

DEEP Partnership Workshop



Texas Success Center

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

August 1, 2023



Texas Association of Community Colleges

Dedicated to social and economic mobility, we advocate for state policy and support community college reform strategies that will empower Texans to rise out of poverty and achieve better life outcomes.



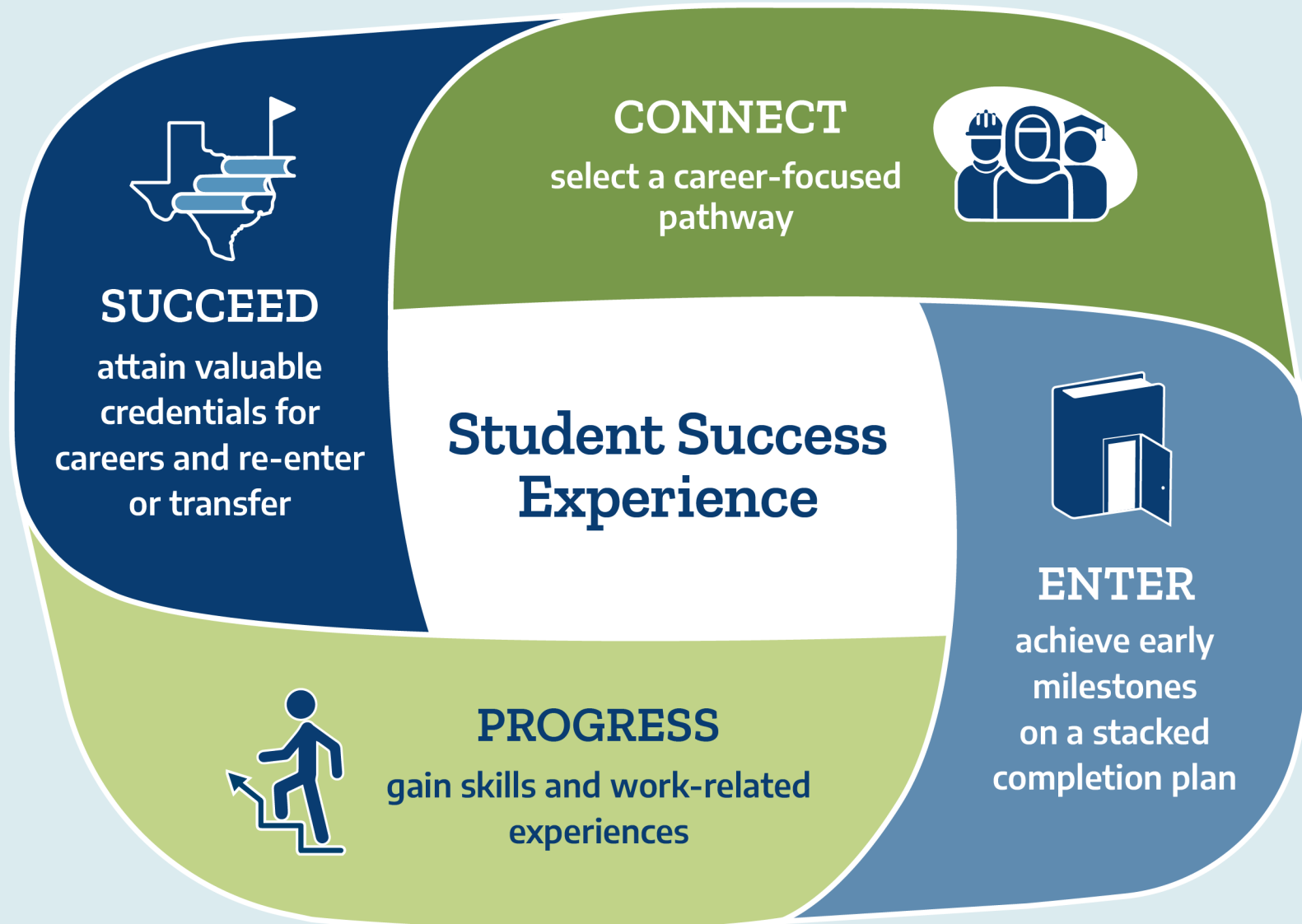
Texas Success Center Grounding Principles

Texas Pathways is not the next in a long line of discrete reforms, but rather a framework that unifies a variety of career- and equity-focused reform elements around a single centralized statewide strategy.

All Texas colleges' program redesigns systemically address the entire student experience, rather than to just one segment of it (such as developmental education or advising).

The redesign process starts with student end career goals and “backward maps” stacked programs and supports to ensure that students thrive in employment and education at the next level with no excess credit or time.

Talent Strong Texas Pathways Framework





Talent Strong Texas Pathways

Four Pillars of Essential Practices

1

Map pathways to student end goals

Employer-informed maps from multiple entry & reentry points to completion, transfer, & valuable careers

2

Help students choose and enter a pathway

Academic and social integration & career-focused onboarding to promote college-level success in the 1st year

3

Keep students on their pathway

Proactive supports to improve completion & transfer, enhance belongingness, & address students' basic needs

4

Ensure students are learning

Active & work-based learning with culturally responsive teaching aligned with careers & further education

Welcome

Cynthia Ferrell, Ph.D.

Executive Director, Texas Success Center

Christine Bailie, Ed.D.

Director of Institutional Strategy, Texas Success Center

Kristina Flores, Ph.D.

Director of Research and Evaluation, Texas Success Center

Martha Ellis, Ph.D.

Senior Pathways Lead, Texas Success Center

Sway Youngston

Program Manager, Texas Success Center

Nour Hammoudeh

Events Planner, Texas Success Center

John Fink

Senior Research Associate and Program Lead, Community College Research Center

Davis Jenkins, Ph.D.

Senior Research Scholar, Community College Research Center

Sarah Griffin

Research Associate, Community College Research Center

Aurely Garcia-Tulloch

Research Assistant, Community College Research Center

Welcome



Josie Brunner

Data Strategist, College Career, Military Preparation, Texas Education Agency



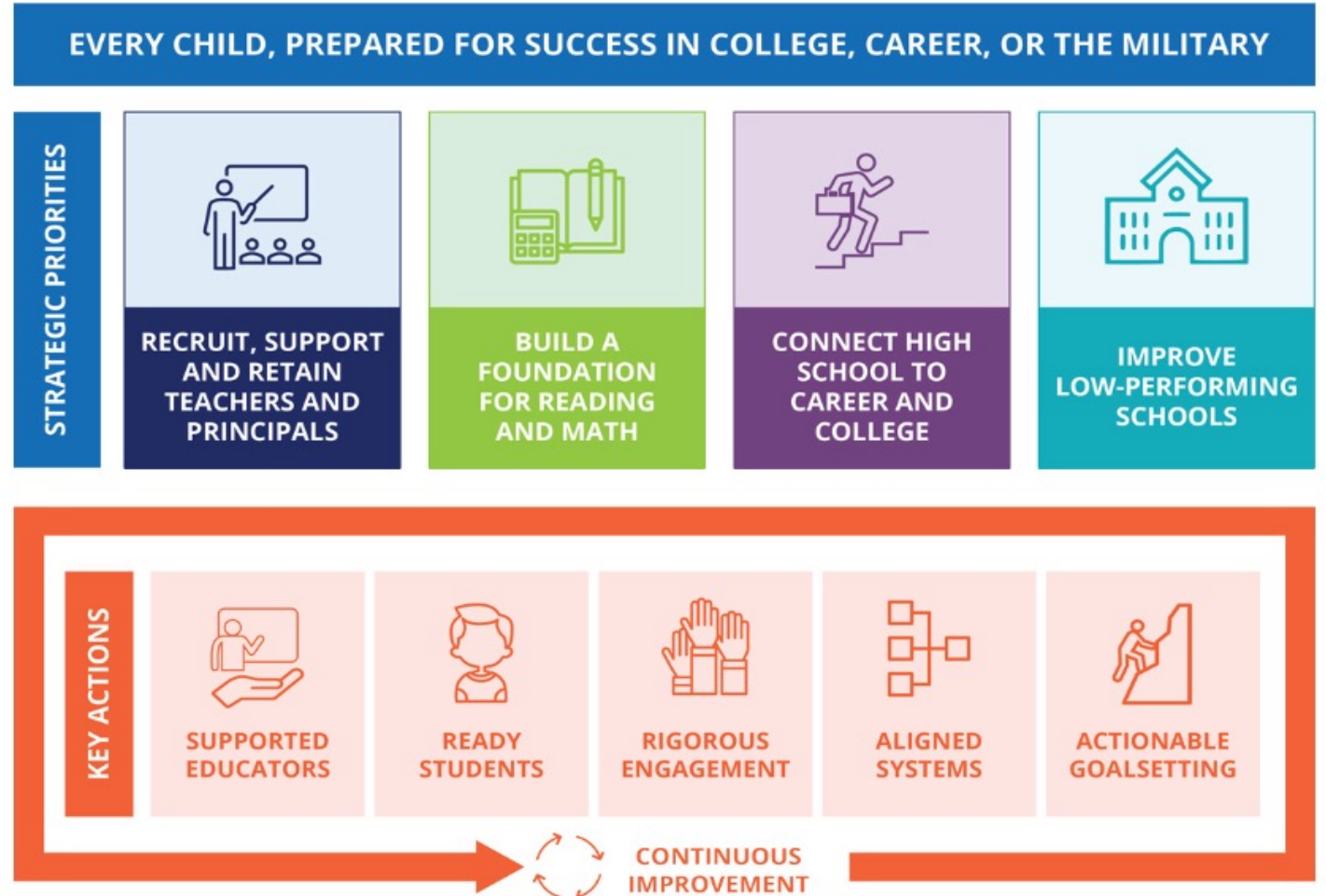
**CTE
Program of
Study and
Advance
Academics**



TEA's Strategic Plan is Focused on Continuous Improvement

Agency Mission

The Texas Education Agency will improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems.



What is a CTE Program of Study?

