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College of Education and Human Development | Urban Education Institute

## Achieving 60x30TX: A Dual-Credit Strategy

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Director

January 2019

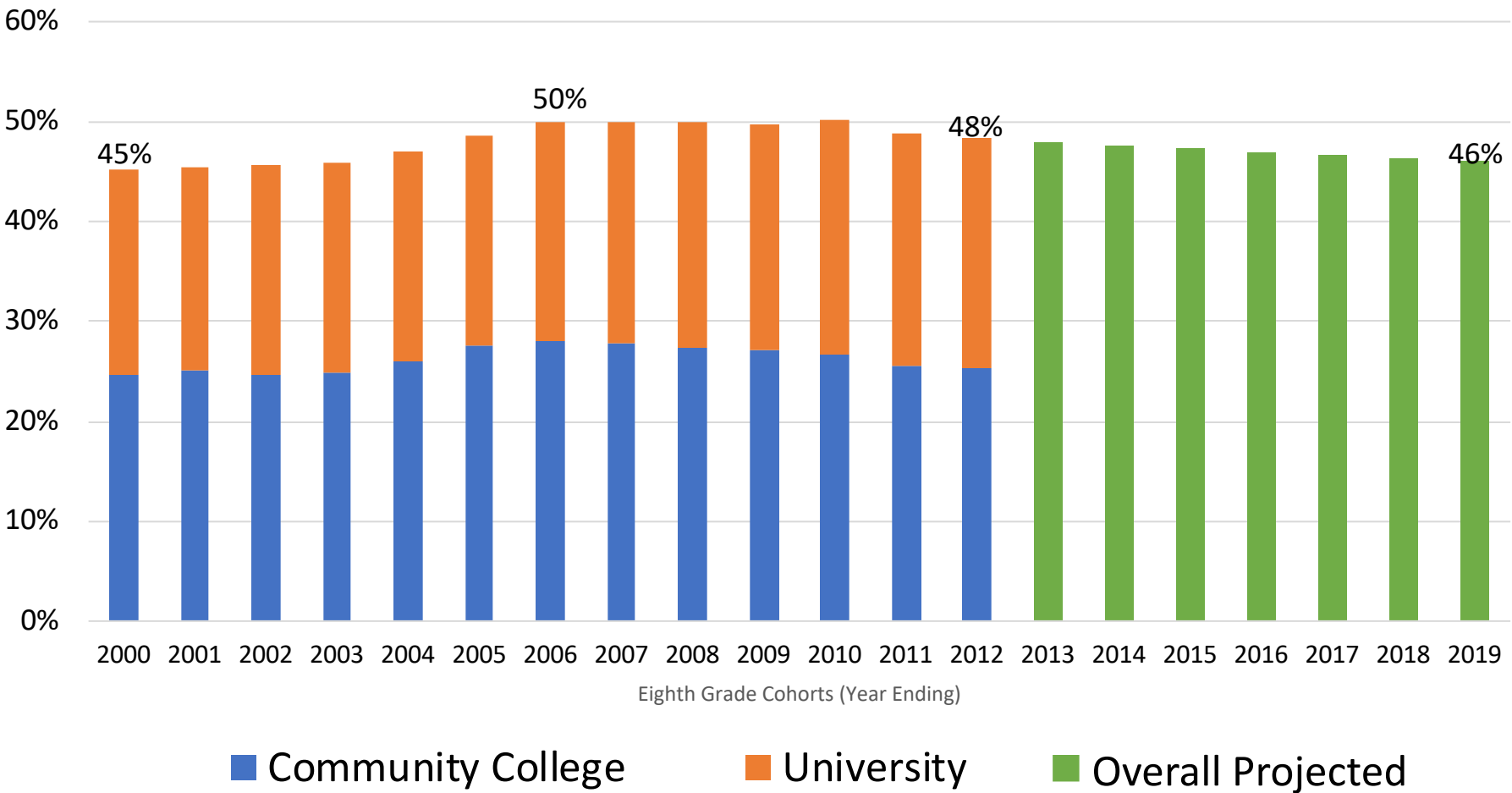
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- 2. Would a statewide dual credit strategy help us reach 60x30TX?**
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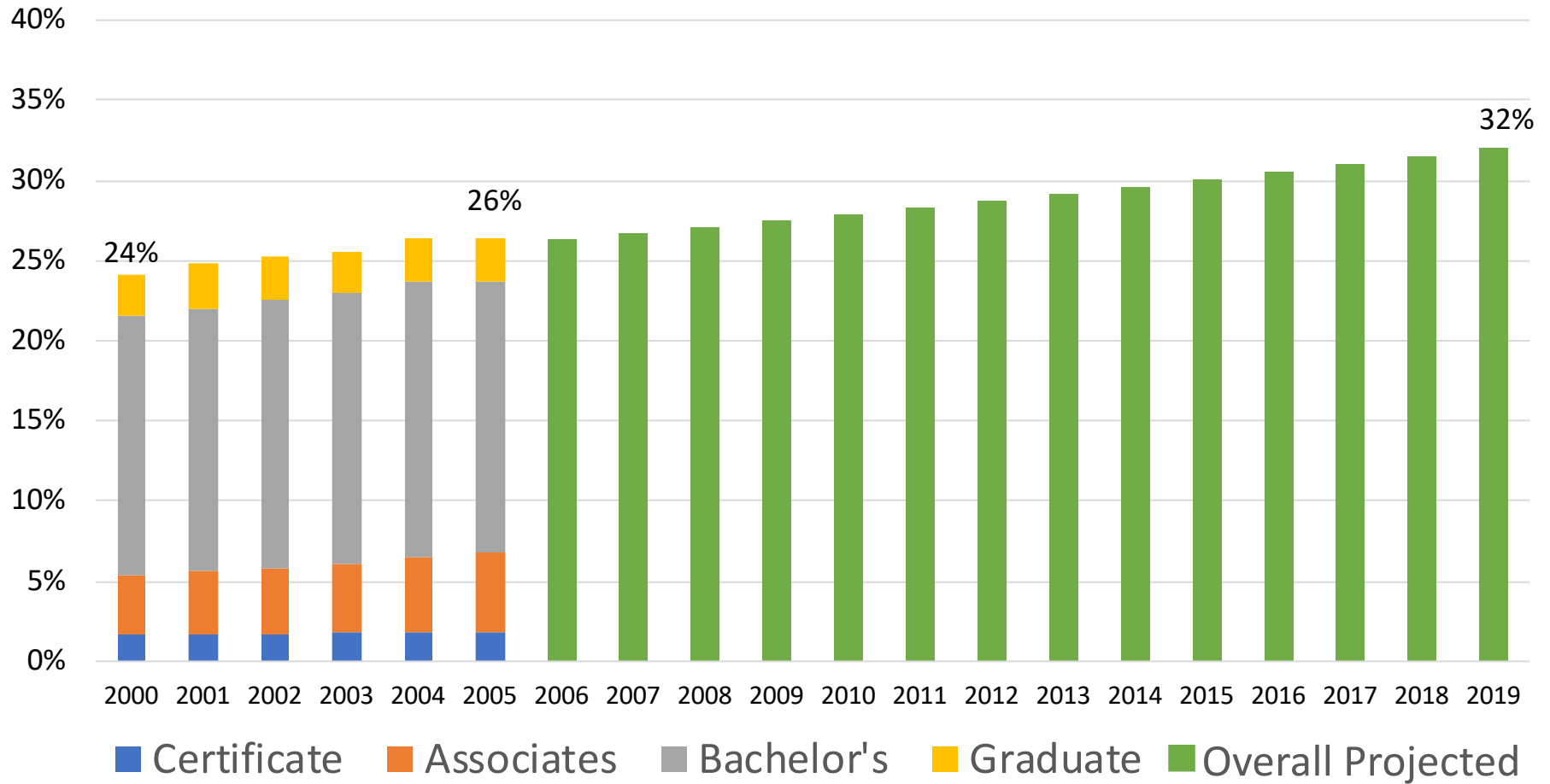
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# Postsecondary Enrollment in Year Following High School of Texas Public School Students by Eighth Grade Cohort, Actual Disaggregated by Two-Year vs. Four-Year Institution & Projected



Texas eighth grade cohorts enrolled in college at increasing rates from cohort 2000 to 2006, but gains plateaued and then declined with cohort 2011. University enrollment experienced positive growth throughout the study period, while community college enrollment experienced an average annual decline in enrollment since cohort 2006.

# Postsecondary Degree Completion of Texas Public School Students by Eighth Grade Cohort (Actual Disaggregated by Highest Degree Earned)

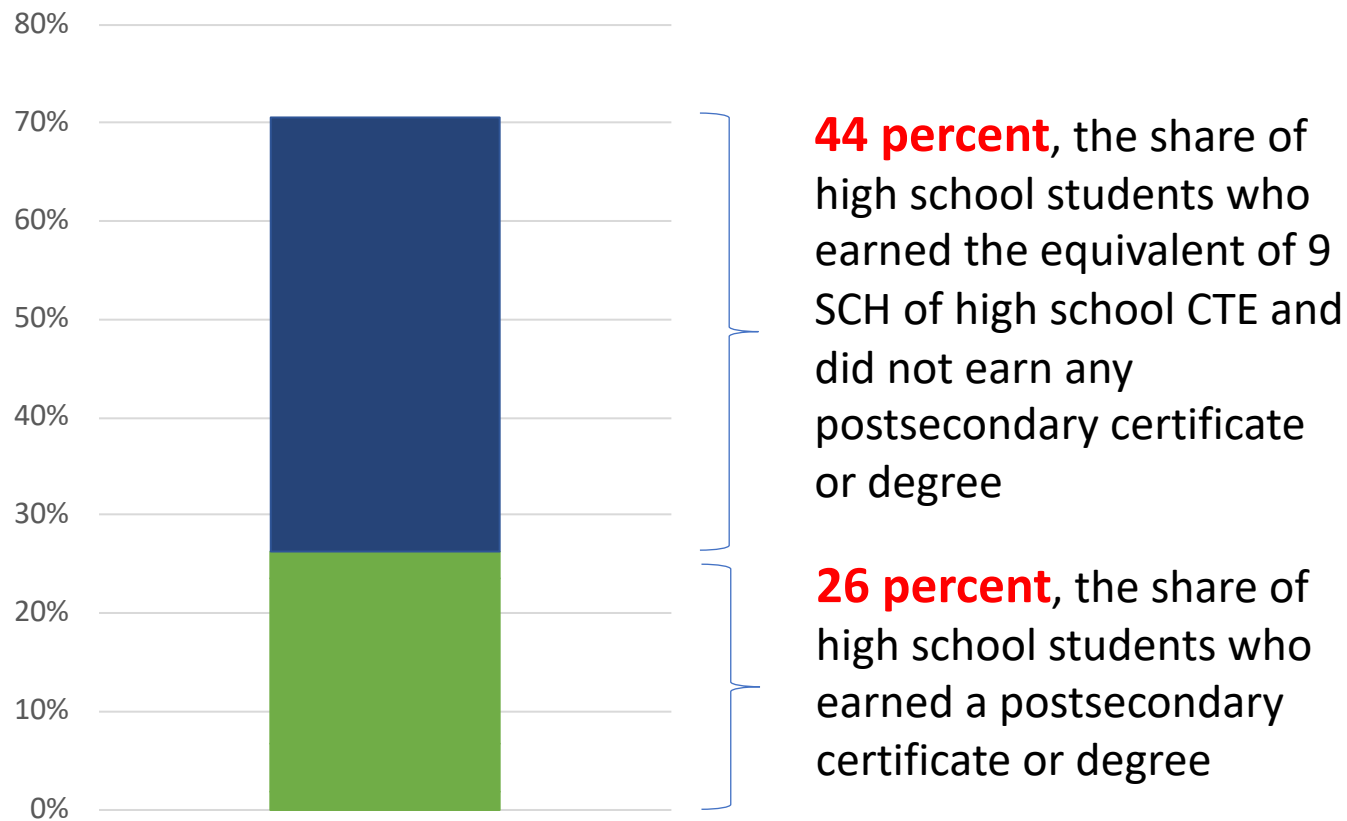


Degree completion rates are based on following students eight years beyond their expected high school graduation date. Based on this graph of Texas students, Texas is not on-track to achieve 60 percent of 25 to 34 year-olds possessing a postsecondary credential. Overall, Texas-born residents comprised 61 percent of the state's population; the next largest share—17 percent—were born outside of the US in 2012.

