

Black Student Success in Dual Enrollment: A Case Study

CLP

Career
Ladders
Project

California Association of Black School Educators
San Diego 2021





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Career Ladders Project
equity-minded community
college redesign.

www.CareerLaddersProject.org

Your Presenters Today



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Agenda

- Welcome & Context
- What the Research Says
- Black Student Success
 - Mount Miguel High School &
 - Cuyamaca College
- Q&A

DE4EC

Dual Enrollment for Equitable Completion

- 6 Demonstration Sites
 - ELAC, Hartnell, Compton, Fresno, Madera and Cuyamaca
- Supported by
 - College Futures Foundation
 - Bill and Melinda Gates Foundation
- Community of Practice



DE4EC

Inquiry

- What does it take to create DE4EC?
- How is this integrated with other reforms like guided pathways
- How do we support Black student success

Dual Enrollment Participation Increasing Over Time - Wheelhouse

11.3%

2015-16

13.4%

2016-17¹

15.2%

2017-18

18.2%

2018-19

Percent of California high school graduates in each year who take community college courses at some point during the four years of high school.

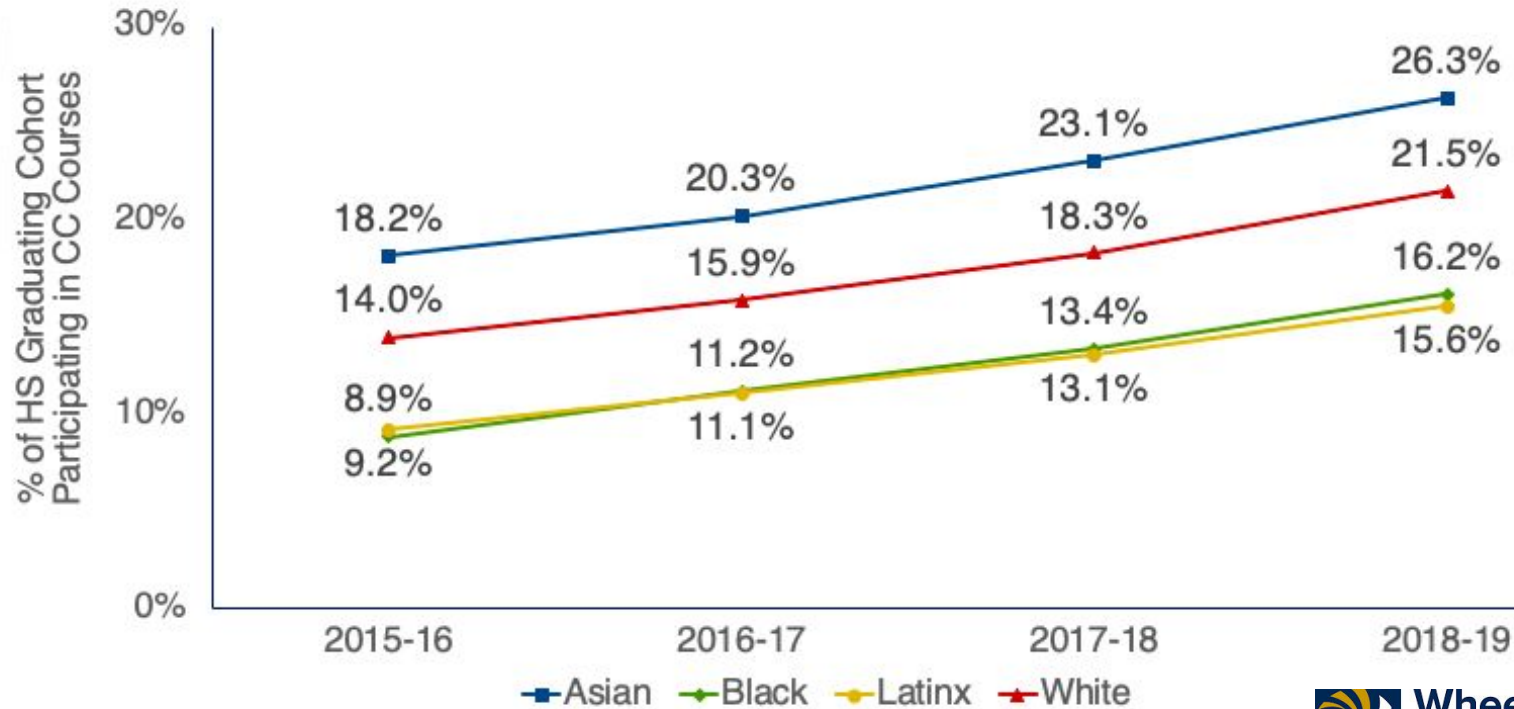
¹In *A Leg Up on College* (January 2020), we reported that 12.6% of 2016-17 high school seniors participated in community college courses during their high school years. Since the publication of this report, we improved our methods for matching high school students to the community college data, which resulted in this updated figure.