CTE Programs of Study

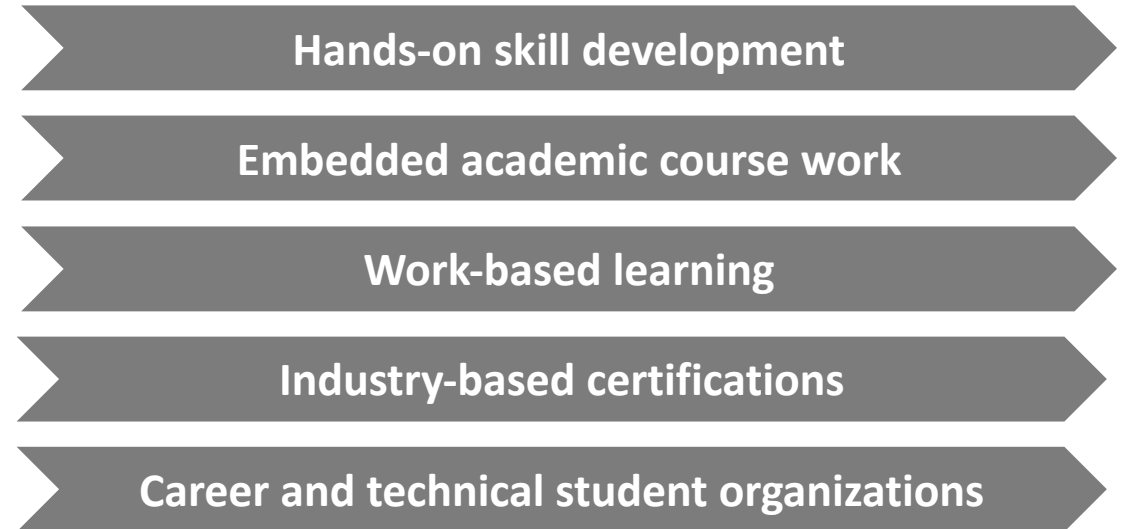
Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen careers.

These sequences embed relevant, real-world experiences and connect to pathways that culminate in one or more postsecondary credentials.

CTE Program of Study Course Sequence



CTE Program of Study Benefits

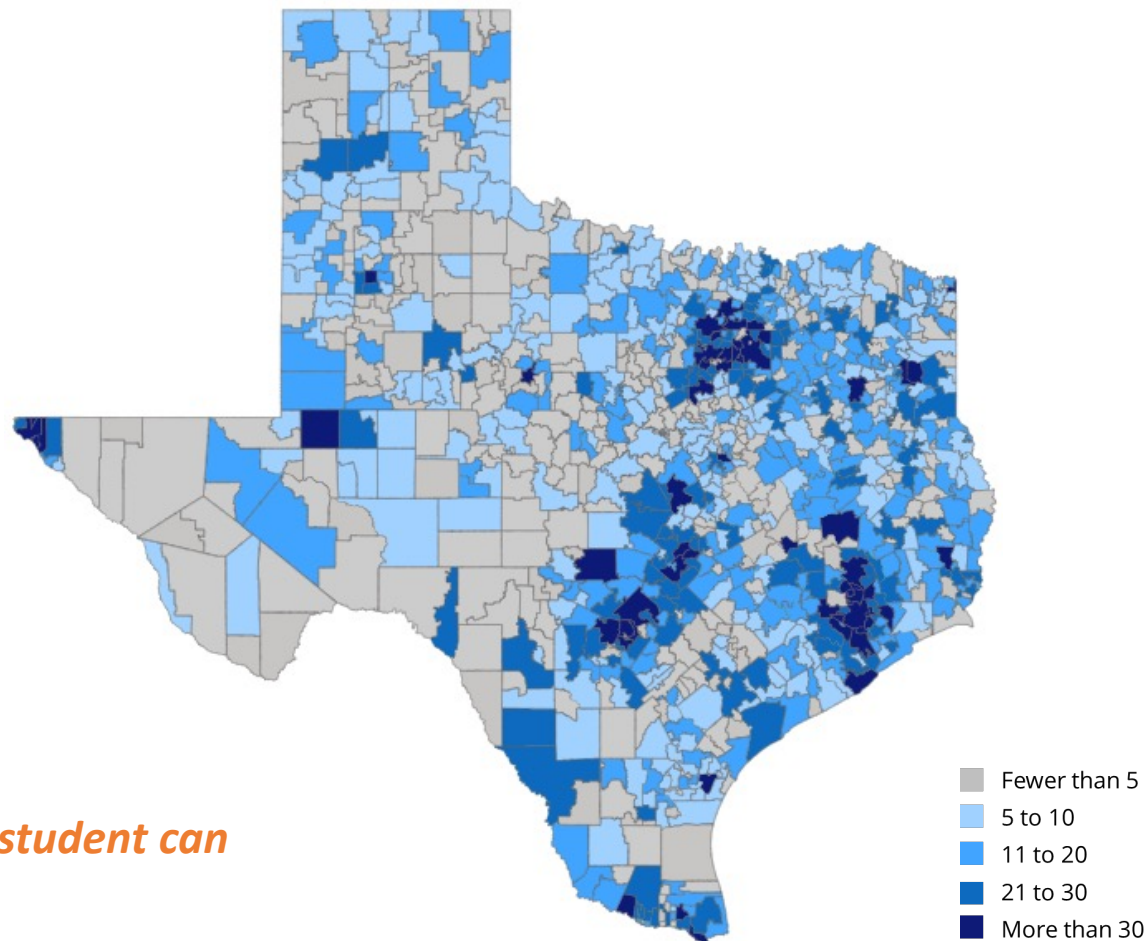


Median Programs
of Study offered
by a district.

9

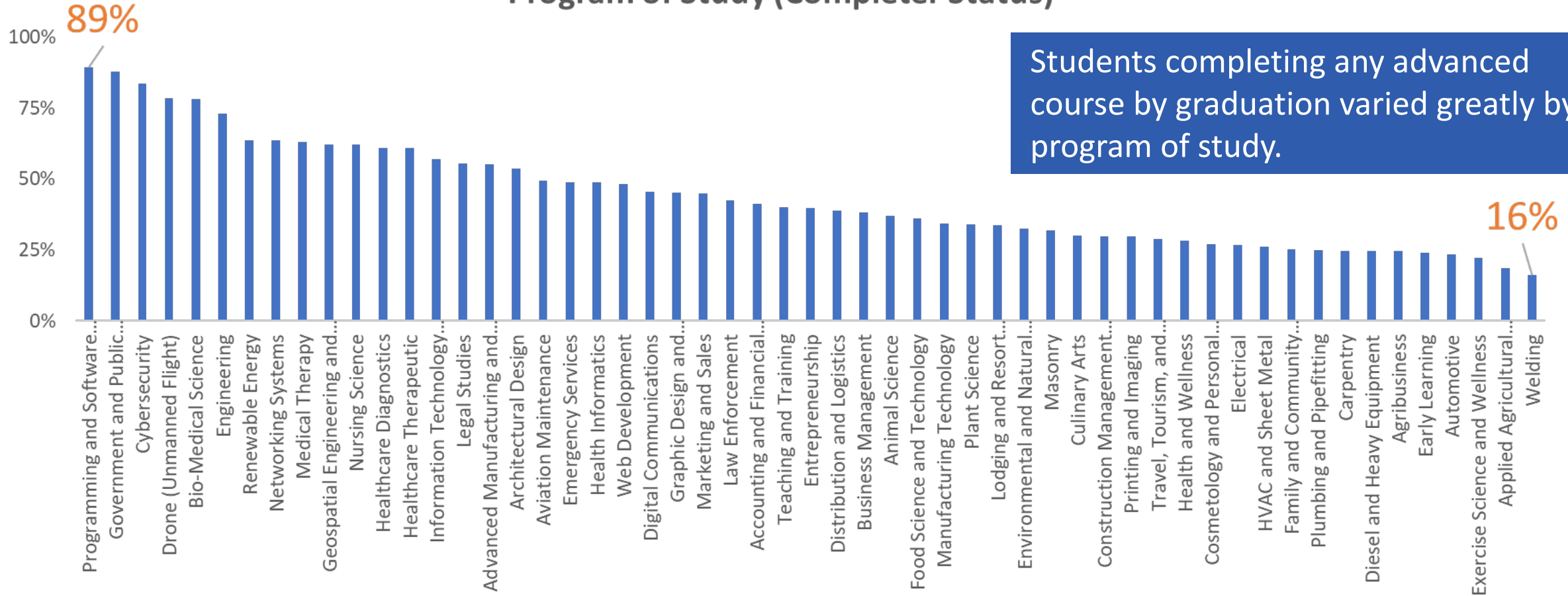
Source: PEIMS, SY 2021-22

There is wide variability in the number of programs a student can choose from, based on where the student lives.



Opportunity: Integrate Advanced Academics

2021 Graduates Successfully Completing Any Dual Credit, AP, or IB Course, by Program of Study (Completer Status)



Source. PEIMS, SY 2017-18, 2018-19, 2019-20, 2020-21 (Division: 213)

Opportunity: Integrate Advanced Academics

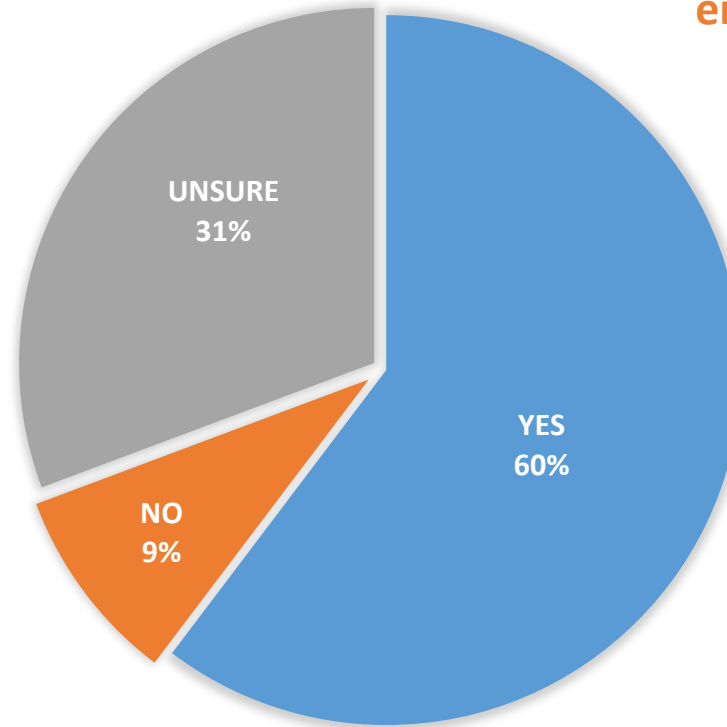
Key Findings

LEA: If you offer the advanced academics courses in the CTE studies, could they be offered as electives? I can see how they could be used to continue the student's education post high school.