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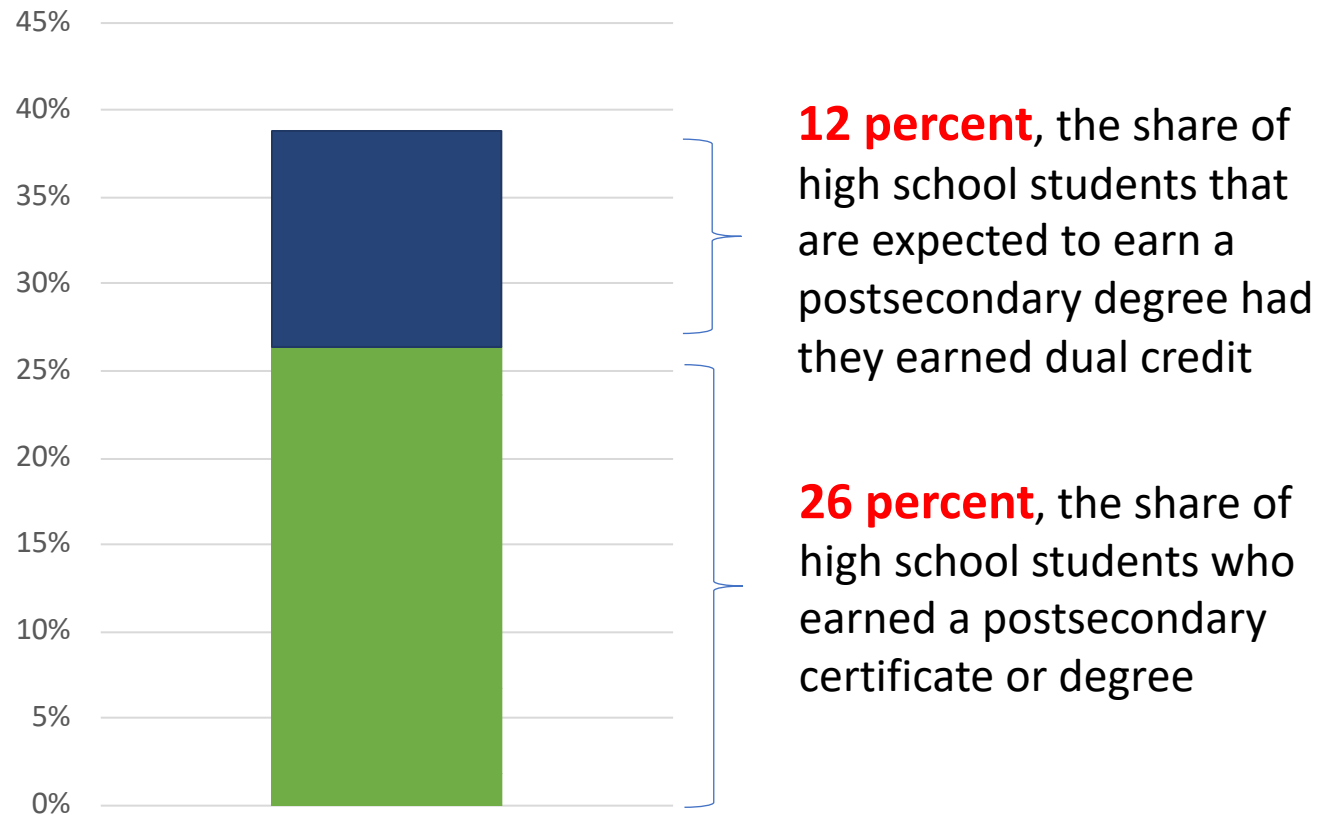
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# What If High School CTE Was Aligned with a Community College Certificate Program that Resulted in Earning a Community College Certificate?



There is a large population of high school students who enroll in multiple high school CTE courses that do not lead to a postsecondary certificate or degree. If the students of the eighth grade cohort of 2005 who had earned the equivalent of 9 SCH or more of high school CTE had participated in a CTE program that led to a community college certificate, then more than **70 percent** of the entire cohort would have earned a postsecondary certificate or degree.

# What If All Students Participated in Academic Dual Credit?



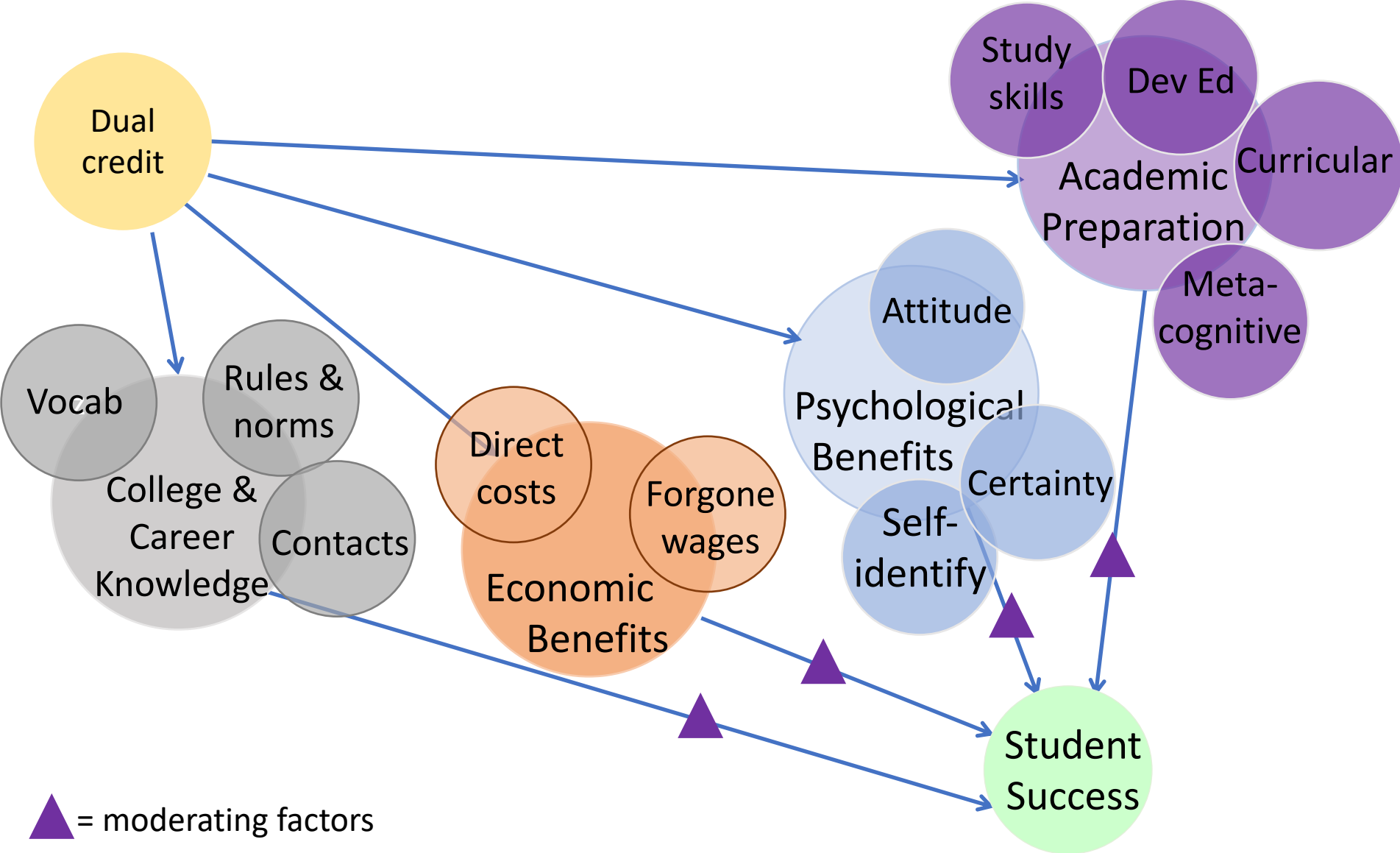
If all students of the eight grade cohort of 2005 had participated in Academic dual credit, our best estimates based on historic data of Texas students suggest that about 38 percent of the entire cohort would have earned a postsecondary certificate or degree by 2018.