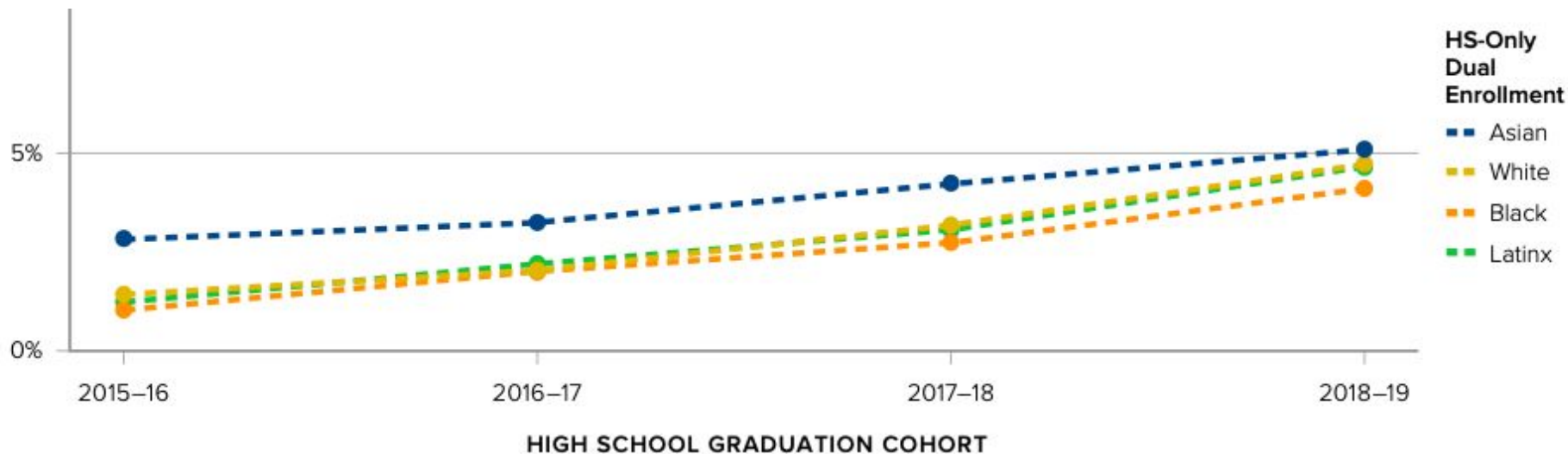
Wheelhouse

The Center for Community College
Leadership and Research

Participation by Race/Ethnicity - Wheelhouse



Gaps Narrowing in High School Only Dual Enrollment - Wheelhouse



Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCC. Each year on the horizontal axis represents a public 4-year high school graduating cohort and their dual enrollment participation during the four normative years of high school. Cohorts limited to those for which CCI data was available.



Why Dual Enrollment

Student

- More likely to graduate high school.
- More likely to enroll in and complete college
- Particularly effective for young men of color, low income and 1st gen students

California

- Less time to completion = lower cost to state
- More completion = more middle and higher skilled

Families

- Free or reduced cost
- Accelerated completion

For Educators/Institutions

- Equity imperative
 - Immediate concern: drop in HS students enrolling in college
 - Long term: strengthening of enrollment pipeline
- College & Career Readiness Indicators
- Guided pathways implementation
- SCFF: full apportionment for dually enrolled students
- Changing the generational trajectory for communities



Dual Enrollment as an Equity Strategy

Historically underrepresented dual enrollment students outperform adult students

Course completion

- Black DE students had **91% course success rate** compared to a **52% rate** of adult Black students at Bakersfield College
- Latinx DE students had a **92% course success rate** compared to a **67% rate** of adult Latinx students at Bakersfield College

Dual Enrollment and Guided Pathways Converge for Equity – CLP (2019)

Dual Enrollment as an Equity Strategy

Historically underrepresented students see higher gains in dual enrollment

College graduation

Recent Maine study showed higher college graduation rates for **students of color w/ some dual enrollment (76% in 6 years)** compared to 43% for students of color w/ no dual enrollment, and 64% for white students w/ some dual enrollment and 52% for white students w/no dual enrollment.

