





Latinx Student Liberation: Equitable Dual Enrollment

Colegas 2024 Annual Conference

November 6, 2024

Presented by:
Dr. Naomi Castro
Dra. Sonia De La Torre
Lupe Pasillas

Agenda

"Education is freedom" - Paulo Freire

- Dual Enrollment Overview
- California and National Research Findings
- Case Study: Long Beach City College
- Legal Updates
- Q&A



What are you hoping to get out of the session?

Join us at [menti.com](https://www.menti.com) | Use Code: 73503154



Dual Enrollment Overview



Dual Enrollment Overview

- Dual Enrollment - when a student is enrolled in both high school and college at the same time.
- Concurrent Enrollment/ Advanced Education - not defined in CA law or regulations, commonly used to describe high school students who take college classes independently, on weekends, in evenings or in the summer.
- Dual Credit - when credits earned through college courses count both at the college and the high school.

Types of Dual Enrollment

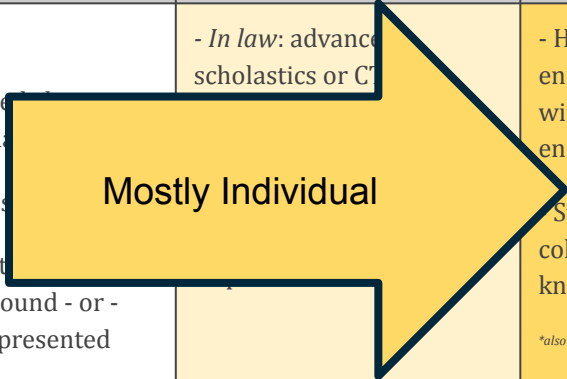
Highly Structured				Less Structured
At the College	At the High School			At the College
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS <small>Governed by Agreement</small>	Non-CCAP at HS <small>Governed by Agreement</small>	Individual*
<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate drop out rate for at promise students - An autonomous school with a CDE designation - On a college campus 	<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate drop out rate for at promise students - An autonomous school with a CDE designation <p><small>*Not to be confused with an Early College Program at a comprehensive high school</small></p>	<ul style="list-style-type: none"> - Pathway - Can be closed classes (during HS day) - Embedded supports <ul style="list-style-type: none"> - Focus - students not college-bound - or - underrepresented -Data sharing 	<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." <p><small>*also "concurrent" or "enrichment"</small></p>

Approximately $\frac{3}{4}$ of Dual Enrollment

Highly Structured		Less Structured		
At the College	At the High School			At the College
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS <small>Governed by Agreement</small>	Non-CCAP at HS <small>Governed by Agreement</small>	Individual*
<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate drop out rate for at promise students - An autonomous school with a CDE designation - On a college campus 	<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate drop out rate for at promise students - An autonomous school with a CDE designation <p><small>*Not to be confused with an Early College Program at a comprehensive high school</small></p>	<ul style="list-style-type: none"> - Pathway - Can be closed classes (during HS day) - Embedded supports <ul style="list-style-type: none"> - Focus - students not college-bound - or - underrepresented -Data sharing 	<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." <p><small>*also "concurrent" or "enrichment"</small></p>

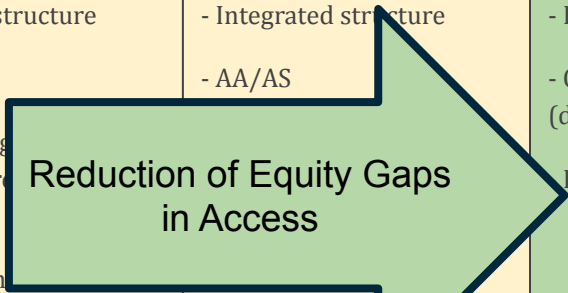
Approximately ¾ of Dual Enrollment

Highly Structured			Less Structured	
At the College	At the High School			At the College
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS <small>Governed by Agreement</small>	Non-CCAP at HS <small>Governed by Agreement</small>	Individual*
<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate drop out rate for at promise students - An autonomous school with a CDE designation - On a college campus 	<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate drop out rate for at promise students - An autonomous school with a CDE designation <p><small>*Not to be confused with an Early College Program at a comprehensive high school</small></p>	<ul style="list-style-type: none"> - Pathway - Can be close (during HS d - Embedded - Focus - st - college-bound - or - underrepresented -Data sharing 	<ul style="list-style-type: none"> - <i>In law</i>: advanced scholastics or C 	<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." <p><small>*also "concurrent" or "enrichment"</small></p>



