

# **Increasing Equity Through Access? The Impact of Dallas County's Dual Credit Explosion**

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# TIMELINE

2015: HB 505  
Limitations removed

Fall 2018  
185,255

31,757

133,342

Fall 1999  
11,921

2003 HB 415 Dual funding

1995 HB 1336 Dual Credit option

Prior to 1995 – Student-by-student;  
high school-by-high school

# TYPES OF DUAL CREDIT

- Comprehensive Dual Credit
- Early College High School
  - Collegiate Academy
  - Pathways to Technology (P-TECH)
    - Health and Technology (H-TECH)
    - Engineering and Technology (E-TECH)
    - Business and Technology (B-TECH)
- Richland Collegiate High School

# TYPES OF DUAL CREDIT

## Collegiate Academy vs. Early College High School

A school is considered a **Collegiate Academy** until it receives its designation from the Texas Education Agency as an **Early College High School**, but they both function the same and provide the same services to the students.

# TYPES OF DUAL CREDIT

## Pathways In Technology (P-TECH)

A school is considered a **P-TECH (Pathways in Technology Early College High School)** if it is designated from the Texas Education Agency, and they have industry partners that align with the campus pathways.

2011 – First P-TECH school in Brooklyn, NY designed and launched through joint effort by IBM, New York City Department of Education, and The City University of New York

# Entrance Requirements

## **Comprehensive Dual Credit:**

- Must be enrolled in good standing at a high school or home school;
- Have approval from a high school counselor;
- Meet minimum score on ACT, SAT, TAKS, STAAR, or Texas Success Initiative (TSI) test in at least one area

# Entrance Requirements

## **ECHS:**

- Determined to attend college
- First generation college student
- Historically underrepresented in higher education (low SES, African-American, Hispanic, and Native American)

Up to 125 students are selected per year and students move through the program as a cohort. Recruitment processes target students with limited English proficiency, students with disabilities, or students who have failed a state administered assessment in addition to students who are historically underrepresented.

# Entrance Requirements

## **Richland Collegiate High School (RCHS)**

- Serves 11<sup>th</sup> and 12<sup>th</sup> grade students from seven counties;
- Maintain A or B average at current high school;
- Completed 12 high school credits by end of sophomore year;
- Completed English I and II, Algebra I, Geometry, Biology, World Geography, Chemistry, World History, 1-2 years of foreign language prior to application;
- Meet minimum scores on ACT, SAT, TAKS, STAAR, or Texas Success Initiative (TSI) test

Up to 700 students are selected per year and students move through the program as a cohort. Students are expected to participate in service learning, produce a publication-ready research paper and project in a Senior Exhibition, and take appropriate support courses such as AVID III and AVID IV.