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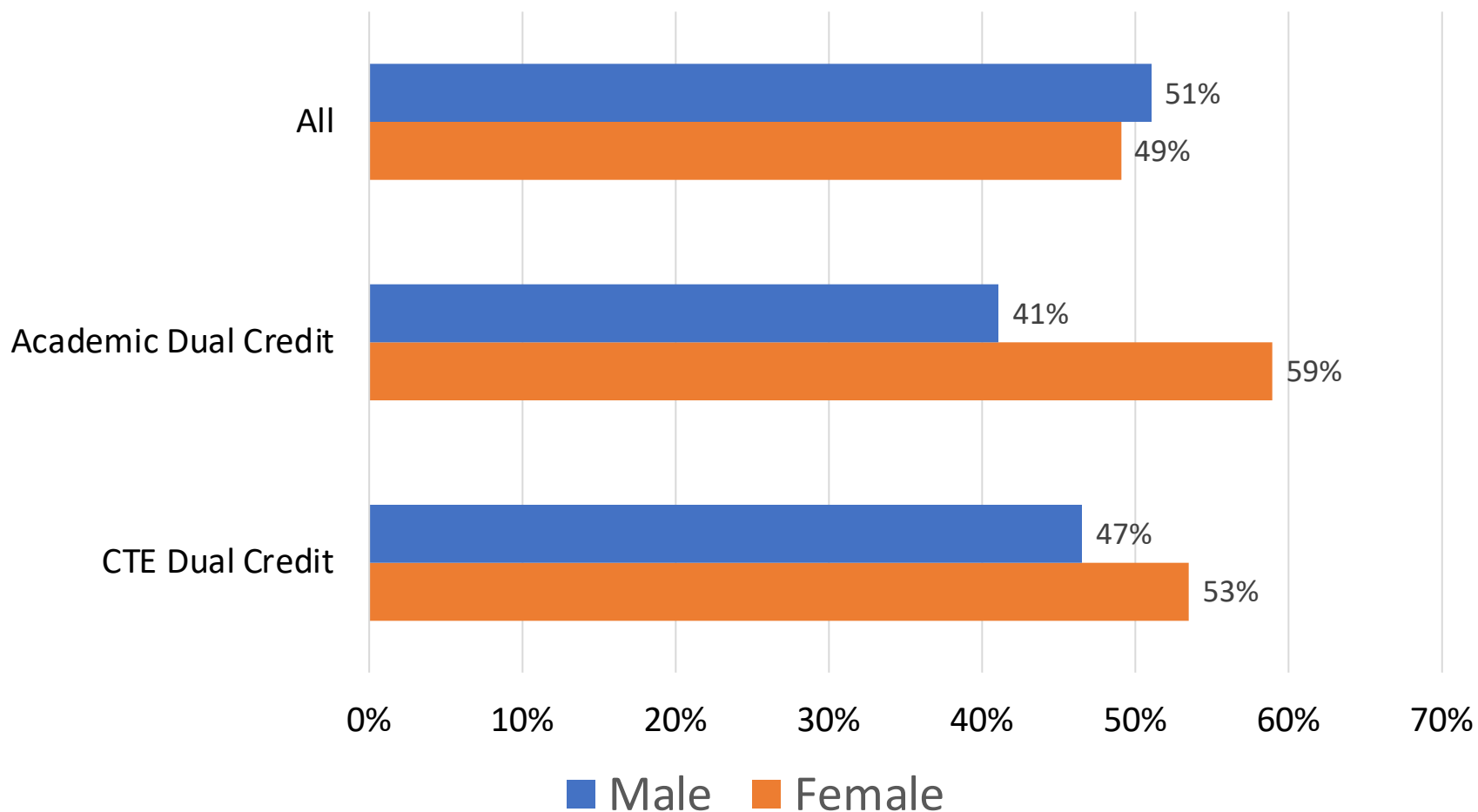
# Dual Credit Impacts Student Success by Boosting Academic, Psychological, and Economic Resources and College & Career Knowledge



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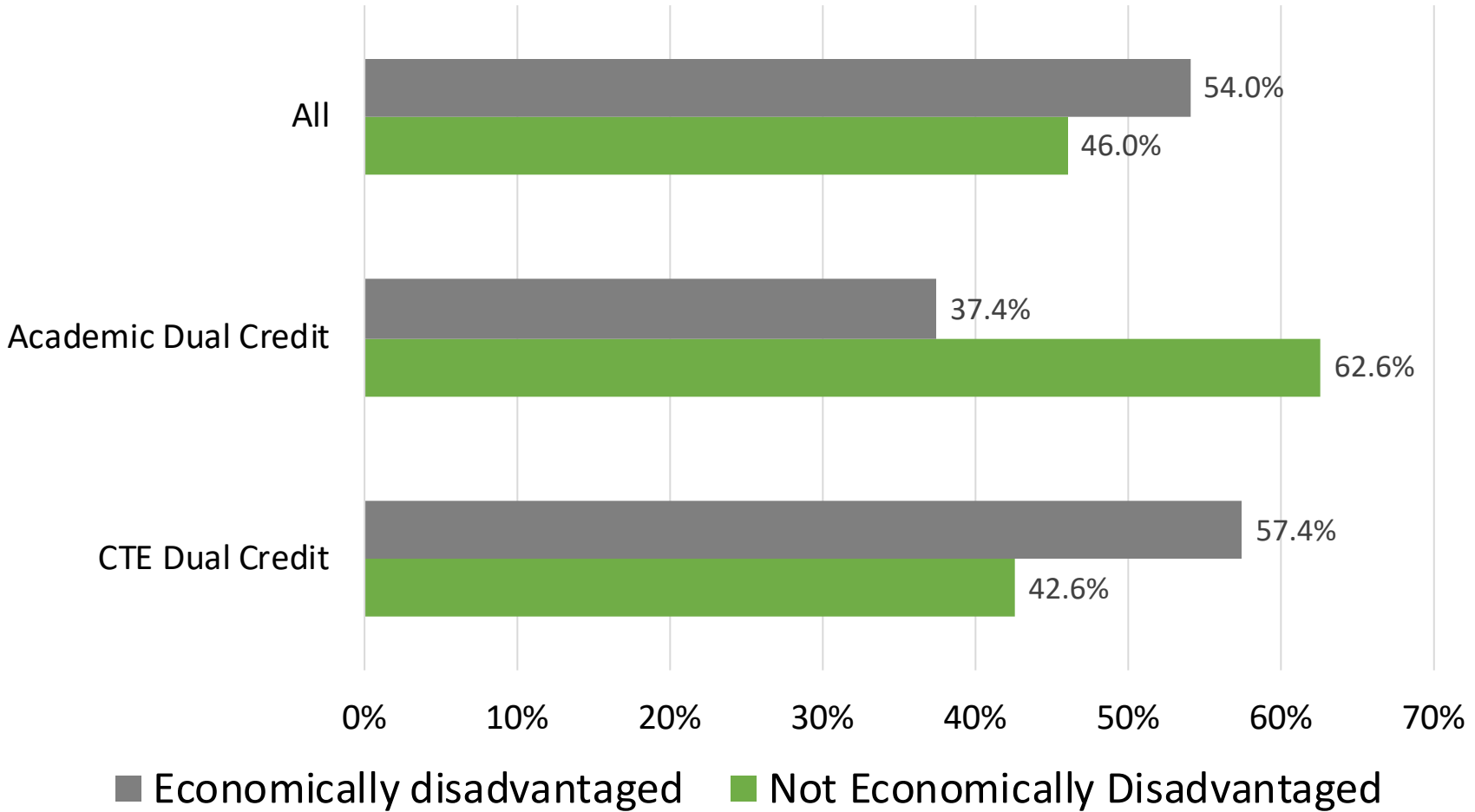
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# Share of Male and Female Public School Students in the High School Entry Cohort of 2014, All Students and Subgroups of Academic and CTE Dual Credit Students



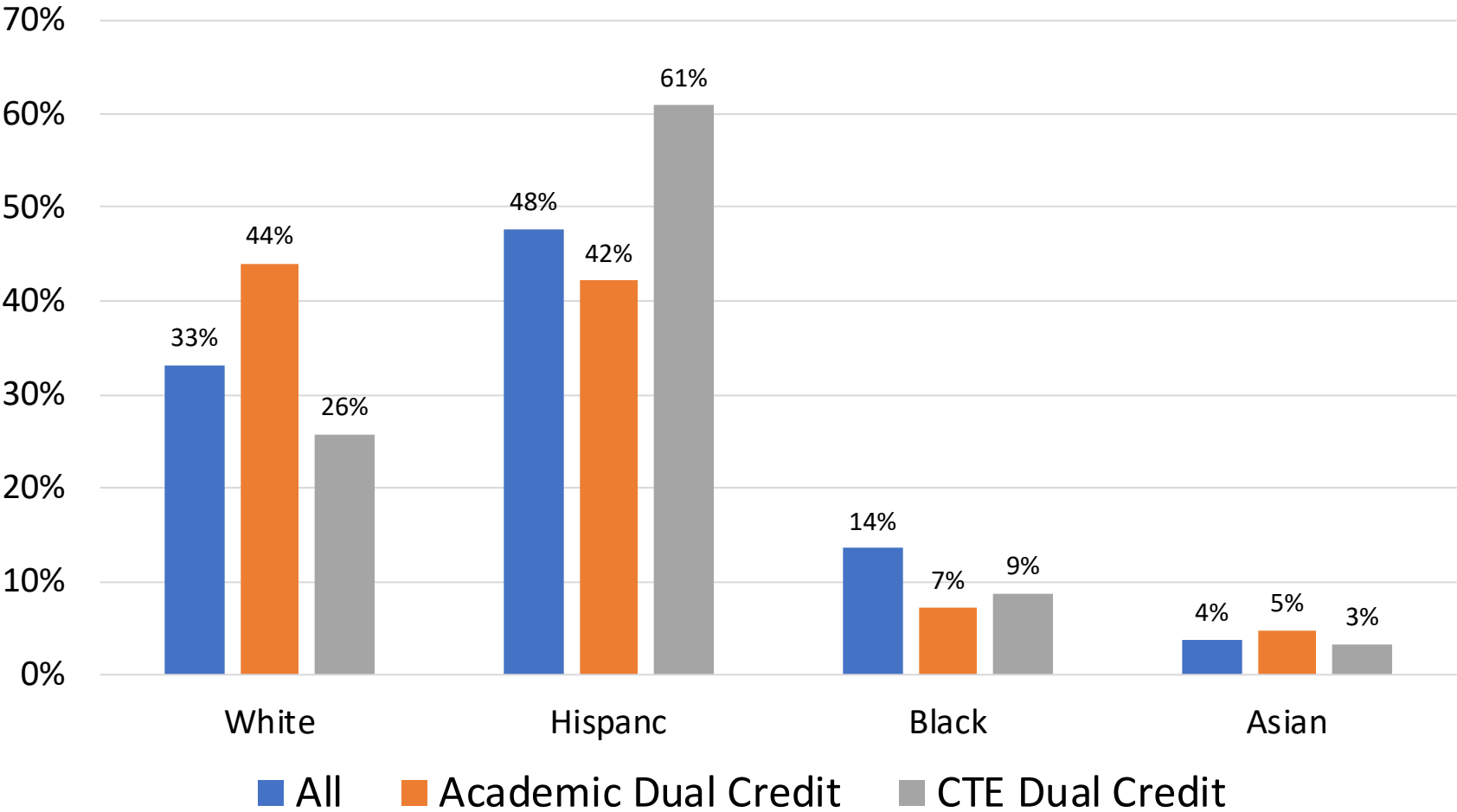
Male students are underrepresented in academic dual credit courses and CTE dual credit courses. This is partially due to male students dropping out of high school at rates higher than female students.

