



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

# Providing College Credits and a College Pathway: Partnership Academies and Concurrent/Dual Enrollment

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*CCRC is a division of Teachers College at Columbia University and  
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# The Community College Research Center (CCRC)

CCRC conducts quantitative and qualitative studies on community colleges to analyze their policies and programs and uncover emerging trends. Our mission is to contribute to the development of practice and policy that expands access to higher education and promotes success for all students.



## We focus on:

- Access to and success in postsecondary education
- High school to college transition
- Missions, governance and accountability
- Programs and practice
- Workforce education

# 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 CTE-Focused Dual Enrollment?

- What does research tell us about CTE?
- What does research tell us about dual enrollment?

# CTE Nationally

- Vast majority of HS students take at least one CTE course (97%)
- Avg. CTE credits earned is approx. 4
- About one-quarter of students are considered vocational concentrators (taking three or more CTE courses in a specific labor market area)

(National Assessment of Vocational Education; 2000 figures)

# CTE Impact

- Does CTE have an impact on academic success?
- Does CTE help students continue to postsecondary education?
- Do CTE programs have other non-academic benefits?
- Can CTE reduce high school dropout rates?

- The evidence is inconclusive. It is clear that career exposure itself without a **quality core academic curriculum** will not raise academic performance.
- CTE participation seems to have no significant impact on postsecondary enrollment.
- CTE programs can have significant youth development benefits for students.
- CTE programs also have positive impacts on earnings and employment.
- The most conclusive evidence on CTE shows that it can help students stay in school.

# Dual Enrollment

- Allows high school students to enroll in college courses
- May or may not be for dual credit
- Broad participation (NCES):
  - At 71 percent of public high schools, students took courses for dual credit
  - 51 percent of colleges had high school students enrolled in college courses
  - Over 800,000 high school students took a college course
  - 115,000 “special admit” students, about 7% of all high school students, enrolled in community colleges in CA (2005-06)
- Participation appears to be increasing rapidly

# Why dual enrollment?

- Growing importance of postsecondary education
- Problems with access to college and retention and completion in college, particularly for disadvantaged students
- Presumed benefits to dual enrollment include:
  - Students get a taste of college and learn college-going behaviors
  - Students enter college with credit already accumulated
  - Potential cost savings to families and education systems
  - Make the senior year meaningful/reduce senioritis
  - Creation of connections between secondary and postsecondary institutions

# What do we know about effectiveness?

- CCRC analyses of dual enrollment outcomes in Florida and New York City
  - With controls for student and school characteristics
- Florida: All dual enrollment participants and subsample of those in CTE fields
- NYC College Now program: Dual enrollment participants from CTE high schools
- Also looked at subgroups of students such as low-SES and male students

# Florida Findings

- Dual enrollment participation positively related to:
  - Students' likelihood of earning a HS diploma
  - Enrolling in college, and enrolling full-time
  - Persistence to the second semester of college
  - Higher GPAs one year after HS graduation
  - Remaining enrolled in college two years after HS graduation
  - More credits earned three years after HS graduation
- Male and low-income students benefited more from dual enrollment participation than their peers

# Findings from New York City

- Dual enrollment participation positively related to:

- Pursuit of a bachelor's degree
- 1<sup>st</sup> semester GPA
- More credits earned 3.5 years after HS graduation

Additional positive effects when intensity taken into account.

# Findings from Case Studies – Promising Practices

- Curricular Pathway – sequence of courses leading to college credit courses
- Support Services and College Orientation Activities – academic and nonacademic
- Alignment of high school coursework and exit exams with college admissions requirements

# CA Dual Enrollment Legislation

- **Senate Bill 292 (1996):** School districts can claim full ADA for dually enrolled students as long as they are enrolled and attend high school for 240 minutes.
- **Senate Bill 338 (2003):**
  - School districts may determine which students might benefit from “advanced scholastic or vocational work.”
  - Students must obtain the principal’s recommendation and parental consent.
  - Community colleges may restrict admission based on age, grade level, or multiple assessments.
  - In order for colleges to claim FTE, classes must be open and advertised to the general public.
- **AB 2050 (2006):** Proposed to allow community colleges and high schools to claim apportionment for students. Strong opposition from Department of Finance; failed to pass.

# California Partnership Academies

- Established in 1984 to help at-risk students stay in school and graduate.
- \$81,000/year per academy; must be matched (CDE).
- Academies typically serve 100 to 150 students. Each academy has a career theme, and includes CTE courses linked with academic courses.
- 340 funded academies.
- Approx 33,000 students served in grades 10-12.
- 46% Latino, 26% white, 11% black, 10% Asian.

# College Credit Opportunities

- Around 20% of CPA juniors and seniors enrolled in college credit courses (4522 students).
- Around 40% of academies had students participating in college credit courses (114 academies). Of these, only 21 academies reported at least 50% of their students taking college credit courses.
- 2+2 articulation agreements.
- Students take field trips to local colleges.
- Academy students are well-supported by teachers.

MAD Academy  
(Multimedia Arts and Design)  
Santa Barbara High School  
&  
Santa Barbara Community  
College

# MAD Academy Dual Enrollment

- Students graduate with 18-30 units college credit
- Academy students consistently pursue higher education; 100% acceptance
- Students work to a higher standard when college credit is given
- Students end up taking more college classes than the Academy offers

# Pros and Cons

- College credits while still in high school
- Minimal or no college fees
- Classes taught by college or HS faculty
- Taught on college or HS campus
- Expand course offerings with a limited budget
- Curriculum integration is more difficult

# MAD Academy Dual Enrollment Courses 2009-2010

Grade	9	10	11	12
Fall	Digital Art Tools <b>MAT 105</b>	Graphic Design 1 <b>GDP 111</b>	Flash 1 (animation) <b>MAT 116</b>	Film Editing <b>FP 114</b>
Spring	2D Art <b>ART 140</b>	Web Design 1 <b>MAT 153</b>	Photo 1 <b>PHOT 109</b>	Film Production <b>FP 175</b>

# Process for Pursuing Dual Enrollment

- Contact Dean and Department Chair at local college to begin discussion.
- Bring a list of current course offerings and statistics of where your graduates go to college.
- Pursue entry level courses and offer them to 12<sup>th</sup> grade students. Expand once the program is successful.