INDUSTRY: If they are part of the occupation, it makes sense. If not, it might keep a student from entering a course that is high demand and would not be necessary.

LEA: Students should be enrolled in pure CTE courses. I feel you would be substituting CTE courses with non CTE courses.

INDUSTRY: No, it's not necessary.



Should advanced academics courses be embedded in programs of study?

LEA: It allows us to streamline courses for students to give them more opportunities in their schedule. There should also be the option for students who don't want to take the advanced course to still be able to complete the program of study.

INDUSTRY: It puts CTE on PAR with college prep classes. Recognizes students for taking on the increased rigor in their field of study.

PARENTS: Yes, because I want my kids to have options.

Strengthening Dual Credit as a Trailhead to Talent Strong Texas Pathways



Texas Success Center

Workshop Agenda

12:00 PM - 12:15 PM

Welcome and Context Setting

12:15 PM - 12:45 PM

Rethinking Dual Credit as a Trailhead to Talent Strong
Texas Pathways

12:45 PM - 1:30 PM

Partnership Team Time: Aligning on a Shared Vision
for Dual Credit

1:30 PM - 1:45 PM

Dual Credit Data DEEP Dive

1:45 PM - 2:15 PM

Partnership Team Time: Identifying Strengths, Challenges,
and Opportunities

2:15 PM - 2:25 PM

ISD/College Partnership Share-out

2:25 PM - 2:50 PM

Prioritizing Areas for Improvement and Planning Next Steps

2:50 PM - 3:00 PM

Wrap Up

DEEP Partnership Workshop

Accompany Resources

DEEP Partnership Workshops

Strengthening Dual Credit as a Trailhead to Career Path Jobs

Tuesday, August 1, 2023

Links to Pre-Readings

1. [Executive Summary, Rethinking DC as a Trailhead to Talent Strong Texas Pathways \(CCRC, 2023\)](#)
2. [Executive Summary, Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students \(Aspen Institute and CCRC, 2020\)](#)

Workshop Resources

- [Link to Agenda](#)
- [Link to PDF of Presentation Slides](#)
- [Link to Dual Credit Data Dashboard](#)

College/ISD-Specific Slide Decks (for Team Time breakout discussions):

- [Howard College & Big Spring High School \(Big Spring ISD\)](#)
- [South Texas College & La Joya ISD](#)
- [El Paso Community College & Socorro ISD](#)
- [Vernon College & Wichita Falls ISD](#)
- [Laredo College & Laredo ISD and United ISD](#)
- [Lee College & Crosby ISD](#)
- [Paris Junior College & Paris High School \(Paris ISD\)](#)
- [Victoria College & Victoria ISD](#)

DEEP Partnership Workshops

Strengthening Dual Credit as a Trailhead to Career Path Jobs

Wednesday, August 2, 2023

Links to Pre-Readings

1. [Executive Summary, Rethinking DC as a Trailhead to Talent Strong Texas Pathways \(CCRC, 2023\)](#)
2. [Executive Summary, Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students \(Aspen Institute and CCRC, 2020\)](#)

Workshop Resources

- [Link to Agenda](#)
- [Link to PDF of Presentation Slides](#)
- [Link to Dual Credit Data Dashboard](#)

College/ISD-Specific Slide Decks (for Team Time breakout discussions):

- [Hill College & Joshua High School \(Joshua ISD\)](#)
- [Austin Community College District & Manor ISD](#)
- [Coastal Bend College & San Diego ISD](#)
- [Central Texas College & Copperas Cove ISD](#)
- [Odessa College & Andrews ISD](#)
- [San Jacinto College & Sheldon ISD](#)
- [McLennan Community College & La Vega ISD](#)
- [Alvin Community College & Alvin ISD](#)

August 1: <https://tinyurl.com/TSC-DEEP-Aug1>

August 2: <https://tinyurl.com/TSC-DEEP-Aug2>

Rethinking Dual Credit as a Trailhead to Talent

Strong Texas Pathways



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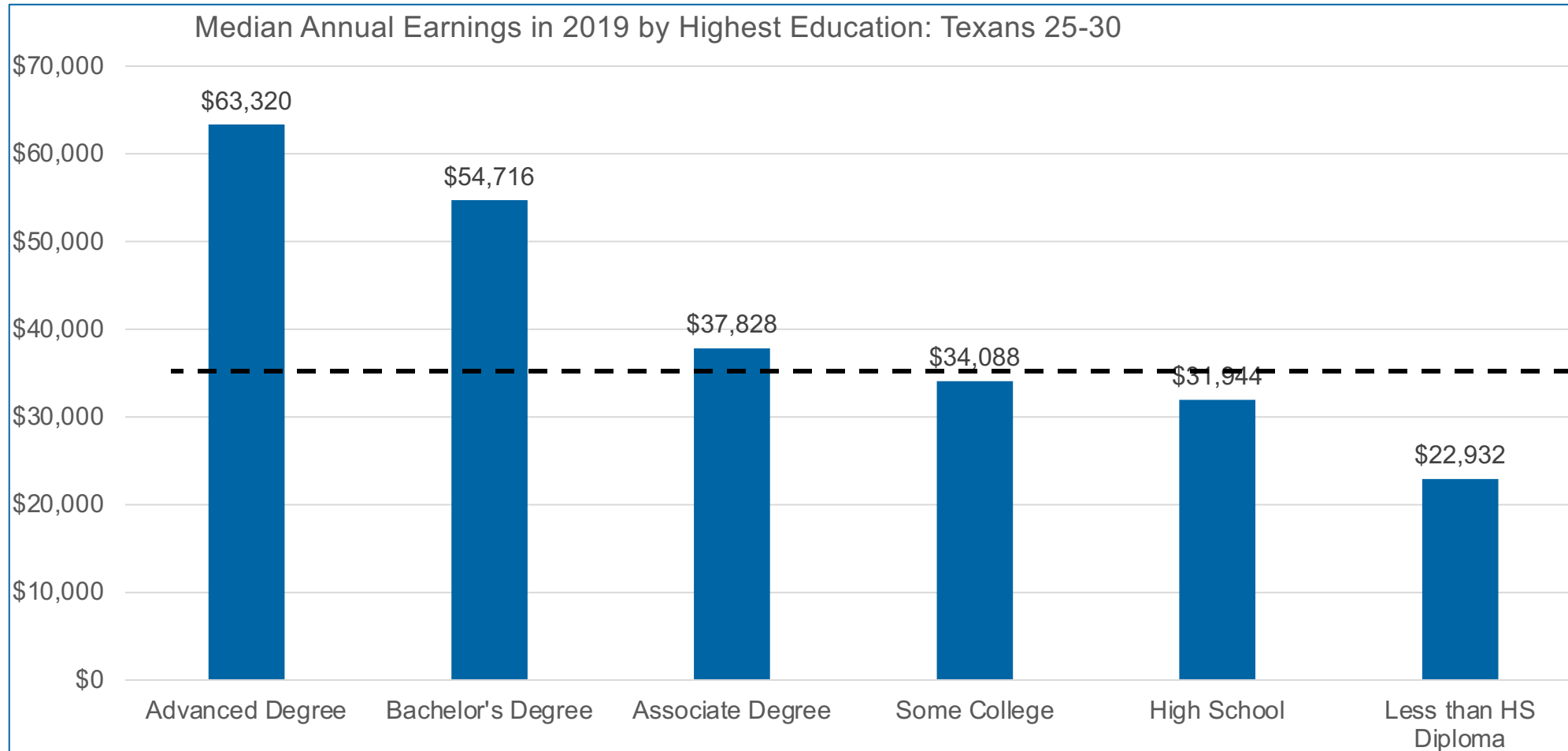
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Rethinking Dual Credit As a Trailhead to Talent Strong Texas Pathways