Approximately 1/4 of Dual Enrollment

Highly Structured				Less Structured
At the College	At the High School			At the College
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS <small>Governed by Agreement</small>	Non-CCAP at HS <small>Governed by Agreement</small>	Individual*
<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate rate for at risk students - An autonomous with a CDE designation - On a college campus 	<ul style="list-style-type: none"> - Integrated structure - AA/AS 	<ul style="list-style-type: none"> - Pathway - Can be closed classes (during HS day) - Embedded supports - Focus - students not college-bound - or - underrepresented -Data sharing 	<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." <p><small>*also "concurrent" or "enrichment"</small></p>



Approximately 1/4 of Dual Enrollment

Highly Structured				Less Structured
At the College	At the High School			At the College
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS <small>Governed by Agreement</small>	Non-CCAP at HS <small>Governed by Agreement</small>	Individual*
<ul style="list-style-type: none"> - Integrated structure - AA/AS - <u>Focus</u> - mitigate attrition rate for at-risk students - An autonomous program with a CDE designation - On a college campus 	<ul style="list-style-type: none"> - Integrated structure - AA/AS 	<ul style="list-style-type: none"> - Pathway - Can be closed classes (during HS day) - Embedded supports - Focus - students not college-bound - or - underrepresented -Data sharing 	<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." <p><small>*also "concurrent" or "enrichment"</small></p>

NO Equity Gaps in Access for Latinx Students

California and National Research Findings



National Research Findings

2022-23

- 2.5 million dual enrollment students with 1.8 million in **community colleges**
- Latinx students
 - 20% of all dual enrollment
 - 22% of all college undergraduate enrollment
 - 29% of all public K12 enrollment

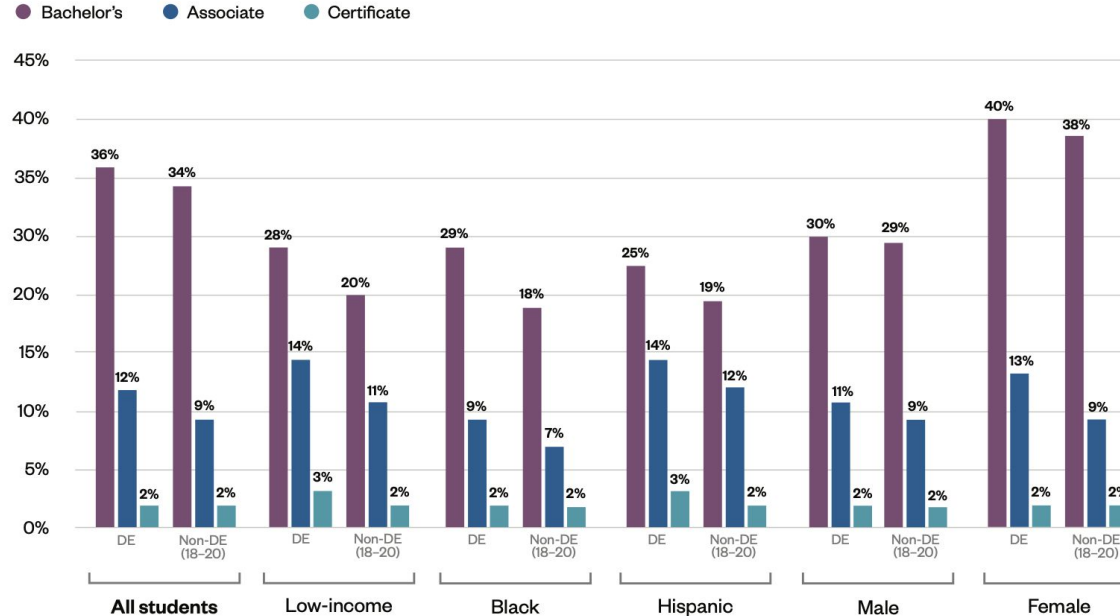
2015 Cohort Study

- After 4 years Latinx students had lower completion rates but were more likely to complete an associate degree
- Despite gaps, Latinx DuE students who enroll right after HS are more likely to complete a post-secondary award than HS grads who did not participate in DuE

National Research Findings

Figure 10.

