

Rethinking Dual Credit As an Onramp to Talent Strong Texas Pathways

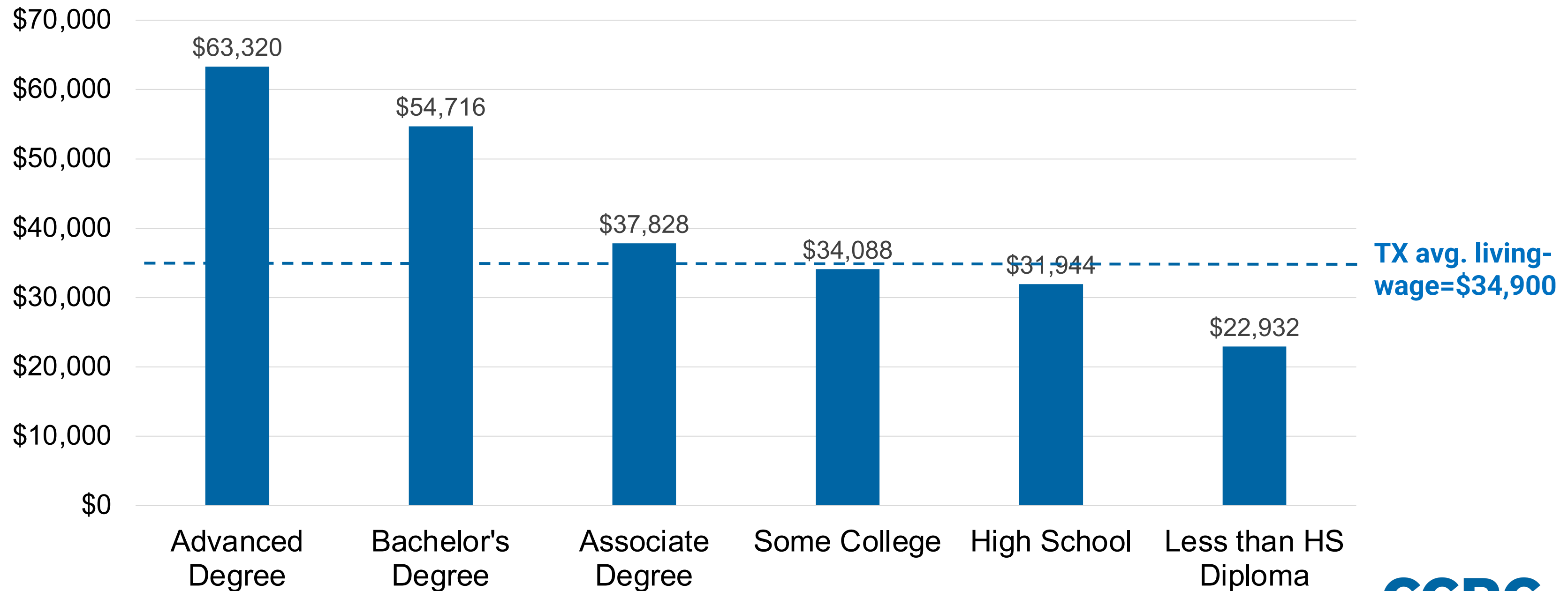
Davis Jenkins
Maggie Fay

Leading Talent Strong Texas Pathways
April 12, 2023
Dallas, Texas

Texas employers in many industries are seeking diverse talent to fill entry-level career-path jobs. These jobs pay living-wages and benefits to start and provide opportunities for career advancement through on-the-job learning and employer-supported training and education.

Entry-level, career-path jobs typically require at least an AAS, if not a baccalaureate degree.

Median Annual Earnings in 2019 by Highest Education, Texans 25-30



Source: TPEIR, <https://www.texaseducationinfo.org/ViewReport.aspx>

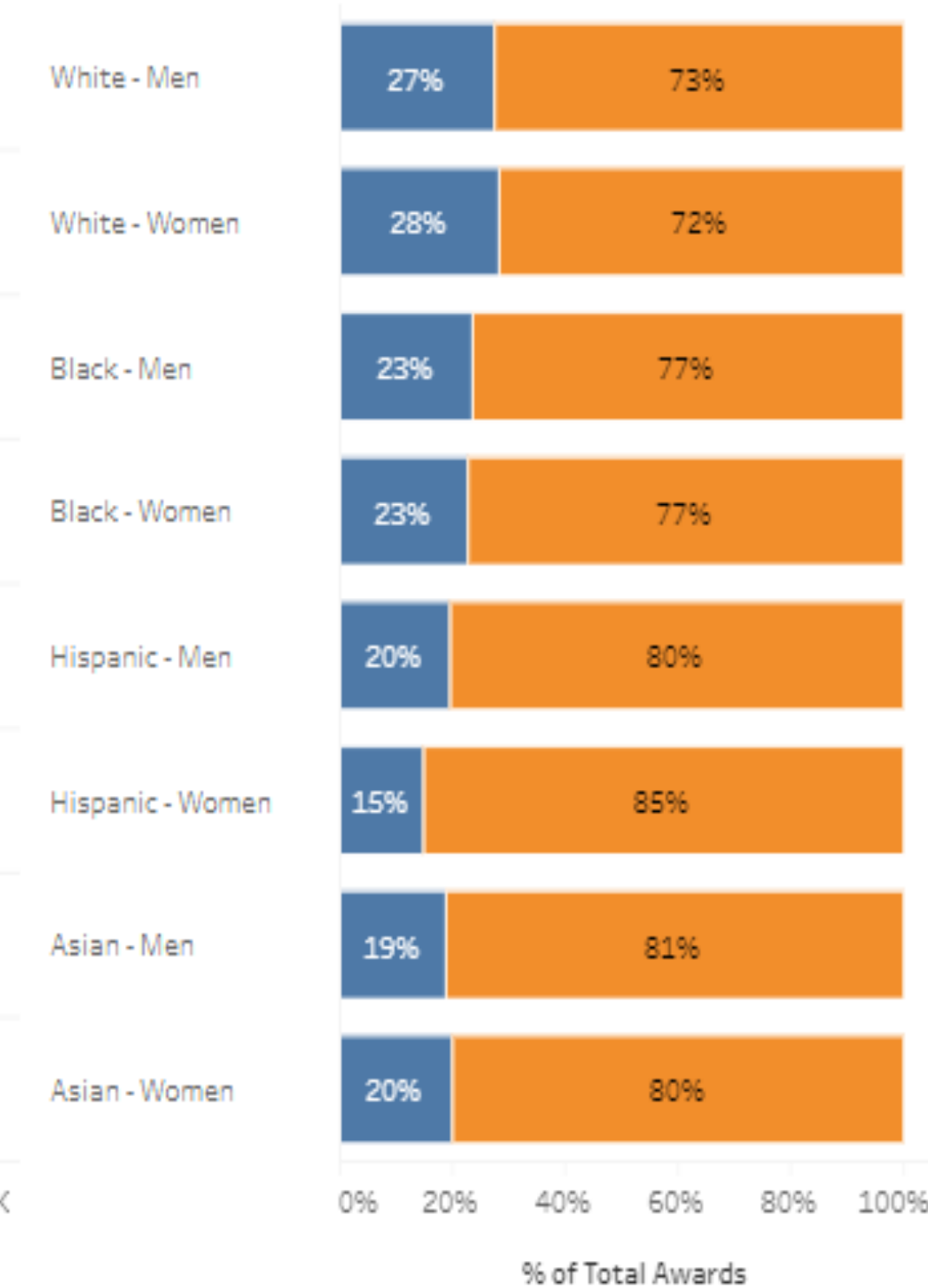
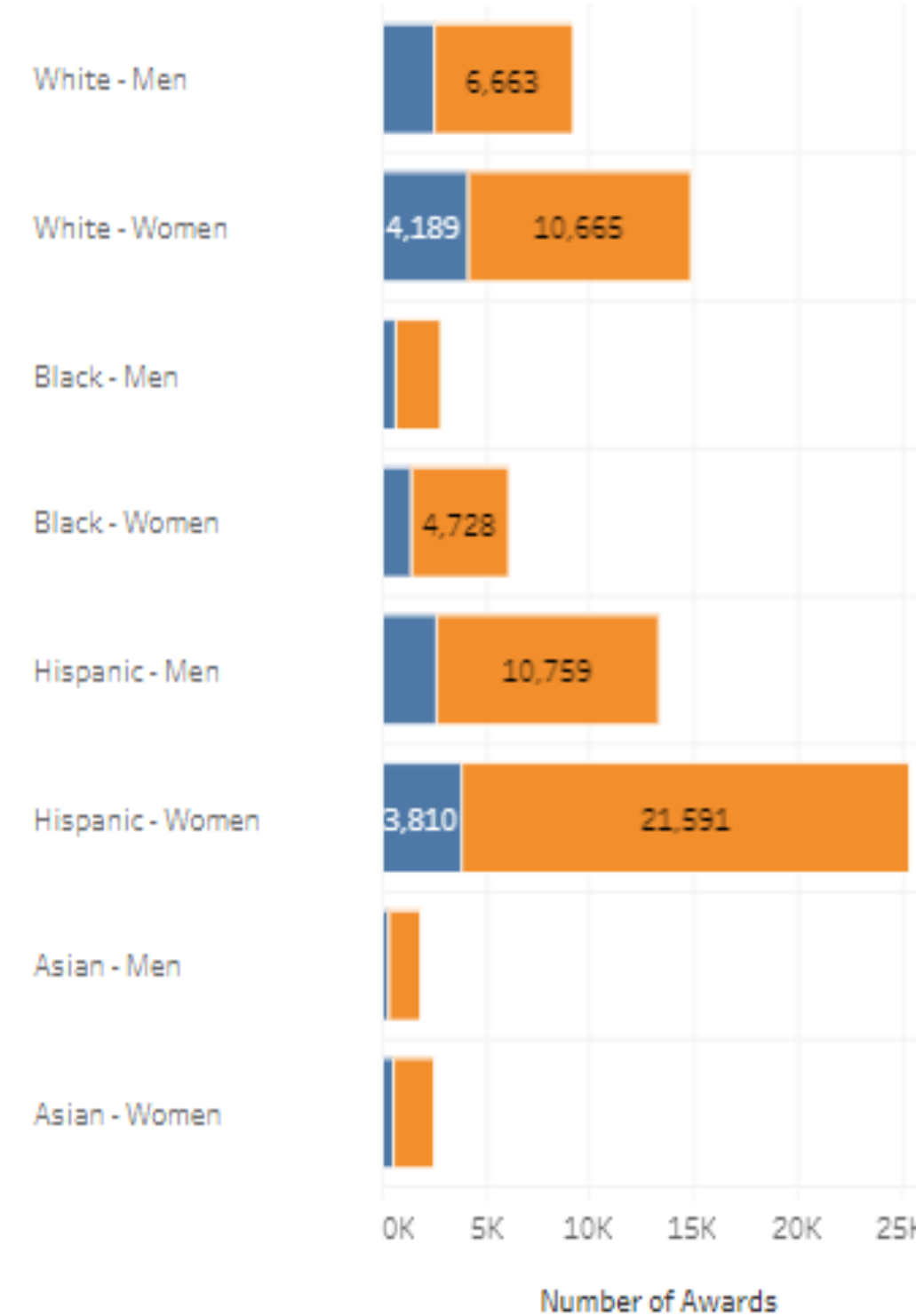
Most Texas community college graduates are earning credentials associated with less than a living wage two years after completion.

Earnings Levels of Awards by Race and Gender

IPEDS Awards & College Scorecard Data

76,080 awards conferred in 2020-21

State: Texas, Institution: All



Select Year(s)

Select State(s)

Select Sector(s)

Select College(s)

Earnings Level
■ Earnings below 35k
■ Earnings over 35k

All Races & Gender



Texas grads with AAs in liberal/general studies—the most common degree awarded by TX colleges—are on average not earning living wages two years later.

