Increasing Access to College Preparatory Courses in Rural Communities through Dual Enrollment

REL Appalachia | September 24, 2012
Featuring:

- Dr. Melinda Mechur Karp, Senior Research Associate, Teachers College, Columbia University
- Dr. Melanie Stanley, Assistant Principal for Curriculum Instruction, Halifax County Public Schools
- Dr. Linda Wallinger, Assistant Superintendent for Instruction, Virginia Department of Education

Moderated by:

- Dr. Robert Muller, Director, REL Appalachia
AGENDA FOR TODAY’S SESSION

- Dr. Rob Muller
  - REL Appalachia Introduction
- Dr. Melinda Mechur Karp
  - Research on Dual Enrollment and College Enrollment and Retention
  - Question and Answer
- Dr. Melanie Stanley
  - Planning and Implementing Dual Enrollment in Rural Communities
  - Question and Answer
- Dr. Linda Wallinger
  - State Policies and Commitment to Dual Enrollment
  - Question and Answer
- Wrap-up and Survey
SNAPSHOT POLL: TELL US ABOUT YOU

- Which type of education-related role best describes your work?
  - Teacher
  - Administrator
  - Policy
  - Research
- Which type of organization best describes yours?
  - School
  - District
  - State Agency
  - Higher Education Institution
  - Other
WHAT IS A REL?

- Authorized by the Education Sciences Reform Act of 2002
- Regional applied research and analysis capacity supporting state, district, and local needs
- Under the auspices of the Department of Education, Institute of Education Sciences (IES)
WHAT ARE REL APPALACHIA’S GOALS?

- Assess regional research needs by monitoring emerging education issues and challenges
- Maintain and refine research alliances through ongoing dialogue between educators in each region and researchers
- Provide analytic technical support to increase use of data and analysis to understand policies and programs, make decisions, and support effective practice
- Conduct research and evaluation studies of rigor and method appropriate to the questions the studies attempt to answer
- Distribute results of REL research across the region
- Coordinate and partner with other RELs; federal, state, and local education research groups; and technical assistance organizations
REL APPALACHIA’S MISSION

- Support the applied research and technical support needs of Kentucky, Tennessee, Virginia, and West Virginia
- Conduct empirical research and analysis
- Bring evidence-based information to policy-makers and practitioners
  - Inform policy and practice – for states, districts, schools, and other stakeholders
  - Focus on high priority, discrete issues and build a body of knowledge over time

www.relappalachia.org
OVERALL REL APPALACHIA THEORY OF CHANGE

- Identify Region’s Education Needs
- Build Research Alliances
- Conduct Research Studies
- Provide Analytic Technical Support
- Disseminate Results

Feedback

Project Management and Quality Assurance
Coordination and Collaboration

REL Program Outcomes
Data
Decisions
Knowledge
Capacity

Education Systems Change
Student Achievement and Success
THREE MAJOR THEMATIC AREAS THAT UNIFY REL APPALACHIA’S WORK

- **Ensuring college and career readiness**
  - How can we better utilize extant data to improve student success?
  - How prepared are students to progress through transition points in secondary education?
  - What access and enrollment opportunities in higher-level academic courses exist in rural areas?
  - Can schools better employ dropout prevention tools?

- **Improving low-achieving schools**
  - Can we better understand the characteristics of these schools and their students, and thereby more effectively target support?
  - Are schools implementing research-based improvement practices in the REL Appalachia region?
  - Has research identified additional promising strategies (e.g., increased learning time)?

- **Supporting effective teachers and leaders**
  - Are there examples of human capital practices and trends that might help inform recruiting and retention efforts?
  - How can data improve working conditions and school culture?
RESEARCH ALLIANCES TIED TO PRIORITY RESEARCH THEMES

- Ensuring College and Career Readiness
  - Eastern Kentucky College and Career Readiness Collaborative
  - Southwestern Tennessee Rural Education Cooperative
  - Southern Virginia College and Career Readiness Alliance
RESEARCH ALLIANCES TIED TO PRIORITY RESEARCH ALLIANCES THEMES

- Improving Low-Achieving Schools
  - Kentucky District 180 Alliance
  - Tennessee Focus Schools Alliance
  - Virginia Turnaround Alliance
  - West Virginia Turnaround Alliance
SNAPSHOT POLL

Tell us if you have:

- Attended any REL Appalachia events?
- Attended any REL Appalachia webinars?
- Read any REL Appalachia studies?

In the question box, please type in how many people are watching with you if you are watching with a group

To what extent do you use research in your everyday educational practices?