# Public School Students by Status as Economically Disadvantaged in the HS Entry Cohort of 2014: All Students, Academic Dual Credit Students and CTE Dual Credit Students



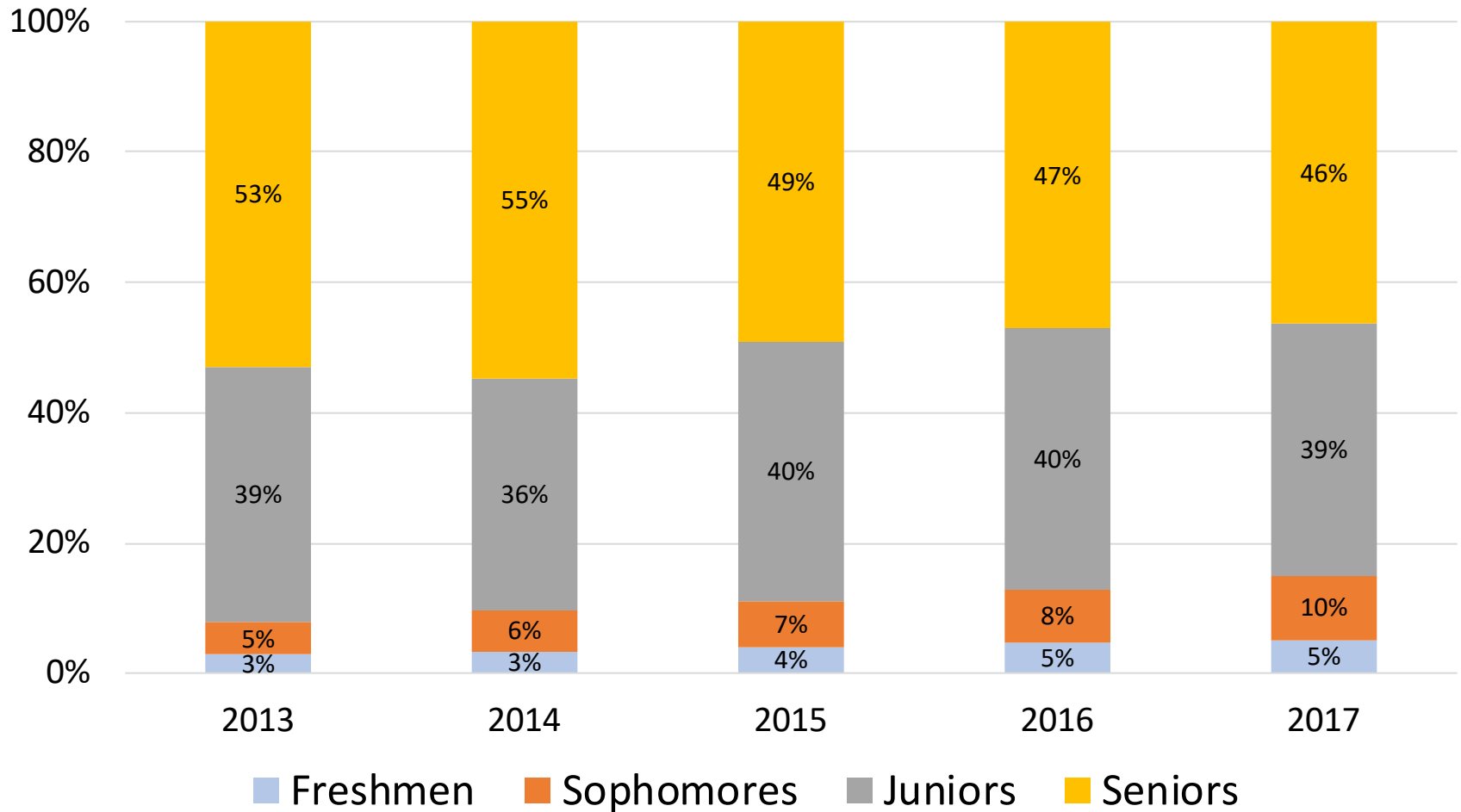
Economically disadvantaged students are underrepresented in academic dual credit courses and overrepresented in CTE dual credit courses.

# Share of Public School Students by Race & Ethnic Subgroups in the High School Entry Cohort of 2014, All Students and Subgroups of Academic and CTE Dual Credit Students



White and Asian students are overrepresented in academic dual credit courses, while Hispanic and Black students are underrepresented in academic dual credit. The opposite pattern exists in CTE dual credit courses.

# Distribution of Dual Credit (SCH) by Grade Level, Fiscal Year Ending 2013 to 2017



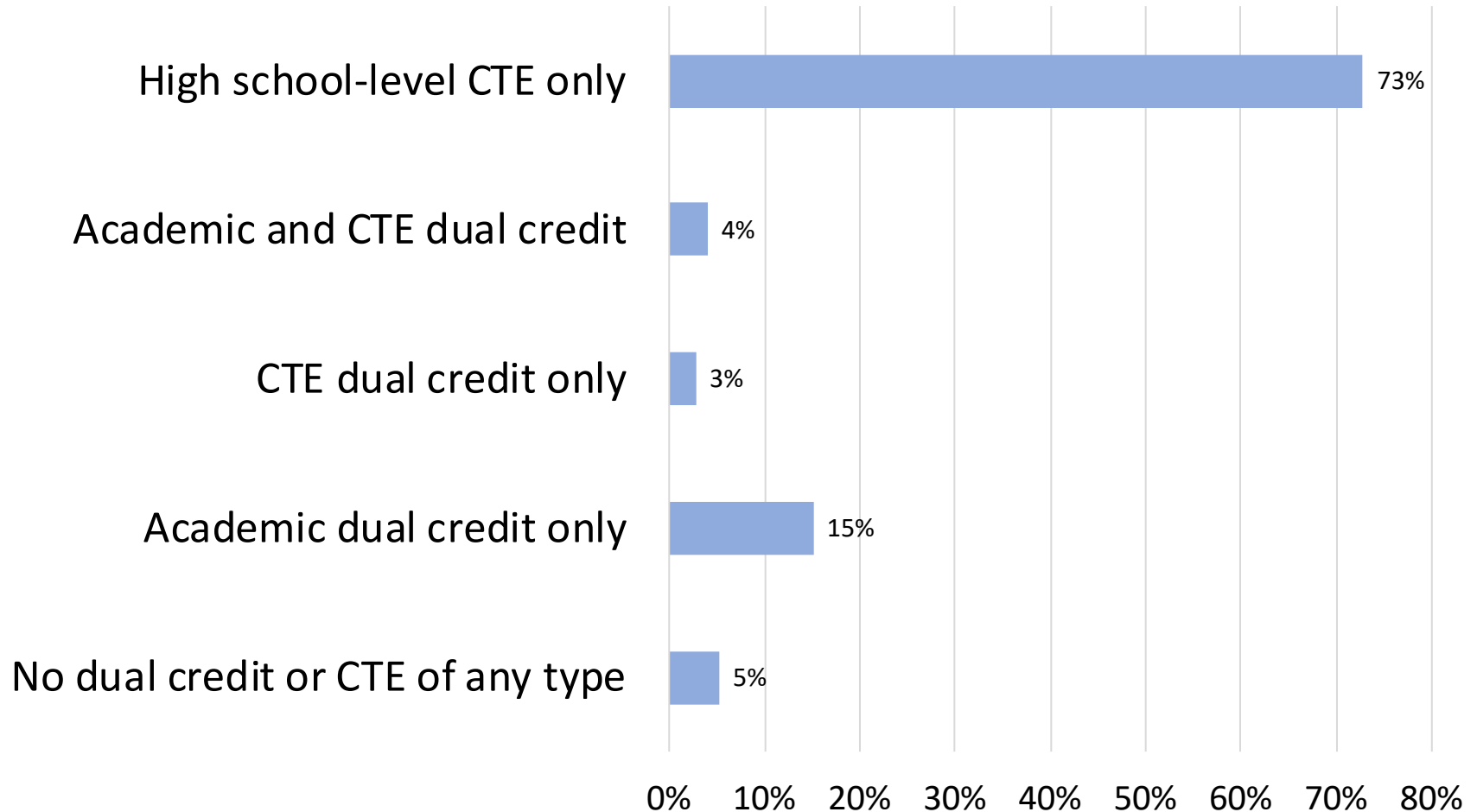
The share of dual credit earned by high school freshmen and sophomores earning dual has steadily increased.

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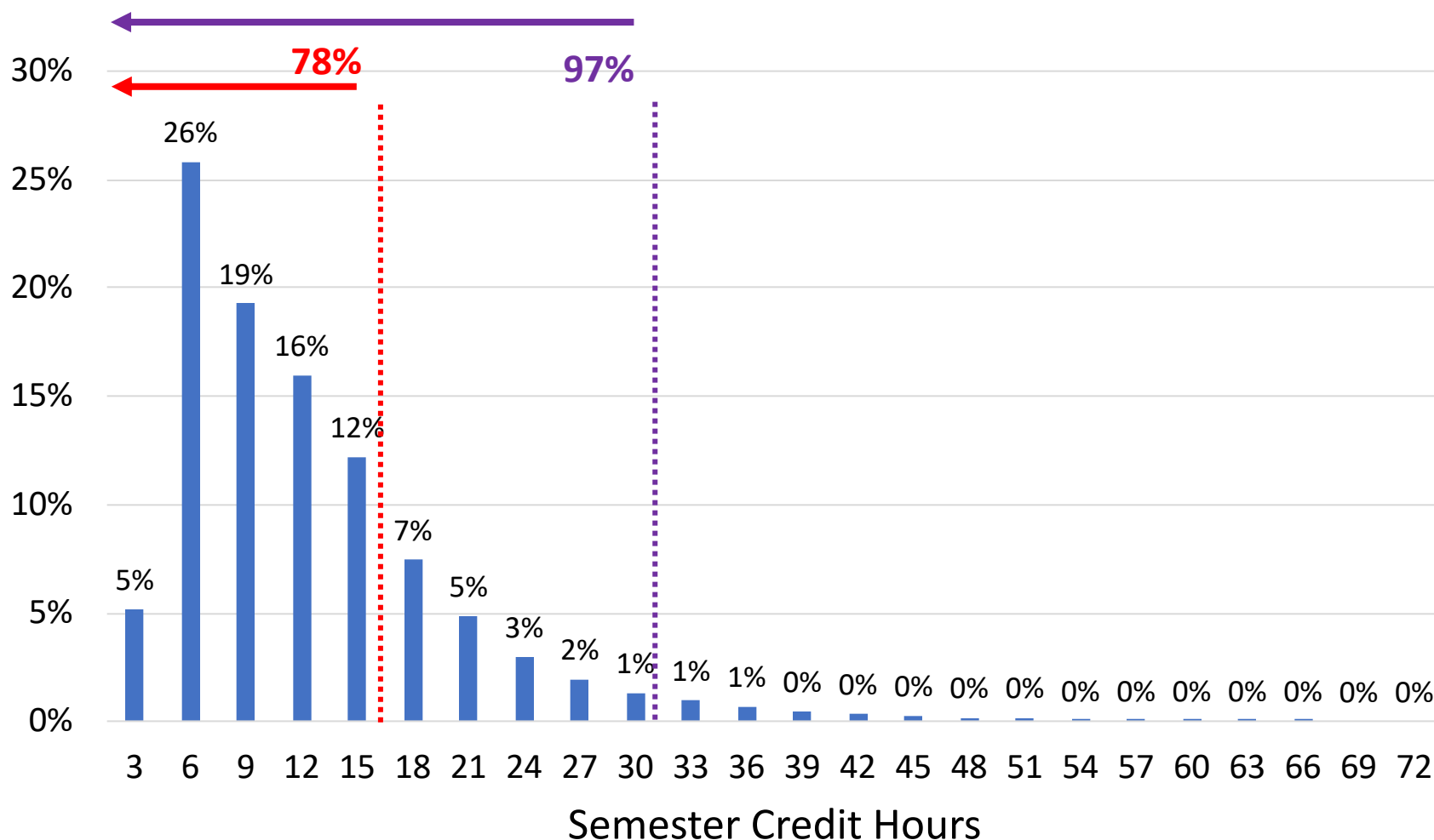