Earnings Level by Race, Gender and Field of Study

IPEDS Awards and Scorecards Matched Data

81,151 awards conferred in 2020-21

State: Texas, Institution: All

Select Year(s)

2020-21

Select State(s)

TX

Select Sector(s)

Community Colleges



Texas AAs grads in liberal/general studies earned \$24,000 on avg. two years later

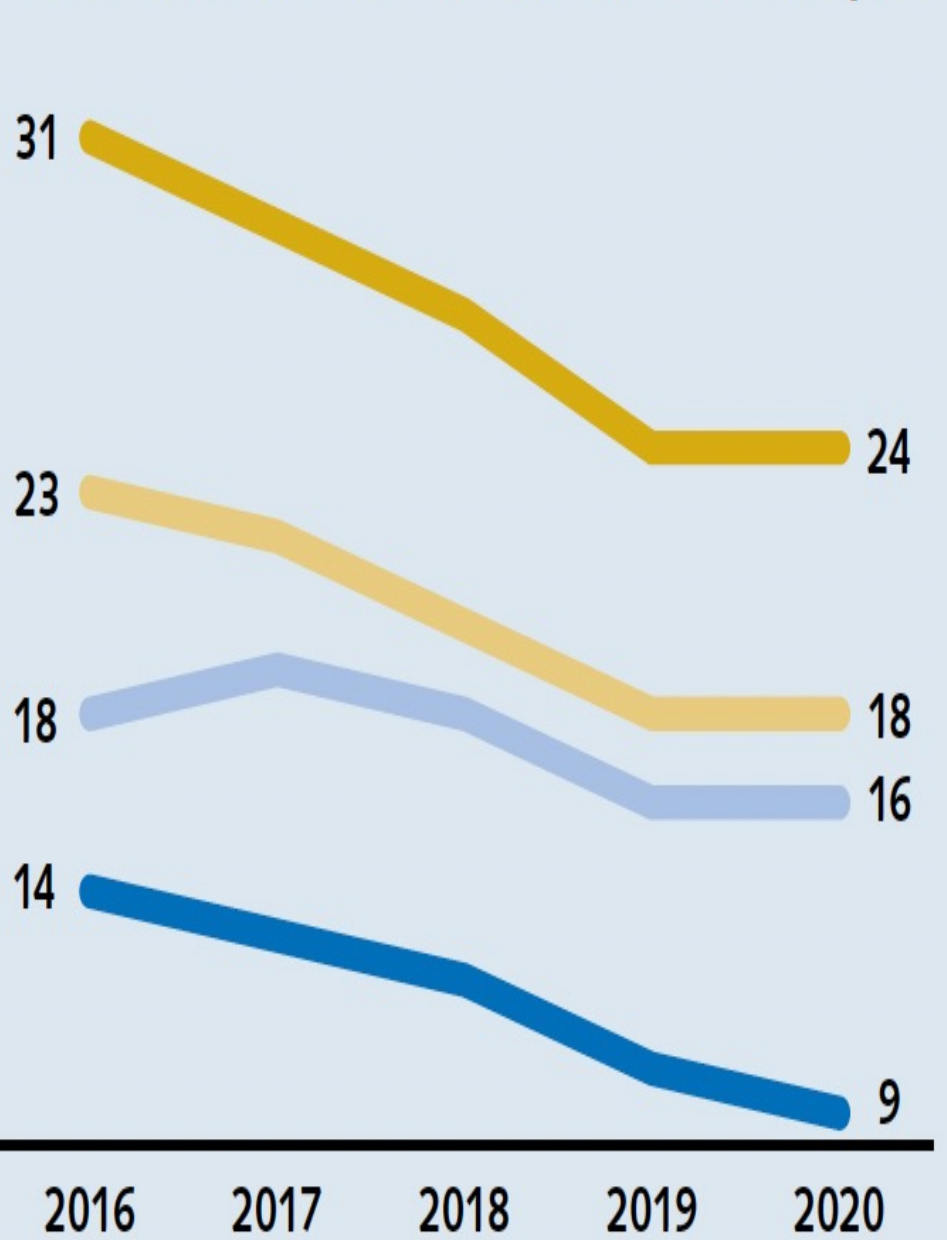
Texas AD Nursing grads earned \$51,000 on avg. two years later

Excess Credits and Years to Complete a Degree at Public Institutions in Texas

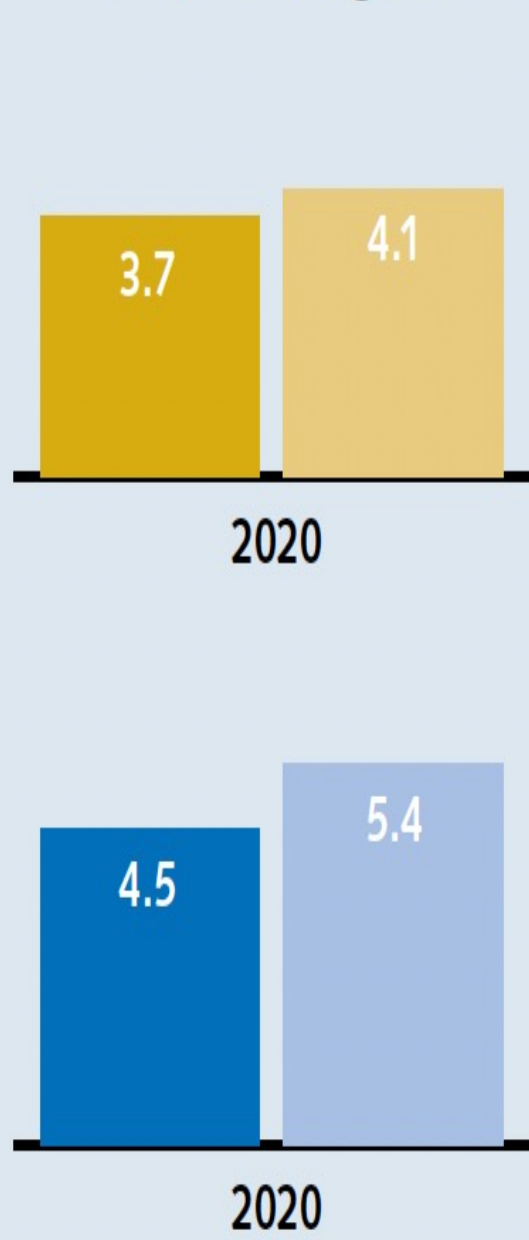
Transfer AAs are valuable only if students can apply their credits toward a BA **in their major field of interest...**

...Yet too many Texas community college students lose credits when they transfer.

Excess semester credit hours attempted



Years to degree

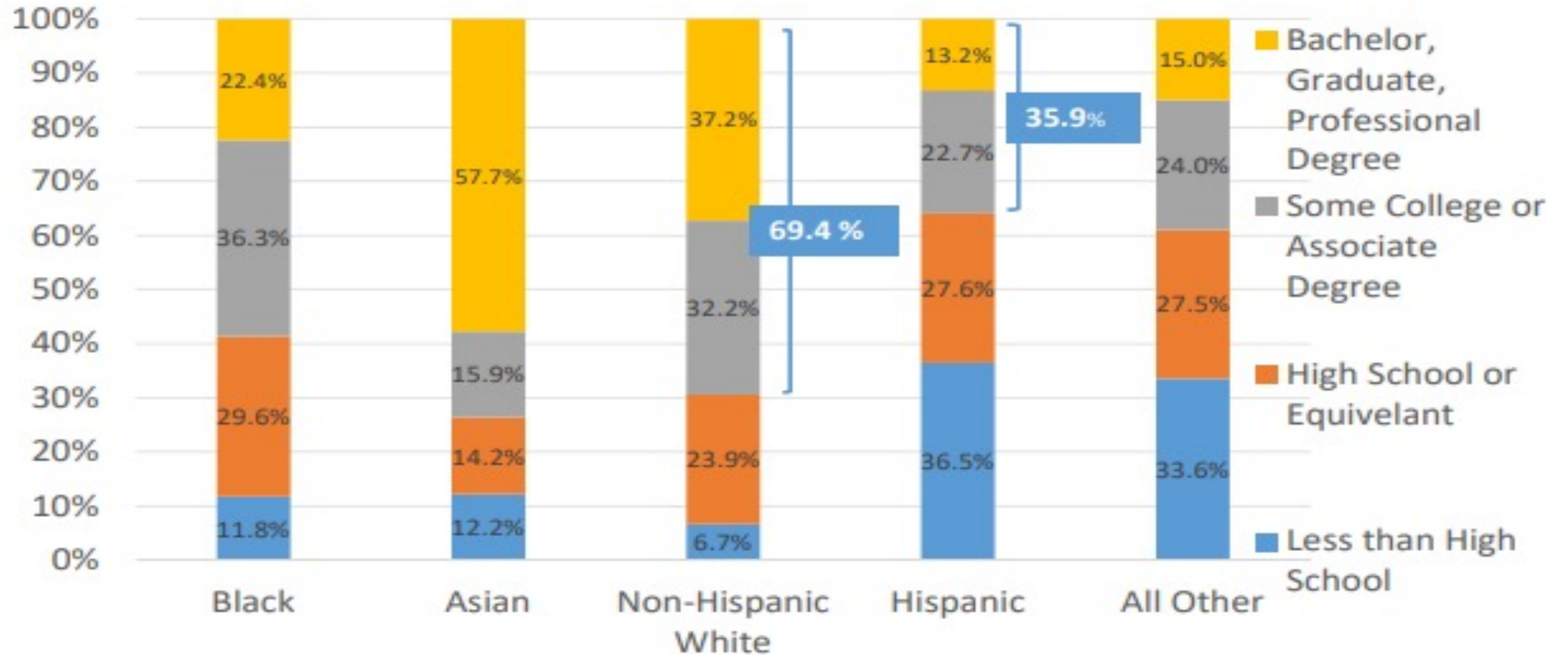


Source: Texas Higher Education Coordinating Board, 2021 THECB Almanac. <https://reportcenter.highered.texas.gov/agency-publication/almanac/2021-texas-public-higher-education-almanac/>.



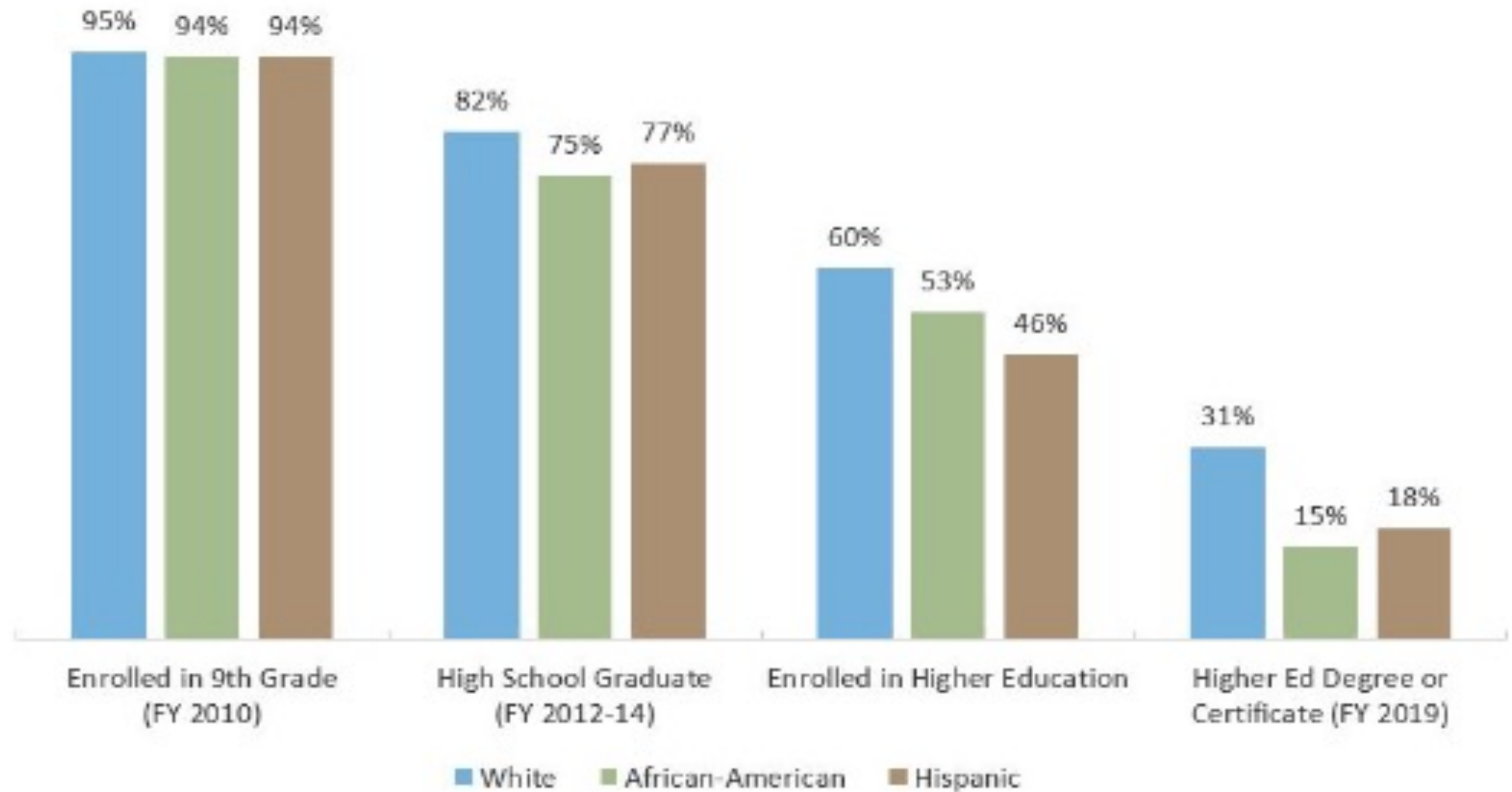
Where is the greatest opportunity to build talent for Texas?

Educational Attainment of Persons Age 25 Years and Older by Race/Ethnicity, Texas, 2015



Too many Texas students from underrepresented groups are lost in the transition from high school to college. Fixing that leaky pipeline would substantially increase the supply of talent for Texas's future (and build new enrollments for colleges).

Texas Student Pipeline by Race/Ethnicity, Transition Rates from 8th Grade to College Completion



Source: Trellis Company, *State of Student Aid in Texas - 2021*.
<https://www.trelliscompany.org/state-of-student-aid-2021/section-8-texas-college-attainment/>

Guided Pathways early adopter colleges are partnering with employers, K-12 schools and universities to build **cross-sector education pathways** for students from under-represented communities to advance upward mobility and talent development for their communities.

Using Guided Pathways to Build Cross-Sector Pathways Partnerships

October 2021

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

WestEd 

Source: CCRC. October 2021.

<https://ccrc.tc.columbia.edu/publications/guided-pathways-cross-sector-partnerships.html>

CCRC

Colleges are working with employers and universities to **ensure programs** lead to career-path employment or transfer in a major, and with K-12 schools to **motivate and prepare students** from underrepresented groups to pursue postsecondary career-pathway programs after high school.