TACC Texas Success Center - CCRC
DEEP Partnership Workshops
Summer 2023

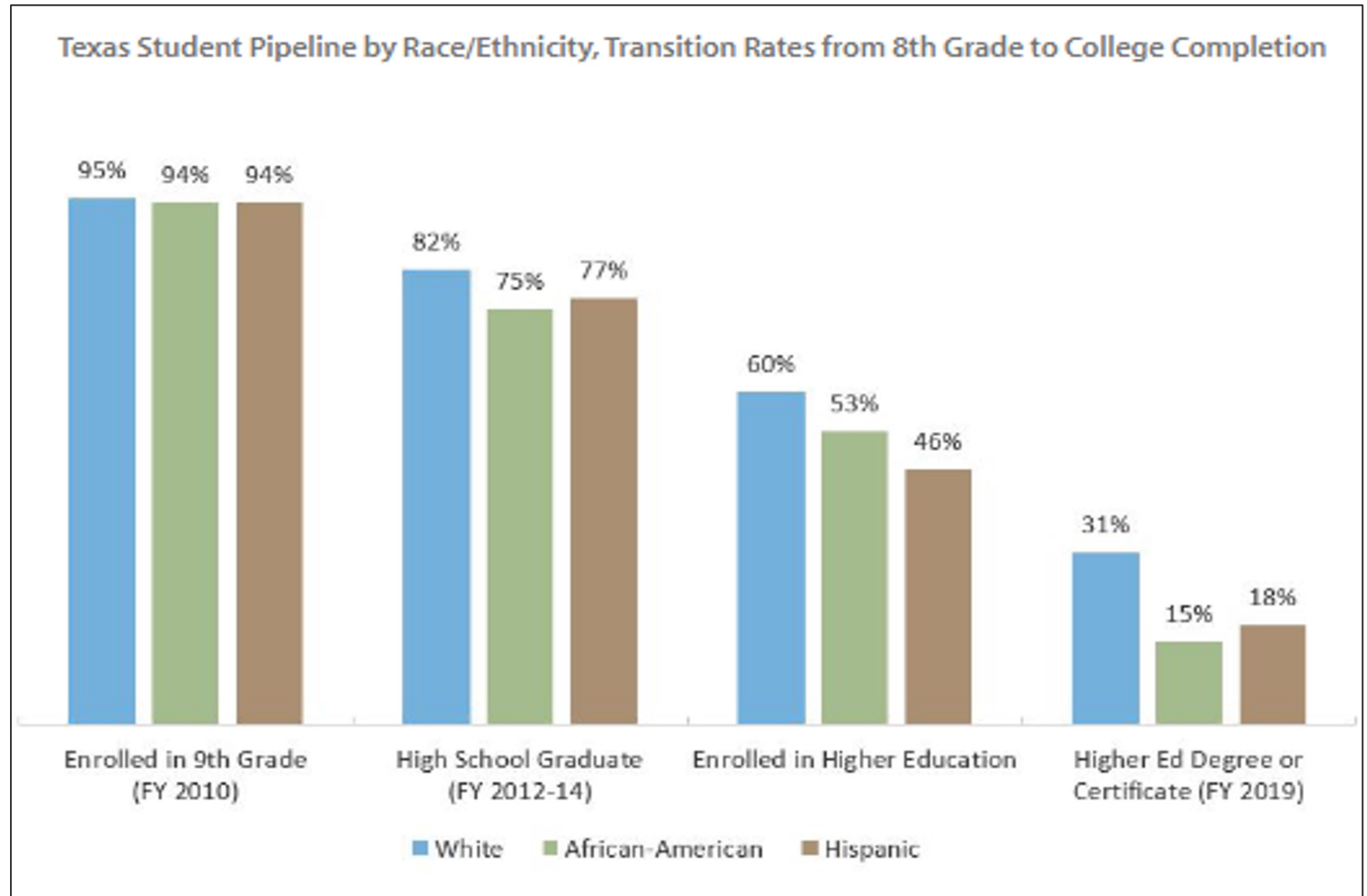
Texas employers in many industries are seeking **diverse talent to fill entry-level, career-path jobs**. These jobs pay living wages and benefits to start and provide opportunities for career advancement through on-the-job learning and employer-supported training and education.

Even at entry-level, family-supporting, career-path jobs require at least an AAS, if not a bachelor's degree.



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

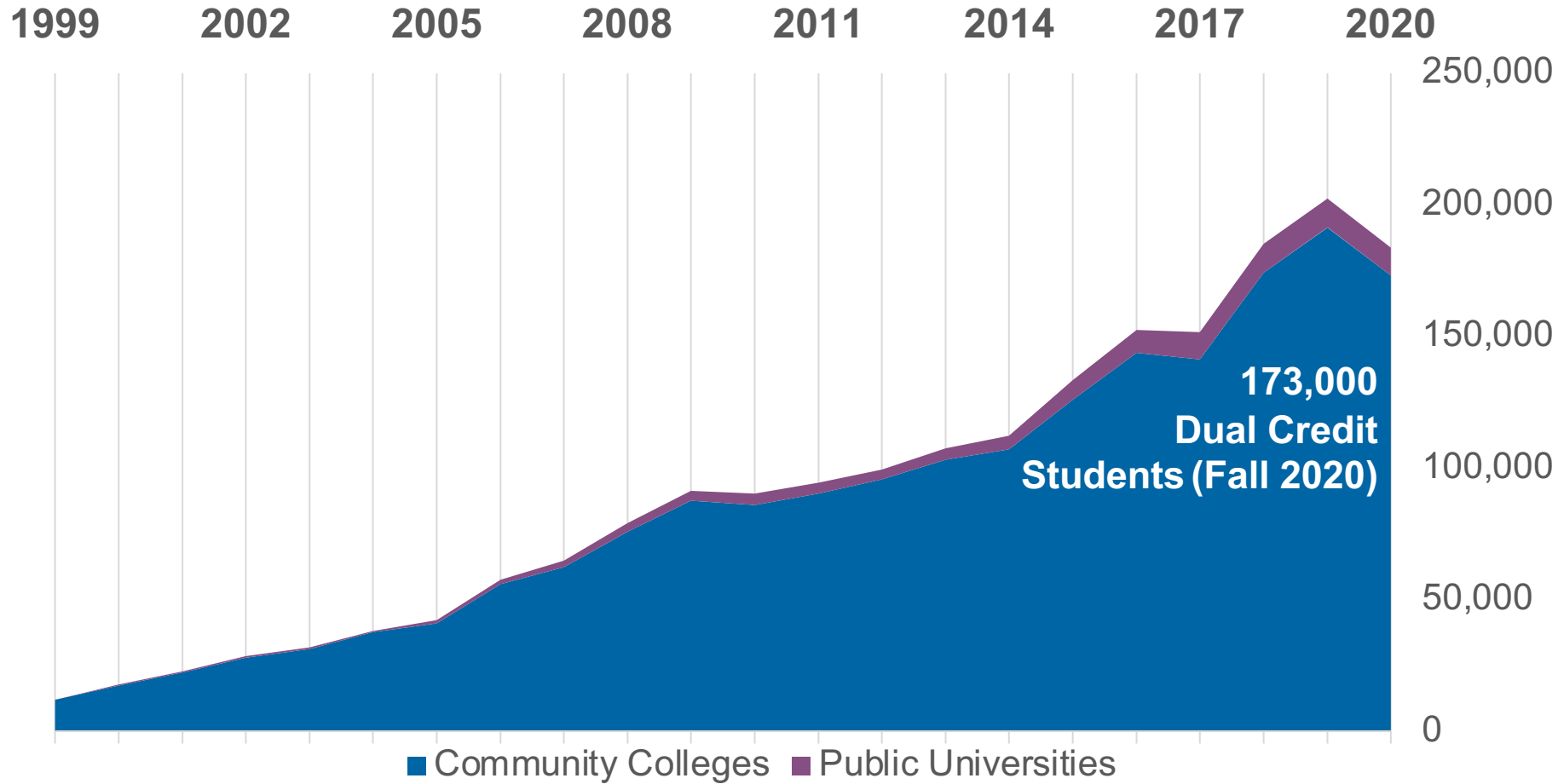
Too many Texas students from underrepresented groups are lost in the transition from high school to college. Fixing this leaky pipeline would substantially increase the supply of talent for Texas's future (and build new enrollments for colleges).



Source: Trellis Company, *State of Student Aid in Texas - 2021*.

<https://www.trelliscompany.org/state-of-student-aid-2021/section-8-texas-college-attainment/>

The growth of dual credit in Texas creates an opportunity to build “trailheads” to postsecondary degree programs leading to career-path jobs in high-demand fields—particularly for groups not represented among professionals in these fields.

