



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

# **Dual Enrollment within a CTE Pathway: Supporting College-Going Among Students in Technical Fields**

Katherine L. Hughes, Linsey N. Edwards & Melinda Mechur Karp

American Educational Research Association

May 2010

*CCRC is a division of Teachers College at Columbia University and  
was established by the Alfred P. Sloan Foundation in 1996.*

# Concurrent Courses Initiative: Pathways to College and Careers

Funded by the James Irvine Foundation

- Provides support to eight secondary/postsecondary partnerships in California as they develop, enhance and expand career-focused dual enrollment programs.
- Aims to strengthen college and career pathways for low-income youth who are struggling academically or who are within populations historically underrepresented in higher education by providing them with rigorous, supportive and career-focused dual enrollment opportunities.

# Why Career-Focused Dual Enrollment?

- Irvine Foundation's Linked Learning Approach
- CTE engages students, reduces incidence of drop-out
- Emerging research on dual enrollment suggests a range of positive postsecondary benefits

# Theoretical Framework

## Conley's model of college readiness

- Key cognitive strategies (intellectual behaviors)
- Academic knowledge and skills (writing, research, content areas)
- Academic behaviors (e.g., study skills)
- Contextual skills and awareness (college knowledge)

# Theoretical Framework

## Karp & Hughes' work on Dual Enrollment

- Dual enrollment should be part of a structured, supportive pathway
- Support services needed before as well as during dual enrollment
- Support services can be categorized acc. to type of support, provider (college, high school, or collaboration), and timing

# Methods/Data Collection

- Two rounds of site visits to 8 programs (179 staff interviews, 19 student focus groups, 50 observations)
- Spring 2009 student survey (N=935)

# Findings

- Key content (writing, research, content areas)
  - Supports: tutoring, supplemental instruction, developmental coursework, college assessments to identify areas of need
- Academic behaviors (e.g., study skills)
  - Supports: student success courses, integrated skill building into college courses

# Findings

- Contextual skills and awareness (college knowledge)
  - Supports: college tours, college info sessions for students/parents, early administration of college assessments, college applications assistance
- CTE emphasis contributes career exploration and knowledge through CTE courses, work-based learning, and employer visits

# Challenges

- Student participation
  - Difficulties in scheduling services so that students will make use of them
  - One-shot services more popular than ongoing services (half-day visit to college vs. regular tutoring)
- Budget issues

# Promising Solutions

- Student Success Class
- Professional Development for Dual Enrollment Instructors
- Integrating Supports as Part of the Class (supplemental instruction)

# Potential Outcomes

Enhanced self-efficacy (belief in one's capabilities), which has been shown to lead to academic performance and persistence