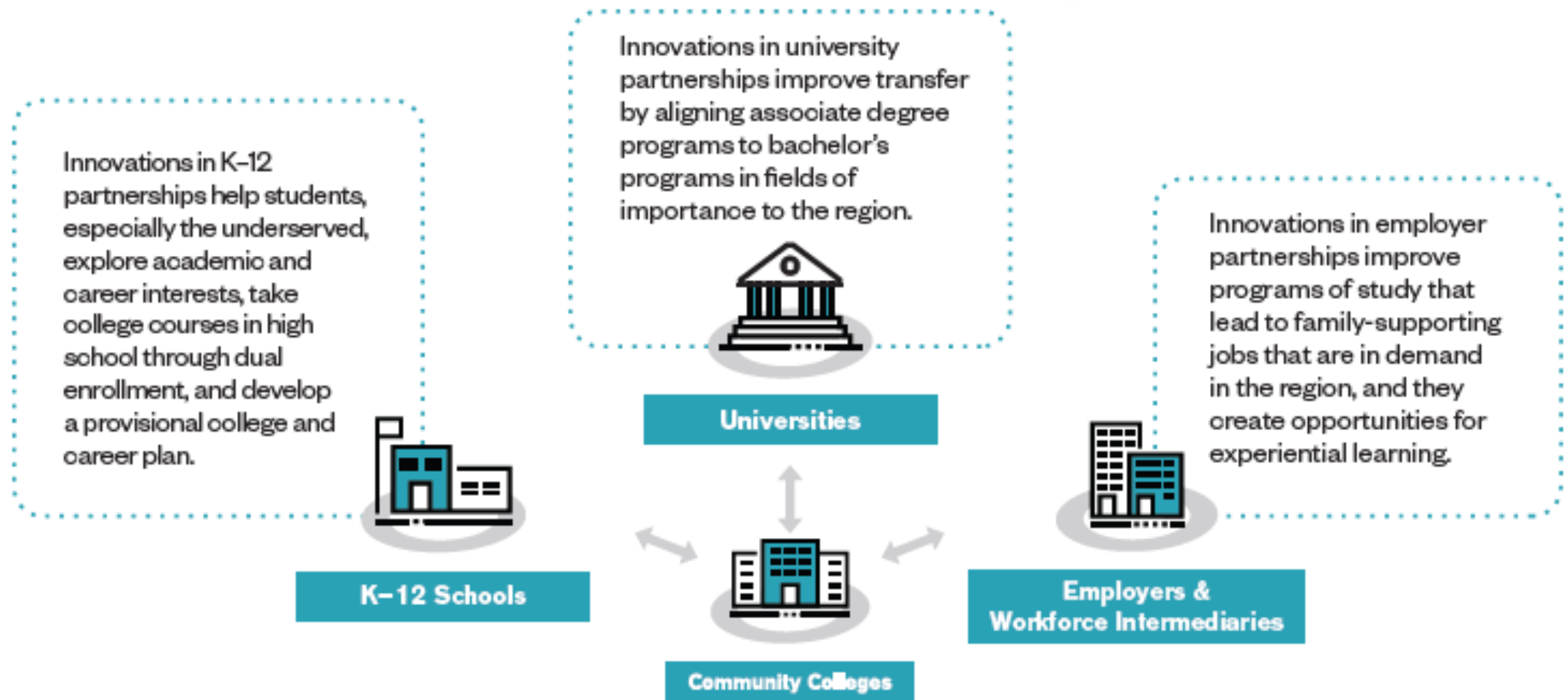
Cross-Sector Pathways

CCRC | WestEd 11

Employers, Universities, and K-12 Schools

Facilitated by internal changes, community colleges build stronger connections with employers, universities, and K-12 schools to break down barriers students face.

The creation of pathways between community colleges and partners in other sectors completes the cross-sector pathways approach.



1 Introduction

2 Why Guided Pathways?
Why Cross-Sector Partnerships?

3 About Our Study: An Exploration

4 Innovative Cross-Sector Practices

5 Strategies for Relationship Building

6 Future Directions

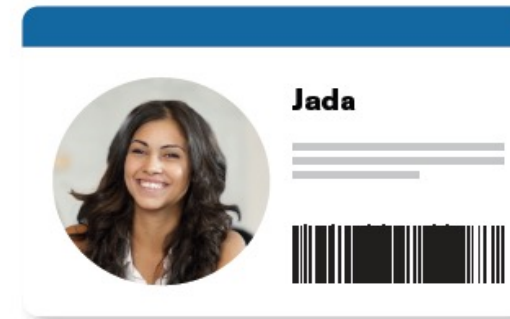
The aim of these partnerships is to reach out to underrepresented students on a large scale and **enrich their experience** in ways that enhance learning and **motivate** and support them across their entire educational journey especially at key transition points between sectors.

Cross-Sector Pathways Versus the Status Quo

CCRC | WestEd 12

The cross-sector pathways approach aims to affect the entirety of the student's journey.

In the following, we consider how Jada's experiences are shaped by two different educational approaches—the conventional "siloed" approach and the regional cross-sector pathways approach.



Meet Jada

Jada is 18 years old and will be the first person in her family to attend college. She has some different career interests, but she's not sure what direction she should go in. She thinks going to college will help her build a good future for herself, but she's also uncertain about what to expect.

Jada's Experience

CCRC | WestEd 13

The Conventional "Siloed" Approach

Jada's "siloed" experience is characterized by a lack of support to help her understand, plan, and succeed in college and career. There is little guidance as she transitions from one sector to the next.



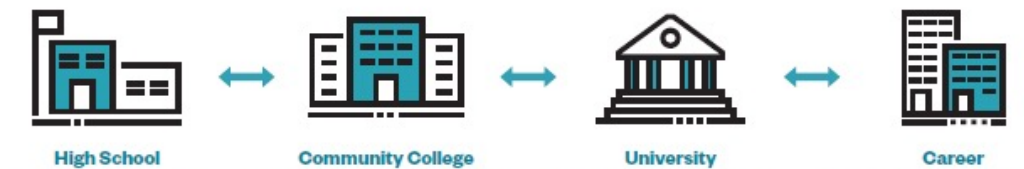
- | | | | |
|---|---|---|--|
| <p>High School</p> <ul style="list-style-type: none"> Does not learn about careers or college options in courses, either through high school or local colleges Takes dual enrollment courses that are college prerequisites and neither connected to a college program nor aligned to her interests Has limited opportunities to speak with faculty outside of her dual enrollment courses. | <p>Community College</p> <ul style="list-style-type: none"> Participates in onboarding that focuses on an introduction to college and registration for first-term courses Participates in advising that focuses on semester-to-semester course registration Learns little about careers or options for transfer, either through community college or regional transfer institutions | <p>University</p> <ul style="list-style-type: none"> Receives inaccurate information about the transferability of her courses and enters her transfer institution with excess credits Is uncertain whether there are supports available for transfer students and has difficulty figuring out how to navigate her new campus | <p>Career</p> <ul style="list-style-type: none"> Is uncertain about where to look for a job or what job she should pursue. She is also uncertain about available career paths Does not have connections, either with faculty or employers, that might help her find a job |
|---|---|---|--|

Jada's Experience

CCRC | WestEd 14

The Cross-Sector Pathways Approach

Jada's cross-sector pathways experience is characterized by greater support to help her understand, plan, and succeed in college and career. There is greater guidance as she transitions from one sector to the next.

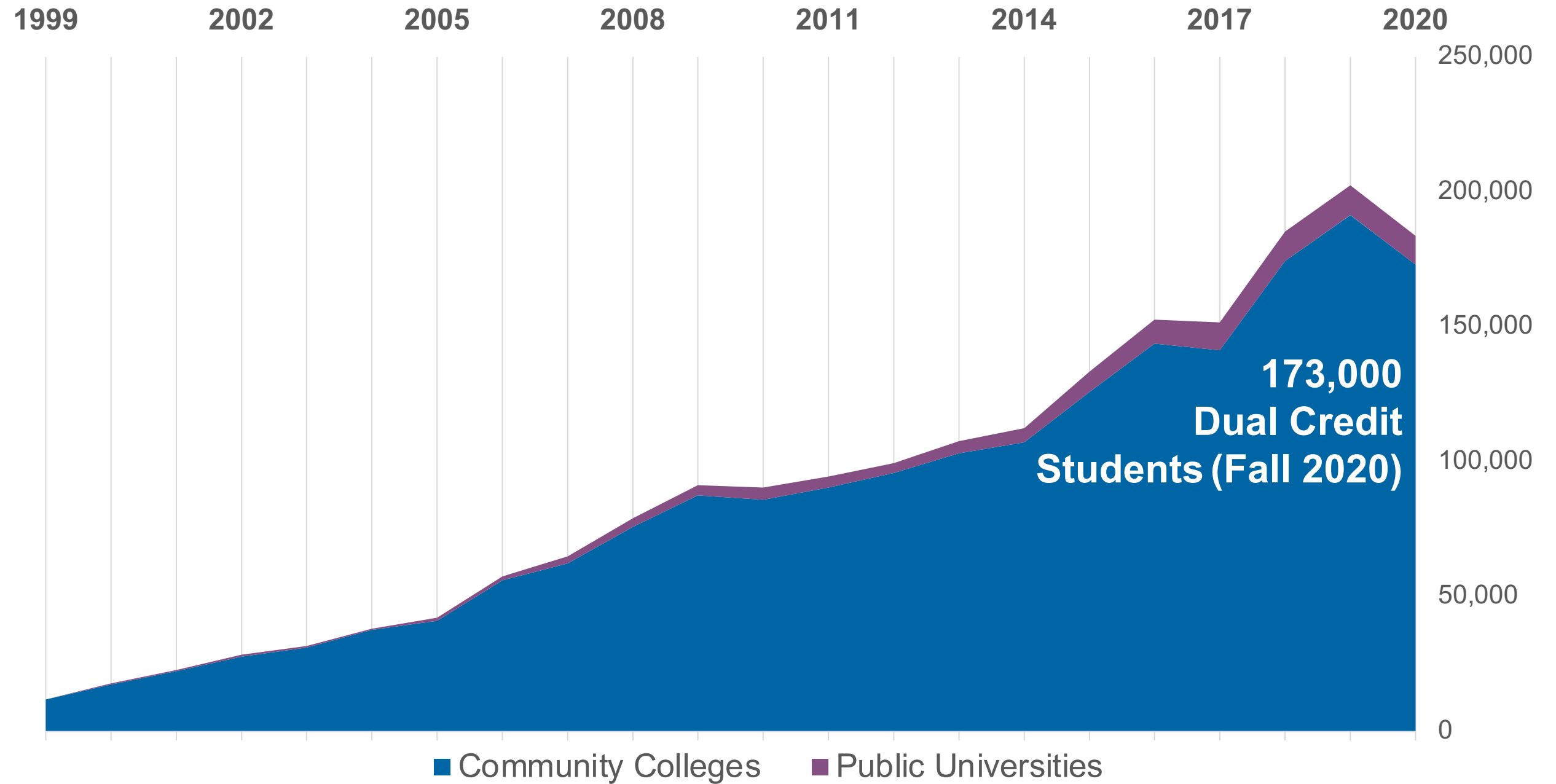


- | | | | |
|---|--|---|---|
| <p>High School</p> <ul style="list-style-type: none"> Learns about careers and colleges in high school courses and through outreach events by community colleges Takes dual enrollment courses that align with her interests and provide an on-ramp to a program of study Has opportunities to speak with faculty and staff in a field of interest at the community college | <p>Community College</p> <ul style="list-style-type: none"> Participates in onboarding that focuses on exploring options and choosing a program aligned to her interests and goals Participates in advising that is field-specific and focused on developing and updating a full-program educational plan Learns about careers and options for transfer Gets hands-on experience in her field through experiential learning embedded in her program Creates a clear plan to transfer | <p>University</p> <ul style="list-style-type: none"> Transfers with junior standing in her major and is on track to graduate in a timely fashion Knows departments and services that are available to support transfer students Uses college and employer connections to secure experiential learning opportunities (service learning, internships, apprenticeships, cooperative education) that increase her employment prospects after graduation | <p>Career</p> <ul style="list-style-type: none"> Feels prepared to begin her career due to her coursework and experiential learning opportunities Has connections with faculty and employers that can help inform her future plans for career or education |
|---|--|---|---|

The growth of dual credit in Texas creates an opportunity to build onramps to postsecondary career pathways for students from underrepresented groups.

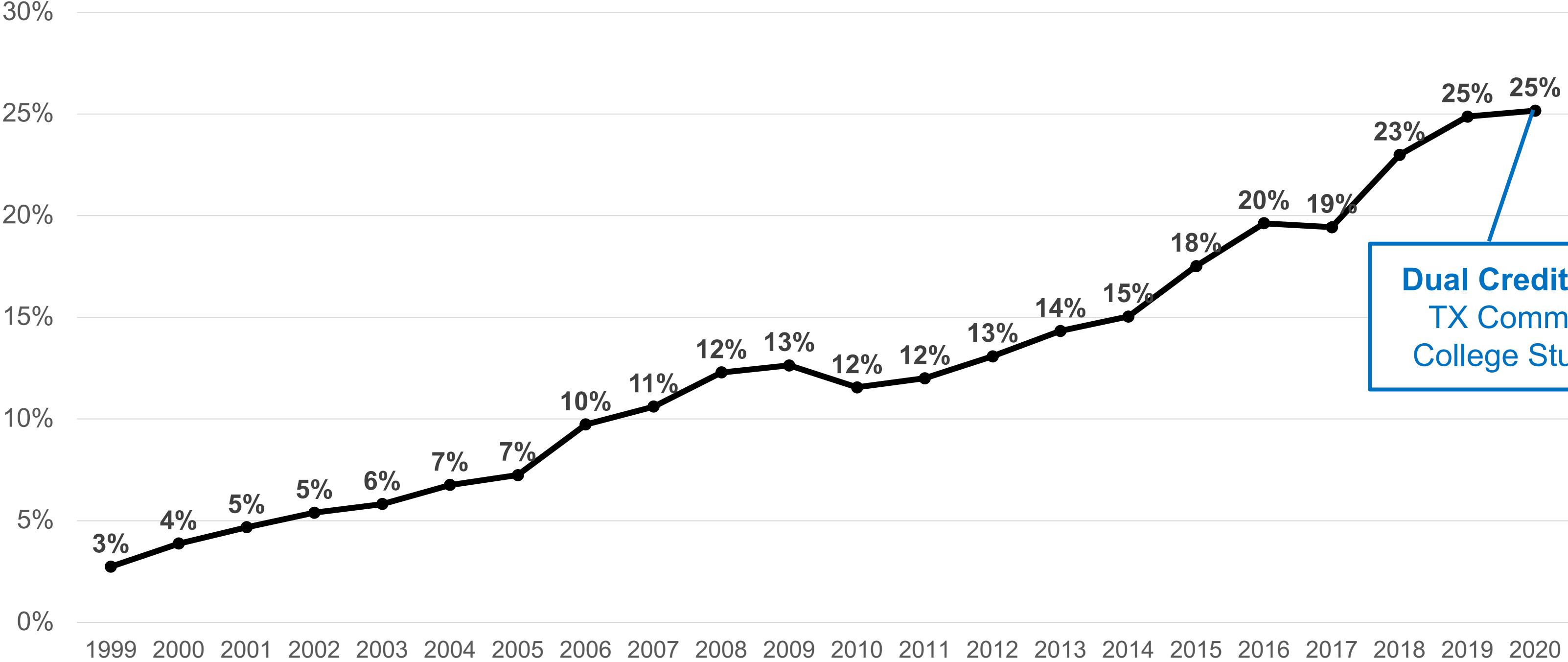
Texas Dual Credit 1999-2020

THECB Dual Credit Data



Expansion of dual credit in Texas concentrated at community colleges.

