

edTrust

April 23, 2019 | NACEP Washington Policy Seminar
Washington, DC

Access, Quality, and Success: The Road to Equity in Advanced Coursework

R. Davis Dixon, PhD



The Education Trust

Today's Roadmap

WHO WE
ARE

OUR WORK

EQUITY ISSUES
IN DUAL
ENROLLMENT

QUESTIONS
ADVOCATES
CAN ASK

CURRENT
AND NEXT
STEPS

Today's Roadmap

WHO WE
ARE

OUR WORK

EQUITY ISSUES
IN DUAL
ENROLLMENT

QUESTIONS
ADVOCATES
CAN ASK

CURRENT
AND NEXT
STEPS

The Education Trust Mission

The Education Trust is a nonprofit organization that promotes closing opportunity gaps by expanding excellence and equity in education for students of color and those from low-income families from pre-kindergarten through college. Through research and advocacy, the organization builds and engages diverse communities that care about education equity, increases political and public will to act on equity issues, and increases college access and completion for historically underserved students.

So What Do We Do?

Research and policy analysis on patterns and practices that both cause and can eliminate inequities.

Advocacy to share that knowledge and push for policies and practices that help to close gaps

Technical assistance to districts, states, and community-based organizations.

How does our work take shape?

The work at Ed Trust is rarely linear



What does our work look like?

Reports

Convenings

Social Media
Engagement

Technical
Support

Coalition
Building

Today's Roadmap

WHO WE
ARE

OUR WORK

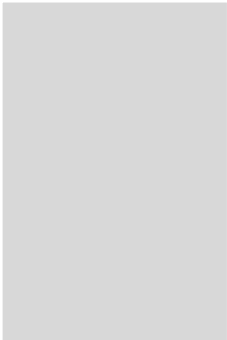
EQUITY ISSUES
IN DUAL
ENROLLMENT

QUESTIONS
ADVOCATES
CAN ASK


CURRENT
AND NEXT
STEPS

ADVANCED COURSEWORK


Educational research tells us:



Not enough students of color and students from low-income backgrounds are leaving high school ready for college or career.



Key education stakeholders are paying closer attention to advanced coursework to ensure students are college/career ready.



Issues of access, success, program & course quality, and subsequent college outcomes have become areas of concern.

What are the barriers to access and success?