- I incorporate a lot of research into my current practice
- I incorporate some research, but I want to use more
- I try to keep up with research, but translating it into practice is a challenge
- I don’t have time to keep up with research
- Not applicable

Other questions or comments (please type into the question box)?
RESEARCH ALLIANCES TIED TO PRIORITY RESEARCH THEMES

- Supporting Effective Teachers and Leaders
  - Appalachia Superintendents’ Network
  - Higher Education Leadership Network
REL APPALACHIA TOOLS & RESOURCES

Online Resources:

- Website: www.RELA Appalachia.org
- Events information: www.relappalachia.org/events-2
- IES REL Website: ies.ed.gov/ncee/edlabs
- Monthly newsletter: RELA Appalachia@cna.org
DUAL ENROLLMENT, RURAL COMMUNITIES, AND COLLEGE SUCCESS

Melinda Mechur Karp, Ph.D.

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TODAY’S PRESENTATION

- What is dual enrollment?
- What are key elements of successful programs?
- What challenges and opportunities exist for dual enrollment in rural communities?
- What are the high school and postsecondary outcomes for dual enrollment participants?
<table>
<thead>
<tr>
<th>WHAT IS DUAL ENROLLMENT?</th>
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<tbody>
<tr>
<td><strong>Dual Enrollment</strong></td>
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<tr>
<td><strong>Dual credit</strong></td>
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<tr>
<td><strong>Middle/Early College High Schools</strong></td>
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<td><strong>Credit-by-exam (AP, IB, CLEP)</strong></td>
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<td><strong>Credit-in-escrow (Tech Prep)</strong></td>
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KEY PROGRAM ELEMENTS
<table>
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<tr>
<th>Feature</th>
<th>Options</th>
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<tbody>
<tr>
<td>Funding</td>
<td>Student, state, or institution pays per-pupil funds and tuition</td>
</tr>
<tr>
<td>Student eligibility</td>
<td>Broad or restricted access</td>
</tr>
<tr>
<td>Location</td>
<td>High school or college</td>
</tr>
<tr>
<td>Timing</td>
<td>Before, during, or after the high-school day</td>
</tr>
<tr>
<td>Student mix</td>
<td>High-school and college students, or high school students only</td>
</tr>
<tr>
<td>Instructor</td>
<td>College professor, or high-school instructor certified as a college adjunct</td>
</tr>
<tr>
<td>Course type and content</td>
<td>Academic, CTE, or student success course</td>
</tr>
<tr>
<td>Program intensity</td>
<td>Single course, pathway, or comprehensive program</td>
</tr>
<tr>
<td>Support services</td>
<td>Academic, behavioral, or college knowledge offered by high school, college or a collaboration</td>
</tr>
<tr>
<td>Method of earning credits</td>
<td>Dual enrollment, dual credit, or articulated credit</td>
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WHEN IMPLEMENTING A DUAL ENROLLMENT PROGRAM...

...the overarching goal is to develop a program that is authentic and supportive.

- Authenticity: A program in which students can “try on” the part of a college student so that they can become capable of doing college work

- Supportive: Scaffold students’ learning, ideally by building learning support into class time
CHALLENGES AND OPPORTUNITIES IN RURAL COMMUNITIES

- **Challenge**: Distance between high-school and college campuses
  - Difficulty getting students to on-campus courses
  - Limited access to support students
  - College faculty less willing or able to travel to the high school
- **Challenge**: Small institutional size
  - Harder to reach critical mass for running high-school based courses
  - Fewer support resources, including guidance
- **Opportunity**: Experience with innovative delivery methods
  - Online
  - ITV
- **Opportunity**: Personalization and relationships
  - Within high schools
  - Between partners
DUAL ENROLLMENT ENCOURAGES COLLEGE READINESS

- Dual enrollment participants learn study skills and other habits related to college success
  - Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006

- Dual enrollment participants learn “how to play the part” of a college student
  - Foster & Nakkula, 2005; Karp, 2006

- Dual enrollment is related to increased high school graduation
  - Karp et. al, 2007; Rodriguez, Hughes, & Belfield, 2012

- Dual enrollment participants are more likely to enroll in college—and more likely to enroll in a four-year college—than their non-participating peers
  - CCRC, 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012
DUAL ENROLLMENT ENCOURAGES COLLEGE COMPLETION

- Participation is related to improved college grade point averages
  - Dadgar & Allen, 2011; Eimers, & Mullen, 2003; Kotamraju, 2005

- Participation is related to persistence to a second year of college
  - Dadgar & Allen, 2011; Eimers & Mullen, 2003; Swanson, 2008

- Participation is positively related to credit accrual
  - Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Bailey, 2012

- Program model, course rigor, and implementation quality matter
  - Allen, 2010; Kim, 2008; Speroni, 2011
ALL TYPES OF STUDENTS BENEFIT FROM DUAL ENROLLMENT

- Students in CTE programs benefit from dual enrollment participation
  - Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012