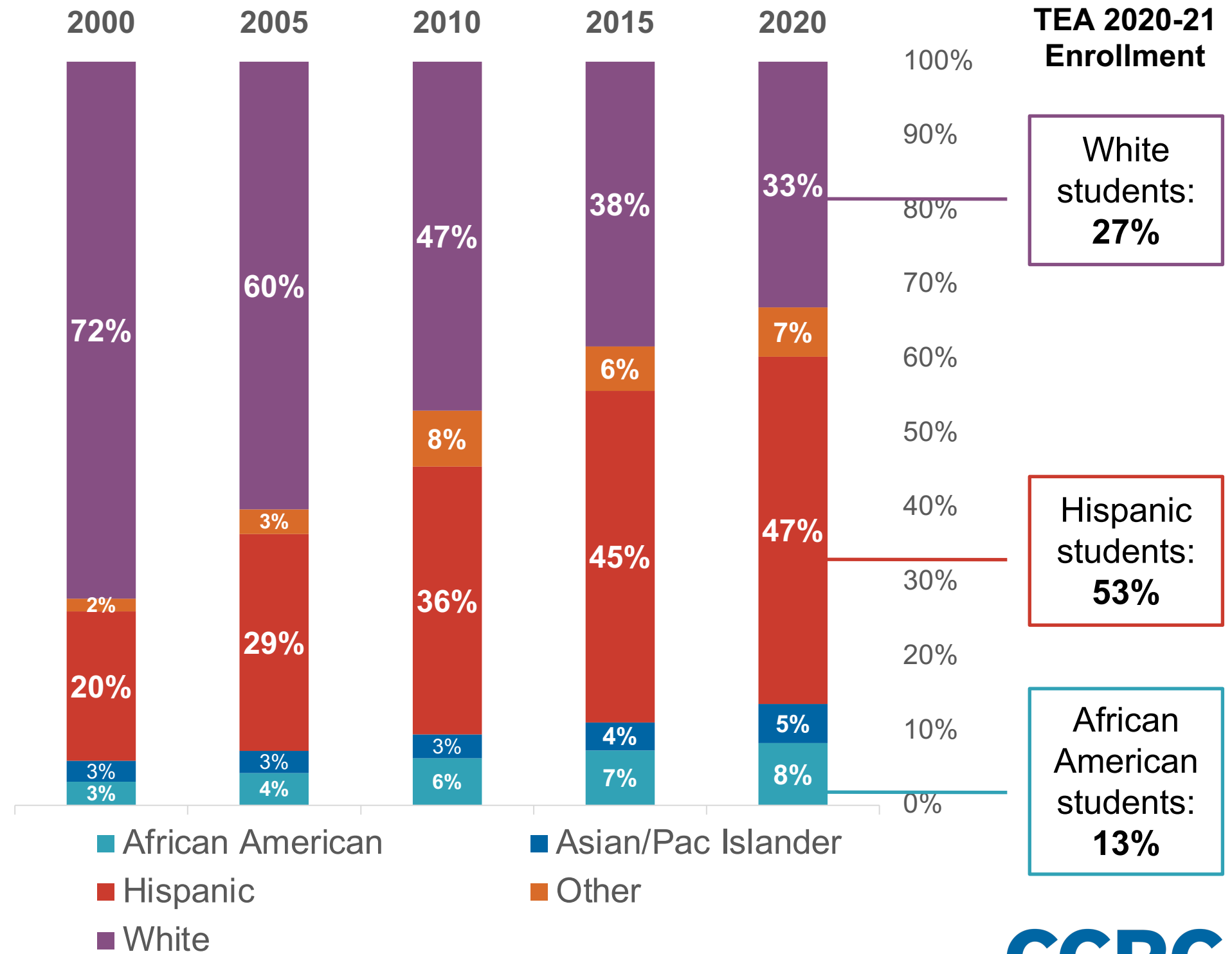
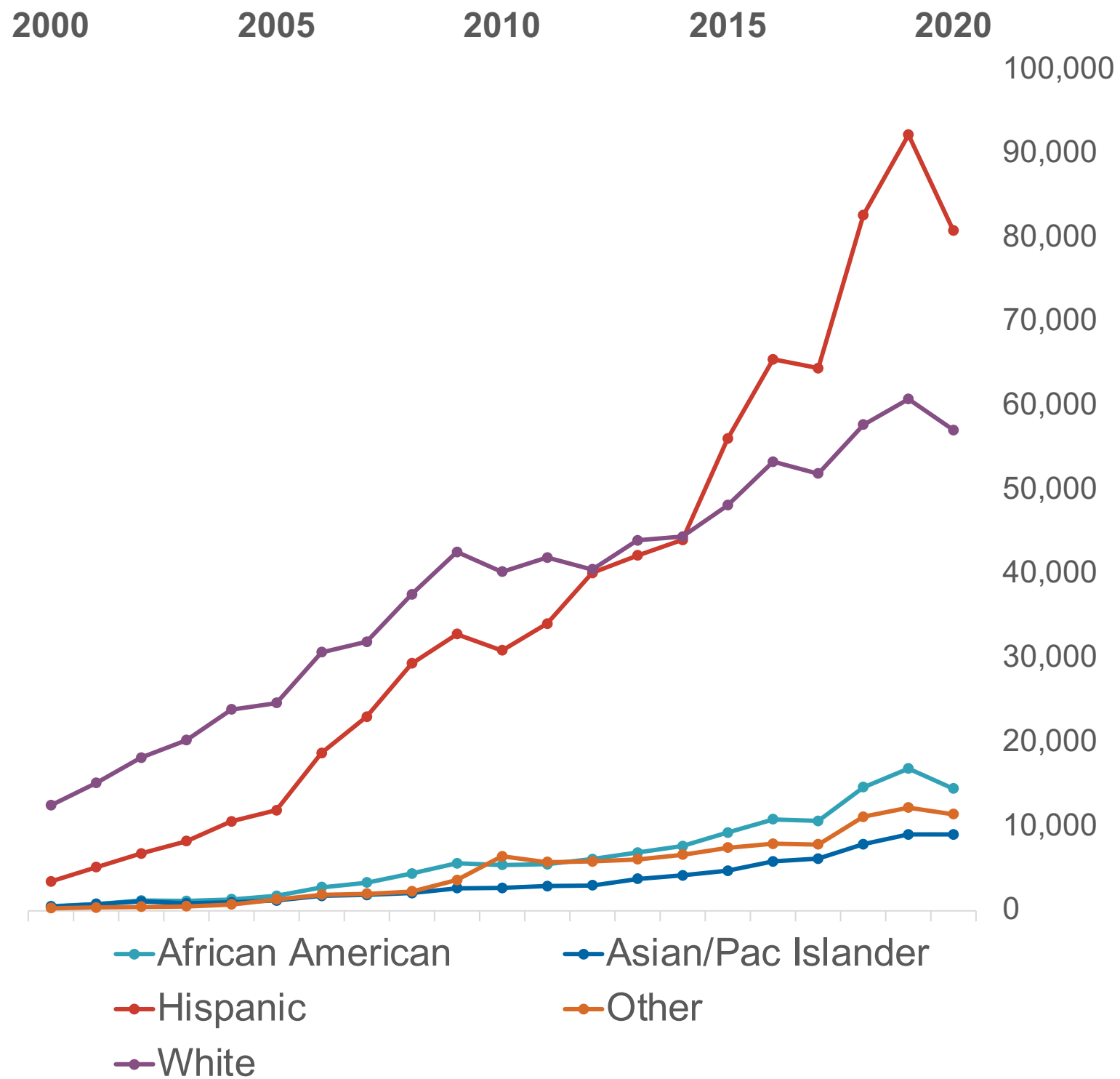
Dual credit makes up a growing proportion of Texas community college enrollment.



Dual Credit: 1 in 4 TX Community College Students

Source: CCRC analysis THECB Dual Credit Data, showing the percent of Fall Enrollment from dual credit

As Dual credit has grown, it has better reflected TX's racial/ethnic diversity, but there is still room for improvement.

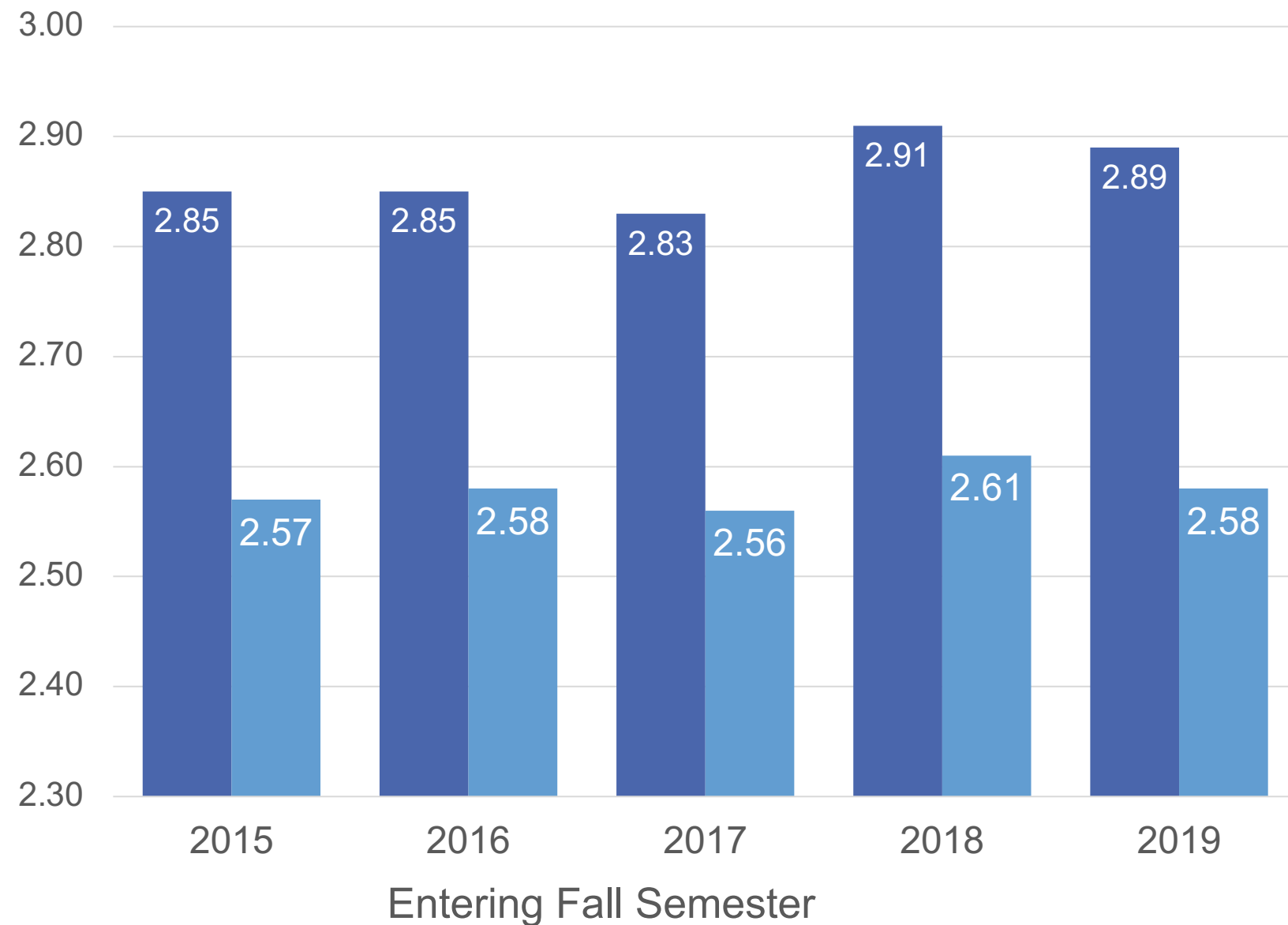


Source: CCRC analysis THECB Dual Credit Data, TEA Enrollment, <https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>.