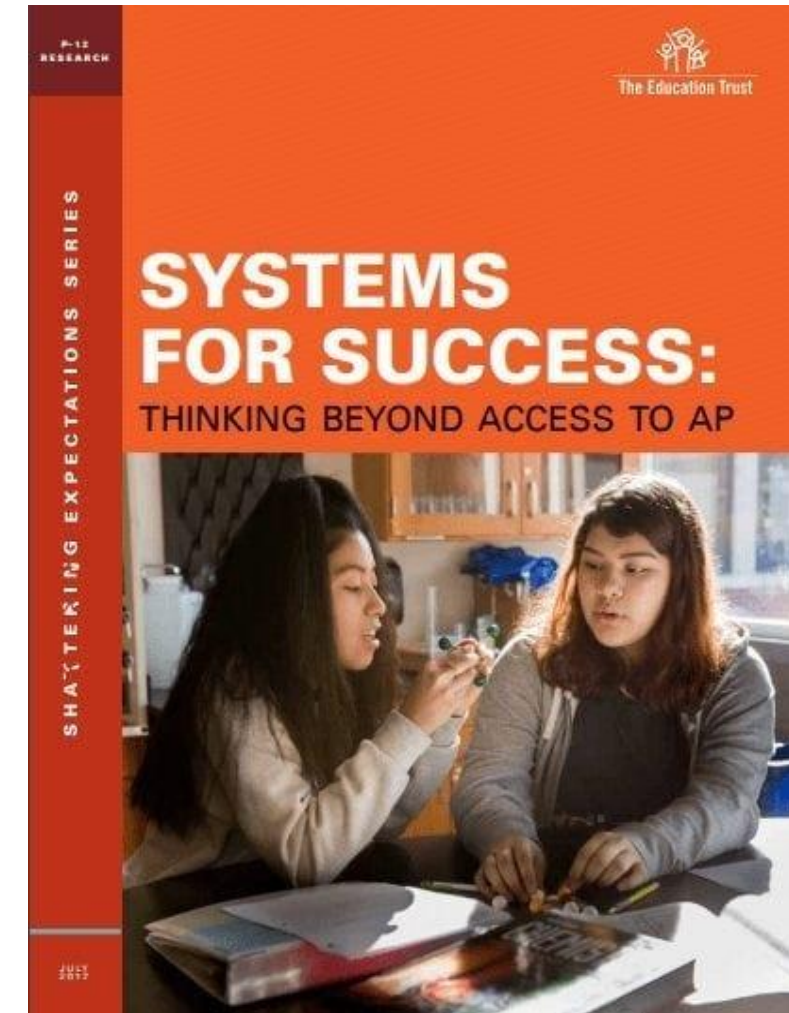
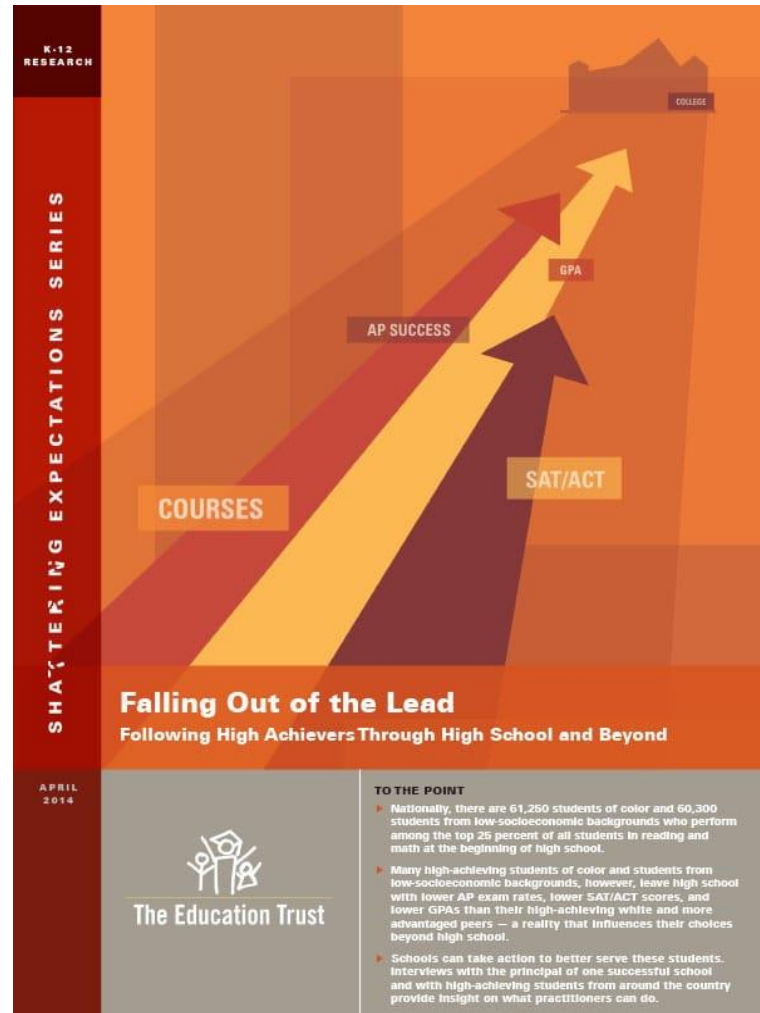