# DALLAS COUNTY, TX

[+](#) ADD COMPARISON

POPULATION

2.64M

0.75% GROWTH

MEDIAN AGE

33.5

MEDIAN HOUSEHOLD INCOME

\$59,839

5.5% GROWTH

POVERTY RATE

17.7%

NUMBER OF EMPLOYEES

1.33M

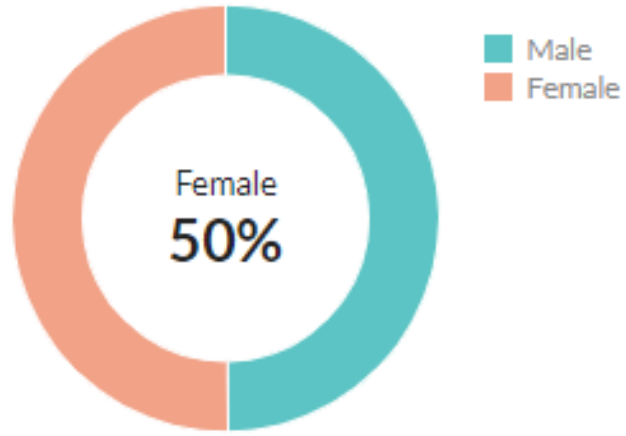
2.16% GROWTH

MEDIAN PROPERTY VALUE

\$196,300

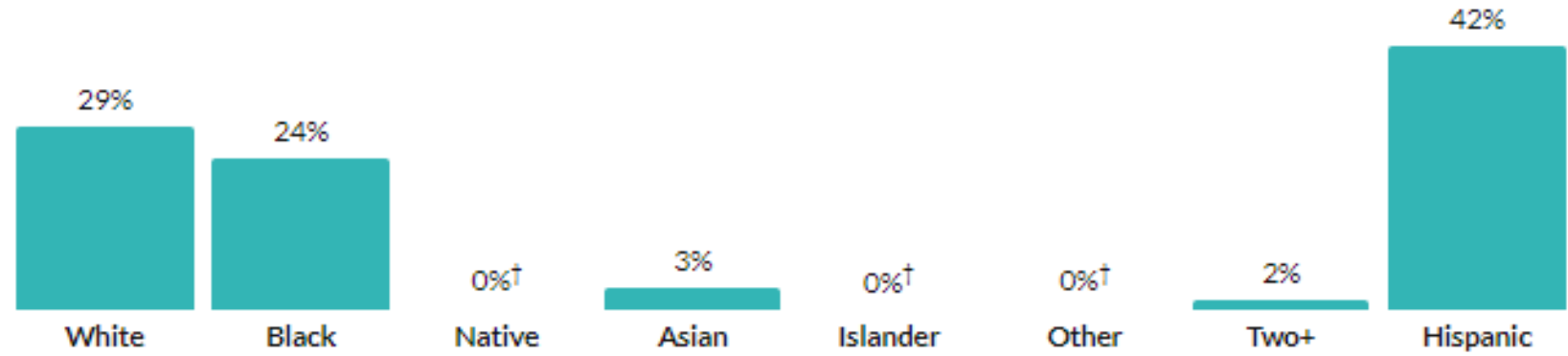
12.2% GROWTH

## Sex



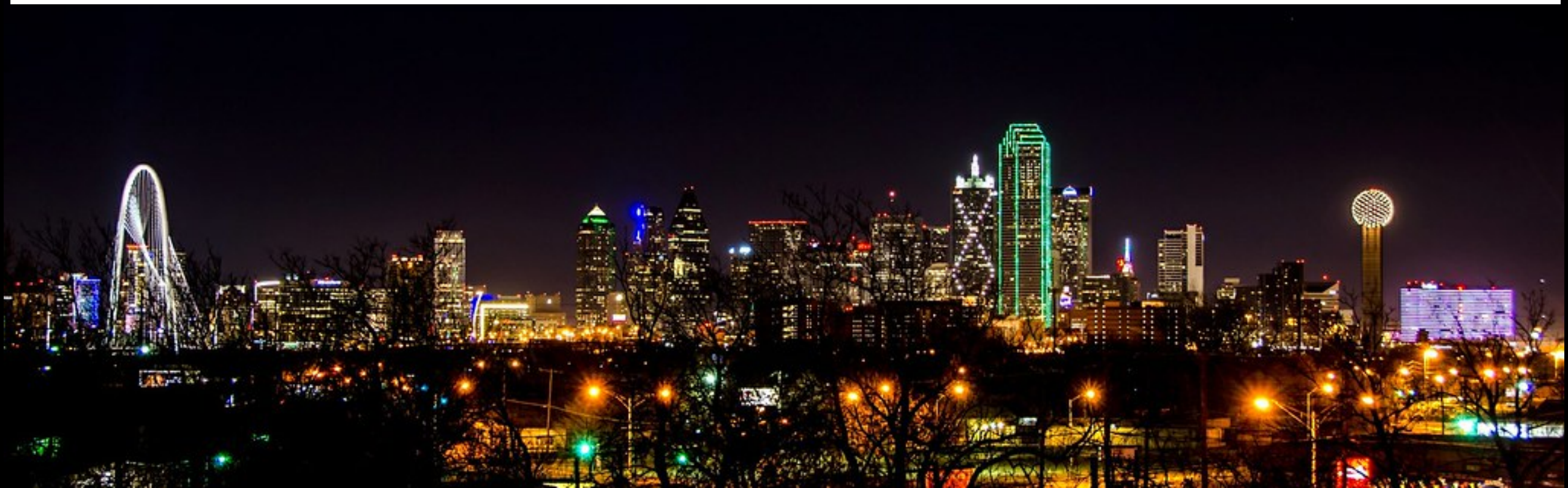
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## Race & Ethnicity



\* Hispanic includes respondents of any race. Other categories are non-Hispanic.; ACS 2018 5-year data

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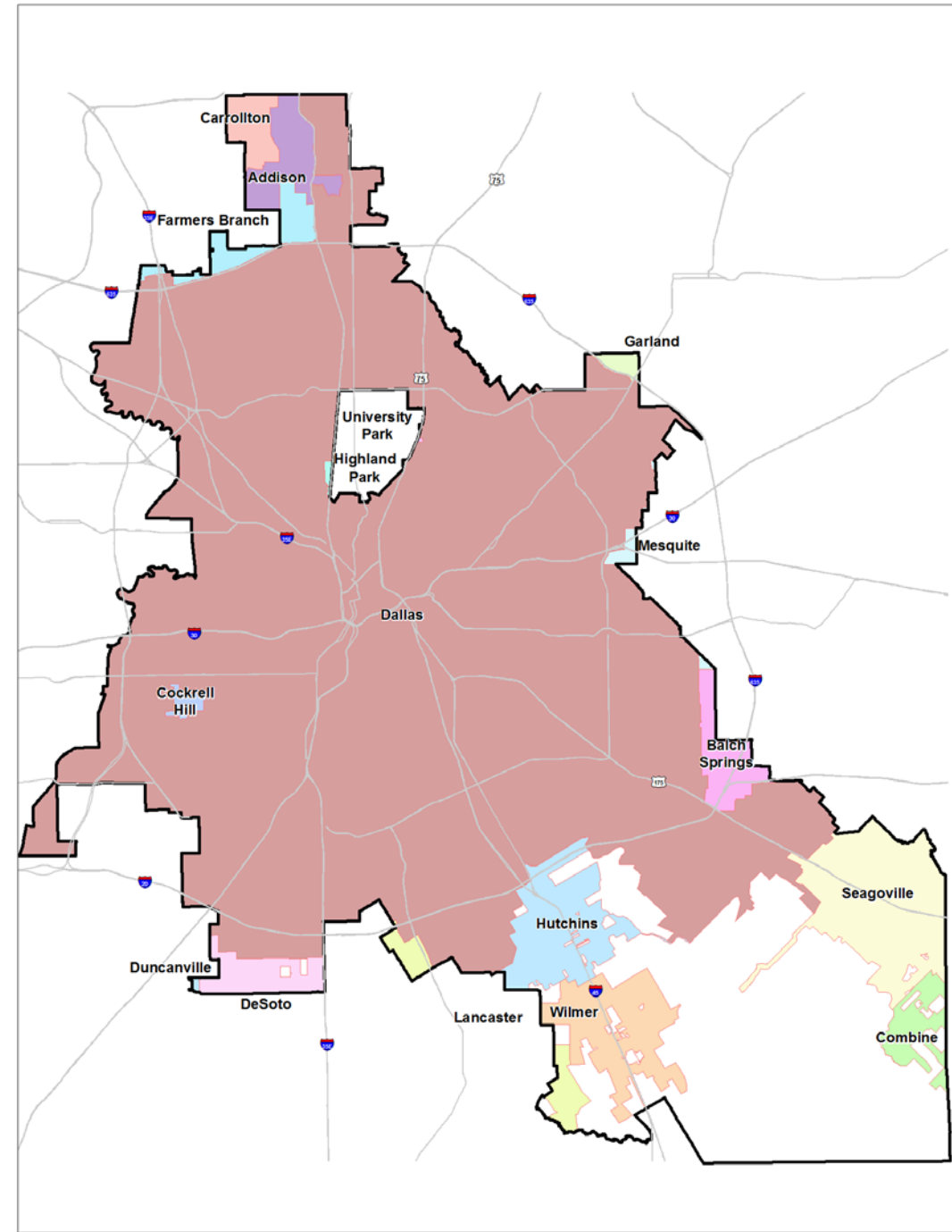
# Dallas Independent School District