# Distribution of Students by Participation in Academic Dual Credit and CTE Credit Programs, HS Entry Cohort 2014



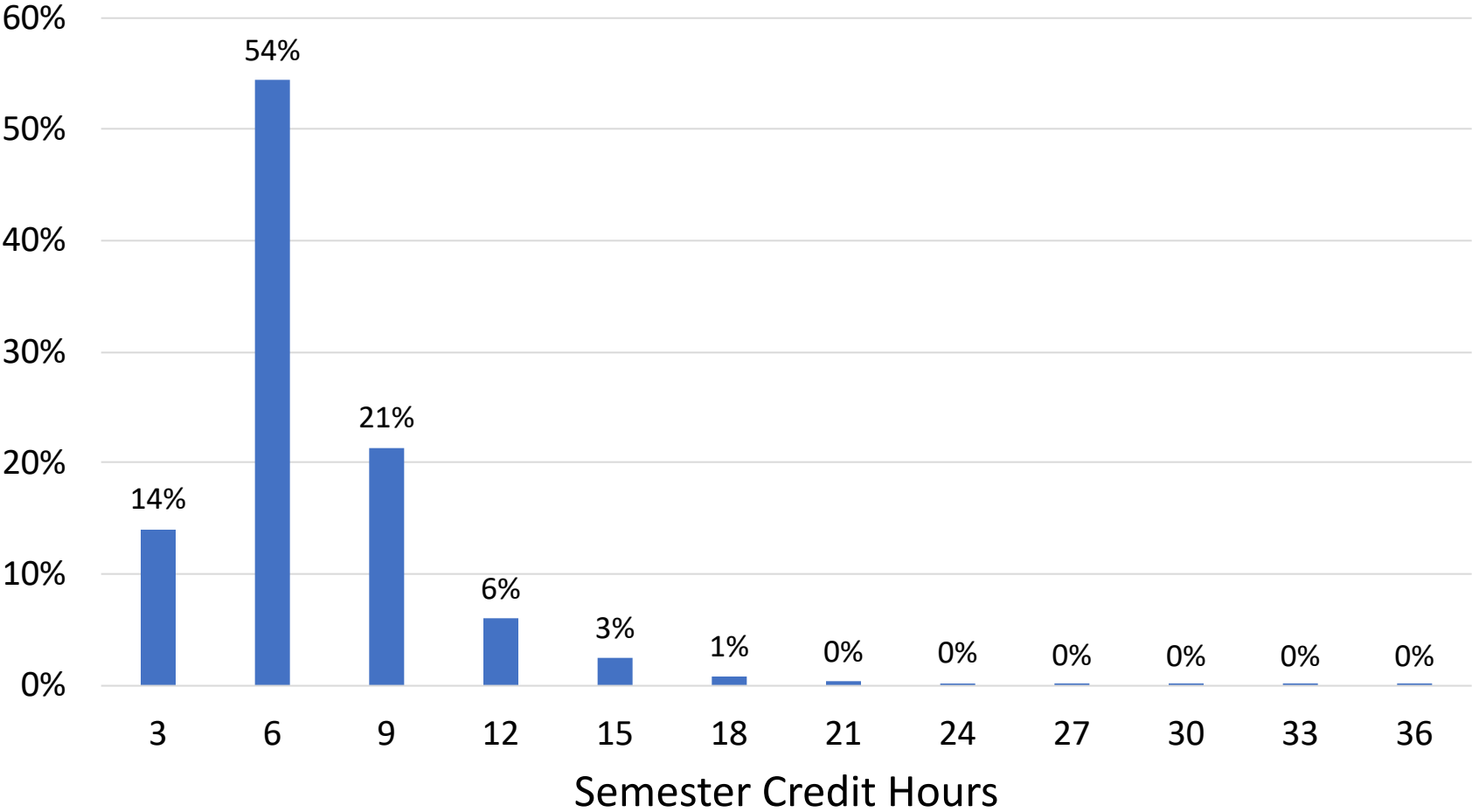
While academic dual credit participation has grown over the last two decades, only 19 percent of the HS Entry Cohort of 2014 earned dual credit. High school-level CTE had the most participation; college-level CTE in the form of dual credit had the least participation.

# Distribution of Academic Dual Credit Earned (SCH), High School Entry Cohort 2014



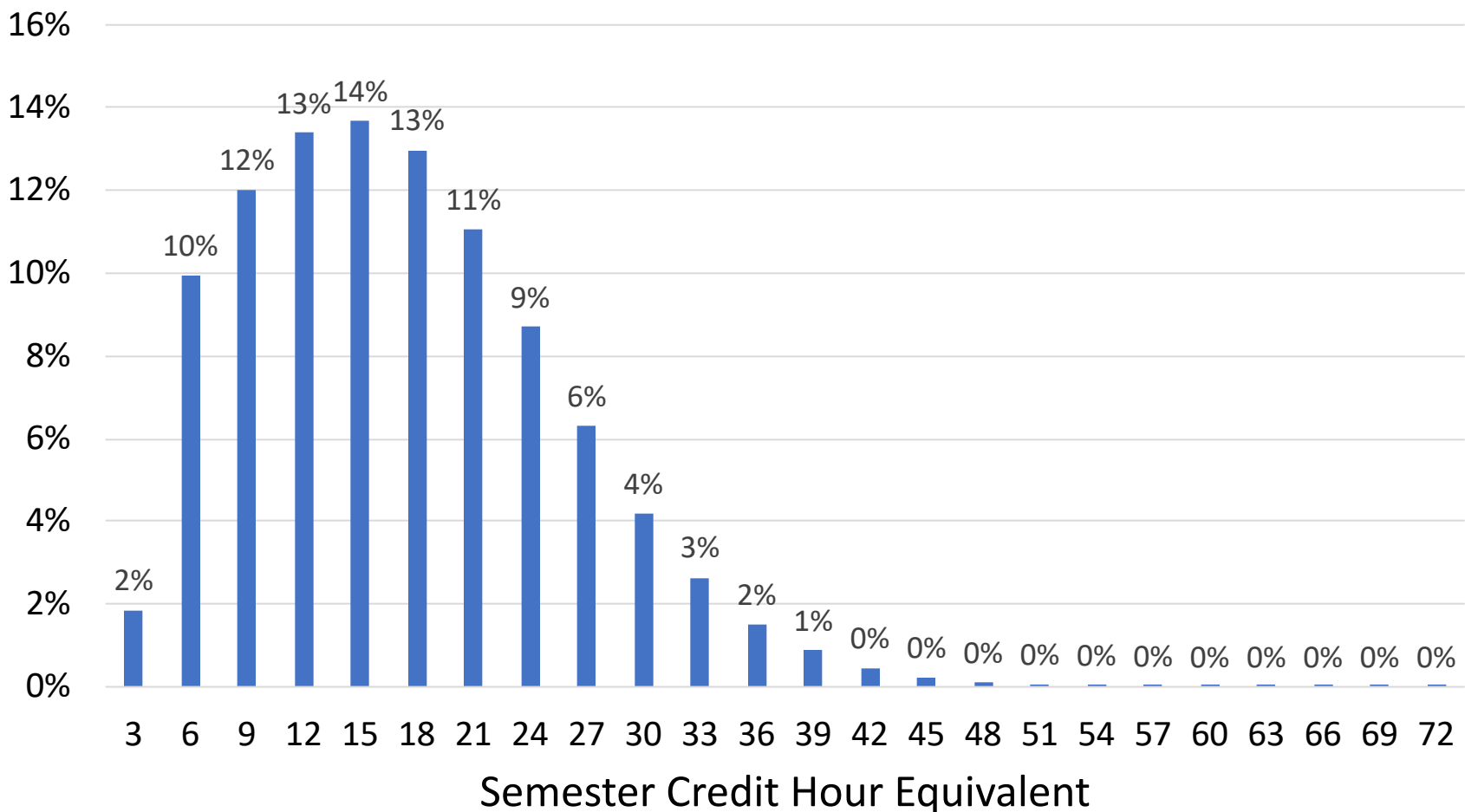
The most frequent academic dual credit experience involved high school students earning six semester credit hours of academic dual credit. Of academic dual credit students, 78 percent earned 15 SCH or less; 97 percent earned 30 SCH or less.

# Distribution of Career & Technology Education Dual Credit Earned (SCH), High School Entry Cohort 2014



A majority of students who earned CTE dual credit earned six semester credit hours. Of CTE dual credit students, 75 percent earned between six and nine SCH.

# Distribution of High School-Level Career & Technology Education Credit Earned (SCH), High School Entry Cohort 2014

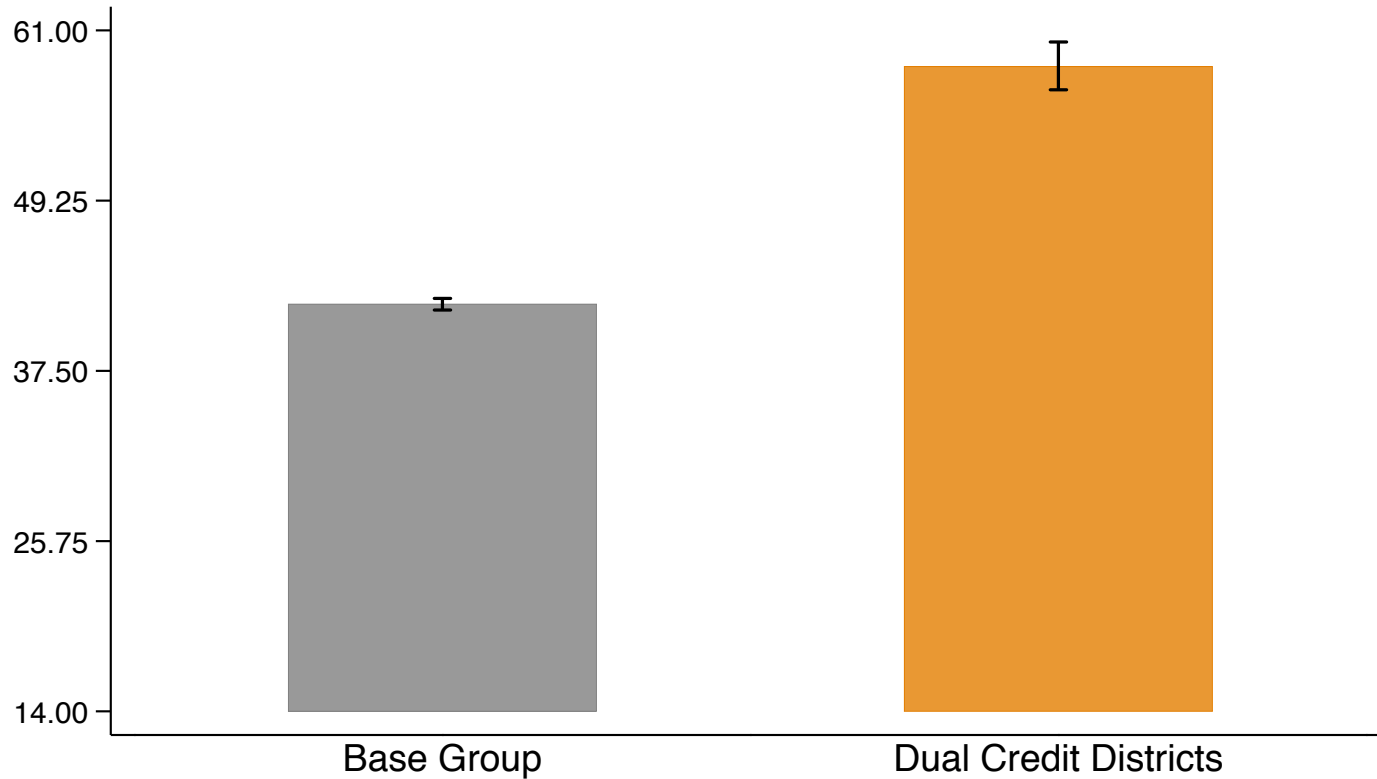


Nearly all high school students—96 percent—earn high school-level CTE credit. Of these students, the largest group earned 15 SCH, and 88 percent earned more than 9 SCH—more than what would be needed to earn a community college certificate.