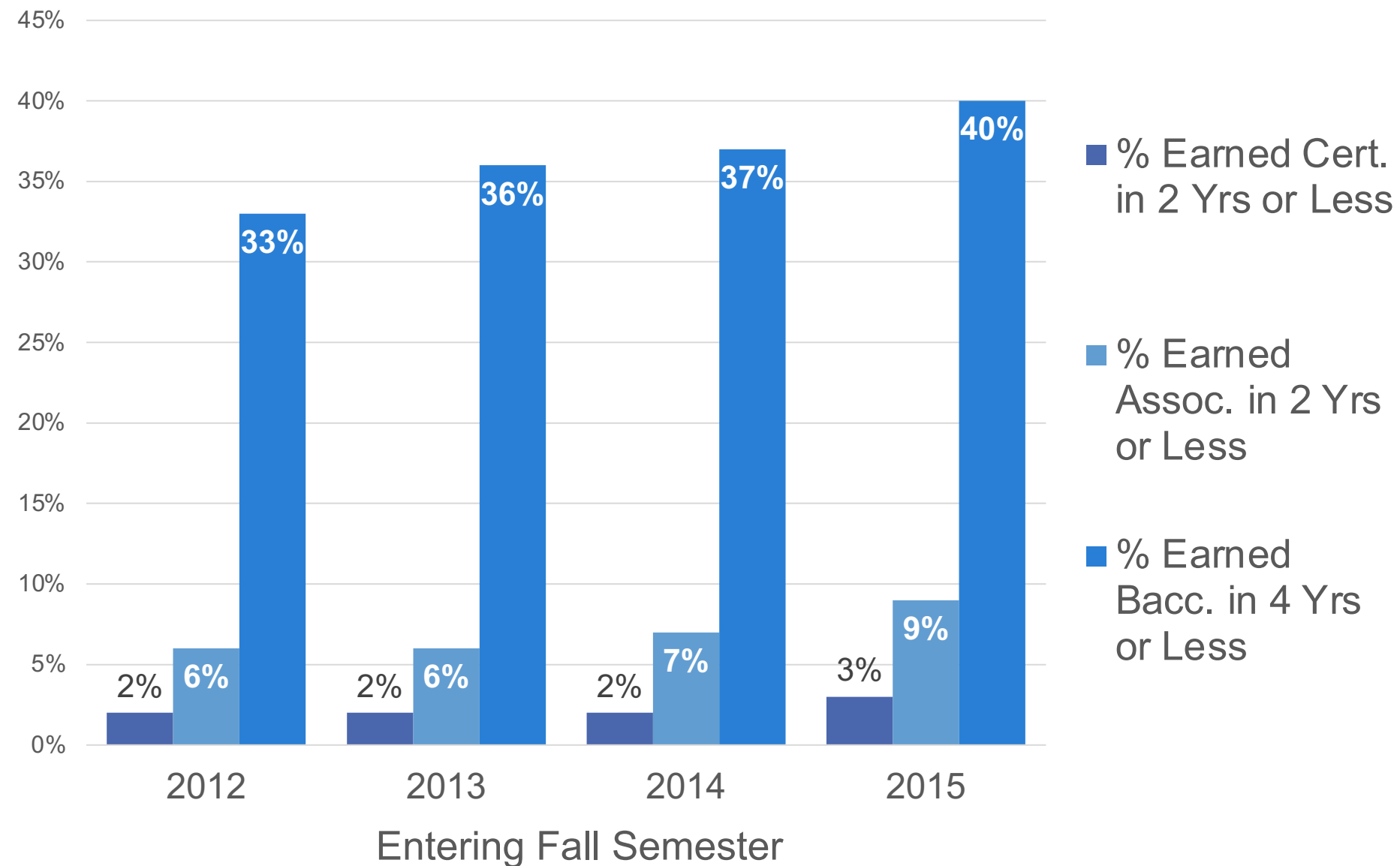
Former Texas DC students increasingly do well in college after high school, but more could be earning degrees.

First-Year Average GPA at TX Community Colleges

■ FTIC (post-HS), with Prior DC ■ FTIC, No Prior DC



Completion Rates among Former DC Students who Enrolled at Any TX Public College or University Post-HS



Source: CCRC analysis of THECB Dual Credit Data.

Research Evidence on the Benefits of HS Dual Enrollment

- ✓ Accumulation of descriptive and quasi-experimental evidence for dual enrollment, stronger experimental evidence on effects of ECHS & P-TECHs
- ✓ WWC Report: Positive effects of taking college courses in HS include stronger HS grades, more HS completion, more college enrollment, more credit accumulation, more degree completion.
- ✓ Yet, substantial state and institutional variation in post-HS college outcomes among former DE students

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

What We Know About Dual Enrollment

What Is Dual Enrollment?
In dual enrollment (DE), high school students are the assignments that would normally be completed they are given a final grade on a college transcript a college degree. Dual enrollment programs differ from Baccalaureate programs in that students take college-level content.

DE programs vary widely in terms of how many courses take place (on college or high school campus or high school teachers who qualify as college adjuncts).

The most recent national data (2002-2003) show opportunities and that 800,000 high school students enroll in dual enrollment each school year.

Why Dual Enrollment?
Colleges and school districts have begun to embrace college attendance and persistence among students in college. Participation in DE can help these students get a realistic idea of what college requires and giving them the added benefit of potentially reducing the cost of credit and shortening time to a degree.

Dual enrollment programs may benefit institutions and high schools an opportunity to come together to align curriculum alignment. Colleges and high schools offer dual enrollment and often go on to jointly design services that better prepare students for college success.

Who Benefits from Dual Enrollment?
In some places, dual enrollment programs continue to grow. The national and state focus has moved toward reaching and middle-achieving students. Nevertheless, some minimum GPA for students to participate.

What Works Clearinghouse™ U.S. DEPARTMENT OF EDUCATION

WWC Intervention Report ies INSTITUTE OF EDUCATION SCIENCES

Transition to College

Dual Enrollment


Program Description¹
Dual enrollment programs allow high school students to take college courses and earn college credit. Such programs, also referred to as concurrent enrollment programs, are designed to boost college readiness, especially for students typically at risk of not enrolling in college. Dual enrollment programs and degree attainment via at least one college course. High school students to experience the social and academic preparation for the social and academic demands of college. Having the additional supports of dual enrollment may reduce the need for dual enrollment students who accumulate college credit more likely to attain a college degree. Dual enrollment programs offer discounted or free tuition. Dual enrollment programs may increase the status of students who can attend college.

Research²
The What Works Clearinghouse reviewed 10 studies on dual enrollment programs that both met the What Works Clearinghouse criteria for the College topic area and met the What Works Clearinghouse criteria for the Transition to College topic area. Three studies meet WWC group design standards. Together, these studies include 10,000 students in the United States.

The WWC considers the extent to which dual enrollment programs affect student outcome domains—completing high school, and general college readiness, attendance (high school), and college enrollment. The WWC group design standards for dual enrollment programs do not report on the effectiveness of dual enrollment programs. WWC group design standards for dual enrollment programs do not report on the effectiveness of dual enrollment programs. WWC group design standards for dual enrollment programs do not report on the effectiveness of dual enrollment programs.

Effectiveness⁴
Dual enrollment programs were effective in increasing college access and enrollment, credit accumulation, and college enrollment (high school), with a medium to large effect size in college enrollment (high school) domains, and a small to medium effect size in college enrollment (high school) domains.

What Happens to Students Who Take Community College “Dual Enrollment” Courses in High School?



September 2017

John Fink
Community College Research Center
Teachers College, Columbia University

Davis Jenkins
Community College Research Center
Teachers College, Columbia University

Takeshi Yanagiura
Community College Research Center
Teachers College, Columbia University

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Dual Enrollment Programs February 2017

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

Recent quasi-experimental studies highlight the potential of DC course-taking for increasing equity in college success.

- ✓ 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>

Routledge
Taylor & Francis Group

Check for updates

Should Students Falling Behind in School Take Dual Enrollment Courses?

Han Bum Lee^a and Michael U. Villarreal^b

^aUrban Education Institute, University of Texas at San Antonio; ^bDepartment of Education Policy Studies, University of Texas at San Antonio

ABSTRACT
 This study examined the effect of dual enrollment (DE) on college enrollment and degree completion for students with lower 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 10 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 enrollment and degree attainment for students at risk of academic failure. On the other hand, students who were racial or ethnic minorities, 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 to partner with school districts to provide more robust support to underserved students for participating in DE programs and to ensure a successful transition into college.

Dual enrollment (DE) programs, also known as dual credit programs, provide high school students with an opportunity to simultaneously earn high school and college credits (Barneche et al., 2012). Proponents of the programs claim that DE participation can i) increase students' self-efficacy and confidence in ability to complete college-level courses (Attewell, Heil, & Reisel, 2012); ii) offer an opportunity to explore academic and career courses, enabling to expand students' knowledge of particular fields of interest; iii) expose students to college-level coursework, making college familiar (Karp, 2012); iv) reduce the financial burden of earning college degree by earning college credits while in high school (Hughes, Jeong, & Bailey, 2007), and v) signal to colleges that students are prepared and will be successful in college (Hoffman, Vargas, & Seaman, 2012).

CONTACT Han Bum Lee hanbum.lee@utsa.edu Urban Education Institute, 501 W. Cesar Chavez Blvd., San Antonio, TX 78207, USA.
 © 2022 Taylor & Francis Group, LLC

CCRC COMMUNITY COLLEGE RESEARCH CENTER
 TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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

Summary Research Report

Veronica Minaya

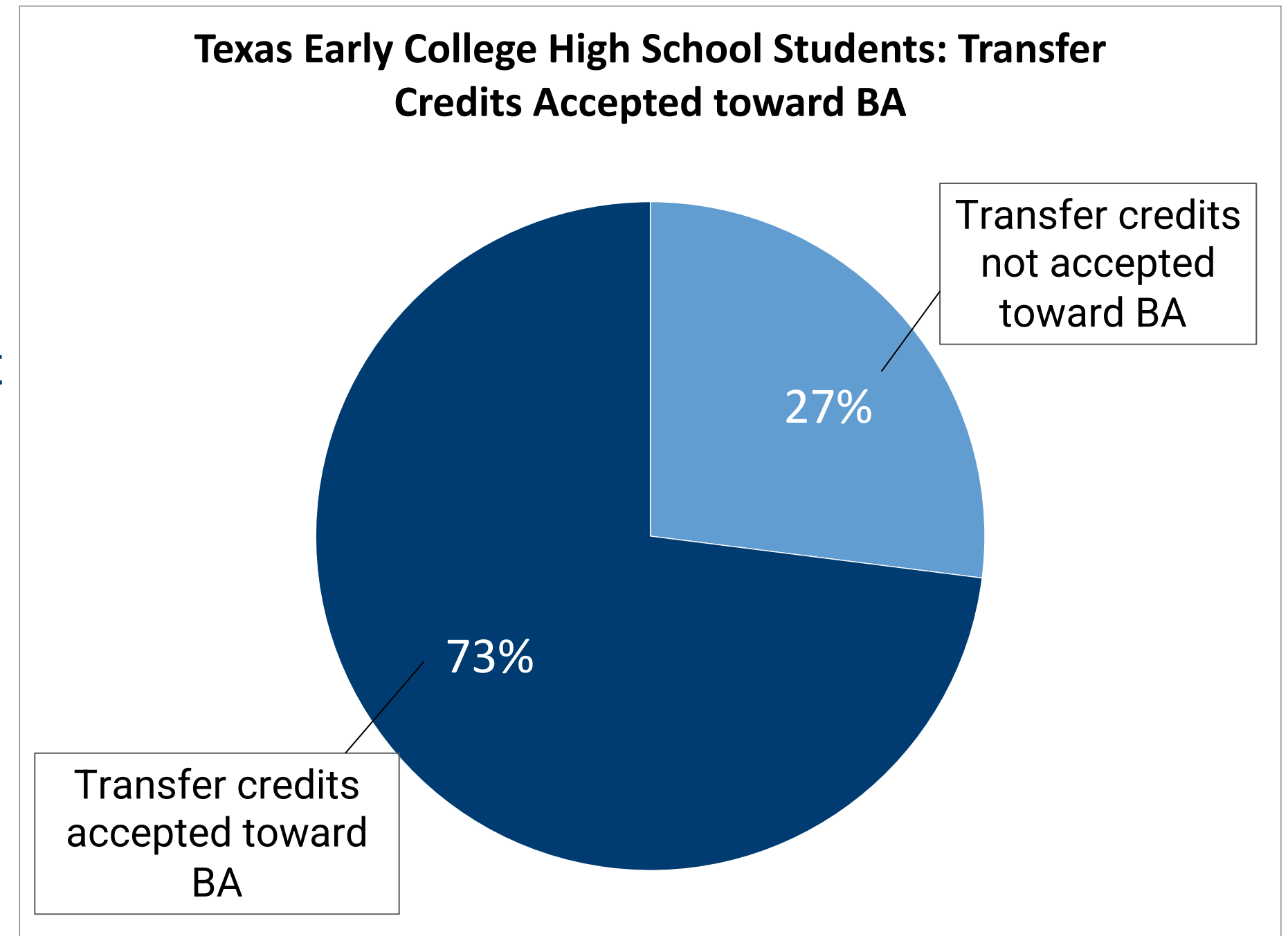
February 2021

Address correspondence to:
 Veronica Minaya
 Senior Research Associate
 Community College Research Center
 Teachers College, Columbia University
 525 W. 120th St., Box 174
 New York, NY 10027
 212-678-3091
 Email: vmm2122@tc.columbia.edu