14<sup>th</sup> largest school district in nation

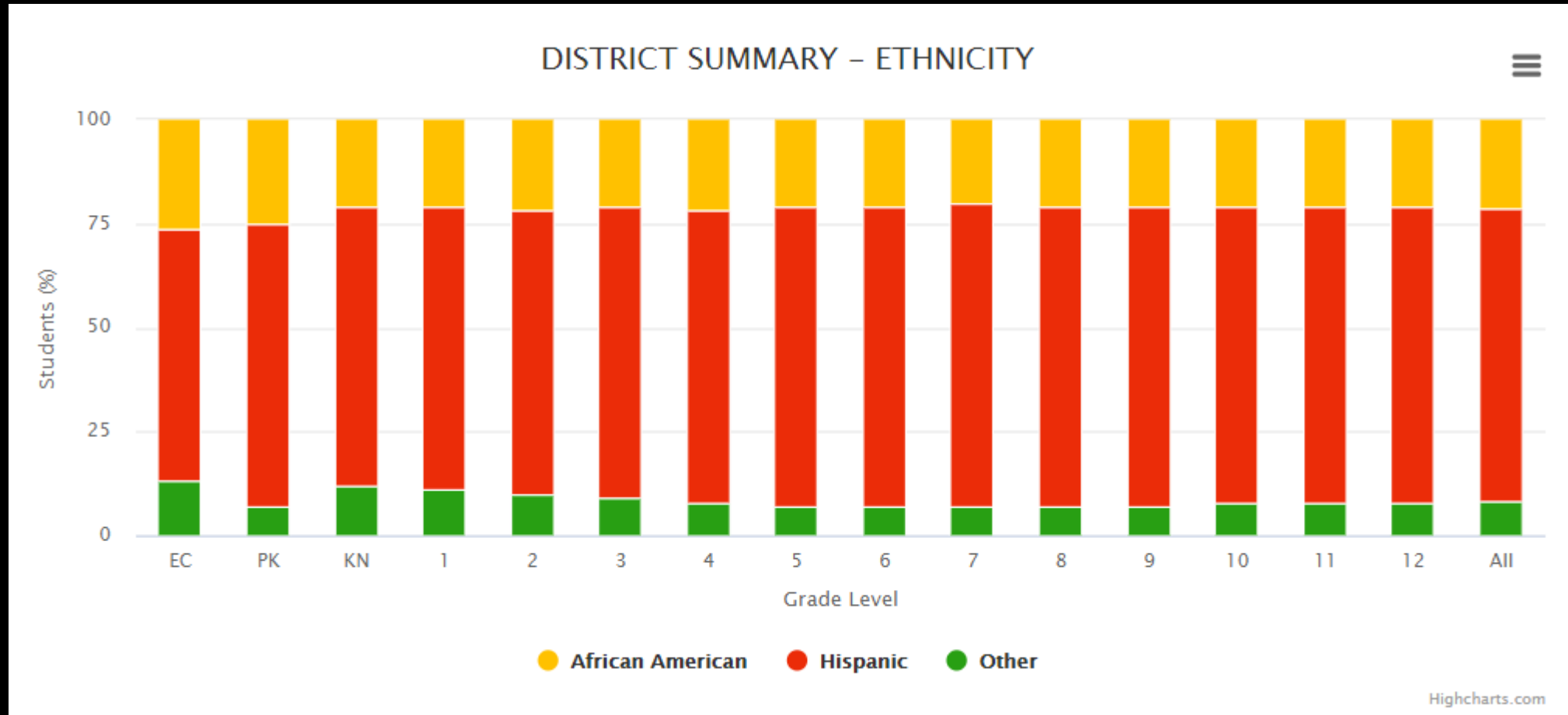
157,000 students

20,000 employees

Serves Dallas and portions of  
Addison, Balch Springs, Carrollton,  
Cockrell Hill, Combine, Duncanville,  
DeSoto, Farmers Branch, Garland,  
Highland Park, Hutchins, Lancaster,  
Mesquite, Seagoville, University Park,  
and Wilmer



# DISD Student Demographic



# Dallas ISD and DCCCD P-TECH ECHS Collegiate Academies



# Research Questions

Has the expanded dual credit model improved college access for Dallas County African-American and Hispanic public high school students?

Has the increased access led to successful outcome measures for those students?

# Methodology

## Sample

- Dallas County public high school students enrolled in dual credit at any DCCCD college between Fall 2013 and Summer 2018 and indicated a race or ethnicity of Anglo, African-American, or Hispanic (n = 41,095)
- Analyses focus on Anglo (7,636), African-American (n=9,587), and Hispanic (23,872) students

Ethnicity statistics for Dallas County public school enrollment obtained from the Texas Education Agency (TEA)

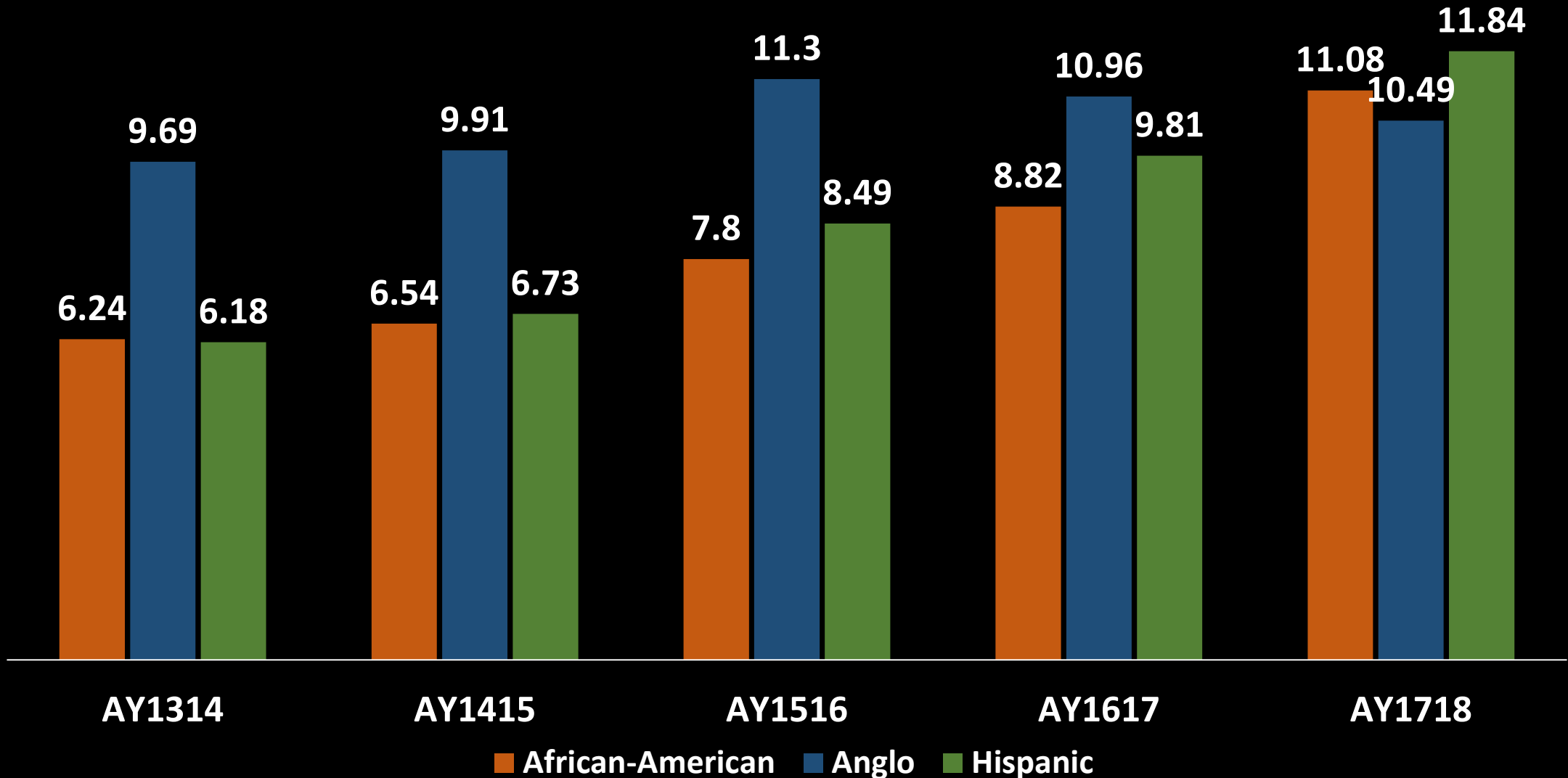
Enrollment and success measures obtained from the DCCCD Colleague system and the National Student Clearinghouse