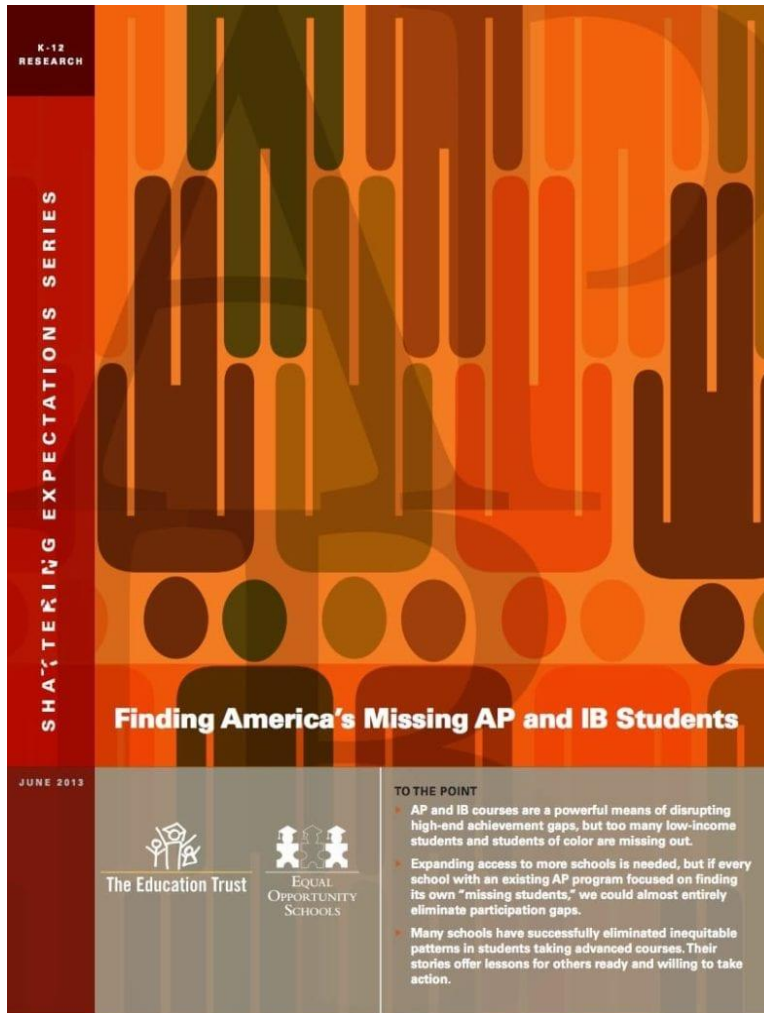
Finding America's Missing AP and IB Students