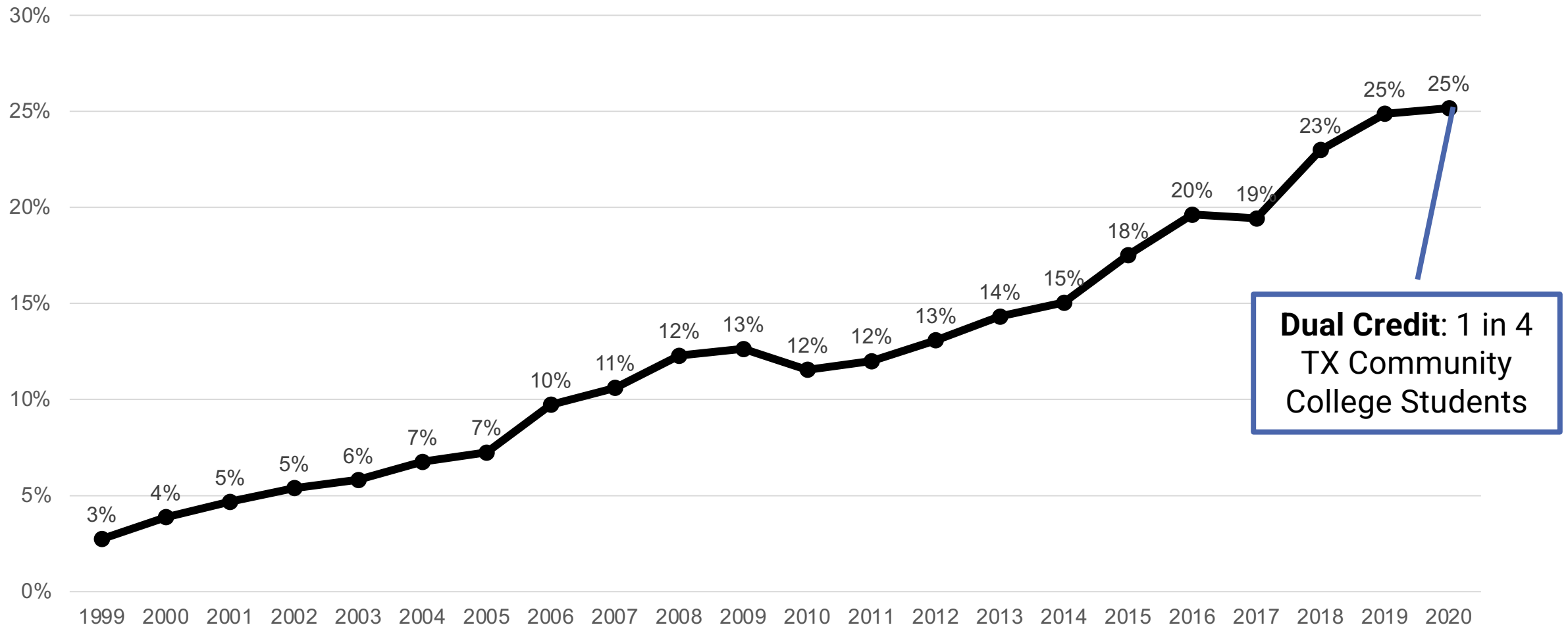


Texas Dual Credit 1999-2020

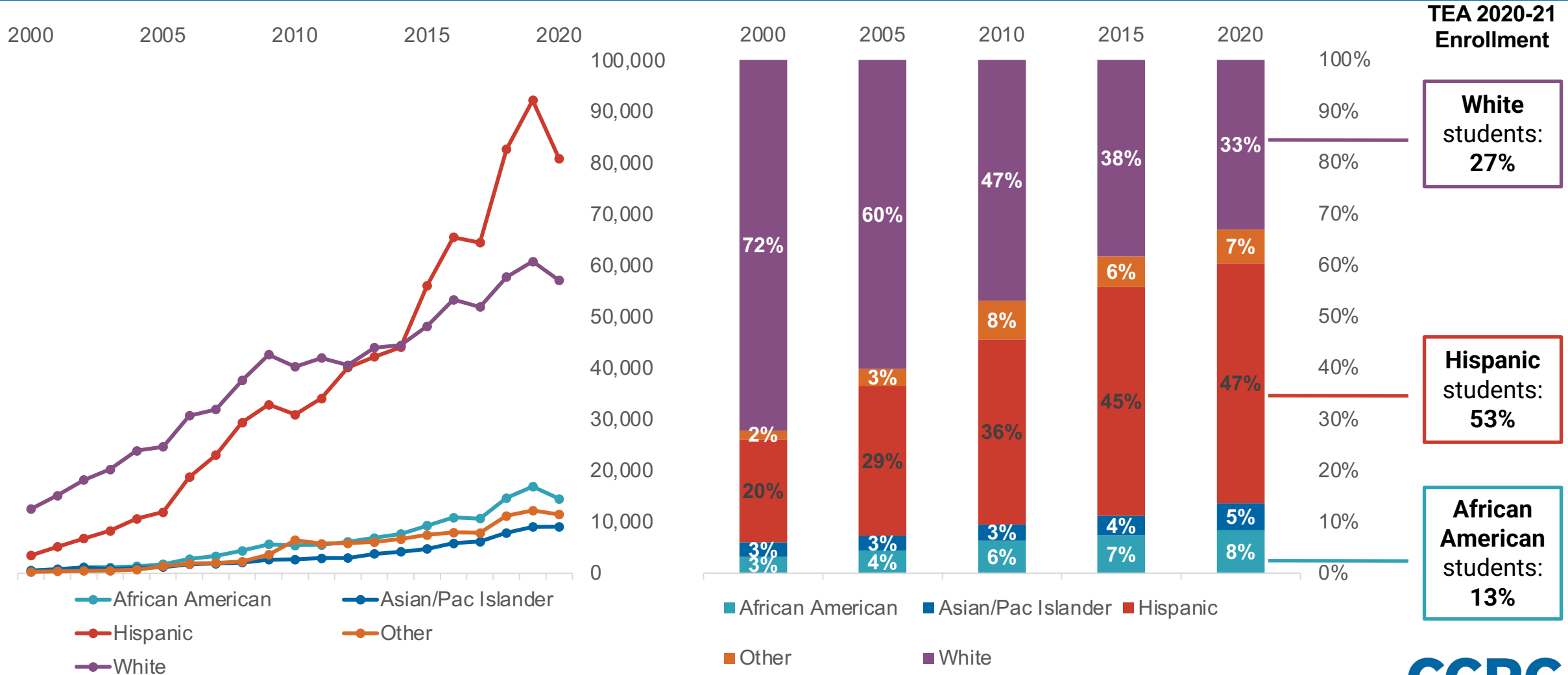
THECB Dual Credit Data

Expansion of dual credit in Texas concentrated at community colleges.

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

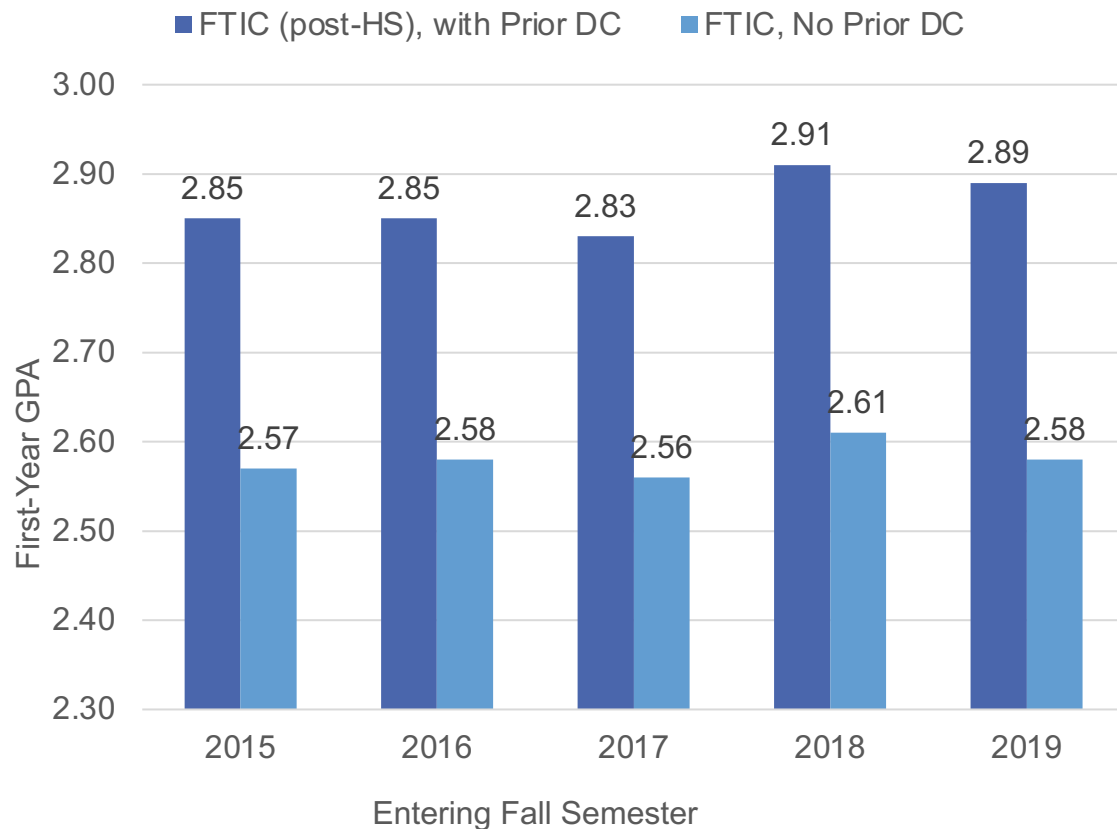


As **Dual Credit** has grown, it has better reflected TX's racial/ethnic diversity, but there is still room for improvement.

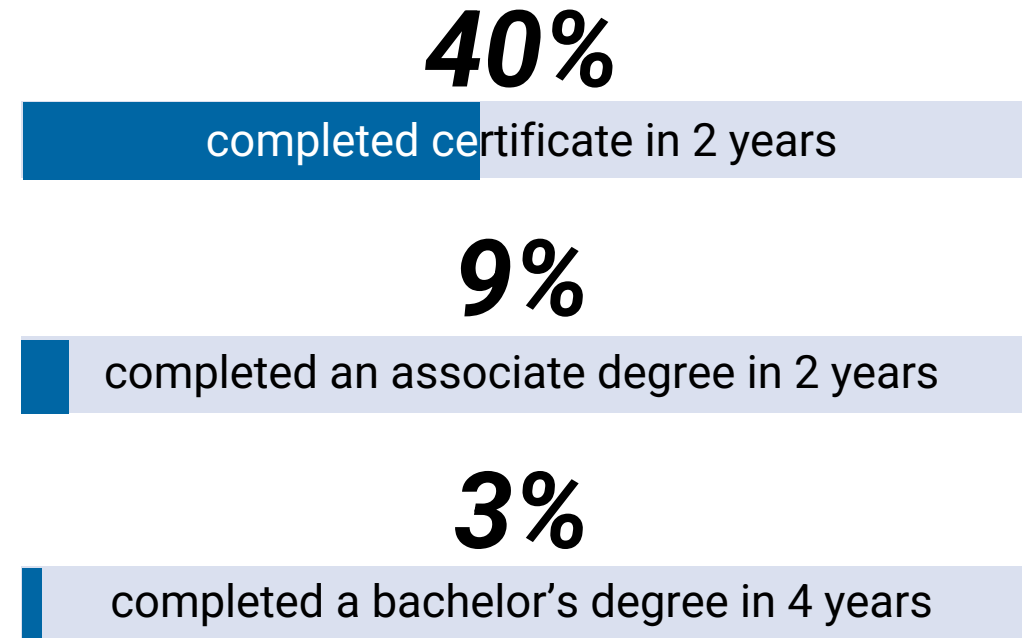


Former Texas DC students increasingly do well in college after high school, but more could be earning degrees.

Former DC Students Have Higher GPAs



Completion Rates among Former DC Students who Enrolled at a public Texas College or University after HS:



A Powerful Tool to Increase College Access and Success

Accumulation of descriptive and quasi-experimental evidence for à la carte dual credit, stronger experimental evidence on effects of ECHS and 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, there is substantial state and institutional variation in post-HS college outcomes among former DE students

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RESEARCH OVERVIEW / FEBRUARY 2012

What Works Clearinghouse™ U.S. DEPARTMENT OF EDUCATION
WWC Intervention Report ies INSTITUTE OF EDUCATION SCIENCES
A summary of findings from a systematic review of the evidence
Transition to College February 2017

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 Yanagisawa
Community College Research Center
Teachers College, Columbia University

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NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

Recent quasi-experimental studies highlight the potential of à la carte DC to increase college access and success

- ✓ DE can benefit students who are falling behind in HS (Lee & Villarreal, 2022)
- ✓ DE increases college applications and acceptances, particularly among Black students (Liu et al., 2022)
- ✓ Dual Enrollment Math boosts 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 Enroll in Dual Enrollment Courses?