# Results

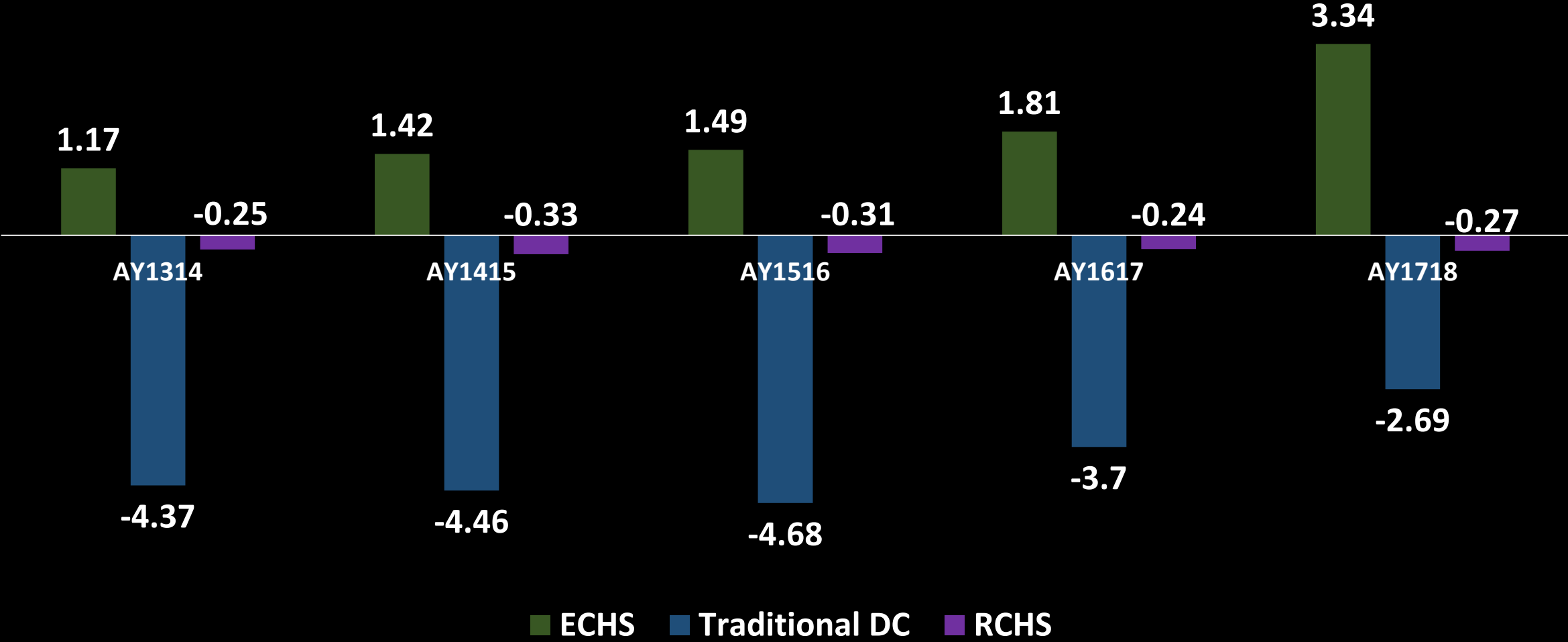
Has the expanded dual credit model improved college access for Dallas County African-American and Hispanic public high school students?



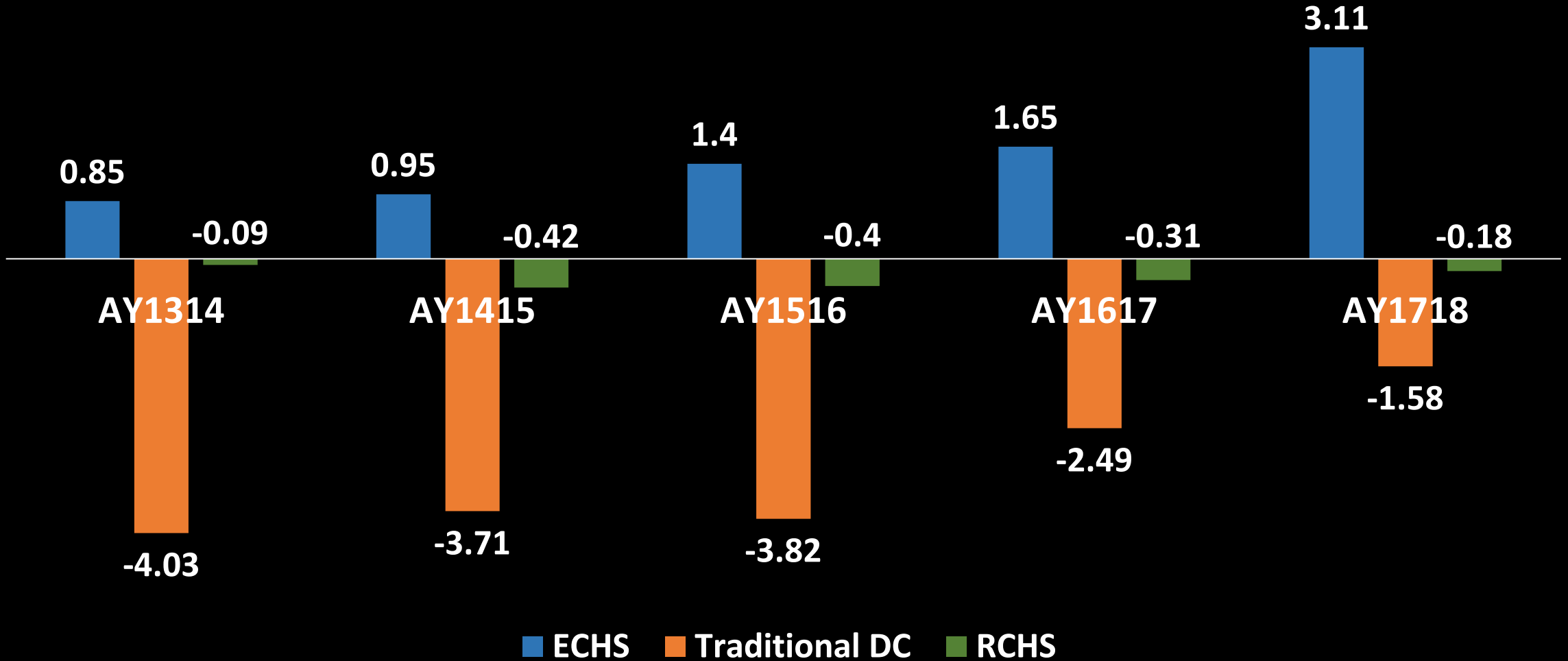
# Participation Gaps



# Participation Gap by Dual Credit Type: African-Americans



# Participation Gap by Dual Credit Type: Hispanics



# Research Question 1 Summary

**Has the expanded dual credit model improved college access for Dallas County African-American and Hispanic public high school students?**

