dual Enrollment
- Legal Table – California Education Codes and State Active Legislation Influencing Dual Enrollment as of January 26, 2016
- Instructional Minutes – Interview with CDE’s Wendi McCaskill

Resources:
TOOLS – DUAL ENROLLMENT GUIDE

rpigroup.org/Portals/0/Documents/Archive/Dual-Enrollment-Toolkit-Updated-Dec2015.pdf
# Dual Enrollment Policies that Support Early College Strategies for Low-Income Youth

Elevating State Policies and Taking a Snapshot of the Field

Nationally, states urgently need to dramatically increase the number of young people who are pursuing postsecondary education credentials or degrees upon graduation from high school. This aspiration is critical for all of our nation’s youth, especially students who are economically disadvantaged, first-time college goers, and racial and ethnic minorities. Unfortunately, students from these subgroups are often left academically behind their peers by the time they enter ninth grade, and if they do graduate from high school, they do so without the knowledge or skills to enter postsecondary education college- and career-ready.

Taking into account the nation’s troubled economic environment and today’s competitive marketplace, legislative policymakers and education leaders need to invest in strategies to make the transition from high school to college. Early and targeted efforts to build bridges for students to make the transition from high school to college, which provide students with an opportunity to earn college credits before leaving high school, are a proven promising approach for raising college readiness and breaking down barriers to secondary and postsecondary education. Unfortunately, these opportunities are not equally distributed across all communities and school districts, and low-income students and youth underrepresented in higher education are participating the least in college courses as high school students.

To maximize the impact of accelerated learning opportunities, state leaders must promote dual enrollment policies that support early college pathways to serve a broader population of high school students and ensure that all students—particularly low-income and minority youth and first-time college goers—receive a head start on college in high school.

### An Assessment of the Policy Landscape and Recommendations for Improvement

Click on a state to view its profile.

**Exemplars**

Given the research about how dual enrollment can raise high school and college success, state policymakers have become increasingly interested in expanding participation. Although few states design their dual enrollment policies with this purpose in mind, with the right policies in place, states can support the development of partnerships between schools and colleges that create an on-ramp to college, particularly for low-income youth and students who might not participate in postsecondary education otherwise.
JOIN THE CONVERSATION ON TWITTER

Use #LinkedLearning to talk about Linked Learning
Use @Linked_Learning to talk about the Linked Learning Alliance
Use #LLCON2017 to talk with others at the convention
Use #DualEnrollment to talk about Dual Enrollment
Thank you!

LINKEDLEARNING.ORG
STYLEGUIDE

• Headers: all caps, blue, 36 pt. font
• Text: Calibri, 28 pt. font (or as large as possible)
• Linked Learning colors are preset
WHY LINKED LEARNING

California high school students who do not graduate in four years

- 21% of all students
- 27% of Latino students
- 34% of African American students

850,000

California youth, ages 16 to 24 are neither in school nor working. They can expect unemployment or low wages.

Source: Annie E. Casey Foundation, *Youth and Work: Restoring Teen and Young Adult Connections to Opportunity*, 2013
WHY LINKED LEARNING

BY 2018,

63 PERCENT

OF ALL U.S. JOBS WILL REQUIRE SOME EDUCATION BEYOND HIGH SCHOOL

99% of jobs created nation wide post the great recession

...have gone to workers with some postsecondary education.

*Source*: A recent report from *Georgetown University Center on Education*
THE FOUR CORE COMPONENTS

- Work-Based Learning
- Career Technical Training
- Rigorous Academics
- Comprehensive Support Services
Linked Learning is an Approach

Many Delivery Models

- NAF Academies
- Career Academies
- CA Partnership Academies
- Career Pathways
- Small Schools
- Charter Schools
- P-TECH
- District-Wide Strategy
Students gain career and life skills

Percentage point differences between pathway and comparison students.
COMPARED WITH THEIR PEERS

Linked Learning students demonstrated increased academic success in high school

STUDENT SUCCESS

1.8 More points on the ELA portion of the California High School Exit Exam

8.9 More credits earned by the end of High School

5.3 Percentage Points more likely to graduate High School

Percentage Points less likely to drop out of school before 12th grade

2

COLLEGE READINESS

5.3 Percentage Points more likely to be classified as ready or conditionally ready for college in ELA

0.9 More college preparatory semester courses

Differences between pathway and comparison students are statistically significant at p<.05 level.

Source: Student-level district administrative data.
COMPAARED WITH THEIR PEERS
Linked Learning students reported higher job quality

Health Insurance: +11 Percentage Points
Paid Vacation: +7 Percentage Points
Sick Days: +14 Percentage Points

Differences between pathway and comparison students are statistically significant at p<.05 level.

Source: Spring 2016 Postsecondary Survey.
COMPARED WITH THEIR PEERS

More Linked Learning students reported high school influences as important on their major or program of focus.

- Took high school courses that sparked interest: +11 points
- Encouraged by counselor or other adult in high school: +11 points
- Spent time working in the field: +14 points

Differences between pathway and comparison students are statistically significant at p<.05 level.

Source: Spring 2016 Postsecondary Survey.
ACHIEVING EQUITY

15.2 More Credits

African American students in certified Linked Learning pathways earn more credits than in traditional high schools.

12.4 Percentage Points

Conditional on enrolling in any postsecondary institution, African American students in certified Linked Learning pathways were more likely to enroll in a 4-year college than their peers.

11.7 More Credits

English learners in certified Linked Learning pathways earn more credits—equivalent to more than two courses.

ACHIEVING EQUITY

English learners in certified Linked Learning pathways earned one more college prep requirement than similar peers in traditional high school programs.

On average, Latino students in certified pathways were less likely to drop out and more likely to graduate, and accumulated 11.7 more credits—equivalent to more than two courses than similar peers in traditional high school programs.

Additional supports from teachers, guidance counselors, and pathway staff may have been particularly beneficial to African American students and those with low prior achievement in certified pathways.

Higher Engagement

Rigorous Academics

Achievement
ACHIEVEMENT

BETTER PREPARED FOR

COLLEGE

CAREER

LIFE
LINKED LEARNING IS:

An **approach**, not a program

About college **AND** career

For **all** students, regardless of achievement level