



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Improving Rigor in Your Academy through Dual Enrollment/Early College Courses

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Educating for Careers/California Partnership Academies Conference

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*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
- What does research tell us about career and technical education?
- What does research tell us about dual enrollment?

Benefits of CTE?

- Impact on academic achievement? 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

Findings for Florida Subgroups

- **Male and low-income students benefited more from dual enrollment participation than their peers**

NYC Findings

- Dual enrollment participation positively related to:
 - Pursuit of a bachelor's degree
 - 1st semester GPA
 - More credits earned 3.5 years after HS graduation

Concurrent Courses Initiative Funded Partnerships

- Arthur A. Benjamin Health Professions High School, Sacramento
Partner: Sacramento City College
- City College of San Francisco
Partner: San Francisco Unified School District
- Shasta Union High School District
Partners: Anderson Union High School District, Shasta College
- Santa Barbara City College
Partners: Santa Barbara High School District, Carpinteria Unified School District, South Coast ROP
- Los Angeles City College
Partners: Hollywood Senior High School, Downtown Business Magnets High School, Miguel Contreras Learning Complex
- North Orange County ROP, Anaheim
Partners: Anaheim Union High School District, Cypress College, Fullerton College
- Jordan High School, Long Beach Unified School District
Partners: Long Beach City College, California State University Long Beach
- Tulare Joint Union High School District
Partner: College of the Sequoias

For more information:

- www.concurrentcourses.org
- <http://ccrc.tc.columbia.edu>