- Narrowing gap for traditional dual credit enrollment since AY1314;
- African-American and Hispanic student enrollment in ECHS programs has exceeded Anglo enrollment since AY1314;
- No movement in RCHS participation gap.

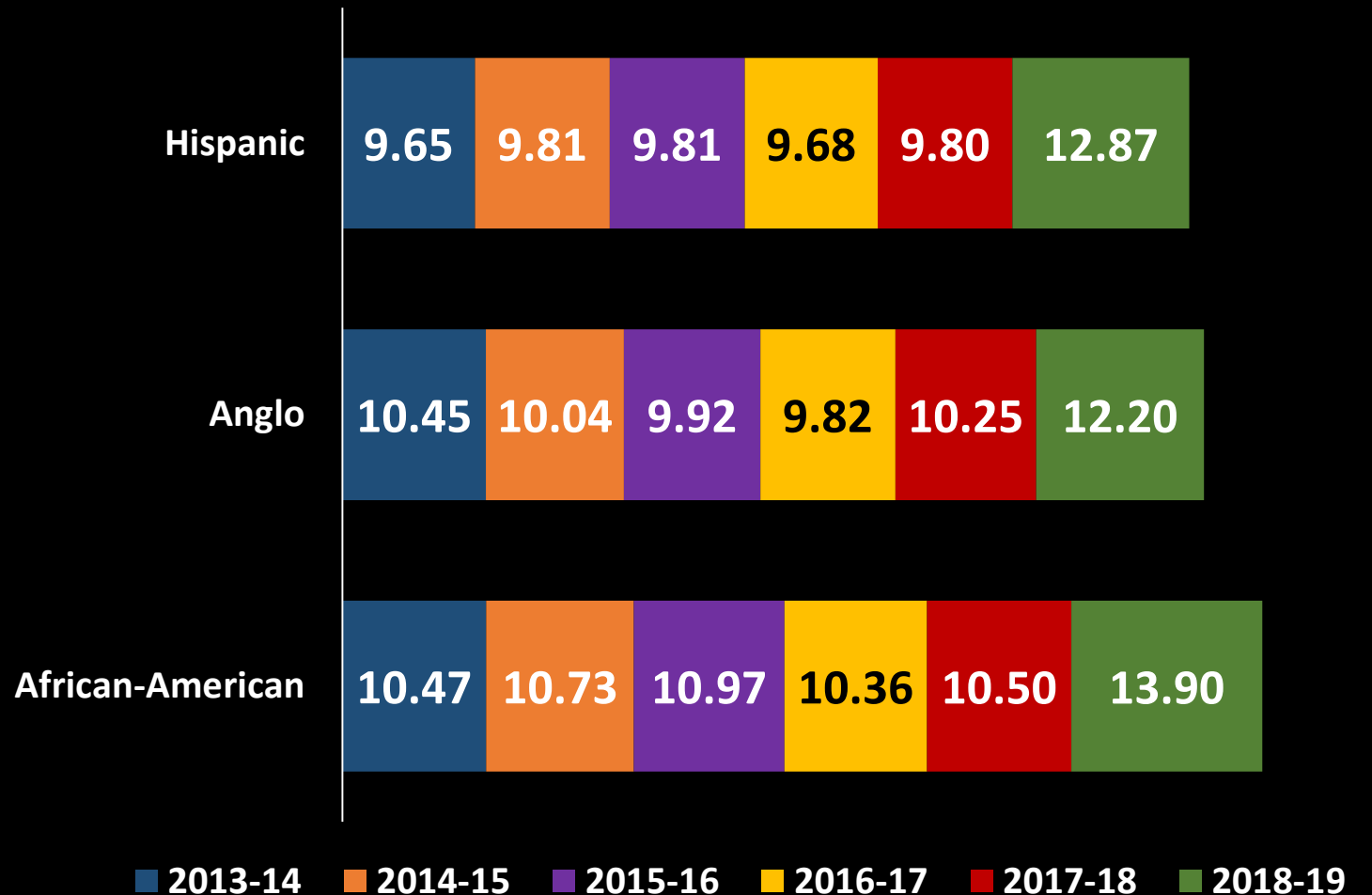
# Does greater access = greater success?

## Success metrics:

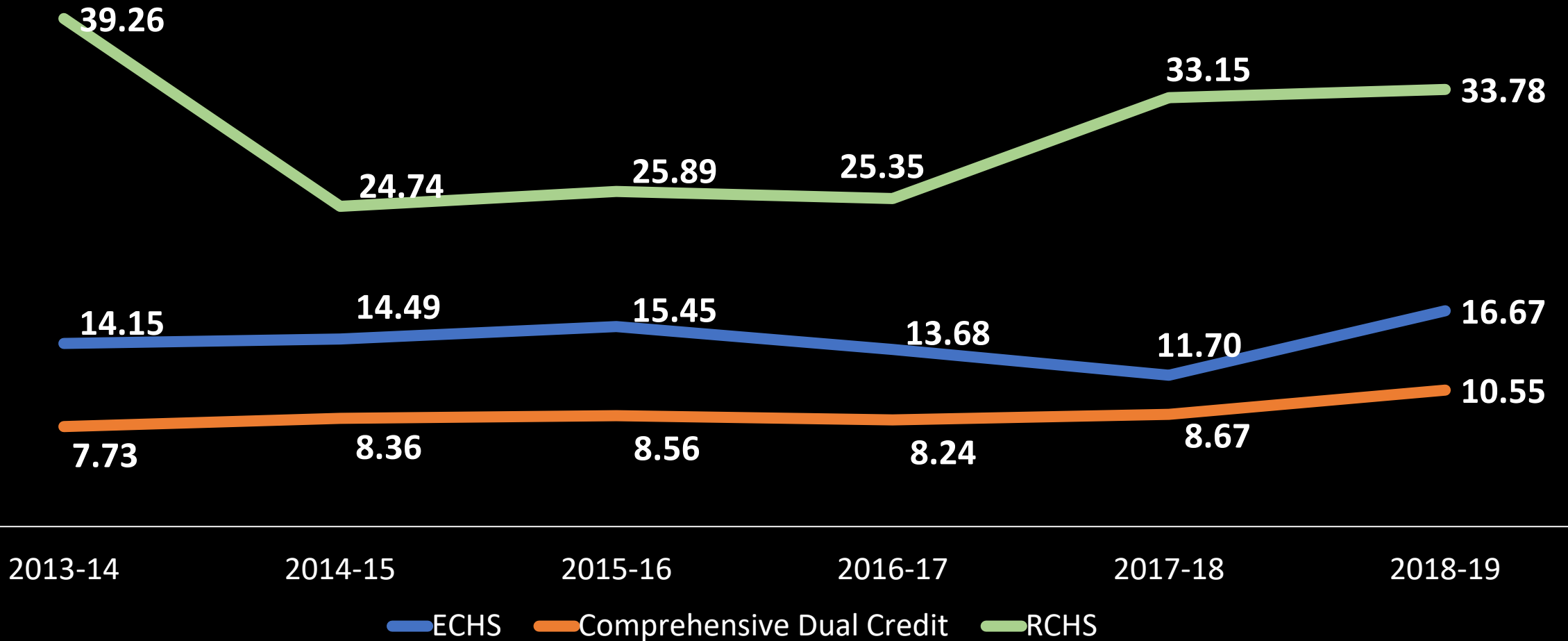
- Attempted and completed hours
- GPA
- Transfer and graduation