Highest Postsecondary Award Completed (Within Four Years) by DE Students Who Enrolled in a College Within First Year After High School and by Non-DE (18-20) Students

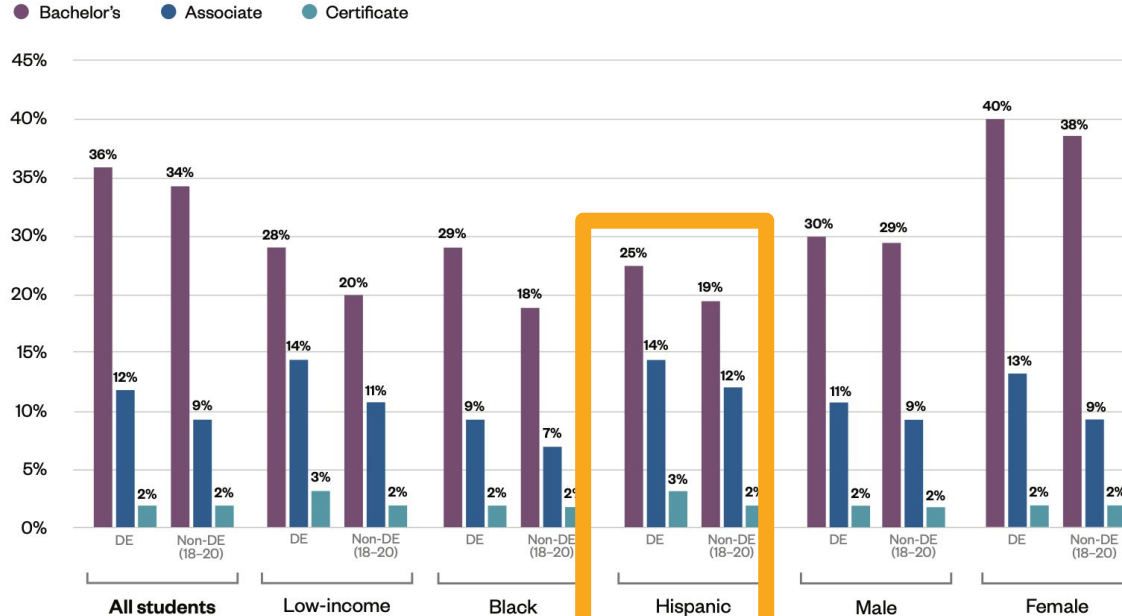


Note. DE bars represent outcomes of DE students who continued in college after high school. Non-DE (18-20) bars represent outcomes of non-DE college entrants between the ages of 18 and 20 years old.

National Research Findings

Figure 10.

Highest Postsecondary Award Completed (Within Four Years) by DE Students Who Enrolled in a College Within First Year After High School and by Non-DE (18-20) Students



Note. DE bars represent outcomes of DE students who continued in college after high school. Non-DE (18-20) bars represent outcomes of non-DE college entrants between the ages of 18 and 20 years old.

All DuE
BA = 36%
AA = 12%
Cert = 2%

Latinx DuE
BA = 25%
AA = 14%
Cert = 3%

California Research Findings

2022-23

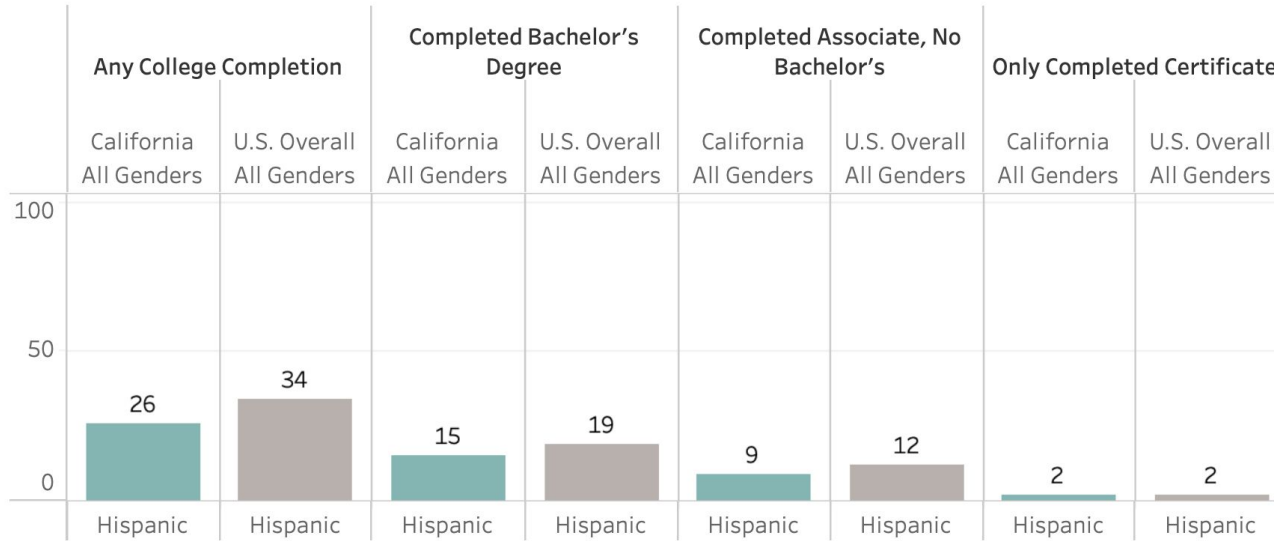
- 237,461 high school students in CCC
- 12% of enrollments
- 2nd largest percentage of Latinx students in DuE 35% (Texas 40%)