- Males and low-income students benefit more from participation than other sub-groups
  - Karp et al., 2007

- Low-income, first-generation, and otherwise disadvantaged students can benefit from participation
  - Rodriguez, Hughes, & Belfield, 2012
RESEARCH LIMITATIONS

- Data challenges and short-term tracking
- Dated participation rates and student information
- Inability to identify which program features have biggest impact
WEBSITES AND RESOURCES

Community College Research Center
http://ccrc.tc.columbia.edu

Concurrent Courses Initiative
http://www.concurrentcourses.org

National Alliance of Concurrent Enrollment Partnerships
http://nacep.org

Jobs for the Future
http://www.jff.org

Early College High School Initiative
http://www.earlycolleges.org
FOR MORE INFORMATION

Please visit us on the web:

http://ccrc.tc.columbia.edu

You can download presentations, reports, and briefs, and sign-up for news announcements. We’re also on Facebook and Twitter.

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SNAPSHOT POLL

What are your main challenges with dual enrollment?

- Funding
- Student eligibility
- Location
- Timing
- Student demographics
- Instructor
- Course type and content
- Program intensity
- Administrative support services
- Method of credit-earning
- Other
Q & A
Planning and Implementing Dual Enrollment in Rural Communities

Dr. Melanie Stanley
MR. PAUL STAPLETON

- Background and Experience:
  - Retired Superintendent, Halifax County Public Schools
  - Director of the Rural Schools Initiative, University of Virginia
  - Virginia Superintendent of Public Instruction, 1998-2000
  - Co-developer, Dual Enrollment Program with Southside Virginia Community College 1987
OVERVIEW OF SOUTHERN VIRGINIA

- Created as a partnership between Southside Virginia Community College (SVCC) and Charlotte County Public Schools (CCPS)
- Collaborative leadership between the CCPS Superintendent and the SVCC President
- Defining the Dream: Structure and delivery of the courses
- Implementing Vision: Navigating state bureaucracy
DUAL ENROLLMENT OPPORTUNITIES FOR STUDENTS IN RURAL AREAS

- Exposure and experience to/with rigorous courses
- Provides economically disadvantaged students the opportunity to earn college credit free of charge
- Students can avoid transportation issues because classes are offered on high school campuses
WHEN DUAL ENROLLMENT PROGRAMS ARE SUCCESSFUL, THEY CAN LEAD TO...

- Low-income and minority students bridging the achievement gap
- Students earning an associate’s of arts degree, with the ability to enter a major university as a junior
- Increase first-generation student enrollment in college
- Students developing career pathways, both academic and CTE
OVERALL STATISTICS

- 74 seniors received associate’s degrees at high school graduation
- 63% of high school students participated in dual enrollment college courses (1111 total)
- 91% of seniors graduated with a college transcript (389 total)
DEMOGRAPHICS OF DUAL ENROLLMENT STUDENT SUCCESS

- 95% of females (210 total) and 87% of males (179 total) graduated with a college transcript
- 84% of black male students (106 total) graduated with a college transcript
- Of the students who earned college credits:
  - 551 were males and 560 were females
  - 478 were black, 609 were white, 19 were Hispanic, 8 were Asian, and 2 were Native American
SUMMARY OF OUTCOMES

- Students attended 3,281 dual enrollment college courses
- Students earned 13,270 college credits
- 173 students received advanced diplomas
  - 105 students designated as early college scholars
RELATED DUAL ENROLLMENT RESOURCES

- SVCC and Danville Community College offered 136 dual enrollment courses
- 48 teachers at Halifax County High School have adjunct faculty credentials
Satisfaction among students and parents?

- According to a 2011 study on southern Virginia dual enrollment courses:
  - 93% of dual enrollment students reported benefiting from taking the courses
  - 95% of parents of students in dual enrollment courses said the program was positive and would recommend it
DUAL ENROLLMENT IN RURAL COMMUNITIES: NEXT STEPS

- The role of community colleges and other post-secondary institutions
- The role of public school systems in quality control and sustainability
- The role of students, parents, and the entire community
- Proposed outline for dual enrollment webinar
Q & A
Virginia’s State Policies and Commitment to Dual Enrollment

Increasing Access to College Preparatory Courses in Rural Communities Through Dual Enrollment

Dr. Linda Wallinger
VIRGINIA PLAN FOR DUAL ENROLLMENT

- Collaborative agreement between Virginia public schools and community colleges
- First signed in 2005 by:
  - Secretary of Education
  - Superintendent of Public Instruction
  - Chancellor of the Virginia Community College System
- Revised in 2008
VIRGINIA PLAN FOR DUAL ENROLLMENT:
PURPOSE