The Race Gap in High School Honors Classes
Bridging the Divide: Within integrated
Why have smart, low-income NC students been excluded from advanced classes?

Finally, the US admits it: AP classes are way too white

The Underrepresentation of Black Students in Advanced Placement Courses: Student Perceptions of Peers, Teachers and School

Ed Trust's Previous Work in Advanced Coursework



P-12
RESEARCH



The Education Trust

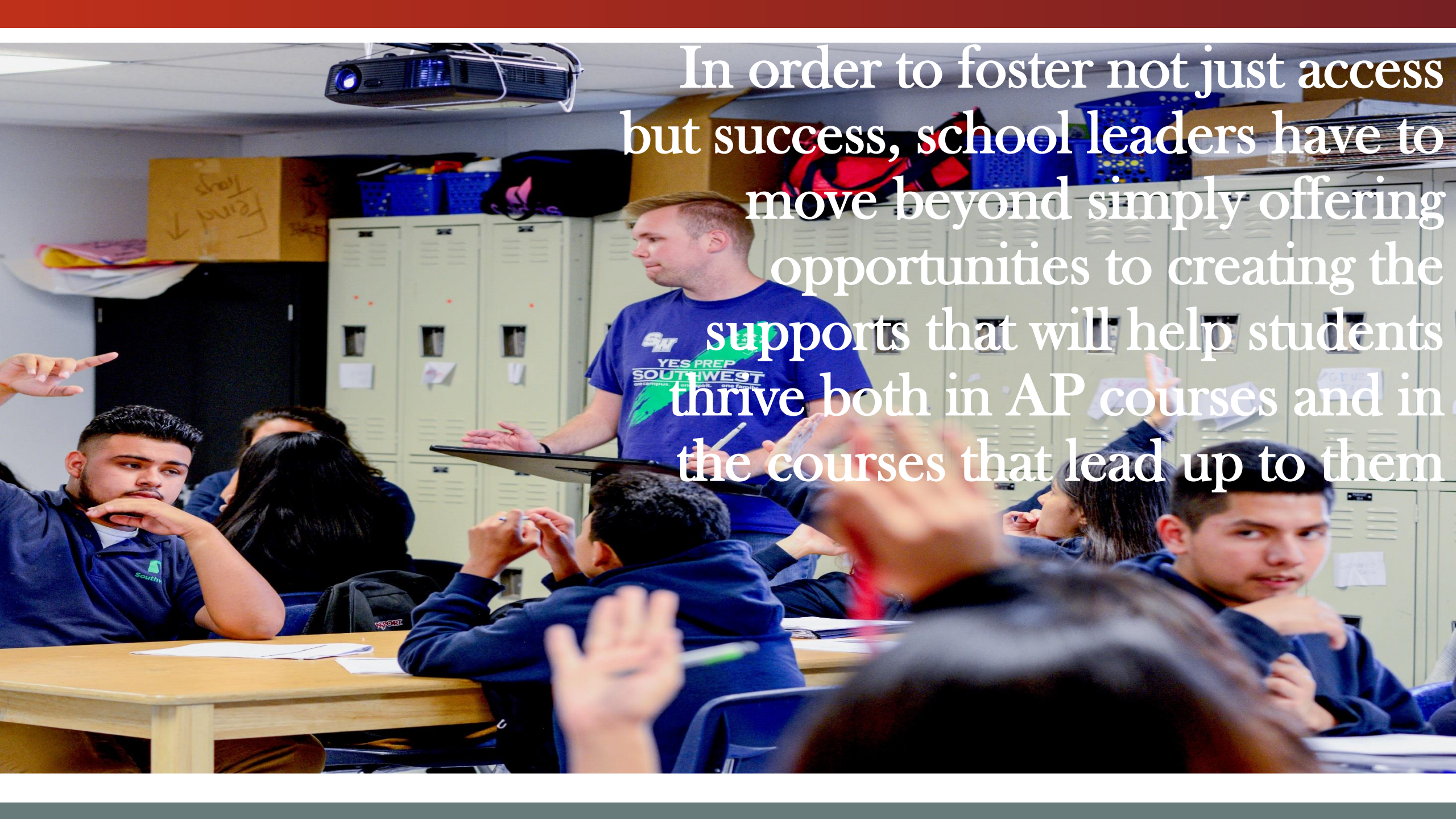
SHATTERING EXPECTATIONS SERIES

SYSTEMS FOR SUCCESS:

THINKING BEYOND ACCESS TO AP



JULY
2013

A photograph of a classroom. A male teacher in a blue t-shirt with 'YES PREP SOUTHWEST' on it stands at the front, gesturing with his hands. He is holding a clipboard. Several students are seated at wooden desks, some with their hands raised. The background features rows of grey lockers and a projector mounted on the ceiling. The text 'In order to foster not just access but success, school leaders have to move beyond simply offering opportunities to creating the supports that will help students thrive both in AP courses and in the courses that lead up to them' is overlaid in white serif font on the right side of the image.

In order to foster not just access
but success, school leaders have to
move beyond simply offering
opportunities to creating the
supports that will help students
thrive both in AP courses and in
the courses that lead up to them

ACCESS and QUALITY
mean nothing without
SUCCESS

Eliminate barriers for students, but back it up with support

- Increase opportunities for students to enroll in AP.
 - Allow for multiple roads toward participation
 - GPA's
 - Class Ranks
 - Course History
 - Standardized Tests
 - Teacher/Counselor Recommendations
- Create support systems that fit into students' and teachers' schedules.



Systematically support teachers

- Build a staff of AP teachers who are confident and effective in the classroom.
 - AP specific professional development
 - Expose novice teachers to AP instruction gradually with real-time support from more experienced AP teachers.
 - Create opportunities for teachers to collaborate.



Optimize the master schedule



	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

- Create a comprehensive master schedule to manage the availability of courses, tutoring, and other activities.
 - Accommodate student requests, especially for AP courses.
 - Track student representation in courses.
 - Schedule teacher professional development, tutorials and other activities so students have an opportunity to get everything they need.

Build a curriculum that ushers students toward AP

- Create a curriculum structure and pace that is intended to prepare students for AP coursework.
- Account for students who may come in behind academically.
 - Build interventions that bring students up to speed and prepares them to be successful in AP.



	MON	TUE	WED	THU	FRI
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
5:00					

Create the expectation that all students are suited for AP



- Identify students who need support early to ensure they are ready for the challenge of AP later.
- Establish an AP culture.
 - AP is “what they do”