2020-21

- In CCAP Latinx 58% (53% of state population)
- 19% of Latinx CCAP students complete a degree or certificate w/in 3 years - compared to 12% of non-DuE
- Overall Latinx students have lower outcomes than Asian and white DuE peers, but higher outcomes than non-DuE peers
 - Transfer level math and English in 1st year
 - GPAs
 - Degree completion

California Compared to National

Dual Enrollment Student Outcomes Four Years After High School



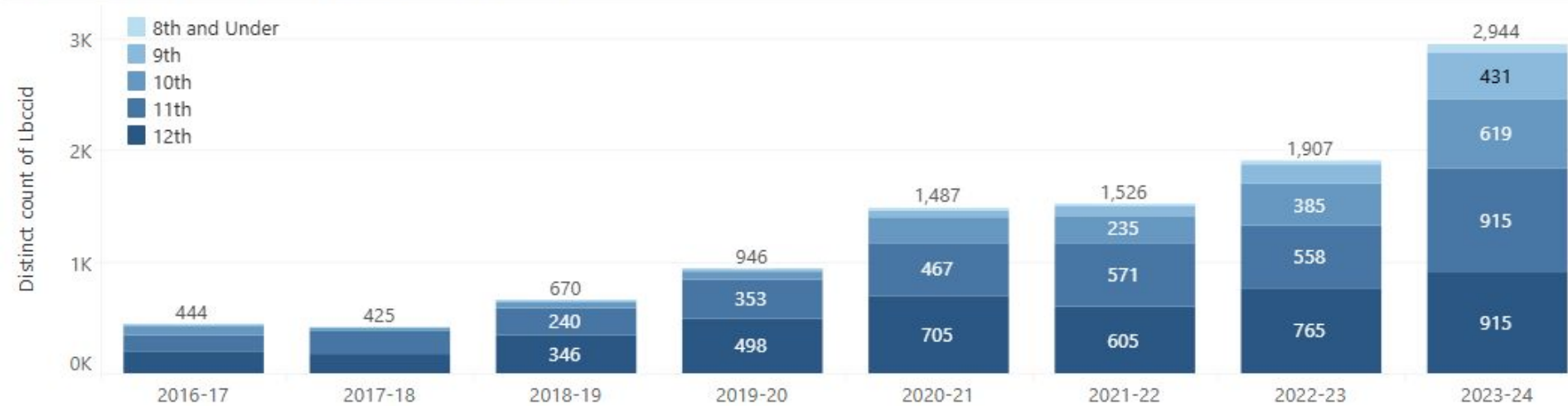
 [View on Tableau Public](#)

LBCC Case Study: Outcomes



LBCC Dual Enrollment Participation Data for LBUSD students

Total Number of Students by High School Grade




Increased participation in Dual Enrollment with implementation of CCAP in FALL 2023 due to on-site college courses at the high schools

Disaggregated Dual Enrollment Participation Data for LBUSD students at LBCC

Some LBUSD student racial/ethnic demographic groups are underrepresented in dual enrollment participation at LBCC.