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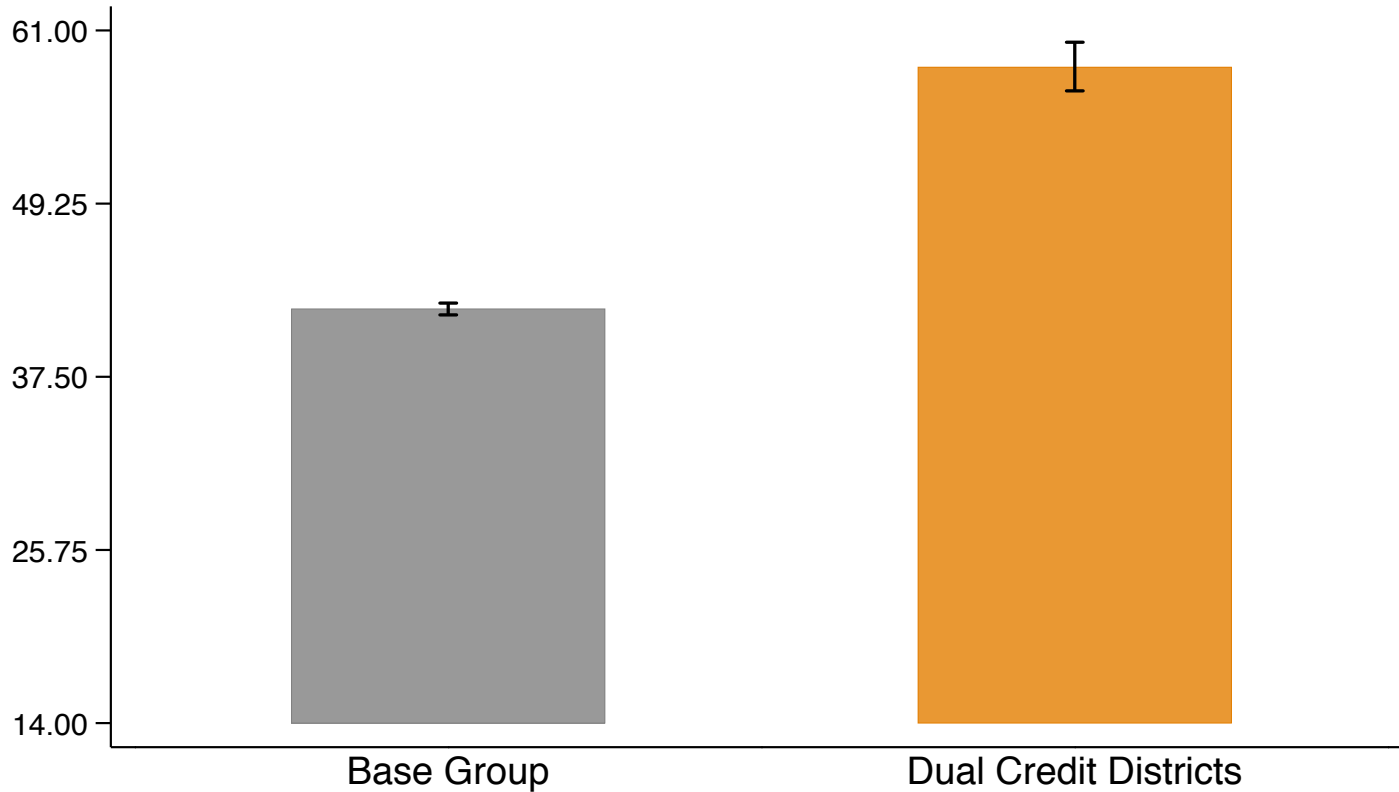
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# Expected Postsecondary Enrollment in Year After High School of Districts with Zero Academic Dual Credit and Where Students Earn At Least One Dual Credit (N=6,583)



***Full participation in academic dual credit increases expected postsecondary enrollment by 16.4 percentage points***

# Expected Postsecondary Degree Completion Eight Yrs After High School: Districts with No Academic Dual Credit & Where Students Earn One or More Dual Credit (N=6,583)



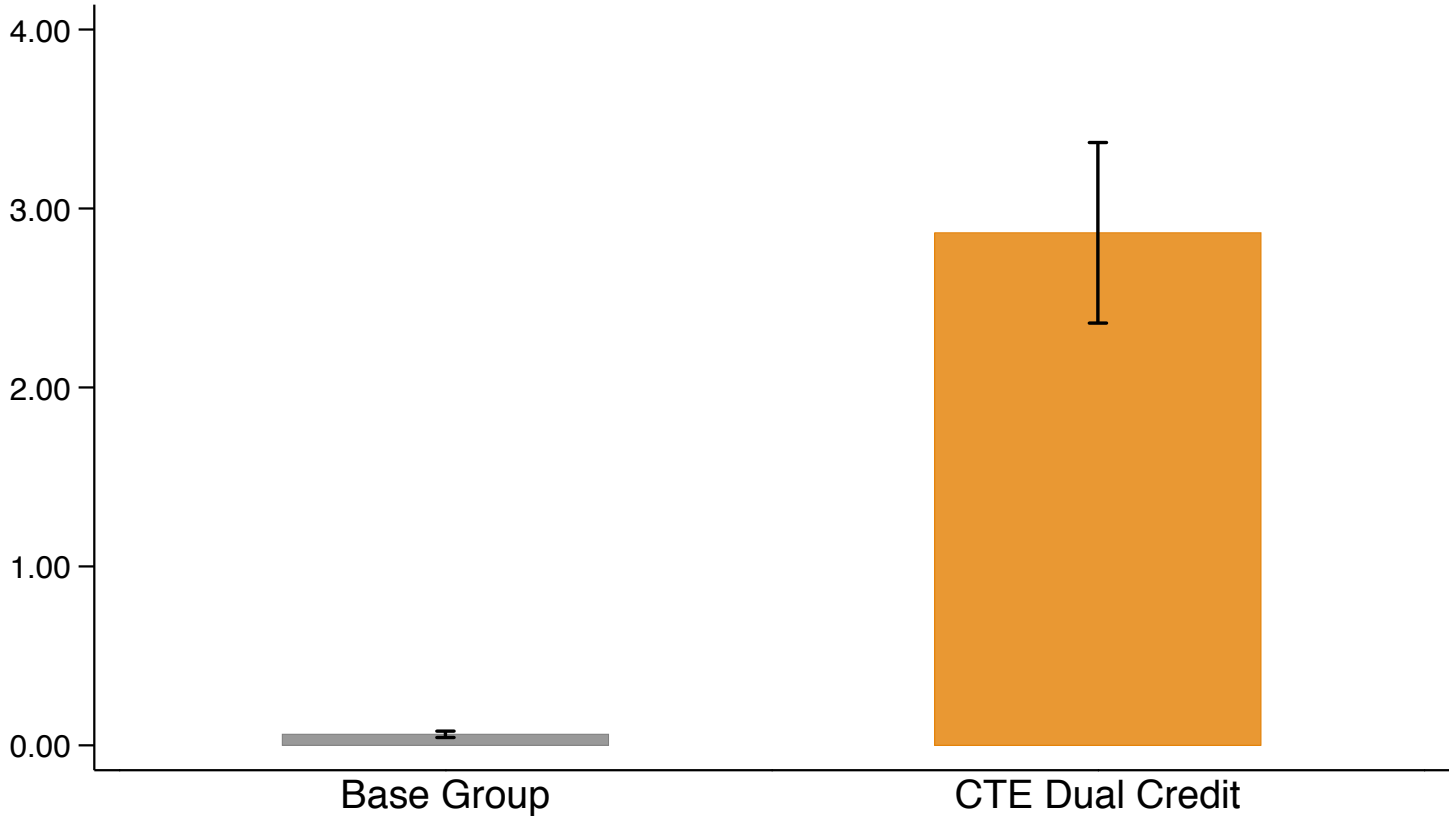
***Full participation in academic dual credit increases expected postsecondary enrollment by 12.4 percentage points***

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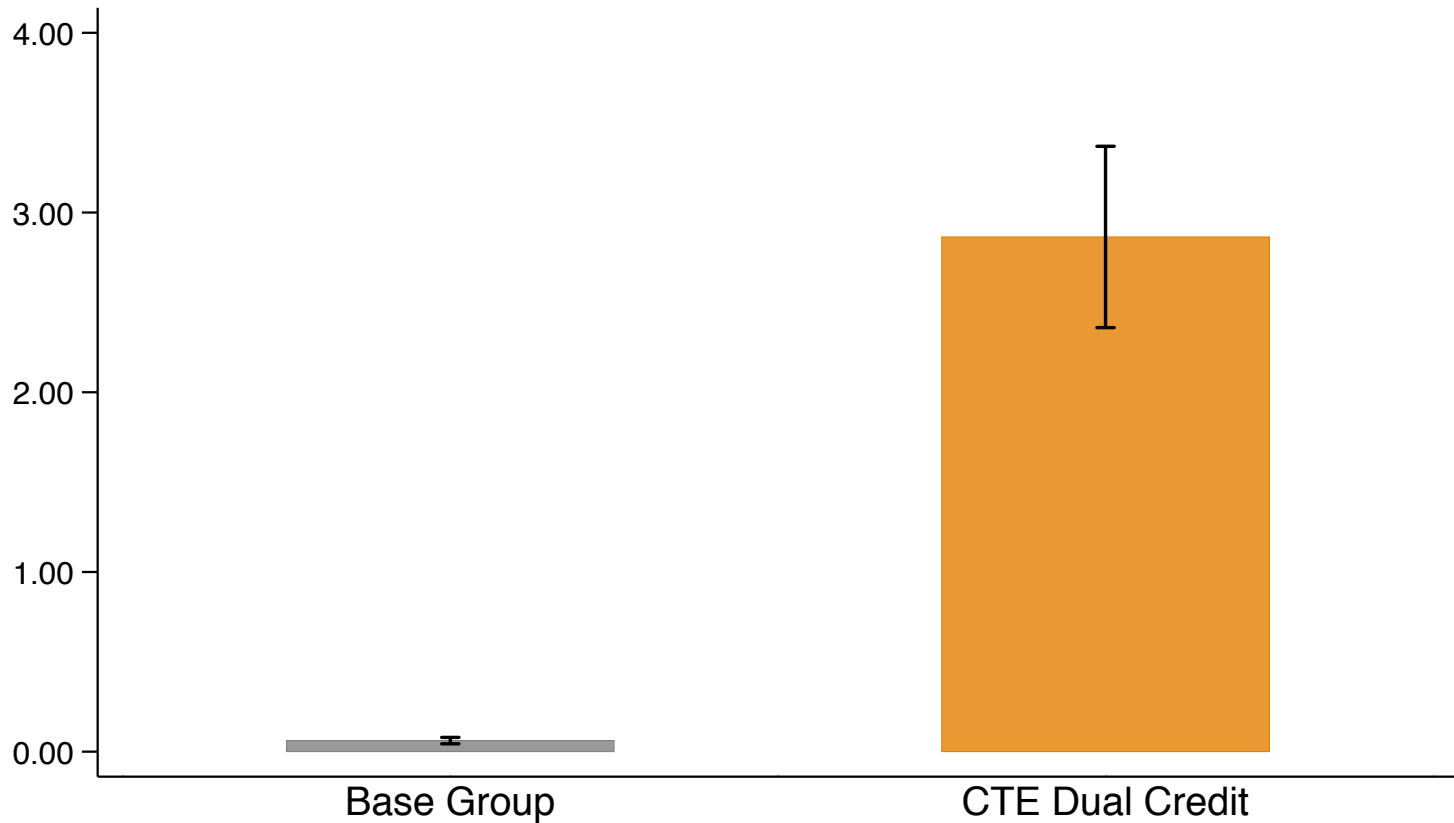