# Attempted Hours

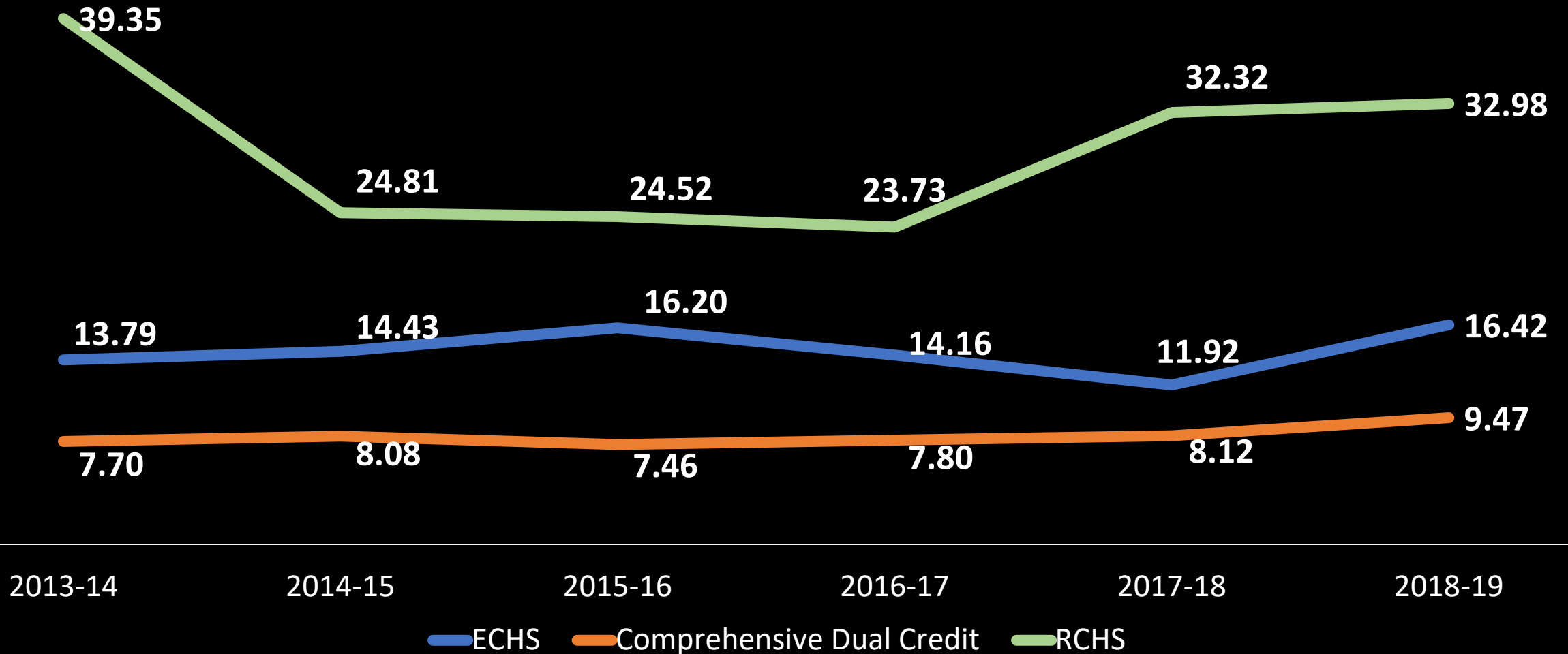
African-American students consistently attempted significantly more credit hours than Hispanic students. In the last several years they attempted significantly more than Anglo students.