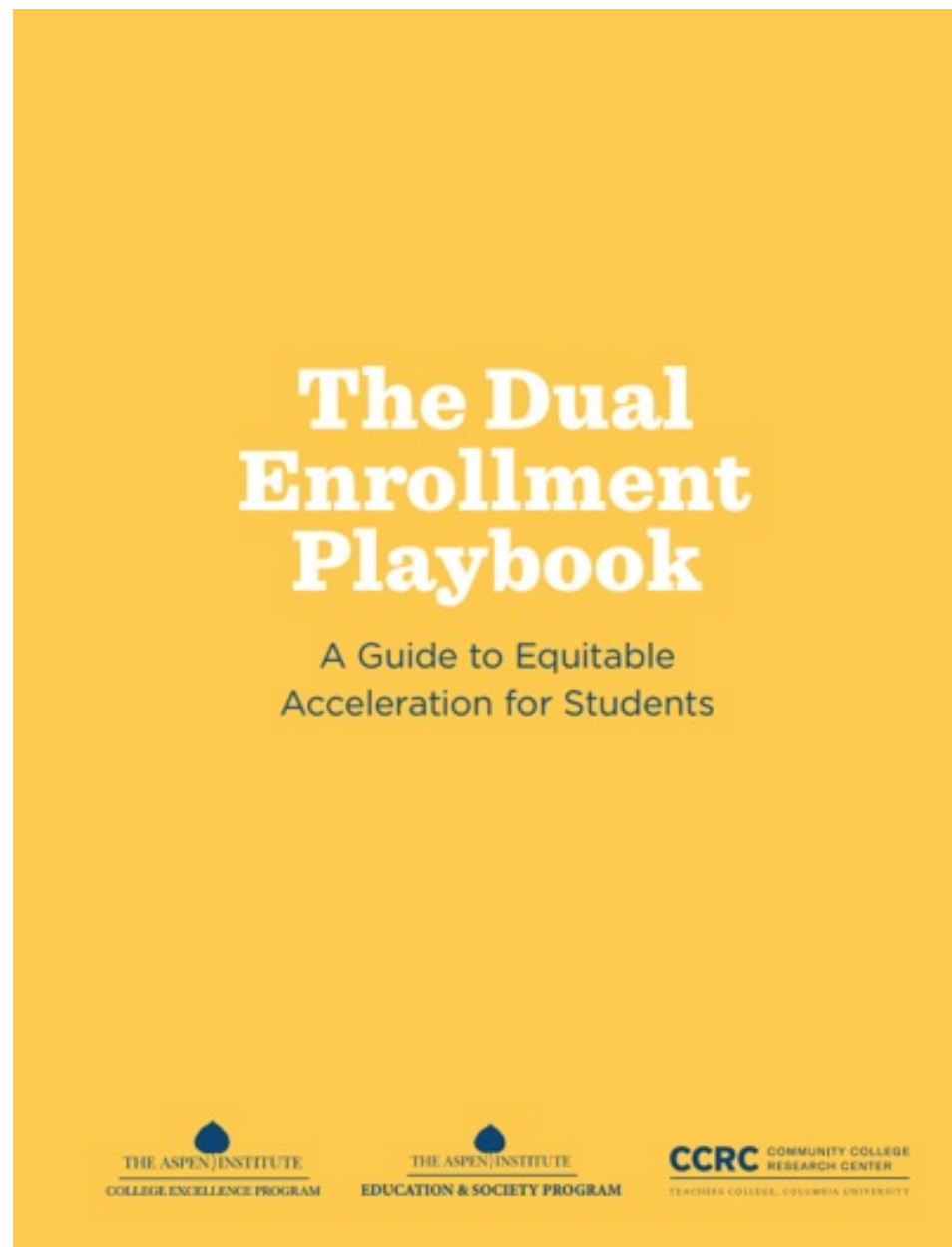
Funding for this study was provided by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the author and do not necessarily reflect positions or policies of the foundation.

- Students who earn AAs through ECHSs often not able to apply credits to their desired major.
- P-TECHs do prepare for career-path employment, and Texas is growing them, but there are only 30K Texas P-TECH students currently and most students don't want to earn associate in high school.
- Most DC in Texas is “**random acts**” course-taking with limited advising, which is not well designed to help guide and prepare students without clear college plans to pursue a career-pathway program after high school.

Texas ECHS Transfer Credit Loss



What can be learned from high schools and colleges that are more effective in serving students of color through dual enrollment?



DE Playbook Resources



Highlights from the Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students



A Guide to Getting Started for Institutional Leaders

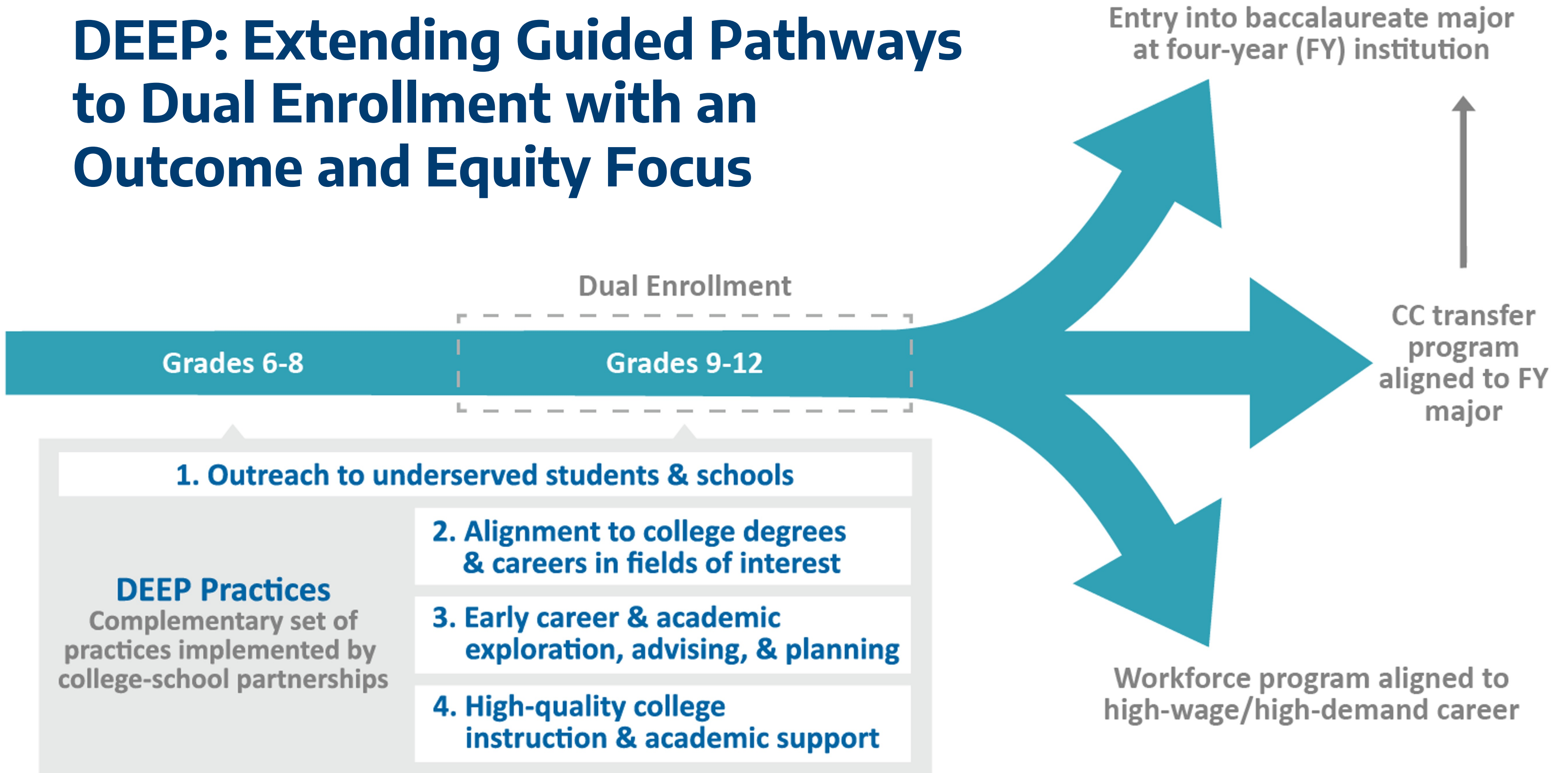


Tool for Evaluating Equitable Practices at Community Colleges



Tool for Evaluating Equitable Practices at High Schools

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



From 'Random Acts' and 'Programs of Privilege' to DEEP

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*

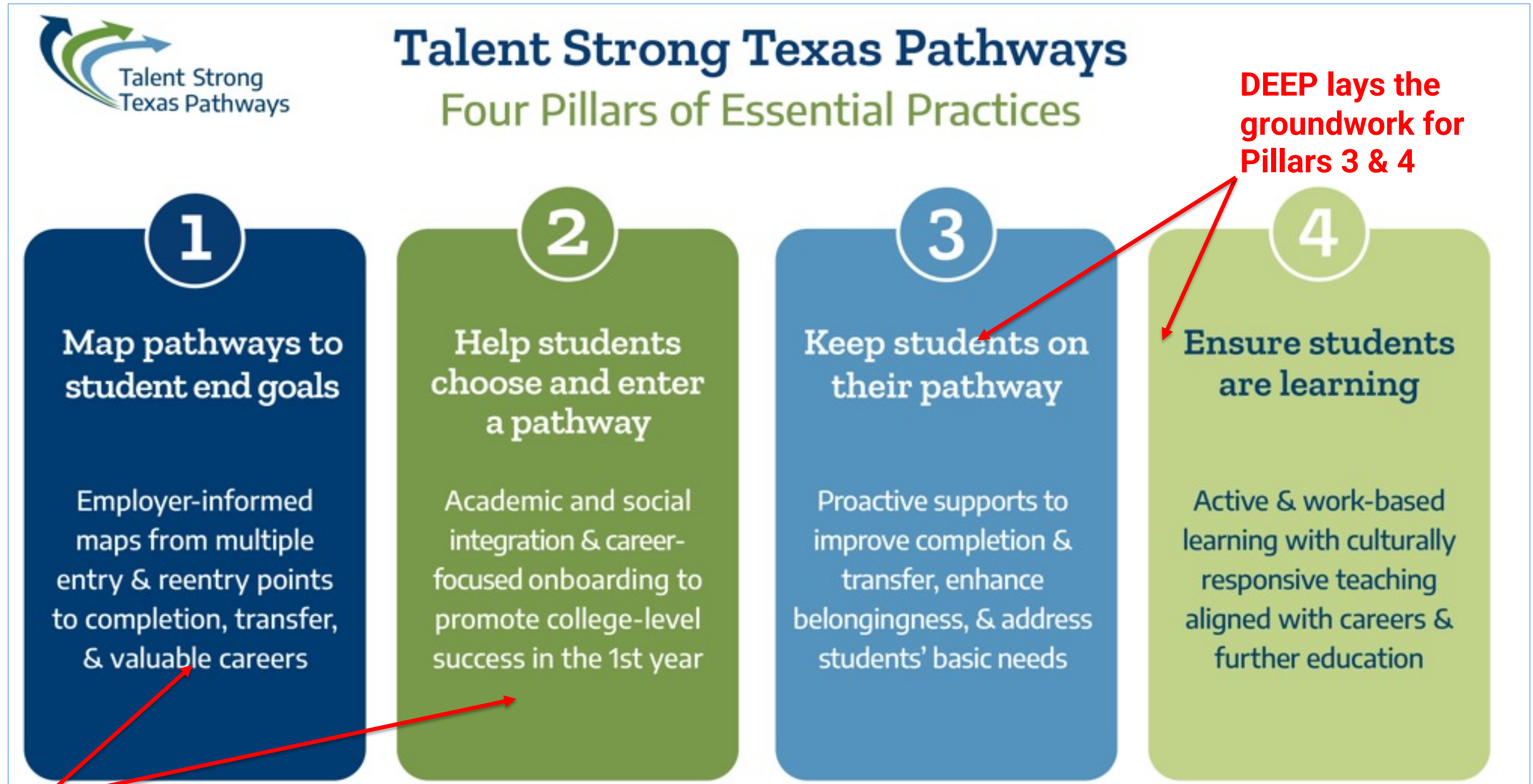
Focus on achievement of *academic content standards* ✓ →

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

Extending Guided Pathways Practices to Dual Credit



DEEP lays the groundwork for Pillars 3 & 4

DEEP focuses on Guided Pillars 1 & 2

Scaling DEEP in Florida and Texas: Project Summary

1. Implementation Study

- What do DEEP practices look like across different institutional contexts?

2. Costs and Incentives Study

- What are the costs, incentives, and disincentives for K-12 and college leaders to invest in and adopt DEEP practices?

3. Metrics Study

- What metrics and data tools can best catalyze and inform DEEP reforms?

This project will generate a variate of practitioner-facing workshops, including practitioner guides and data tools.

Field Research Site Selection Methodology

- 1) Use student unit record data to identify “high performing” partnerships.
- 2) Focus on effective partnerships with Title 1 comprehensive and technical high schools.
- 3) Select 3 high-performing partnerships representing diverse institutional contexts and populations.