Early College Credit Report, Maine University System (2021)

Male students, low income students especially see higher gains.

Summary of research on dual enrollment as an equity strategy.

Relationships and Representation



C U Y A M A C A
• C O L L E G E •



Community Support

- MEC must be a socially conscious academy
- Families are in all decisions
- A part of the community, not a separate community within the community

Outreach

- Middle school is an important starting point for outreach
- Ensures early/intentional connections
- Some students come to MM just to attend MEC

Leadership

Students and families can see themselves in MEC Leadership and see Dr. Jeffers as leadership in the community



Mount Miguel High School

MATADOR EARLY COLLEGE **MEC** 

Mount Miguel High School Demographics 2021

65% Latino or Hispanic

13% African American

76 % Socioeconomically Disadvantaged

10% White

5% 2 or More Races





MATADOR EARLY COLLEGE



Program Conception and Evolution



WHAT IS MATADOR EARLY COLLEGE (MEC)

Matador Early College is a program whose mission is to advance the academic, social, and emotional skills required for future academic success by empowering students to take charge of learning in order to gain the skills and knowledge necessary to achieve success at the college level.



All students are eligible to participate, however, MEC focuses on the middle 80% of students.



Our Why

- Dual Enrollment creates a college going atmosphere- where particularly in communities of color, this may not always exist. Often within spheres of influence there may not be adequate support or encouragement.
- College courses offer students a broader range of opportunities, and a wide array of subjects they can resonate with.
 - Courses in college with clear expectations are often more conducive to success.



Our Why

- AP is pushed in the high schools, and largely, families are only aware of AP as an option to higher achievement.
- Culture change-need to have self-awareness about whether curriculum is actually preparing students to be successful for college. Not just fluff, but meaningful learning to set them up for success.
- We say we want what's best for students, and yet the culture of high school is one of possessiveness over specific courses. If students can bypass our courses, because that is how they can best thrive, why not?



AP vs. Dual/Concurrent Enrollment

AP (2019-2020)

- 137 Test Takers
- 173 Test Taken
- 70 Test w/ Score 3 or Higher (40%)
 - 1=58; 2=55; 3=50; 4=13; 5=7

Dual/Concurrent Enrollment 2021 MEC Seniors.

- 27 Seniors
- 21 Seniors Enrolled in College Courses Completing 116 Courses w/ Grade “C” or Higher
- 12 College Courses Were Dropped.

Systemic change is required amongst faculty to change the GPA narrative. AP was never meant for students of color.



More Data

6 MEC seniors completed 2-3 college courses.

9 more MEC seniors completed a half year of college courses (4-5 courses).

23 MEC seniors applied to 139 colleges.

22 MEC seniors were accepted into 76 colleges.

6 MEC seniors completed 1 year of college (8 courses or more)

Weighted GPA for MEC seniors was 3.6.