# Expected Community College Certificate Completion by HS Graduation: Students who Participated in CTE Dual Credit and Similar Students who Did Not (N= 79,608)



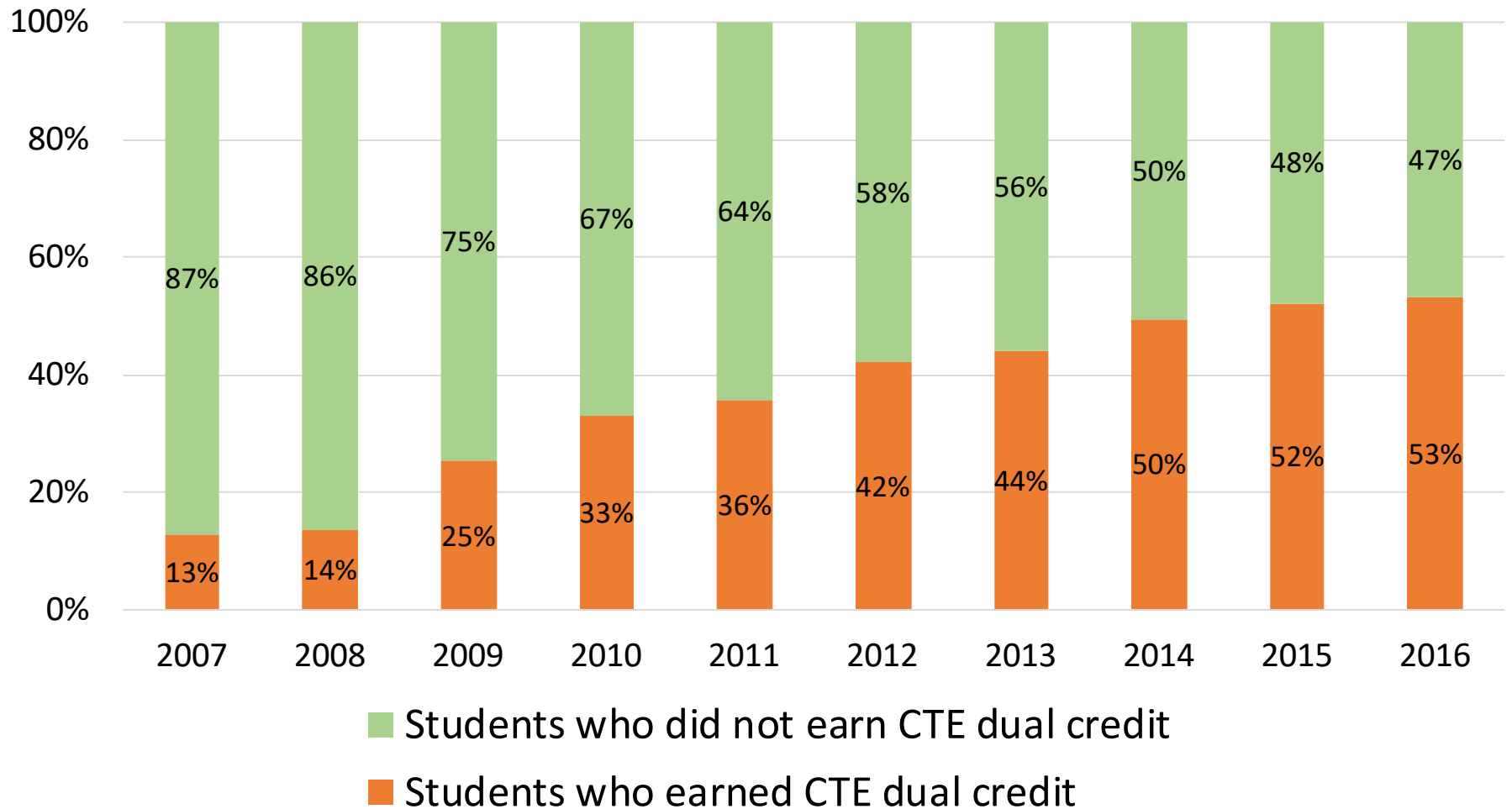
***Earning CTE dual credit increased expected community college certificate completion by high school graduation by 2.8 percentage points.***

# Expected Community College Certificate Completion Two Years Post High School: Students who Participated in CTE Dual Credit and Similar Students who Did Not (N= 66,506)



***Earning CTE dual credit increased community college certificate completion two years after high school by 3.2 percentage points.***

# High School Graduates Who Earned a Community College Certificate within First Year After High School by CTE Dual Credit Participation, HS Grads 2007-16

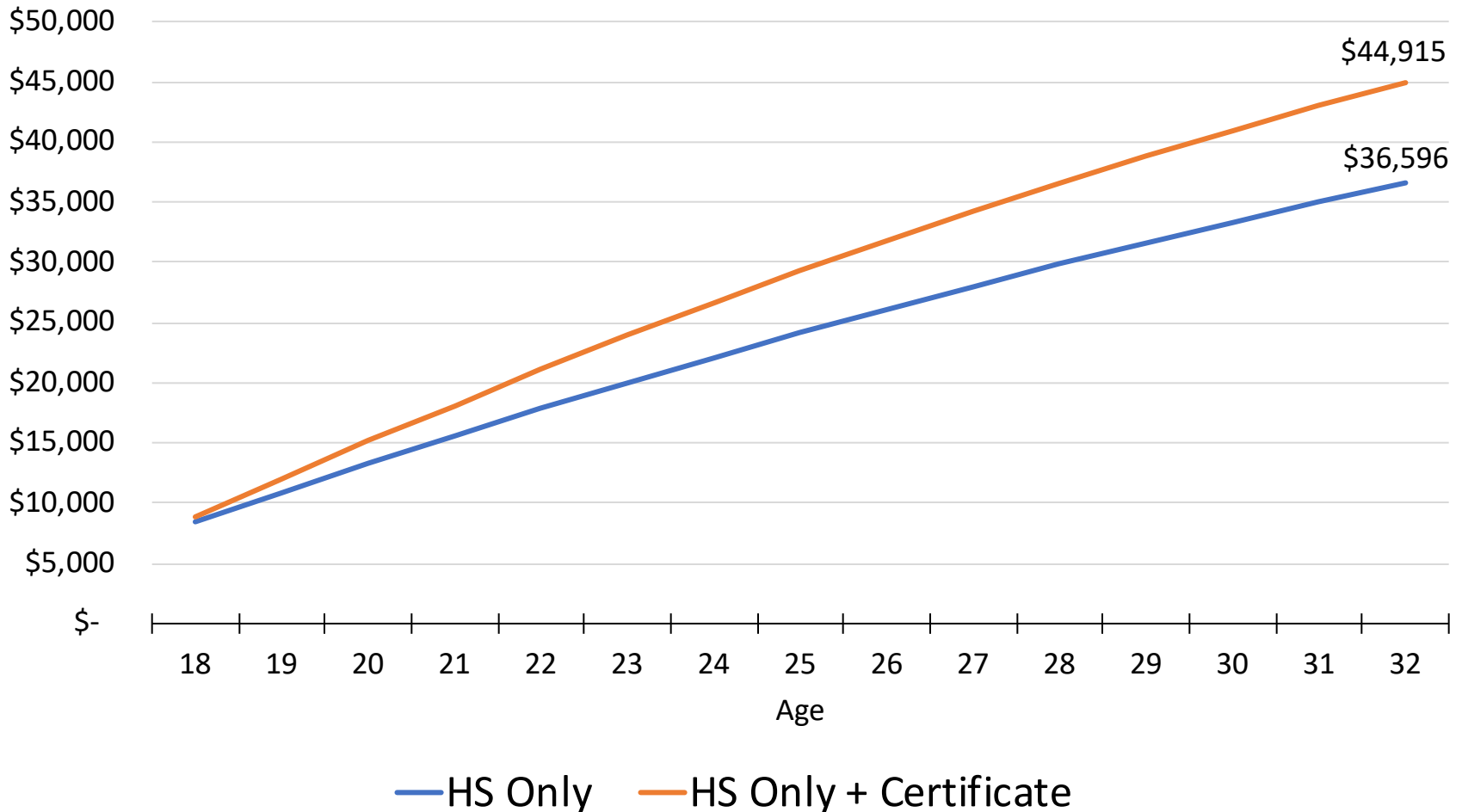


Over the last decade, the main pathway to earning a community college certificate soon after high school has increasingly been through CTE dual credit participation. This is important because the more time that passes after high school graduation, the less likely it is a student will earn a certificate or degree of any kind.