Field Research

Texas DE partnerships:

- Lee College (2 schools)
- Navarro College (2 schools)
- San Jacinto College (1 school)

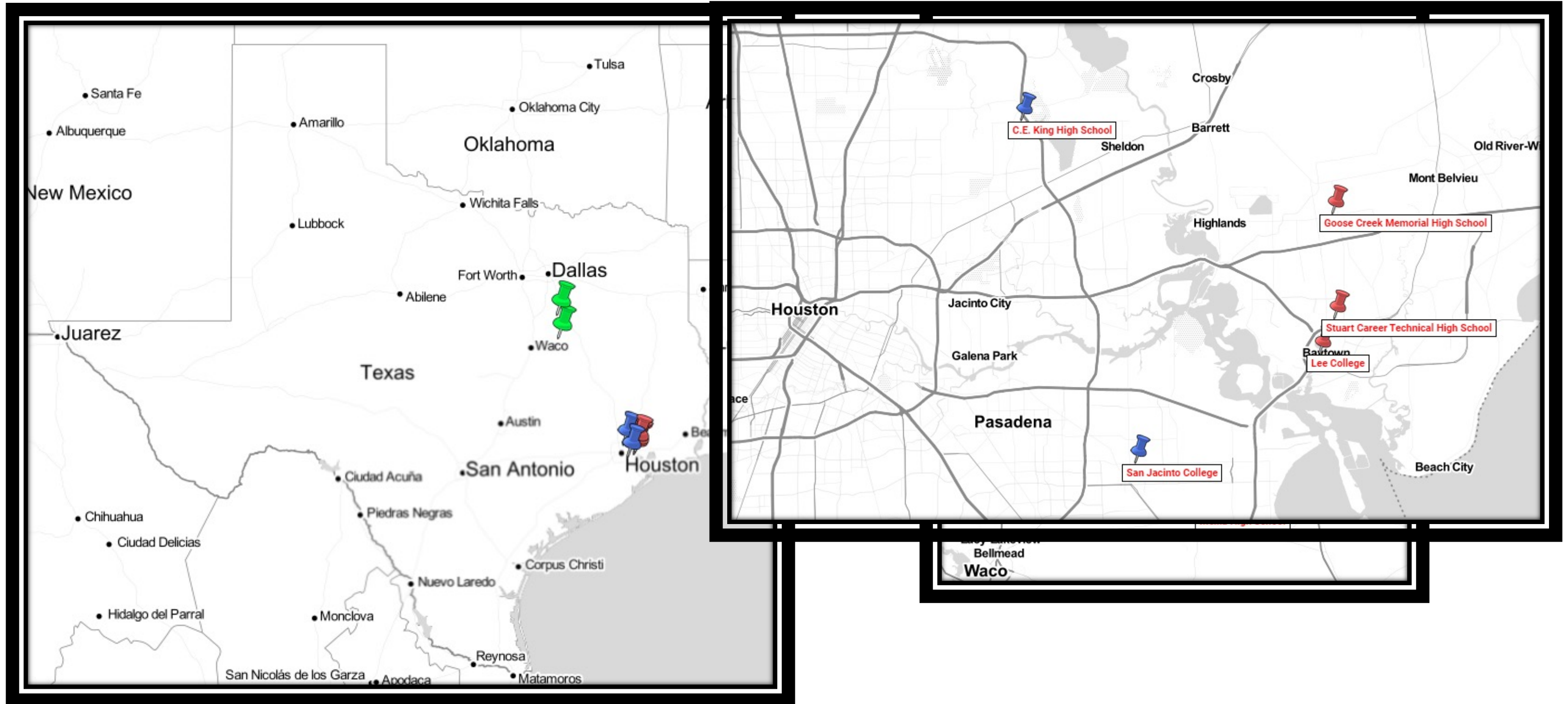
Florida DE partnerships:

- Chipola College (1 school)
- Tallahassee Community College (1 school)
- Miami-Dade College (4 campuses, 5 schools)



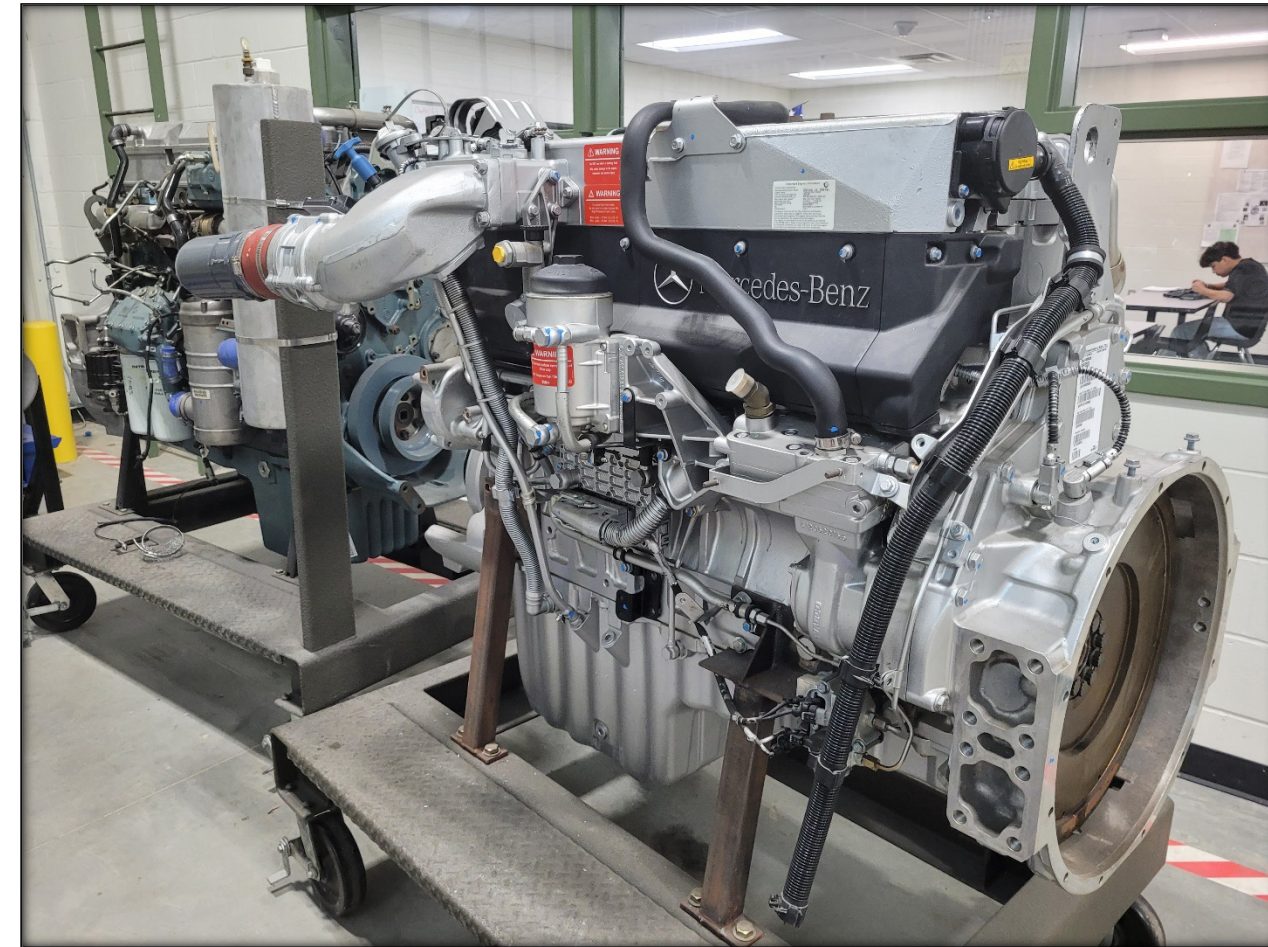
Number of Participants	Stakeholder Group
College stakeholders	98
K-12 stakeholders	71
DE students	120
Total participants	291

Texas Field Research Sites



Key Takeaways from Implementation Field Research

- 1) *Across the colleges, we saw promising practices that together can transform “random acts” DC into an onramp career-path programs after high school.*
 - Outreach
 - Prioritizing underserved schools and students; educating students, parents, school leaders starting early on, removing eligibility barriers
 - Alignment
 - Mapping HS academies to college AS and pre-major transfer programs; clear and efficient transcribing of credit
 - Early Career/College Exploration, Advising, and Planning
 - Cross-training counselors; shared advising; advising students and parents on nuances of major-specific transfer; required education plans and checkpoint advising
 - Instruction and Academic Support
 - Scaffolding of courses and instruction, structured support for online DE; intentional selection and professional development for training; consistent quality control



Alignment of DC Courses to Degrees and Career Fields

Example program maps aligning DC offerings in HS academies to career-path degrees and credentials

Health Science
Public Service Endorsement

COURSES

NURSING SCIENCE
(KNIT Program)

- 9th Grade: Principles of Health Science
- 10th Grade: Medical Terminology
- 11th Grade: Anatomy and Physiology @ San Jacinto College
Psychology @ San Jacinto College
Statistics @ San Jacinto College
Humanities @ San Jacinto College
- 12th Grade: Medical Microbiology @ San Jacinto College
Intro to Chemistry @ San Jacinto College
English IV @ San Jacinto College
Lifetime Nutrition and Wellness @ San Jacinto College
Human Growth and Development @ San Jacinto College

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATION/LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
EKG/ECG Technician	Licensed Vocational Nurse (LVN)	Registered Nursing/Registered Nurse (RN)	Informatics Nurse Specialists	Nurse Practitioner
Certified Patient Care Technician				Nursing Administration
Phlebotomy Technician				Nurse Anesthetist

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Licensed Vocational Nurses	\$45,178	7,186	21%
Registered Nurses	\$68,682	17,493	26%
Nurse Practitioners	\$107,827	977	50%
Nurse Anesthetists	\$154,856	357	23%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities: Health Occupation Students of America (HOSA)


Work Based Learning Activities: Volunteer at a community wellness center, hospital, assisted living, or nursing home.

For more information on postsecondary options for this program of study, visit TXCTE.org.

The Nursing Science program of study introduces students to knowledge and skills related to patient care. CTE concentrators may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

The Health Science Career Cluster® focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of this program of study will fulfill requirements of the Public Service Endorsement.
Approved Statewide Program of Study. C. E. King High School – 2022-23



Manufacturing
Business & Industry Endorsement

COURSES

WELDING
(Dual Credit)

- 9th Grade: Introduction to Welding
- 10th Grade: Welding I
- 11th Grade: Welding II (San Jacinto College Course)
- 12th Grade: Practicum in Manufacturing @ San Jacinto College
OR
Career Preparation I

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATION/LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
AWS Certified Welder, D1.1	Certified Welder or Welder Inspector	Welding Technology/Welder	Welding Engineering Technology/Technician	Welding Engineering Technology/Technician
NCCER Level 1 Welding	Machine Level 1 – CNC Milling: Programming Setup & Operations	Machine Shop Technology/Assistant	Biomedical Technology/Technician	Occupational Health and Industrial Hygiene
AWS Certified Welder, D9.1	Certified Welding Engineering	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/Technician	Environmental Health	Environmental Health

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Welders, Cutters, Solderers, and Brazers	\$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	\$40,040	280	9%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities: SkillsUSA


Work Based Learning Activities: Job shadow a machinist. Apprenticeship at a local business or industry American Welding Society.

For more information on postsecondary options for this program of study, visit TXCTE.org.

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. Students will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

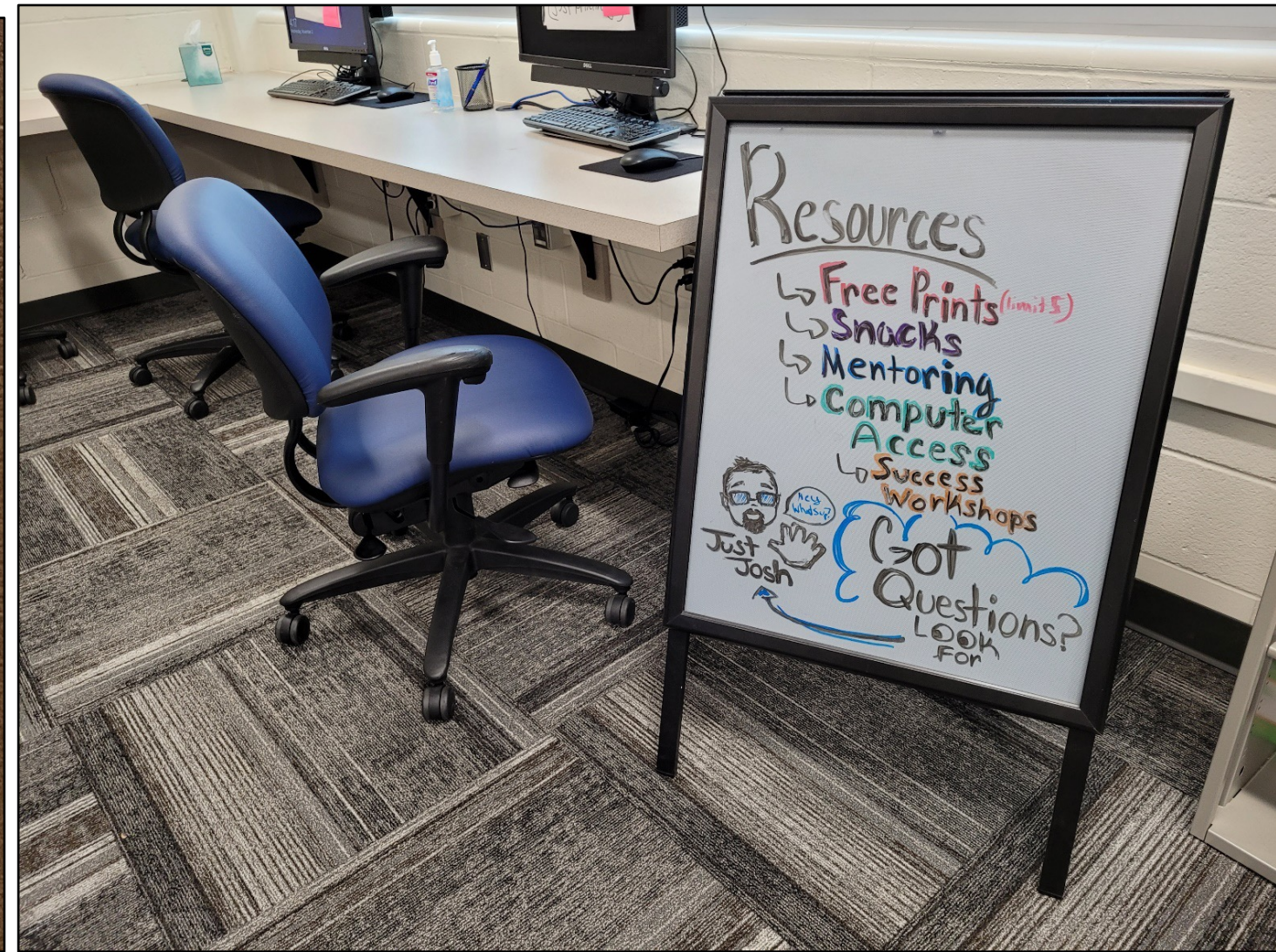
Successful completion of this program of study will fulfill requirements of the Business and Industry Endorsement.
Approved Statewide Program of Study. C. E. King High School – 2022-23