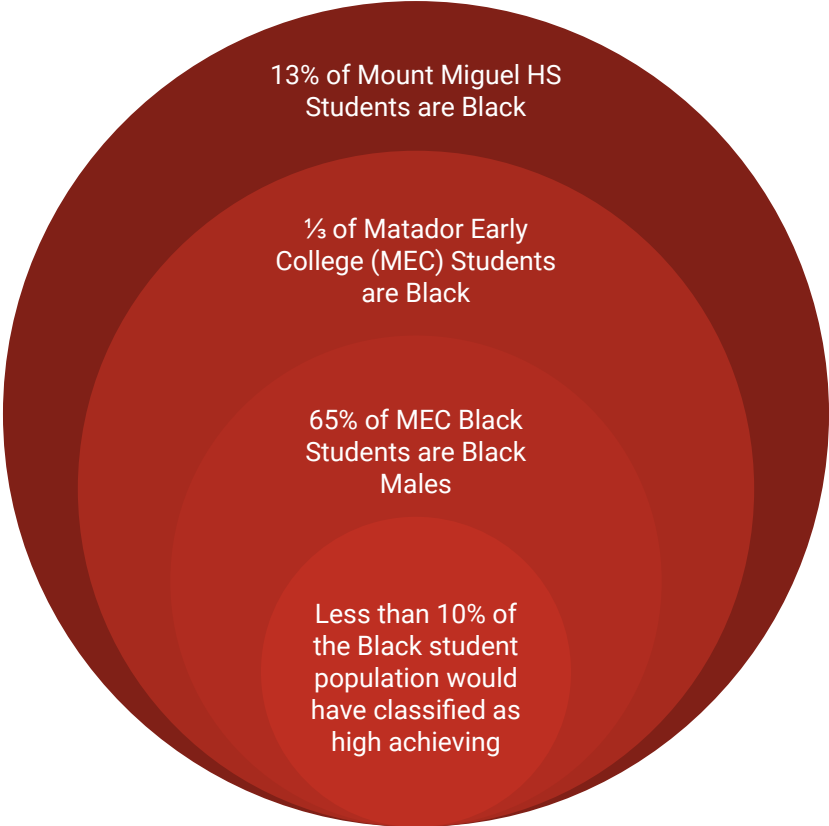


MEC senior class of 2021:

- 100 % graduation rate
- 100% A-G
- 12 students attend community college
- 13 attend a 4-year university
- 2 students decided not to enroll into college during the 2021 fall semester.



Mount Miguel/Matador Early College Data Snapshot



How Did We Accomplish This?

Program Objectives:

1. To have teachers and students directly involved in the development of incoming freshmen.
2. To create learning environments that promote learning and future achievement.
3. Improved student support
4. Increased access to community support
5. Reduced stressors experienced by students
6. Re-engage families in their child's education
7. Create a college attending atmosphere



Program Design

- Cohort of teachers for MEC- English, Math, Social Science, Earth Science and Biology. From the beginning of their time in the program, they are constantly being prepared for college. Meetings with cohort parents.
- Sophomore and Junior year, conversations around major and career become more frequent.
- Very selective in which MEC students are ready to take classes and when. Not often based on academic acuity, but also maturity level, life circumstances, etc.
- Students need to understand what it means to be a college student, and the imbedded support is critical.
 - Valuable information they learn: Understanding importance of the catalogue and its content, the syllabi, faculty office hours, college services, deadline dates, library databases and how to use them, student registration system navigation.



Cuyamaca College



C U Y A M A C A
• C O L L E G E •

What does our Data show?

College-wide, Fall 2020 (n=9846):

{Success: **76.4%**, Retention:**87.7%**}

Ethnicity	Success Rate	Retention Rate
African American (n=522)	58.4%	79.10%
Hispanic/Latinx (n=2906)	66.9%	84.3%
American Indian/Alaskan Native (n=45)	62.2%	88.9%
Asian (n=547)	75.5%	84.1%
Multi-Ethnicity (n=582)	75.4%	85.7%
Middle Eastern (n=1286)	80.3%	89.3%
White, Non-Hispanic (n=3958)	84.9%	91.4%



Dual Enrollment

Dual Enrollment, Fall 2020 (n=900):

{Success: **86.7%**, +10% , Retention: **94.8%** ,+7%}

Ethnicity	Success Rate	Retention Rate
African American (123) (23.5%)	92.7%	94%
Hispanic/Latinx (474)	83.3%	95.4%
American Indian/Alaskan Native (5)	80%	100%
Asian (53)	96.2%	98.1%
Multi-Ethnicity (45)	93.3%	92.3%
Middle Eastern (58)	89.7%	93.1%
White, Non-Hispanic (142)	85.2%	92.3%