Han Bum Lee^a and Michael Villarreal^b
^aUrban Education Institute, University of California, San Diego
^bUrban and Policy Studies, University of California, San Diego

ABSTRACT
This study examined the enrollment and degree completion of students who enrolled in dual enrollment (DE) courses. We employed a propensity score matching design to control for selection bias arising from DE participation. We used a bounds test to estimate the effect of DE on college enrollment and degree completion. The results indicate that students who enrolled in DE courses after high school by 20 percent within four and eight years of high school, respectively, earned 2.5 and 3.5 percentage points, respectively, more college credits. This contributed to a reduction in the time to degree attainment for the other hand, students from low-income backgrounds who participate in DE programs experience smaller participation effects on college enrollment and degree completion. The findings stress the need for partnering school districts to provide underserved students for a successful transition into college.

Dual enrollment (DE) programs provide high school students the opportunity to simultaneously earn high school and college credits. Proponents of the programs claim that DE increases college access and confidence in ability (Attewell, Heil, & Reisel, 2018). DE also increases the likelihood of academic and career success in particular fields of interest, making college familiar (Liu, Hughes, Jeong, & Bailey, 2022) and will be successful in college.

CONTACT Han Bum Lee  hanb@ucsd.edu
501 W. Cesar Chavez Blvd., San Antonio, CA 92092
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Address correspondence to:
Vivian Liu
Associate Director,
The City University of New York
555 West 57th St, S
646.664.8325
Email: yuen.liu@cityu.edu

Funding for this research 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.

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


Summary Research Report

Veronica Minaya

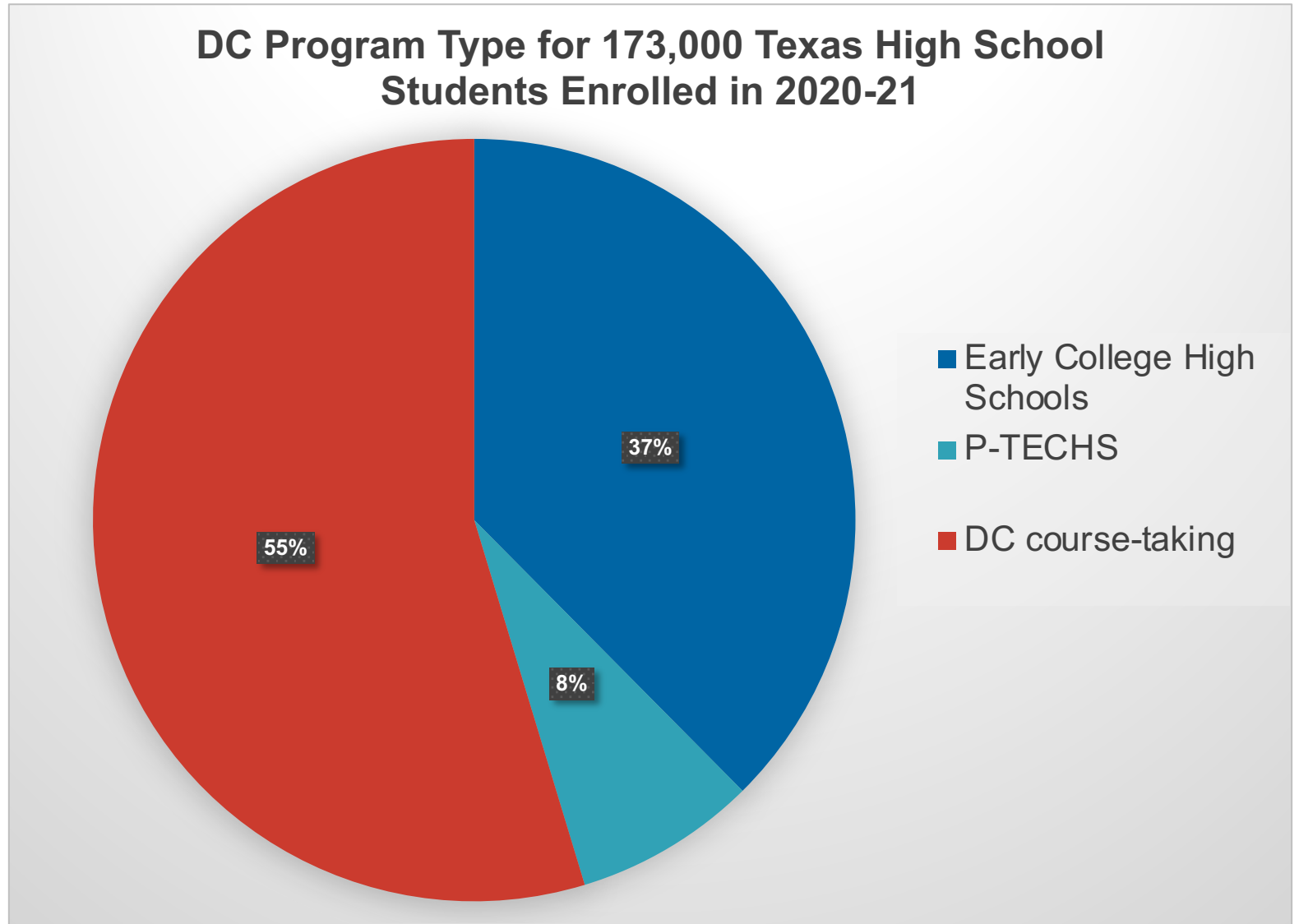
February 2021

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

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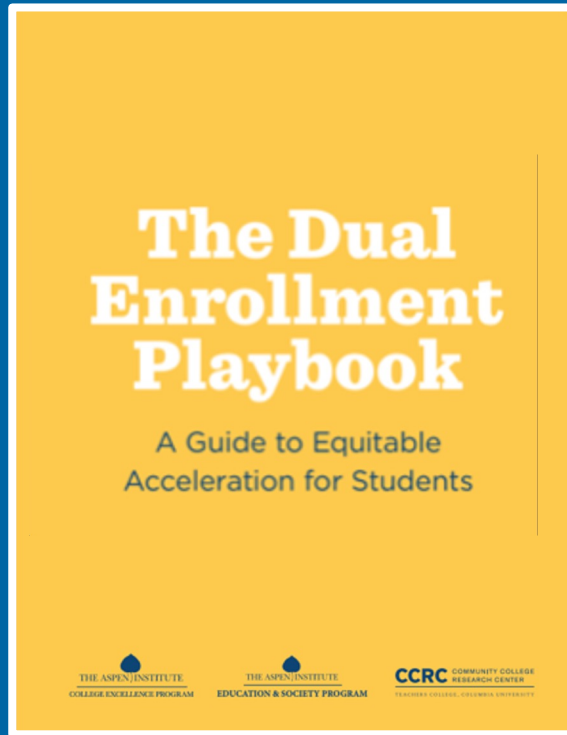


Texas leads the country in expanding ECHSs and P-TECHS, but to reach large numbers, Texas also needs to rethink à la carte dual credit (which is typically “random acts” with limited advising) to motivate, guide and prepare students to pursue postsecondary career-path programs after high school.



Source: Texas Higher Education Coordinating Board and Educate Texas.

What can be learned from high schools and colleges that are more effective in serving students of color through à la carte 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

Texas community colleges are national leaders in implementing Guided Pathways whole-college reforms. A growing number of Texas community colleges are extending Pathway practices to DC offerings and students.

Alamo Colleges have aligned programs in their Alamo Institutes with the Texas HS Endorsements

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6 INSTITUTES. ENDLESS POSSIBILITIES.



Creative & Communication Arts

The Creative & Communication Arts Institute is designed for students who have a key interest in areas such as the arts, audio/video technology and communications.


[More about a creative path >](#)



Business & Entrepreneurship

The Business & Entrepreneurship Institute is designed for students who have an interest in areas such as business management and administration, finance, hospitality and tourism and marketing.


[Business Programs for you >](#)



Health & Biosciences

The Health and Biosciences Institute is designed for students who have an interest in areas such as health sciences.


[Health Programs for you >](#)



Advanced Manufacturing & Logistics

The Advanced Manufacturing & Logistics Institute is designed for students who have an interest in areas such as architecture, construction, manufacturing, transportation, distribution and logistics.


[More on making & moving >](#)



Public Service

The Public Service Institute is designed for students who have an interest in areas such as education, training, government, public administration, human services, law, public safety, correction and security.

[Learn about ways to serve >](#)



Science & Technology

The Science and Technology Institute is designed for students who have an interest in areas such as agriculture, food and national resources, information technology, science, technology, engineering and mathematics.

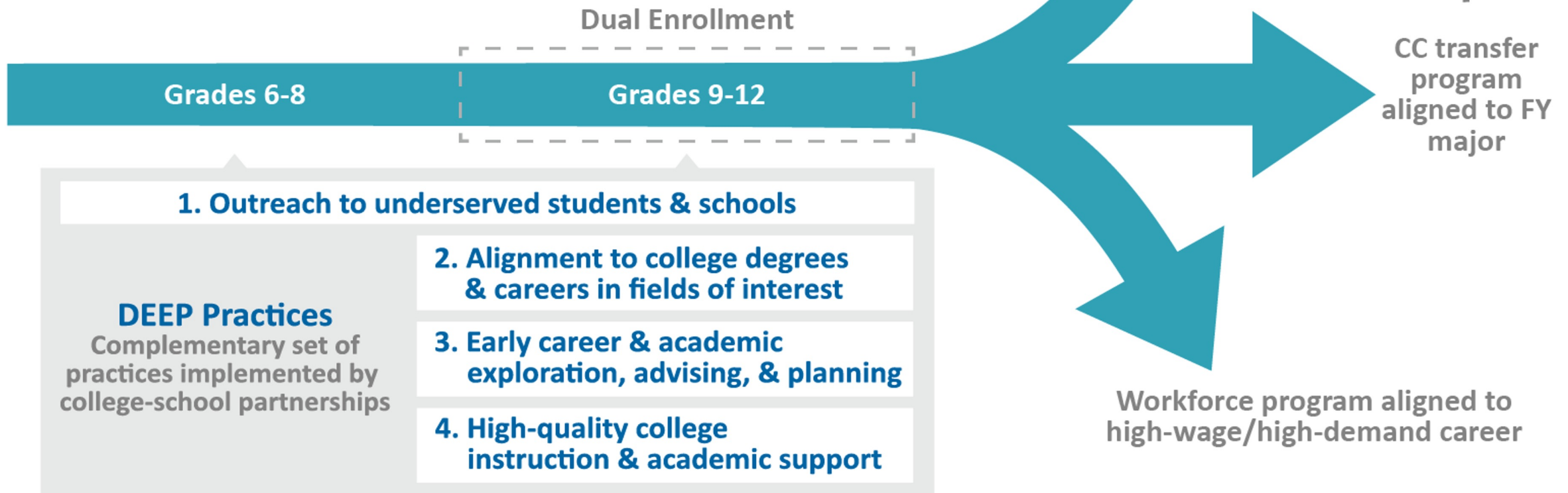
[Science and Tech Info >](#)

AlamoINSTITUTES & HS ENDORSEMENTS

Continue your journey designed for you!