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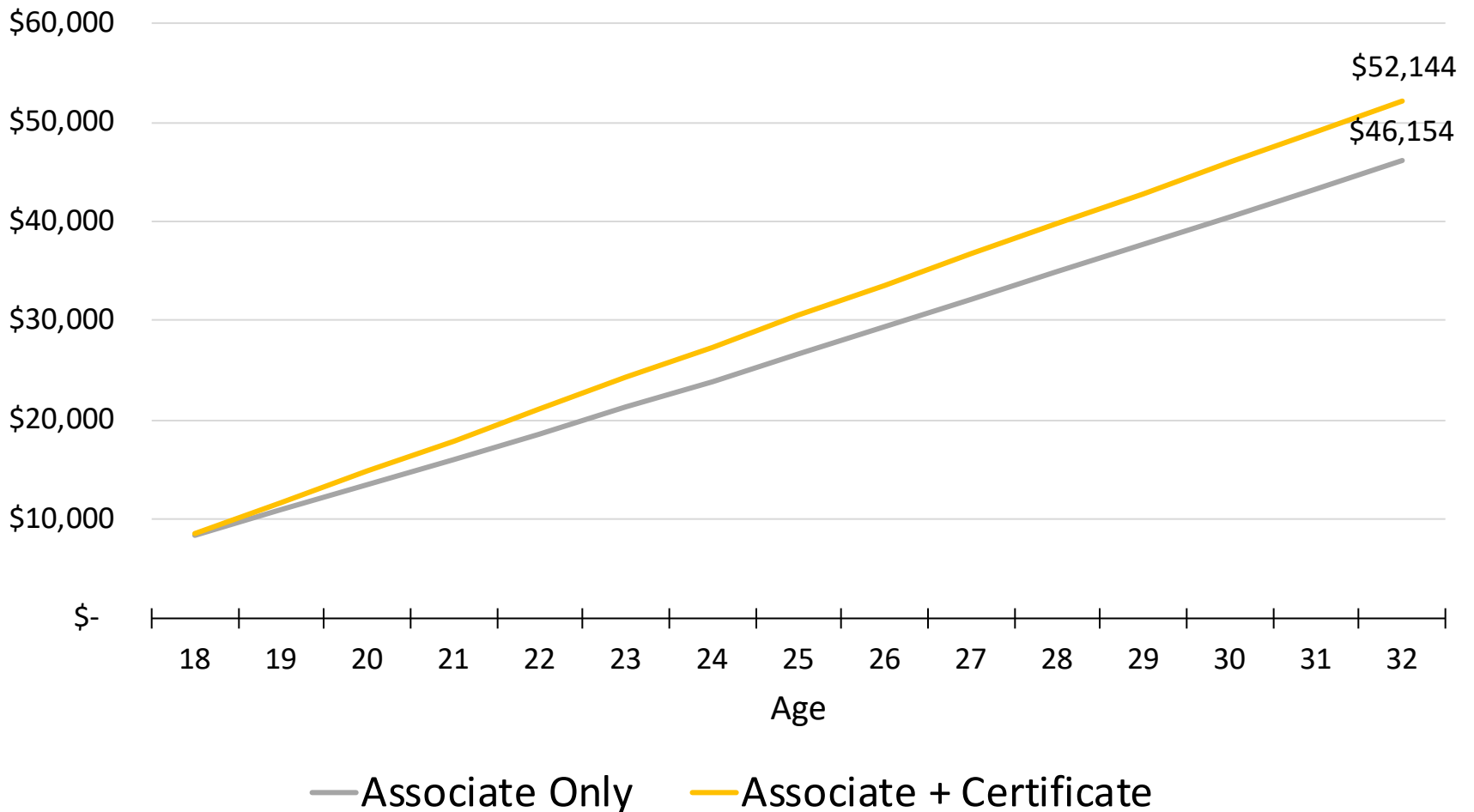
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# Average Earnings of Public High School Students with a High School Diploma Only & Those Who Also Earned a Community College Certificate



Approximately 68 percent of students from 1996 to 2011 earned a high school diploma and no postsecondary award. Students who continued their education to include a community college certificate earned more every year post high school.

# Average Earnings of Public High School Students with an Associate Only & Those Who Also Earned a Community College Certificate

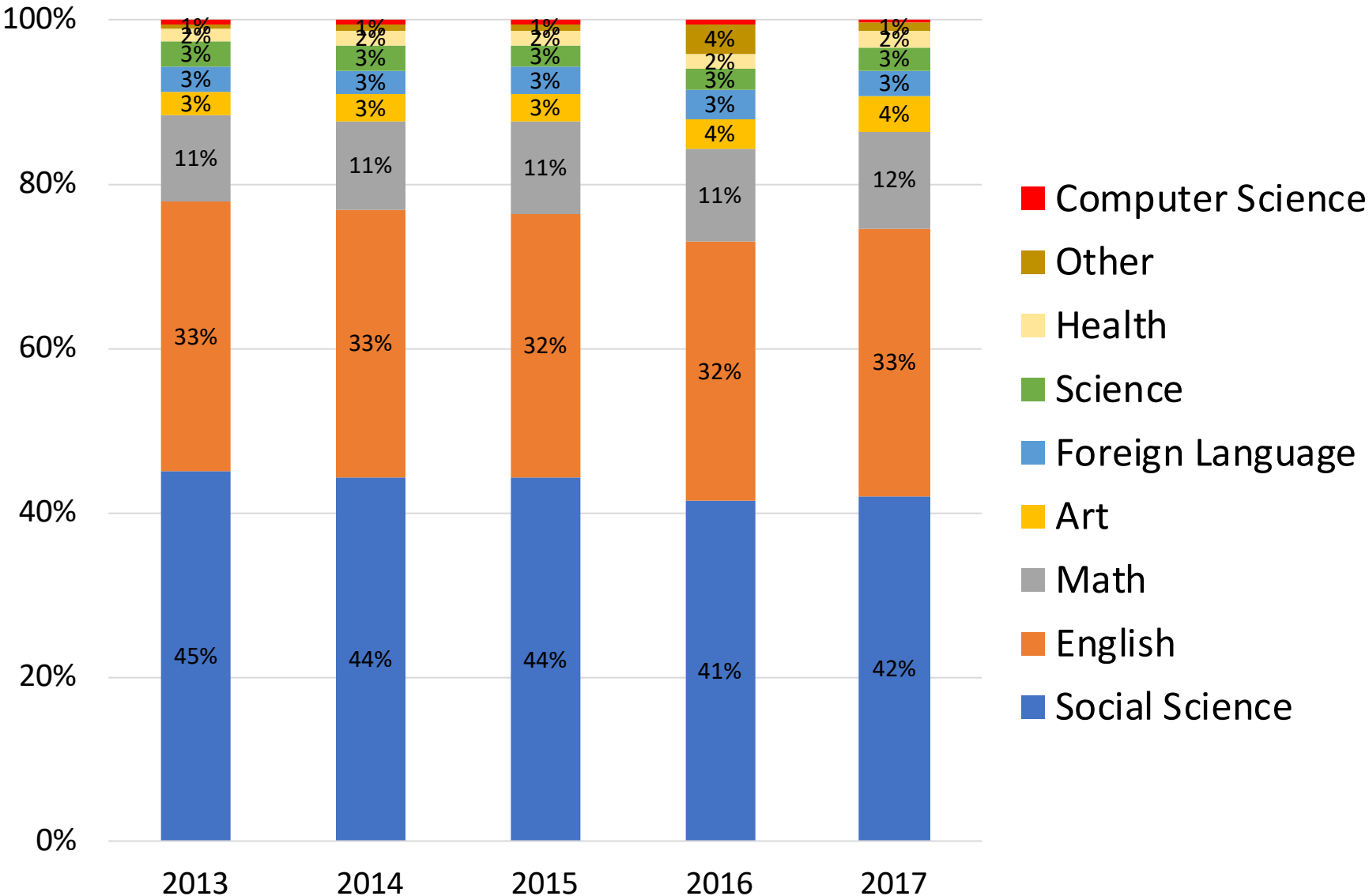


Approximately six percent of students from 1996 to 2011 earned an associate degree. Students who also earned a community college certificate increased their earnings every year post high school.

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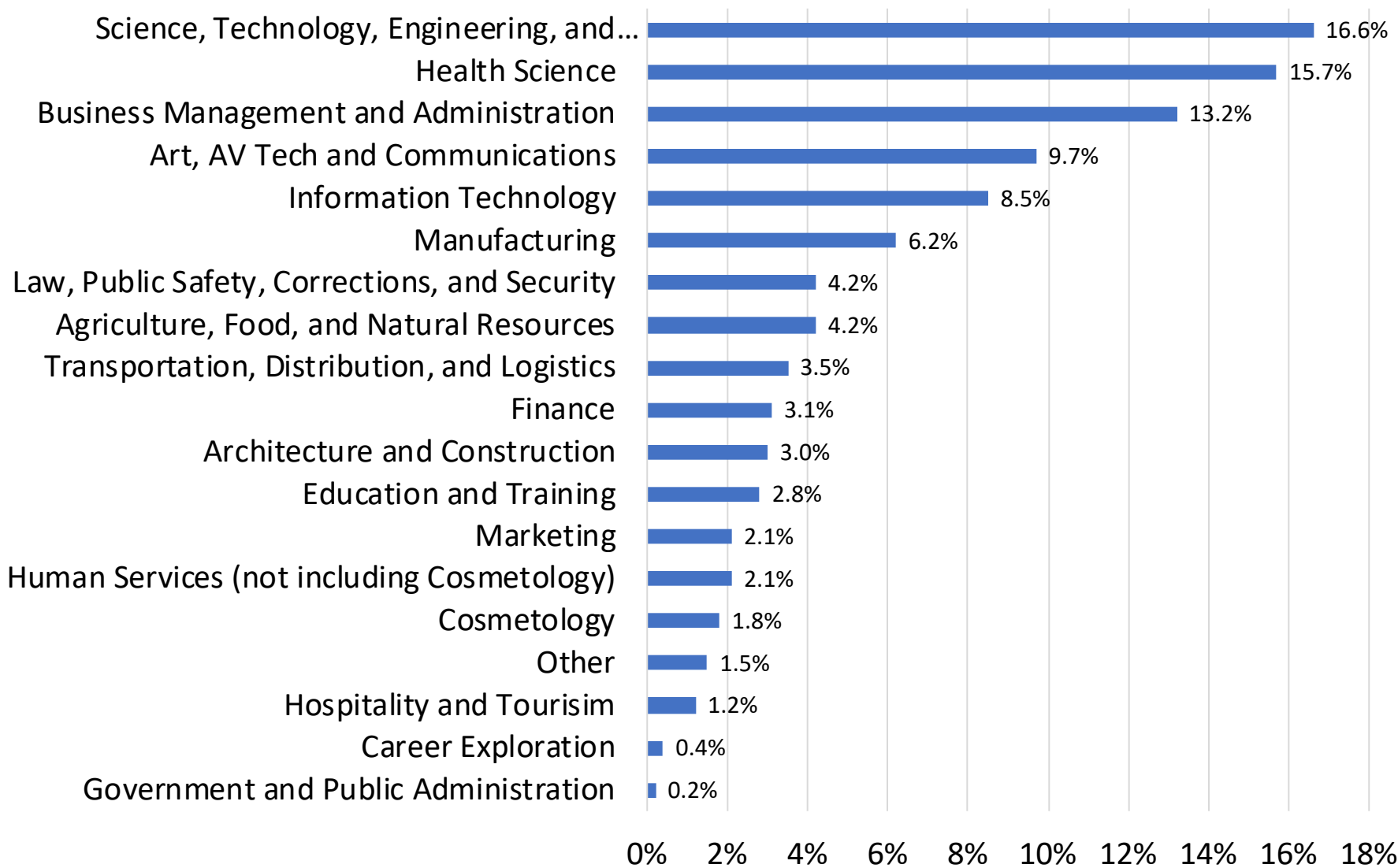
# Distribution of Academic Dual Credit by Subject, FY Ending 2013 to 2017



The most popular dual credit subjects are in the social sciences and English language arts.



# Distribution of CTE Dual Credit by Subject, FY Ending 2017



Three categories of CTE dual credit—STEM, Health Science, and Business—make up nearly half (46 percent) of all credits earned in FY ending 2017.

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# Distribution of Community Colleges by Number of Unique CTE Dual Credit Courses Delivered, FY 2017