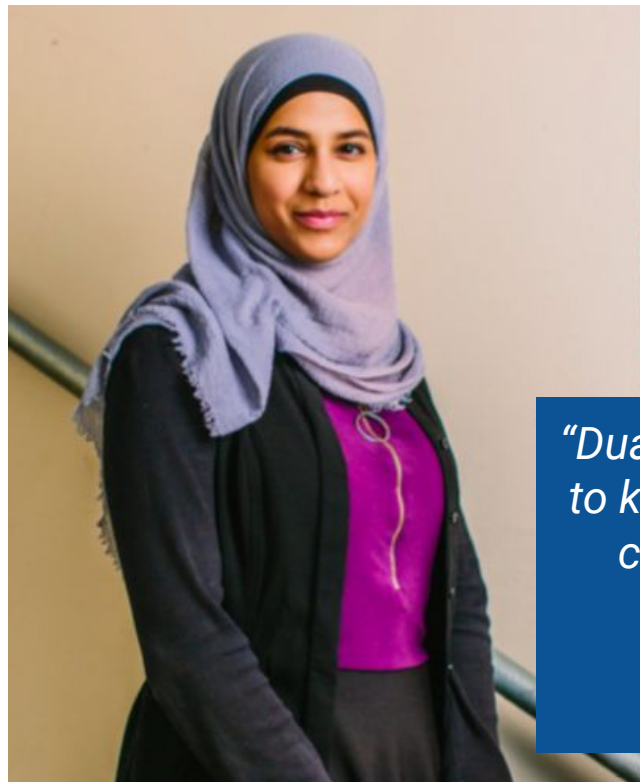
Our Partnership

Why has it been so successful?

- Fostered a relationship without a formal MOU.
 - Different than our traditional CCAP partnership
- Persistent in building relationships with key stakeholders on both campuses
 - Really addressed commitment and buy-in
- Working together to improve processes for students.
 - Billing
 - Paperwork
 - Transcript- credit transfer process.
- Collaboration on partnered events for students.
- Utilizing grant monies and efforts to further improve equity outcomes in Dual Enrollment



Discussion



“Dual enrollment gave me the confidence to know that I’m capable of handling the challenges that come with going to college”

Mariano Balbuena
Bakersfield College

California Resources

Publications:

- [Bakersfield Case Study and videos](#) and a [1 pager](#).
- [The Dual Enrollment Landscape](#) – findings from interviews and surveys with 48 of the 114 (at the time) CCCs to identify common barriers and recommendations.
- [Case studies](#) of three CA colleges.
- [Stanislaus Cradle to Career Partnership: Dual Enrollment Blueprint](#)

For Practitioners:

- [The Dual Enrollment Board Game](#) - downloadable
- [Creating a Dual Enrollment Partnership](#) – this page has videos, 1-pagers, and presentations on topics that practitioners often need help with including roles for partnerships, federal privacy regulations, teaching and working with adolescents, working with special populations, designing professional development for instructors.
- [The Dual Enrollment Toolkit](#) – a project led by CLP in partnership with the Chancellor's Office, RP Group & the James Irvine Foundation. This large collection addresses many of the compliance issues raised by practitioners about the new dual enrollment law (CCAP). It includes a 30+ page FAQ, Chancellor's Office Guidance, a 1-pager on CCAP vs non-CCAP dual enrollment, a framework/guide for writing a dual enrollment agreement and more.



Terms

Dual Enrollment - when a student is enrolled in both high school and college at the same time

Concurrent Enrollment - not defined in law or regulations, commonly used to describe high school students who take college classes independently, on weekends, in evenings or in the summer



Quality Matters

- Focus on equity in design, recruitment and outcomes
- Structured pathways – well designed course sequences
- High expectations & high supports
- Culturally responsive teaching & learning
- Strong cross-institutional partnerships

Common Types of Dual Enrollment

CCAP	Non-CCAP	Individual <i>*also called "concurrent"</i>
Underrepresented or not otherwise "college bound" students	Advanced scholastics or vocational	Advanced scholastics or vocational
Classes can be closed to non-HS students	Classes open to public <i>if</i> CC is claiming apportionment	Regular classes on CC campus
CCD and K12 District or independent charter	-	-
Pathway	-	-
Data sharing and reporting	-	-

Models

Highly structured

Less structured

Early College	Middle College	CCAP at HS	Non-CCAP at HS	Individual <small>*also called "concurrent"</small>
<ul style="list-style-type: none"> - Integrated structure - AA/AS - Focus - high achieving students - A building 	<ul style="list-style-type: none"> - Integrated structure - AA/AS - Focus - middle achieving students - May or may not be a building 	<ul style="list-style-type: none"> - Pathway - Closed classes - Embedded supports - Focus - students not college-bound or underrepresented -Data sharing agreements 	<ul style="list-style-type: none"> - <i>In law</i>: advanced scholastics or CTE - <i>In reality</i>: all courses/ students except remedial English/math - Open to community 	<ul style="list-style-type: none"> - HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership - Students who are navigating the college system likely have "college knowledge."