HS Endorsement	→	AlamoINSTITUTES	→	Sample Career:
Arts & Humanities Multidisciplinary Studies	→	Creative & Communication Arts	→	Technical Writer  Jobs Projected in Texas by 2024: 5,040 You will need: a Bachelor's degree Average Pay: \$70,009
Business & Industry Multidisciplinary Studies	→	Business & Entrepreneurship Advanced Manufacturing & Logistics	→	Construction Manager  Jobs Projected in Texas by 2024: 45,030 You will need: a Bachelor's degree Average Pay: \$93,609

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

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?

Based on this research, we will produce a practitioner guide, data tools and workshops on scaling trailheads to postsecondary college and career pathways for students from underrepresented groups.



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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



DEEP Practice Areas



Outreach

Outreach to Underserved Students & Schools



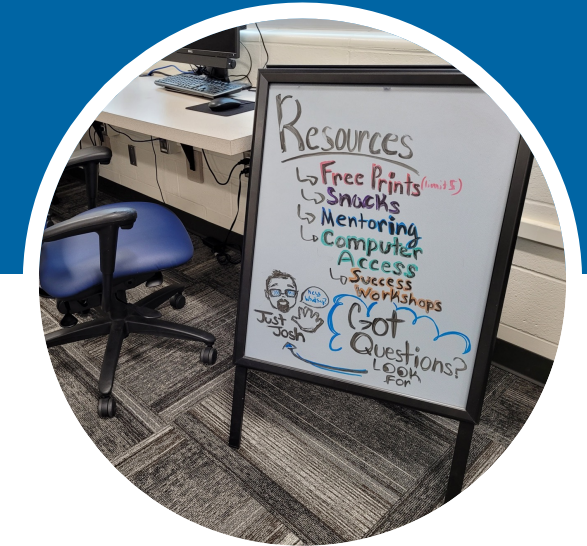
Alignment

Align DE to College Degrees & Careers in Fields of Interest



Exploration

Expand Early College & Career Exploration, Dual Credit Advising, and Postsecondary Planning



Support

Deliver High-Quality Instruction & Academic Supports

Outreach to Underserved Students and Schools



Site Visit to Miami-Dade College

Focus outreach on underserved schools and students

Start outreach before high school

Leverage community presence to promote DE

Engage parents and families

Use high school grades (instead of placement tests) to determine eligibility for DE

DEEP Practice Areas



Outreach

Outreach to Underserved Students & Schools



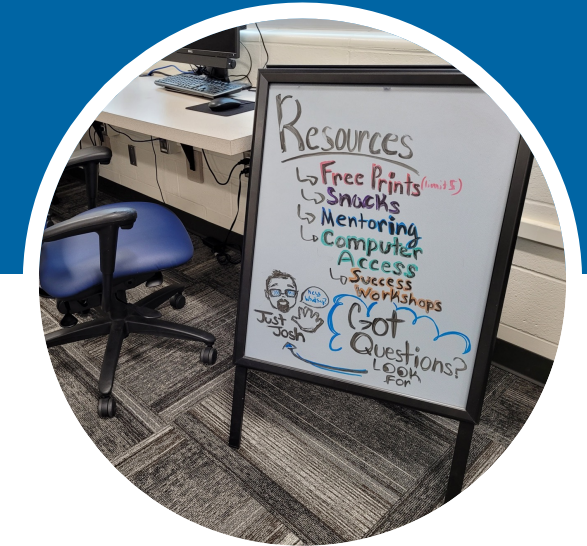
Alignment

Align DE to College Degrees & Careers in Fields of Interest



Exploration

Expand Early College & Career Exploration, Dual Credit Advising, and Postsecondary Planning



Support

Deliver High-Quality Instruction & Academic Supports

Align DE to College Degrees and Careers in Fields of Interest

Inventory current DE offerings

Map DE offerings to college degree programs in fields of interest

Embed DE offerings in high school academies and other career-connected programs



Site Visit to Lee College

DEEP Practice Areas



Outreach

Outreach to Underserved Students & Schools



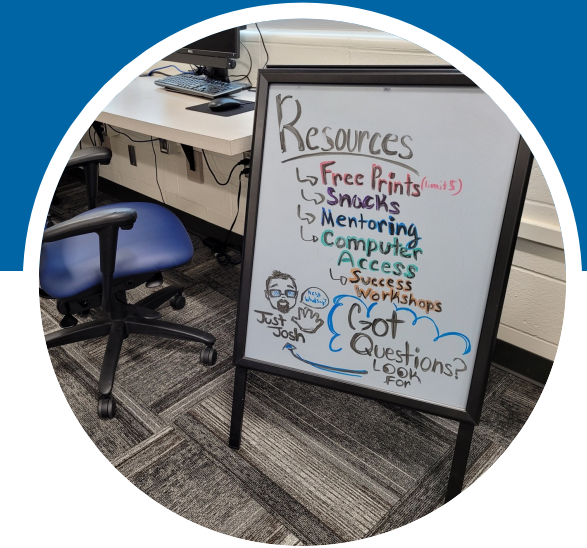
Alignment

Align DE to College Degrees & Careers in Fields of Interest



Exploration

Expand Early College & Career Exploration, Dual Credit Advising, and Postsecondary Planning



Support

Deliver High-Quality Instruction & Academic Supports

Expand Early College and Career Exploration, Dual Credit Advising, and Postsecondary Planning



*Site Visit to Chipola
College*

Showcase DE to support exploration and the high school choice process

Help students create a college program plan and provide checkpoint advising

Develop a clear and shared understanding of advising roles

DEEP Practice Areas



Outreach

Outreach to Underserved Students & Schools



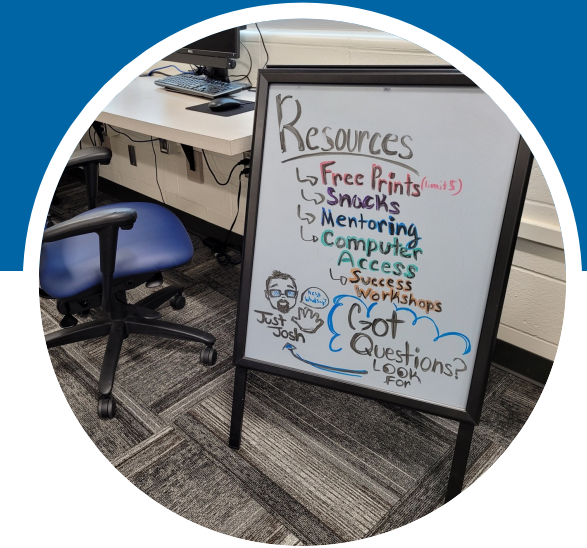
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Deliver High-Quality Instruction & Academic Supports

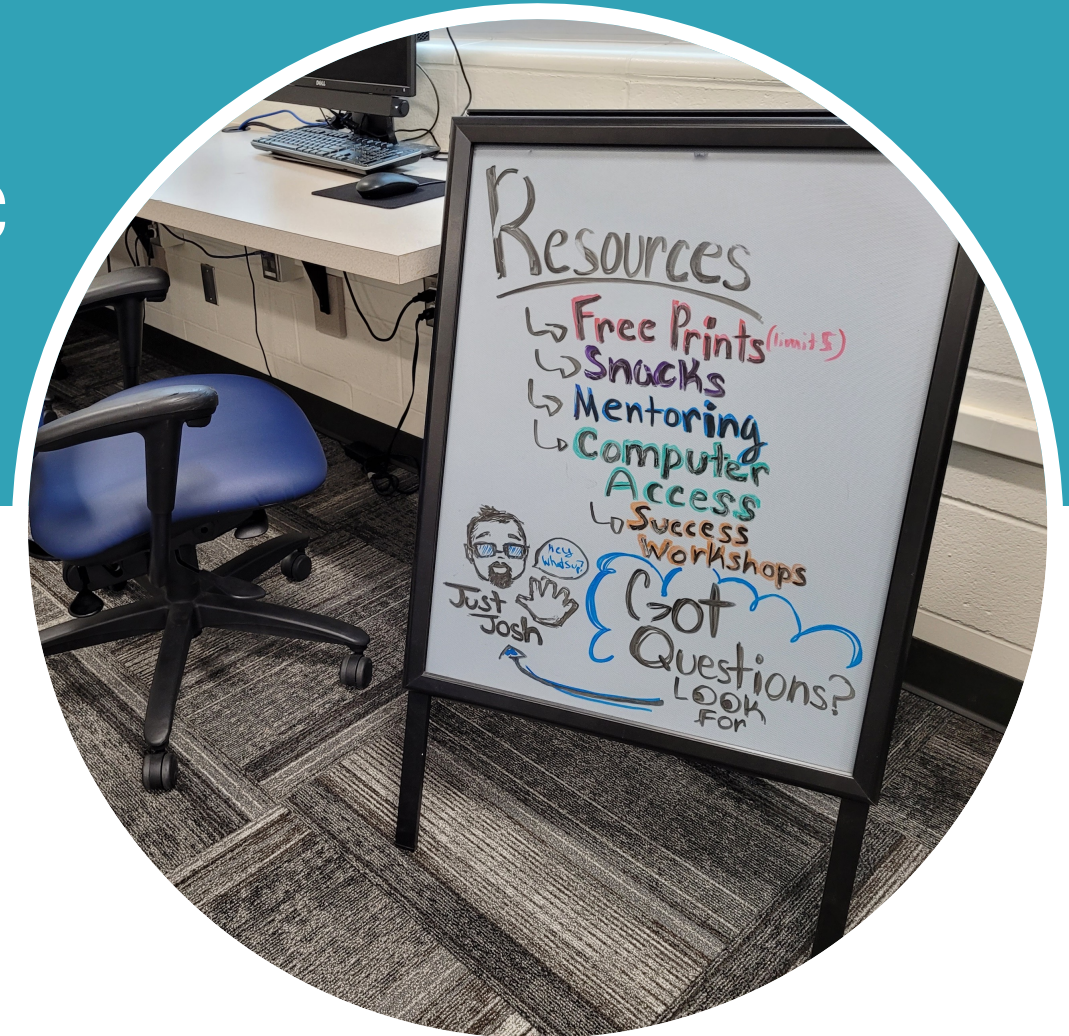
Deliver High-Quality Instruction and Academic Supports