# Attempted Hours by Dual Credit Type: African-American



# Attempted Hours by Dual Credit Type: Hispanic

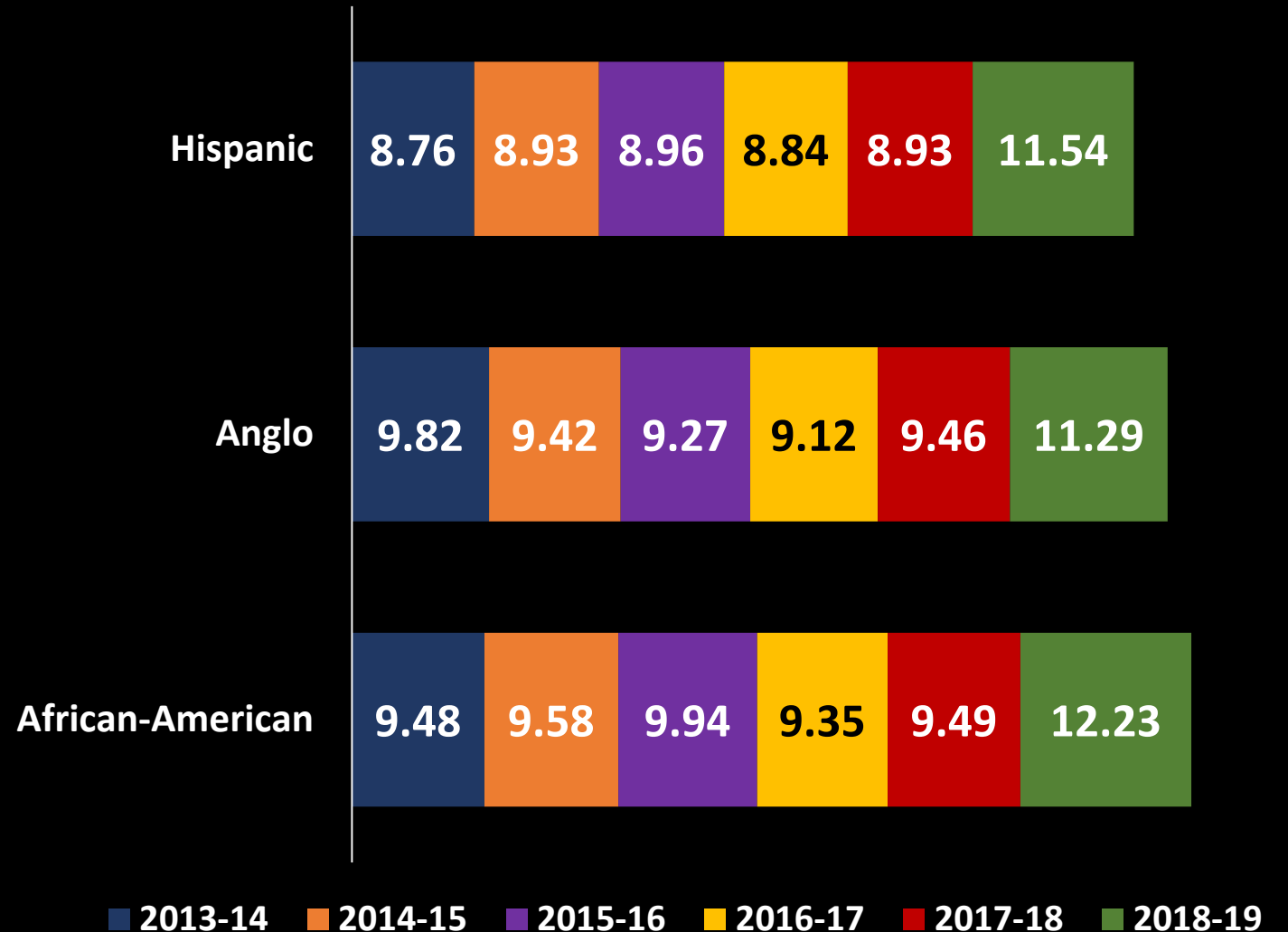




# Completed Hours

African-American students consistently completed significantly more credit hours than Hispanic students.

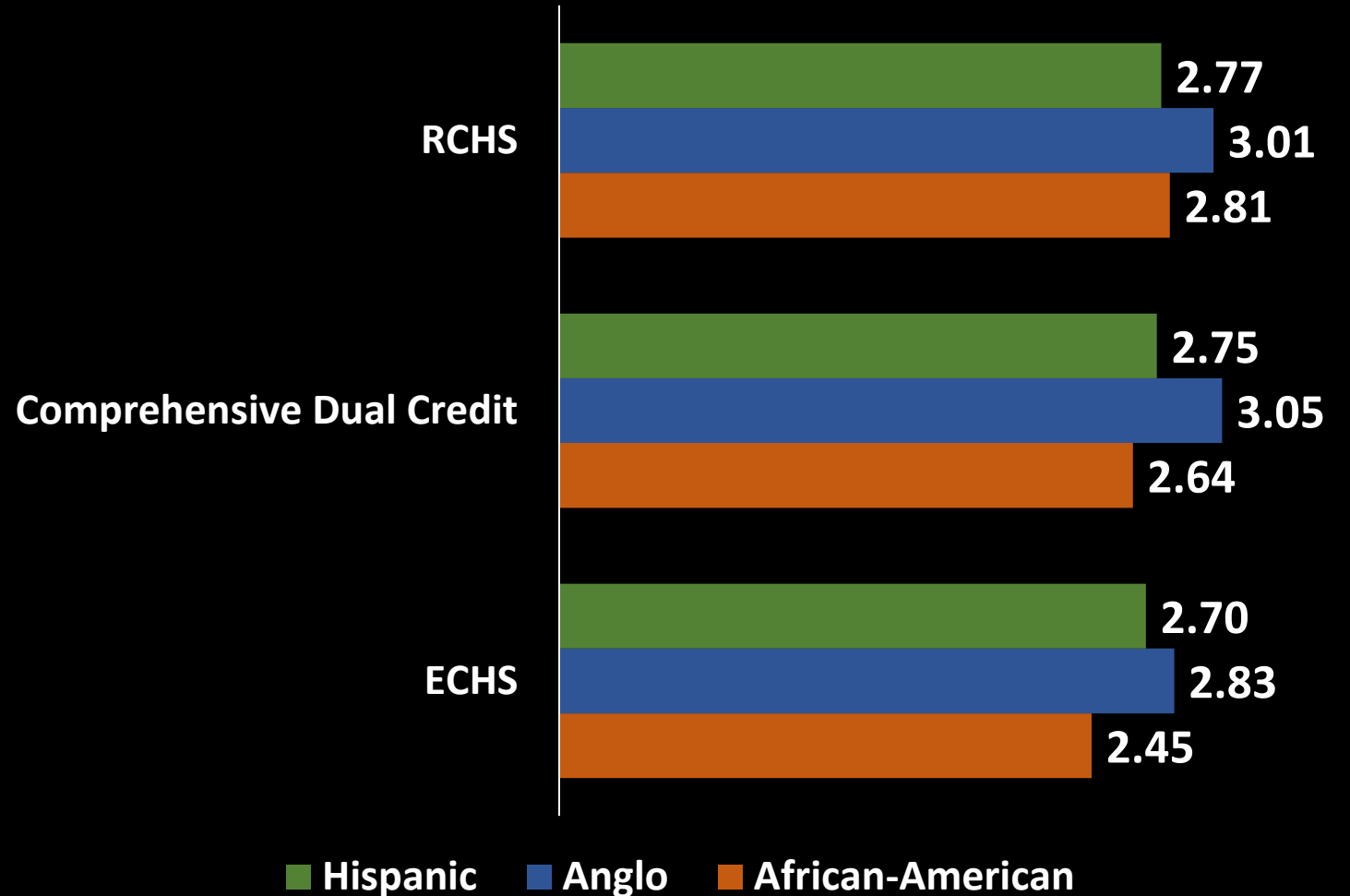
There were no significant differences between Anglo and African-American students.



# GPA

ECHS grade point averages are significantly lower than those of comprehensive dual credit and RCHS.

Anglo students have the highest GPA, followed by Hispanic students and African-American students.