Today's Roadmap

WHO WE
ARE

OUR WORK

EQUITY ISSUES
IN DUAL
ENROLLMENT

QUESTIONS
ADVOCATES
CAN ASK

CURRENT &
NEXT STEPS

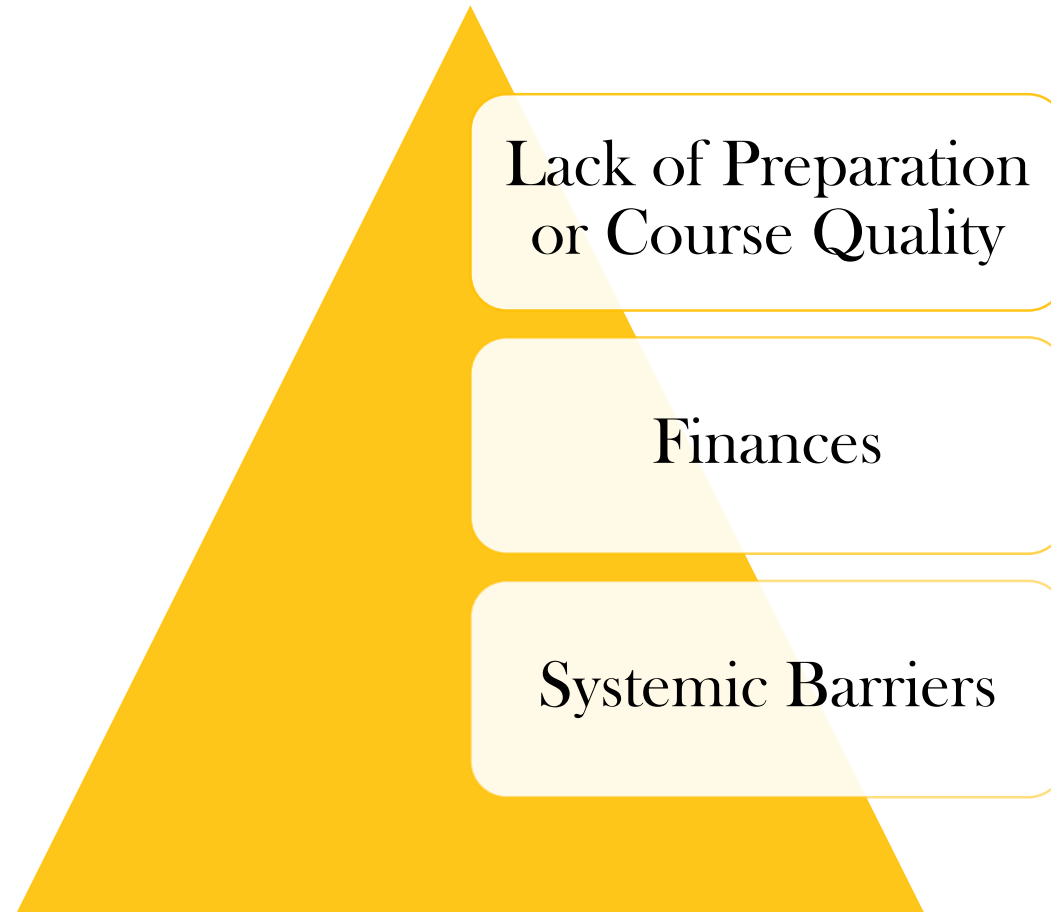
What is Dual Enrollment?



Overall, dual enrollment (including early college) students are **more likely** to earn a degree, **pay less** money for college, **earn more** college credits, have **higher** graduation rates, **higher** college enrollment rates, and take **less time** to complete a degree than similar, non participating students.

On average students of color have less access to advanced coursework programs than White students.

What are the barriers to access?



Who has access to **WHAT KIND** of
programs?

Four Indicators of Quality



Today's Roadmap

WHO WE
ARE

OUR WORK

EQUITY ISSUES
IN DUAL
ENROLLMENT

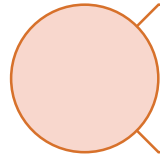
QUESTIONS
ADVOCATES
CAN ASK

CURRENT
AND NEXT
STEPS

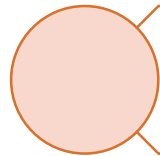
How can we make dual enrollment programs equitable?



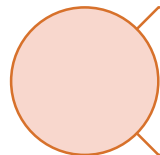
What questions should advocates be asking?



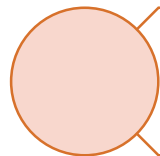
How will states publicly report data?



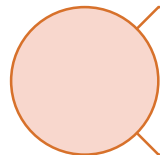
How will states and districts monitor participation and outcomes?



How will states remove financial barriers for low- and middle-income students?



How will partnerships address gaps in readiness and ensure that affected students receive support?



How will states ensure high-quality design principles?

Quick Reflection

In teams of two or three, take a second to reflect on what we've gone over so far, and talk about what sticks out in the two videos.

Is there anything that you wish more people knew?

What else should advocates be doing to push policymakers?

Today's Roadmap

WHO WE
ARE

OUR WORK

EQUITY ISSUES
IN DUAL
ENROLLMENT

QUESTIONS
ADVOCATES
CAN ASK

CURRENT
AND NEXT
STEPS

Our Advocacy in Practice

State-based policy recommendations

- Analysis of current policies
- Recommendations for policy changes
- Examples of promising practices

One Example: Credit Transferability

Current Policy

- Students not being guaranteed credit at both high school and higher education levels.

Recommendation

- Students should be able to earn credit in high school and college simultaneously, and credit should count towards high school graduation requirements.

Promising Practice

- Colorado: credits earned in dual enrollment coursework must count at both levels and must count toward requirements for high school graduation.

How do we plan to work to bring an equity lens to the dual enrollment conversation?

Build
knowledge
about quality

Identify
inequities

Examine
course
taking

Where to from here?



How can Ed Trust's work be more helpful?



**For more information,
visit www.edtrust.org**

R. Davis Dixon, PhD
Senior Associate for P-12 Research
rdixon@edtrust.org
@DrDavisDixon