Latinx students make up 57% of student demographic at LBUSD but only reflect 48% of participants in Dual Enrollment

	LBUSD Class of 2023		LBCC Dual Enrolled		Proportional Index
	#	%	#	%	Difference
American Indian	14	0%	2	0%	0%
Asian & Filipino	626	11%	244	19%	8%
Black	683	12%	122	10%	-3%
Latinx/Hispanic 	3143	57%	618	48%	-9%
Multiple Races	209	4%	88	7%	3%
Other/Unknown		0%	7	1%	1%
Pacific Islander	89	2%	4	0%	-1%
White	725	13%	199	15%	2%
Grand Total	5489	100%	1284	100%	

Data generated by LBCC Office of IE


Dual Enrollment Participation By Grade Level Shows Growth at LBUSD

Data generated by LBCC Office of IE

	8th		9th		10th		11th		12th	
American Indian/Alaska Nativ	1	9%	1	0%	-	-	-	-	2	0%
Asian	-	-	33	11%	73	15%	107	15%	102	16%
Black/African-American	1	9%	37	12%	62	13%	73	10%	49	8%
Latinx/Hispanic 	5	45%	164	55%	220	47%	374	54%	351	56%
Multi-Eth	2	18%	24	8%	37	8%	39	6%	33	5%
Other/Unknown	1	9%	11	4%	3	1%	4	1%	5	1%
Pacific Islander	-	-	4	1%	2	0%	4	1%	3	0%
White	1	9%	24	8%	76	16%	97	14%	78	13%
Total	11	100%	298	100%	473	100%	698	100%	623	100%

For 9th, 11th and 12th grade students we have more than 48% participation rates, and sit a parity with the percentage of Latinx student at LBUSD. We attribute gains to CCAP partnership.

Course Success Rates by Race/Ethnicity for LBUSD: Some variability for Latinx students by year

	2021		2022		2023		2024	
	Success	Gap	Success	Gap	Success	Gap	Success	Gap
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	93%	HPG	91%	-2%	91%	HPG	91%	HPG2
Black/African-American	82%	-11%	79%	-13%	75%	-16%	82%	-9%
Latinx/Hispanic 	89%	-5%	83%	-9%	76%	-15%	84%	-7%
Multi-Eth	88%	-6%	82%	-10%	71%	-21%	88%	-3%
Other/Unknown	-	-	-	-	83%	-8%	93%	HPG1
Pacific Islander	-	-	-	-	-	-	73%	-18%
White	88%	-6%	93%	HPG	85%	-6%	89%	-2%

While some variability in CSR for LBUSD students, we have seen an increase over the last year and shrinking of equity gaps

Data generated by LBCC Office of IE

Completion of College Credits for LBUSD: Equity Gap for Latinx students (and Black students)

	2021		2022		2023		2024	
	Avg. Units	Gap	Avg. Units	Gap	Avg. Units	Gap	Avg. Units	Gap
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian	5.7	HPG	5.2	HPG	5.3	HPG	5.0	HPG
Black/African-American	4.3	-1.4	3.7	-1.5	3.9	-1.5	3.8	-1.2
Latinx/Hispanic	4.7	-1.0	3.9	-1.3	3.8	-1.5	3.7	-1.2
Multi-Eth	3.4	-0.6	3.3	-1.4	4.0	-1.3	4.2	-0.7
Other/Unknown	*	*	*	*	*	*	4.0	-1.0
Pacific Islander	*	*	*	*	*	*	2.2	-2.8
White	4.6	-1.1	4.4	-0.8	4.1	-1.2	3.8	-1.1

While the completion of college credits is a bit lower recently, we have expanded dual enrollment access to all students and with CCAP we expect to see this number grow

LBCC Case Study: Best Practices



Dual Enrollment Ecosystem

Individual Dual Enrollment	Early Start Dual Enrollment	Pathway Embedded	Early College
Less Structured to More Structured Student Experience			
Grades: 6-12 Grade	Grades: 9-10 Grade	Grades: 11-12 Grade	Grades: 9-12 Grade
Location: LBCC or Online	Location: high school site	Location: high school site	Location: high school site
Courses: Vary by student	Courses: Counseling and Student Development Suite of Courses	Courses: Aligned with Pathways or General Education	Courses: completion of a full associate's degree for transfer