Early Career/College Exploration, Advising, and Planning

COLLEGE CLASS IN SESSION

DUAL ENROLLMENT



Instruction and Academic Support

Implementation Field Research: Key Takeaways

- 2) *Career Title 1 schools have laid the groundwork for colleges to scale talent pathways on-ramps by embedding career-path program foundation courses and advising in high school career academies.*
- academy strategy is scalable, avoids tracking, and can help motivate students to pursue postsecondary education
 - Title 1 schools motivated to take this approach by need to attract students in “open choice” policy environment
 - Students, families, communities, schools want “dual credit with a purpose”
 - Strong demand from rural schools to embed DC in CTE programs



Academies and CTE Pathways in Title 1 High Schools

Implementation Field Research: Key Takeaways

3) *Community colleges see benefits of rethinking dual credit as onramp to career-path degree programs, but still mainly aspirational work in progress.*

- Most colleges have not extended guided pathways practices to DC offerings and students
- Most academic DC still gen ed with little career and college exploration and planning
 - Exceptions: San Jacinto and Paris Junior help DC students connect with program areas and develop individualized educational plans
- Student experience with instructional quality varies; colleges and schools exploring how to ensuring access to effective instruction

Implementation Field Research: Key Takeaways

4) *We observed a shift in mindset across college and K-12 partners implementing DEEP practices.*

- Shared vision of DC as tool for talent development and expanding college enrollment
- Change in DC focus from “random acts” course taking in AA in liberal/general studies degrees to on-ramp to AAS or structured pre-major bachelor’s transfer programs in high-opportunity fields
- Requiring students to choose an endorsement in high school can be designed to help them explore interests and develop a sense of purpose
- Shifting mindsets about which students will be successful in DC
- High school grades and other evidence of motivation are better measures of readiness for DC than standardized tests

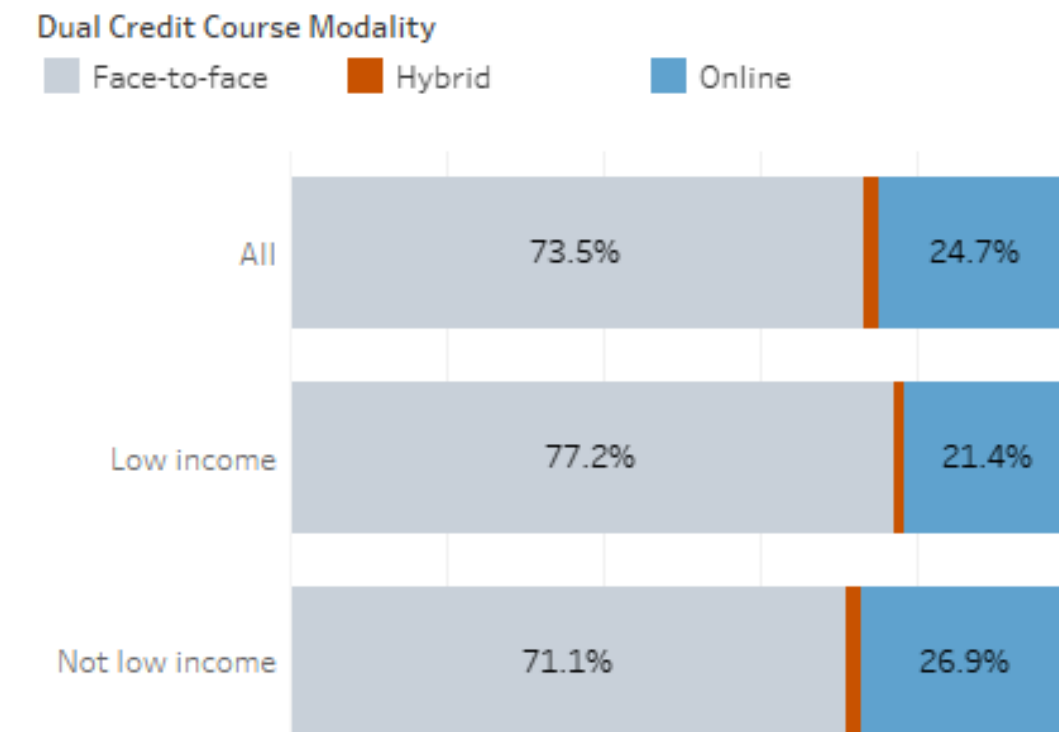
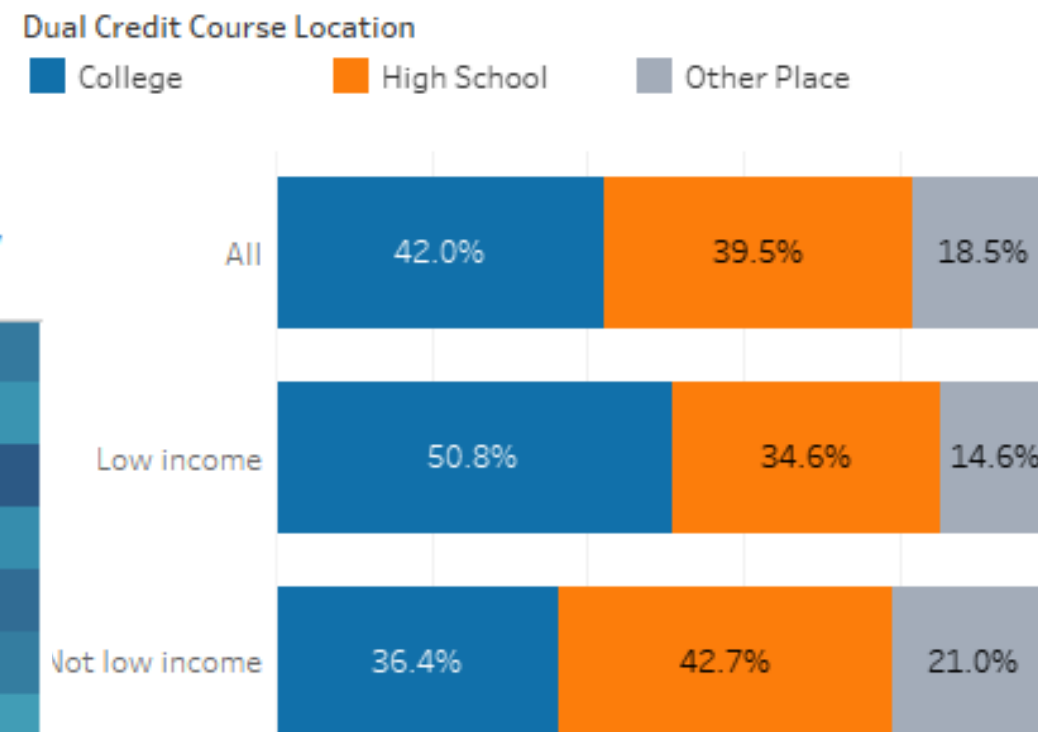
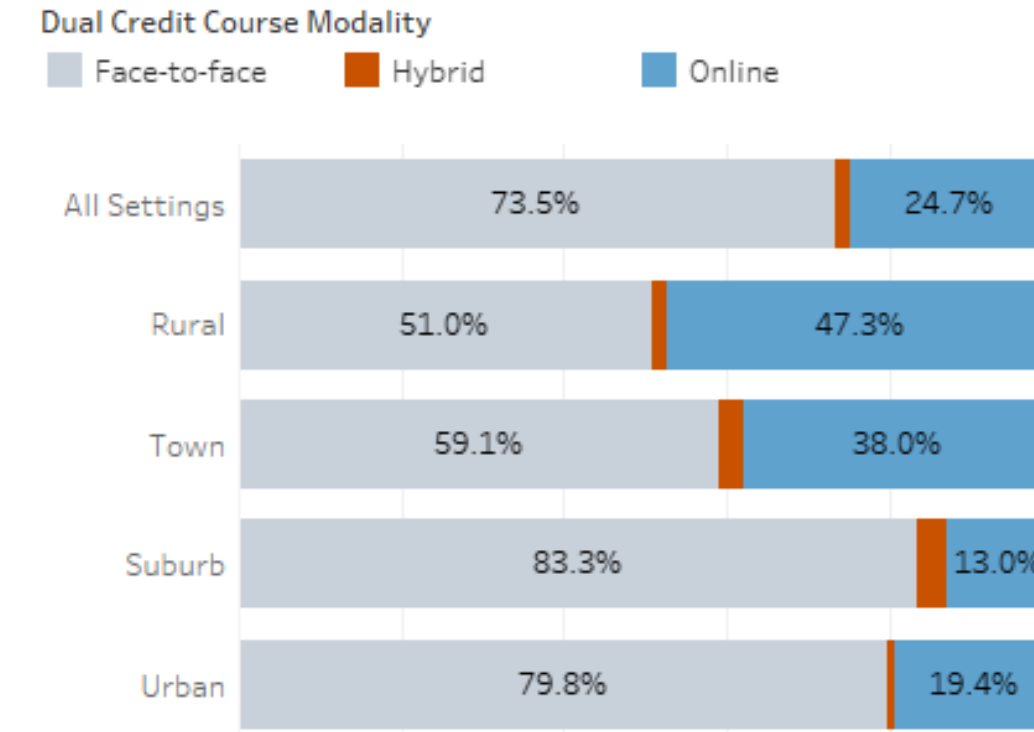
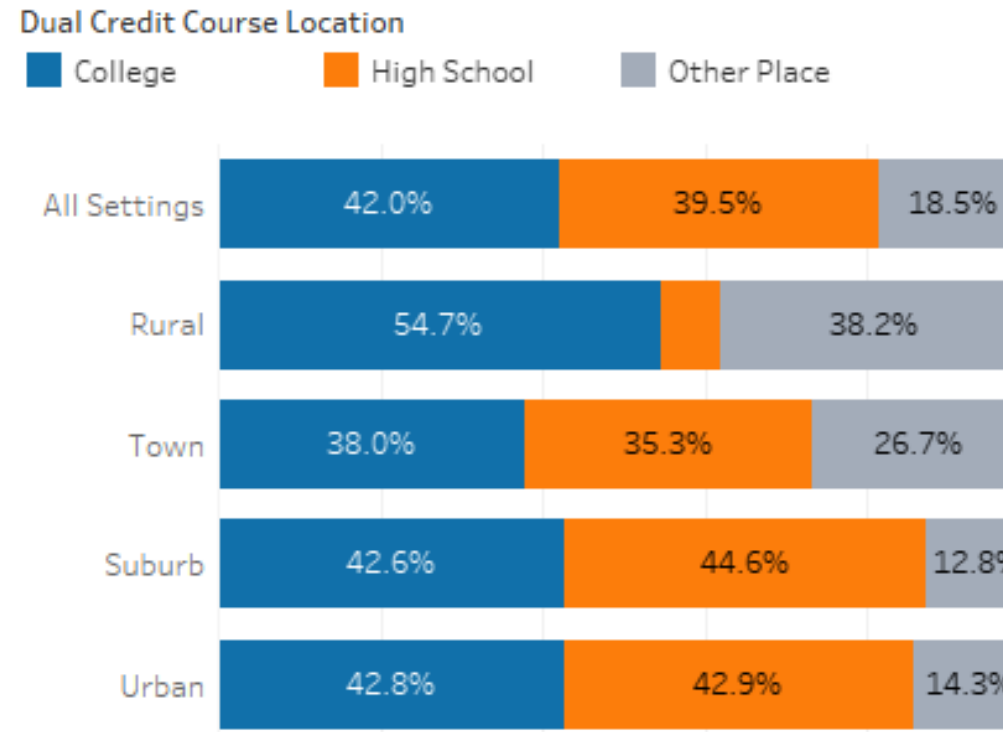
HB 8 Advanced Career Education
Scholarships and 15-credit pathways would
provide resources to expand DC on-ramps
to talent pathways after high school.

Steps for Expanding DC Onramps to Texas Talent Pathways

- **Backward map college programs to high school** career academies/CTE programs and embed DC on-ramp courses in HS academy/CTE curriculum.
- **Involve academic programs and advising/student services with DC staff** to ensure that all DC students helped to explore interests, connect with people/programs and develop a post-high school education plan in a field of interest.
- Provide consistent quality control for DC instruction across modalities and locations to **ensure a “light the fire” learning experience** for DC students.
- **Collaborate with K-12 schools to promote career pathways-focused DC** on-ramps in high-opportunity fields to students, families and communities **starting in elementary and middle school.**
- Partner with K-12 schools to **explore new ways to recruit, certify and train** of academic and CTE DC instructors to teach DC onramp courses.

DC Experience: TX Public High School Classes of 2019 & 2020

- Mix of DC course locations and modality throughout the state
- More online DC at rural colleges
- Course pass rates: Lowest for low-income students in online courses



	All	Low income	Not low income
Overall DC Course Pass Rate	89.9%	86.8%	91.9%
Location: College (DC Pass Rate)	87.6%	85.1%	89.9%
Location: High School (DC Pass Rate)	93.0%	90.2%	94.4%
Location: Other Place (DC Pass Rate)	88.5%	84.3%	90.4%
Modality: Face-to-face (DC Pass Rate)	90.8%	87.8%	93.0%
Modality: Hybrid (DC Pass Rate)	90.0%	86.2%	91.7%
Modality: Online (DC Pass Rate)	87.2%	83.2%	89.3%

Contact us for more information:

Maggie Fay, mf2812@tc.columbia.edu

Davis Jenkins, pdj2102@tc.columbia.edu



ccrc.tc.columbia.edu



CommunityCCRC



CommunityCCRC



ccrc@columbia.edu



212.678.3091