- Provides a wider range of course options for high school students in academic, career, and occupational subject areas
- Avoids the unnecessary duplication of facilities and equipment when students receive credit towards a postsecondary credential while enrolled in high school
- Provides a statewide framework for dual enrollment arrangements made at the local level
  - High school students may enroll in regularly scheduled college-credit courses at the community college
  - High school students may enroll in specially scheduled college-credit courses at the high school
  - High school students may enroll in specially scheduled college-credit courses at the community college
VIRGINIA PLAN FOR DUAL ENROLLMENT: ELIGIBLE STUDENTS & CREDIT AWARDED

- Eligible students
  - High school juniors and seniors prepared for the demands of a college-level course
  - Exceptions may be considered for freshmen and sophomores
- Credit awarded
  - The student shall receive both a high school credit and college credit upon successful completion of the course
VIRGINIA PLAN FOR DUAL ENROLLMENT: ADMISSION REQUIREMENTS

- Standards of Accreditation govern student participation
- Public school principal must approve the cross-registration of the high school student to the community college
- Community college must accept qualified high school students for admission to the college-level course
- All placement criteria must be met prior to enrollment
- Community college assumes responsibility for administering placement tests and student registration
VIRGINIA PLAN FOR DUAL ENROLLMENT: ELIGIBLE COURSES

- Courses offered must:
  - Be determined through mutual agreement of the participating public school and community college
  - Be offered for college credit
  - Be equivalent to other instruction offered by the college in terms of course objectives, syllabi, rigor of content, student evaluation, textbooks, etc.
  - Meet all of the college accreditation standards
- Course eligibility
  - Courses may be drawn from all of the college subject areas
VIRGINIA PLAN FOR DUAL ENROLLMENT: FACULTY

- Must be selected and employed by the community college
- Must meet minimum requirements set by the State Board for Community Colleges and Southern Association of Colleges and Schools (SACS)
- Public schools may employ part-time community college faculty members as instructors
- Faculty compensation plans may be negotiated between the public school and the community college
VIRGINIA PLAN FOR DUAL ENROLLMENT: TUITION & FEES

- Public schools are not penalized in state appropriation for participating in dual enrollment programs, i.e., they receive average daily membership (ADM) credit.
- Community colleges receive full-time equivalent (FTE) student credit for the participating high school students.
- Schools and colleges are encouraged to offer students dual enrollment opportunities at no tuition cost.
EARLY COLLEGE SCHOLARS

- Statewide initiative that allows eligible high school seniors to complete their high school diploma while earning at least 15 hours of transferable credits toward a college degree

- Credits can be earned through dual or concurrent enrollment programs and by taking Advanced Placement courses
COMMONWEALTH COLLEGE COURSE COLLABORATIVE

An agreement among Virginia’s community colleges and four-year institutions (except the Virginia Military Institute) to award college degree credit for courses in certain agreed-upon subjects completed by high school students, either through Advanced Placement (AP) or dual-enrollment programs.
COMMONWEALTH COLLEGE COURSE COLLABORATIVE

- **Participants**
  - 15 four-year public colleges and universities
  - 23 community colleges and the two-year Richard Bland College
  - 24 private institutions that are members of the Council of Independent Colleges in Virginia

- **Core subjects**
  - Biology
  - U.S. History
  - Psychology

- **Additional subjects**
  - English
  - Economics
  - Music Appreciation
  - General Physics
  - Mathematics
  - Art History
AGREEMENTS FOR POSTSECONDARY ATTAINMENT

Each institution within the Virginia Community College System shall develop agreements for postsecondary degree attainment with the public high schools in the school divisions that they serve, specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

§ 23-9.2:3.02, Code of Virginia
2012 Virginia General Assembly approved HB 1184, stating that the agreement must specify:

- Options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma.
- The credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.
POSTSECONDARY ATTAINMENT AGREEMENTS

- Students and parents must be notified of the agreements.
- Agreements must be submitted by the institutions to the Chancellor of the Virginia Community College System and the Superintendent of Public Instruction by April 15, 2013.
VIRGINIA DEPARTMENT OF EDUCATION WEB PAGES

- Virginia Plan for Dual Enrollment

- Early College Scholars
  http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/

- Commonwealth College Course Collaborative
  https://www.vawizard.org/vccs/CollegeCredit.action

- Virginia Community College Dual Enrollment Website
  http://www.vccs.edu/Academics/DualEnrollment.aspx
FOR MORE INFORMATION

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THANK YOU FOR PARTICIPATING

- Please remember to answer the questions in the Stakeholder Feedback Survey that will appear on the screen as you log out.

- Get a copy of today’s presentation and find out more about upcoming events at http://www.relappalachia.org/events-2

- Let us know how we can continue to assist you. Please contact us if you have further questions at http://www.relappalachia.org/contact
PLEASE DON’T FORGET THE POLL!