Federal & State Focus

Federal Guidance on Reopening

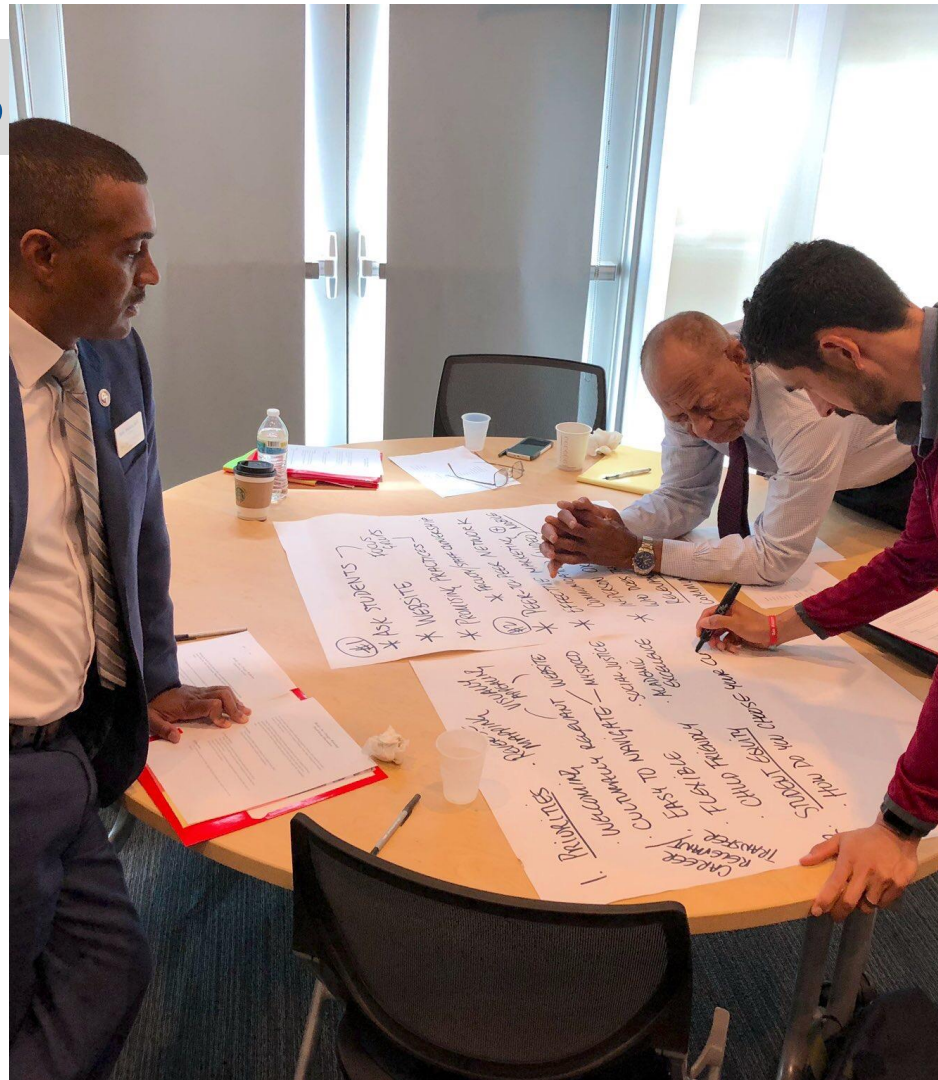
- Acceleration not remediation including dual enrollment

Governor's PS Council Recommends

- Transition to college
- Dual enrollment

CA State Budget: 2021-22

- May Revise: \$75M incentive funds
- Not in Joint Legislative package
- Not in final budget agreement
- \$2.5M for supplies





HS-CC Articulation

Dual Enrollment

HS or ROP course taught by HS or ROP instructor

College course - taught by college faculty or HS faculty who meet min quals

Exam/portfolio/demonstration

Grade earned in the course

Notated as “credit by exam”

Transcripted college class

No penalty (or credit) for poor performance

Poor performance transcripted

Flexibility in hours

Can satisfy prereq

More than 100 Kern County high school students graduating with associate degrees





Compton College @compton_college · Jun 11



Compton College is pleased to have 48 **Compton Early College High School** students graduating today. They are the 3rd graduating cohort of [@ComptonUnified](#) students who have earned an associate degree while still in **high school**. Congratulations to this special group of students.



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