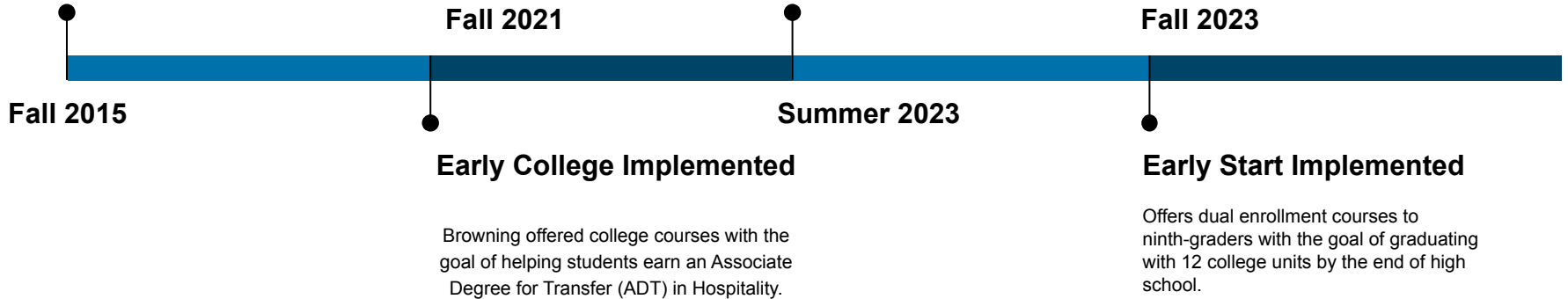
Dual Enrollment Timeline

Dual Enrollment MOU

Through the MOU, LBUSD students had the opportunity to take courses at the LBCC campus.

CCAP Agreement Signed

The CCAP Agreement strengthened the partnership with LBUSD to offer closed sections on the school campus during school hours.



Early Start (9th Grade Strategy)

Description: A suite of counseling courses

- COUNS 49A: College Study Techniques
- COUNS 48: Career Exploration
- COUNS 1: Orientation for College Success

Key Element:

- Streamlined enrollment and course within the bell schedule
- Bilingual (Spanish and English) family orientation sessions
- Collaborated with high school counselors to recruit underrepresented students.

Student Supports:

- Academic case management & Starfish Early Alert
- Counseling advising
- Teacher of student support



Key Features for Activating This Strategy

Staffing Model:

- Career Pathway Coordinator (1)
- College Interns (6)
- HS Teachers of Student Support (9)

Outcomes:

- In alignment with Vision 2030, 642 students (415 Latinx or 64%) enrolled in the counseling suite during the 2023-24 AY
- Course success rates 98% during the 2023-24 AY

Takeaway: On site offerings promote access among all racial and ethnic groups.



Early College at Browning

Description: Browning offers 60.5 units of coursework from 9th to 12th grade to prepare students for an Associate Degree in Hospitality. Open access and historically title 1 school.

Key Elements:

Embedded supports including weekly tutoring, teacher of support, and an on-site counselor.

Student Supports:

- Academic Case Management
- Counseling Advising
- Embedded Tutoring
- Teacher of Student Support
- Starfish Early Alert



Key Features for Activating This Strategy

Staffing Model:

- Career Pathway Coordinator (1)
- College Interns (3)
- Counselor (1)
- Tutors (2)
- HS Teachers of Student Support (15)

Outcomes for 2023-24 AY:

- Course success 85% during the 2023-24 AY
- 100% of seniors completed 12 or more college units
- 60% of seniors (26 of 65) completed an associates degree

Takeaways: Embedding supports within the classroom is crucial for student success.



Key Presentation Takeaways

Develop robust data infrastructure and disaggregate data regularly

Intentional and iterative support services are essential to effectively serve Latinx students and other students

Latinx students who participate in DuE have higher success outcomes than those who do not participate in any type of early college opportunity

Legal Updates



LONG BEACH
CITY COLLEGE

Legal Updates

SB 1244

*(e) A community college district shall allow an existing CCAP partnership to be **amended**, or a **new CCAP agreement to be established** with a school district or county office of education and a community college district **outside of the primary community college district's service area**, if the primary community college district has **declined a request** from the school district or county office of education, or has **failed to take action within 60 calendar days** of a request by the school district or county office of education, to either amend into the existing CCAP partnership the requested courses, or to approve another community college district to enter into a CCAP partnership to offer those courses.*

Thank you!

Dr. Naomi Castro
Chief Program Officer
Career Ladders Project
ncastro@careerladdersproject.org

Dr. Sonia De La Torre
Dean of Student Equity
sdelatorre@lbcc.edu

Lupe Pasillas
Director of Outreach & Ed.
Partnerships
gpasillas@lbcc.edu