Scaffold coursework and frontload supports to help students become confident college learners

Coordinate with partners to quickly respond when students are struggling

Provide additional, structured support for online classes

Support DE instructors and monitor instructional quality



Site Visit to San Jacinto College

Leadership Strategies for Building DEEP Partnerships

Establish a Shared DEEP Mindset

Prioritize underserved communities and schools and position DE as a pathway for upward mobility and workforce development

Commit to doing what is best for students (even if not expedient)

Believe in—and support—the potential of all students

Expand college and career opportunities by recasting high school CTE as a college “track”



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Leadership Strategies for Building DEEP Partnerships

continued



Negotiate college and K12 interests to find “win-wins” that benefit students



Strengthen ‘back-end’ business processes



Evaluate whether DE staffing is adequate and effectively organized



Develop a supply of qualified instructors, particularly for underserved schools

HB 8 Financial Aid for Swift Transfer (FAST) and 15-credit pathways now provides resources to expand DC “trailheads” to postsecondary talent pathways after high school.

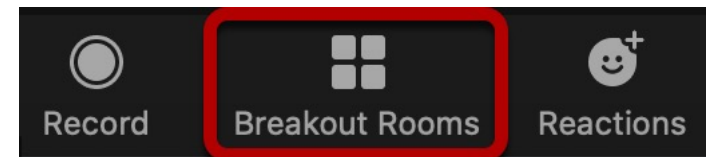
Steps To Building Partnership to Scale DC Trailheads

- Create a shared vision for DC as means to advance student success and K-12 school and college goals
- Backward-map college career-path degree programs to high school career academies/CTE programs and embed DC program foundation courses in HS academy/CTE curricula.
- Coordinate counseling/advising to help all DC students explore interests, connect with people/programs and develop a post-high school career/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 market DC as a trailhead to career-path degree programs in high-opportunity fields to students, families and communities starting in elementary and middle school.
- Partner with K-12 schools to explore better ways to recruit, certify and train of academic and CTE DC instructors to teach ‘trailhead’ courses.

Partnership Team Time: Aligning on a Shared Vision for Dual Credit



Texas Success Center



* Select your College

Dual Credit Data DEEP Dive



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Dual Credit Dashboard Overview

- Access to DC
- DC Course Location and Modality
- DC Course Pass Rates
- DC Credit and Gateway Course Momentum
- Postsecondary Completion in HS
- Post-HS College Enrollments and Persistence

Examine and Benchmark Texas Community College Dual Credit Metrics Texas Public High School Students, Classes of 2019 and 2020

Dual Credit Participation and Outcomes

Select a College: Lee College
 Select a District: All ISD Partners
 Select High School Partners with 5+ DC students: All HS Partners

Select Outcome Type: Access Outcomes
 Disaggregate by: Race/ethnicity

Lee College & All ISD Partners, All HS Partners (2,084 dual credit students)
 Access Outcomes: Percent of high school cohorts who took dual credit, AP, or IB

Outcome Name	All	Asian	Black	Hispanic	Other ra..	White
Took Dual Credit courses	7%	5%	5%	7%	5%	7%
Took Dual Credit CTE courses	2%	≤1%	≤1%	2%	≤1%	≤1%
Took AP, IB, or DC courses	37%	70%	26%	36%	35%	38%

Top Courses & Colleges: Highlight Results
 Legend: All (Blue), Black (Orange), Hispanic (Red), Low income (Green)

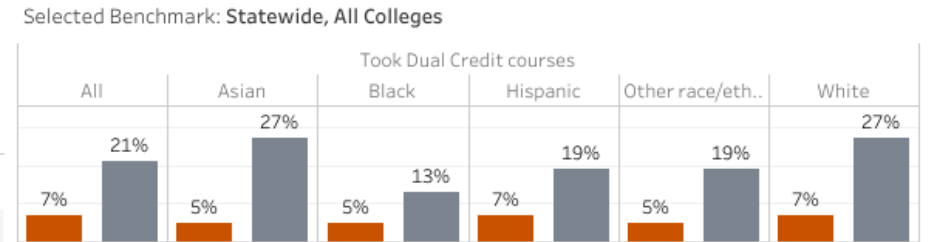
Top 10 Dual Credit Courses Taken (If blank, not in top 10 for this group)
 2,084 students from All ISD Partners: All HS Partners who took a dual credit course at Lee College

Course Name	All	Black	Hispanic	Low income
ENGL-1301	1,068	110	439	500
ENGL-1302	960	86	408	448
HIST-1301	776	77	299	332
MATH-1314	750	54	306	315
GOVT-2305	706	53	291	320
HIST-1302	694	61	279	288
KINE-1304	366	34	200	215
ENGL-2322	324	33		
SPCH-1315	320		153	167
PSYC-2301	315	39	159	170
ENGL-2323		33		
BCIS-1405			186	183

Benchmark to other Texas Colleges by State Geography

Select Outcome to Benchmark: Took Dual Credit courses
 Benchmark Region: Statewide
 Benchmark Locale: All Settings

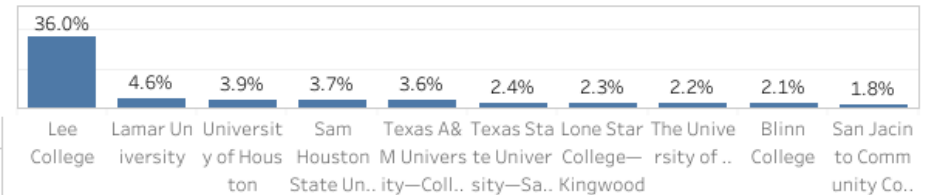
Legend: Selected College (Orange), Benchmark Colleges (Grey)



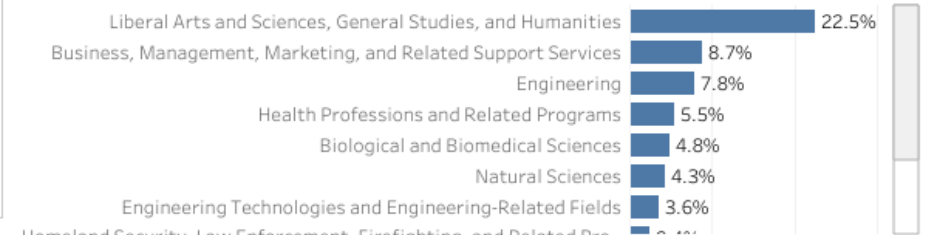
Dual Credit Student College Attendance 1-year After High School

Texas Public Postsecondary Institutions

Top 10 First College Destinations, 2,084 Lee College dual credit students



Top 10 College Majors, Lee College dual credit students from All ISD Partners, All HS Partners (N=2,084)



Dual Credit Data Sources & Definitions

- Statewide, longitudinal, student-level data from the Texas Education Research Center
- Analytic sample includes traditional high school entrants in fall 2015 and 2016 who participated in dual credit at community colleges through spring 2019 and 2020
- Masking requirements for privacy suppression (some values will display blank or with a specific masking code)
- Results disaggregated by student race/ethnicity, gender, and income (FRPL), with a focus on Black, Hispanic, and lower-income students

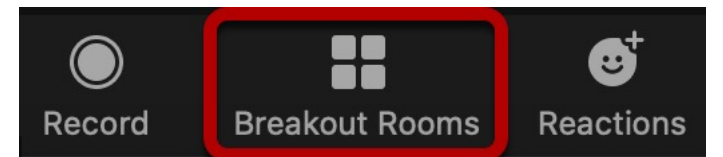
Clarifying Numerators and Denominators

- Access Outcomes
 - **Numerator:** Number of students who took a dual credit course in the HS-CC pair
 - **Denominator:** Number of high school students enrolled at the HS in the HS-CC pair
- Dual Credit Student Outcomes
 - **Numerator:** Number of dual credit students in the HS-CC pair that met the outcome definition (e.g., number of dual credit students who completed 9+ credits through dual credit)
 - **Denominator:** Number of dual credit students in the HS-CC pair

Partnership Team Time: Identifying Strengths, Challenges, and Opportunities



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* Select your College

ISD/College Partnership Share-Out



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Prioritizing Areas for Improvement and Planning Next Steps



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Steps To Building Partnership to Scale DC Trailheads

- Create a shared vision for DC as means to advance student success and K-12 school and college goals
- Backward-map college career-path degree programs to high school career academies/CTE programs and embed DC program foundation courses in HS academy/CTE curricula.
- Coordinate counseling/advising to help all DC students explore interests, connect with people/programs and develop a post-high school career/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 market DC as a trailhead to career-path degree programs in high-opportunity fields to students, families and communities starting in elementary and middle school.
- Partner with K-12 schools to explore better ways to recruit, certify and train of academic and CTE DC instructors to teach ‘trailhead’ courses.



We Value Your Input

Please complete this anonymous evaluation survey.

Thank you for helping to make our events better!



Link: <https://www.surveymonkey.com/r/DEEP2>

Thank you!



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RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

For more information, please contact:

John Fink: john.fink@tc.columbia.edu

Christine Bailie: cbailie@tacc.org