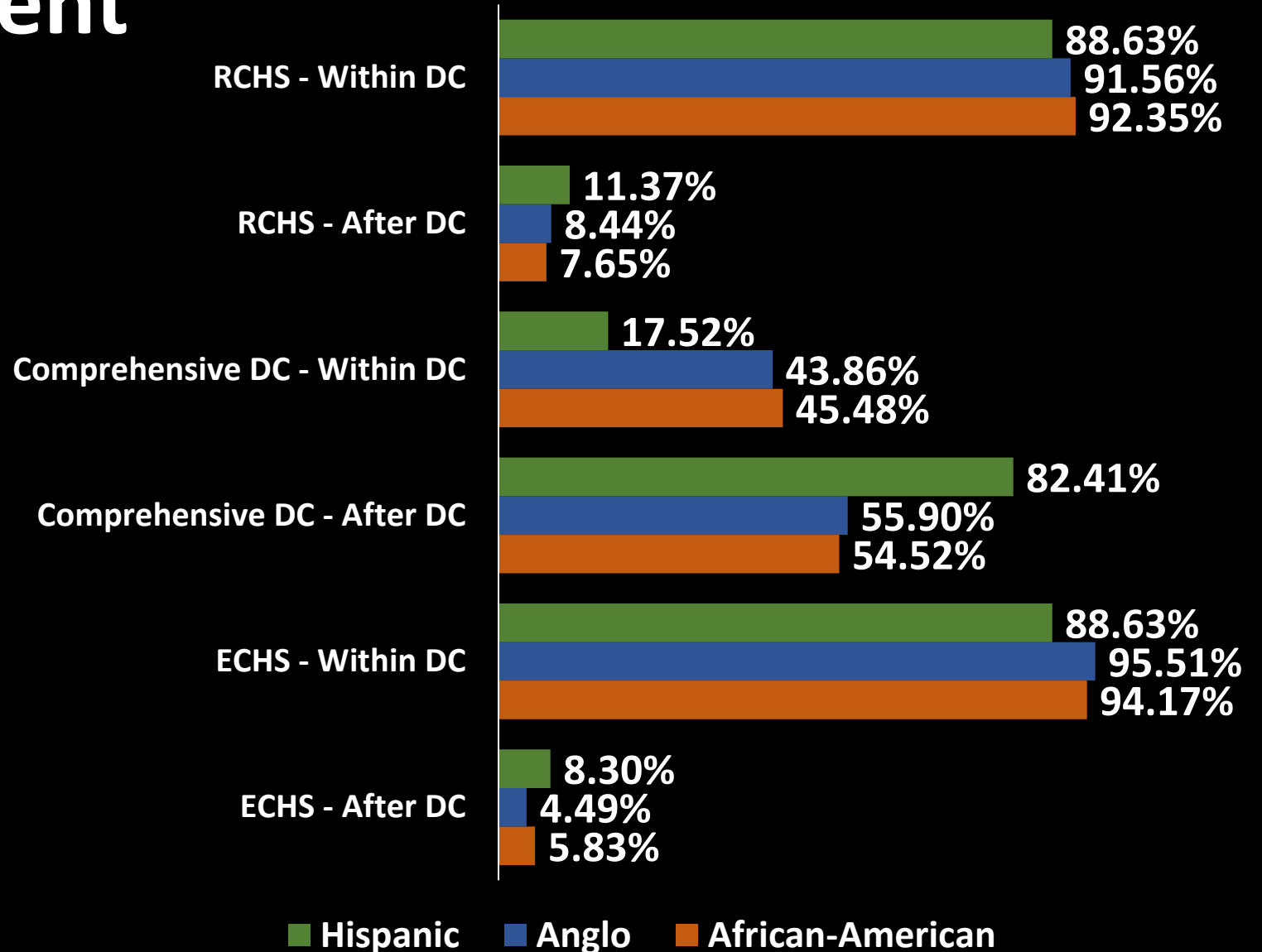


# Degree Attainment

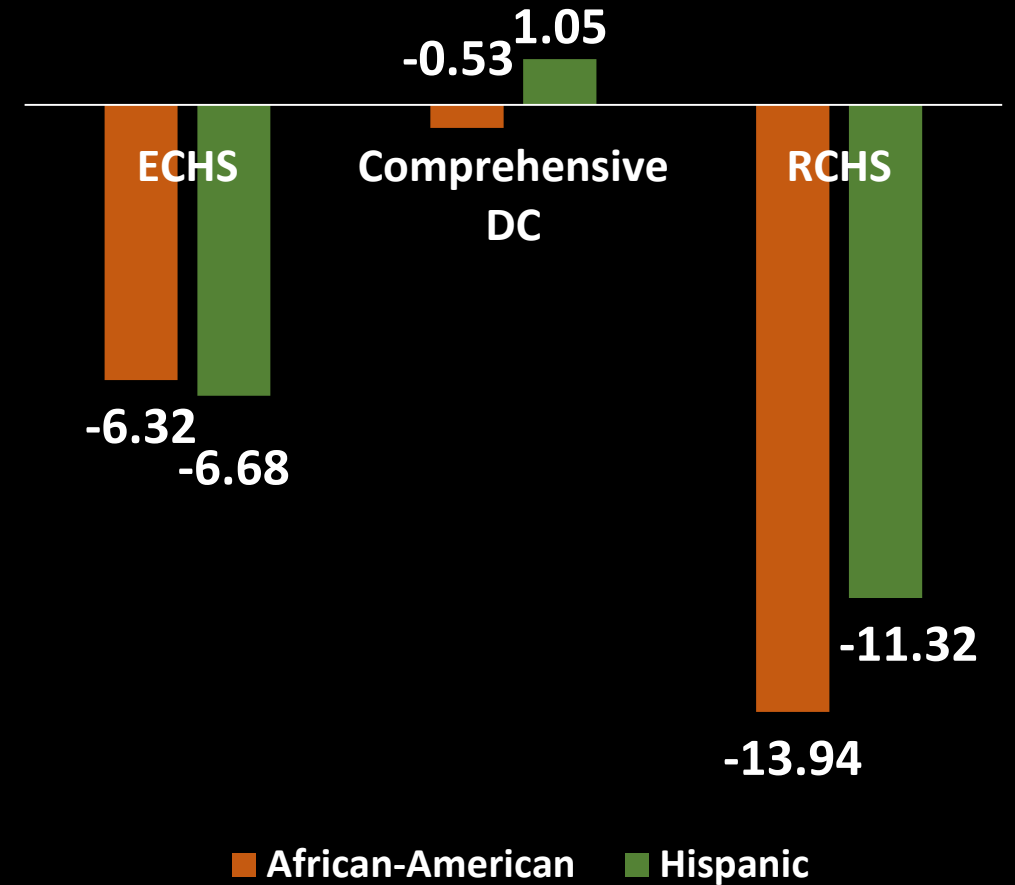
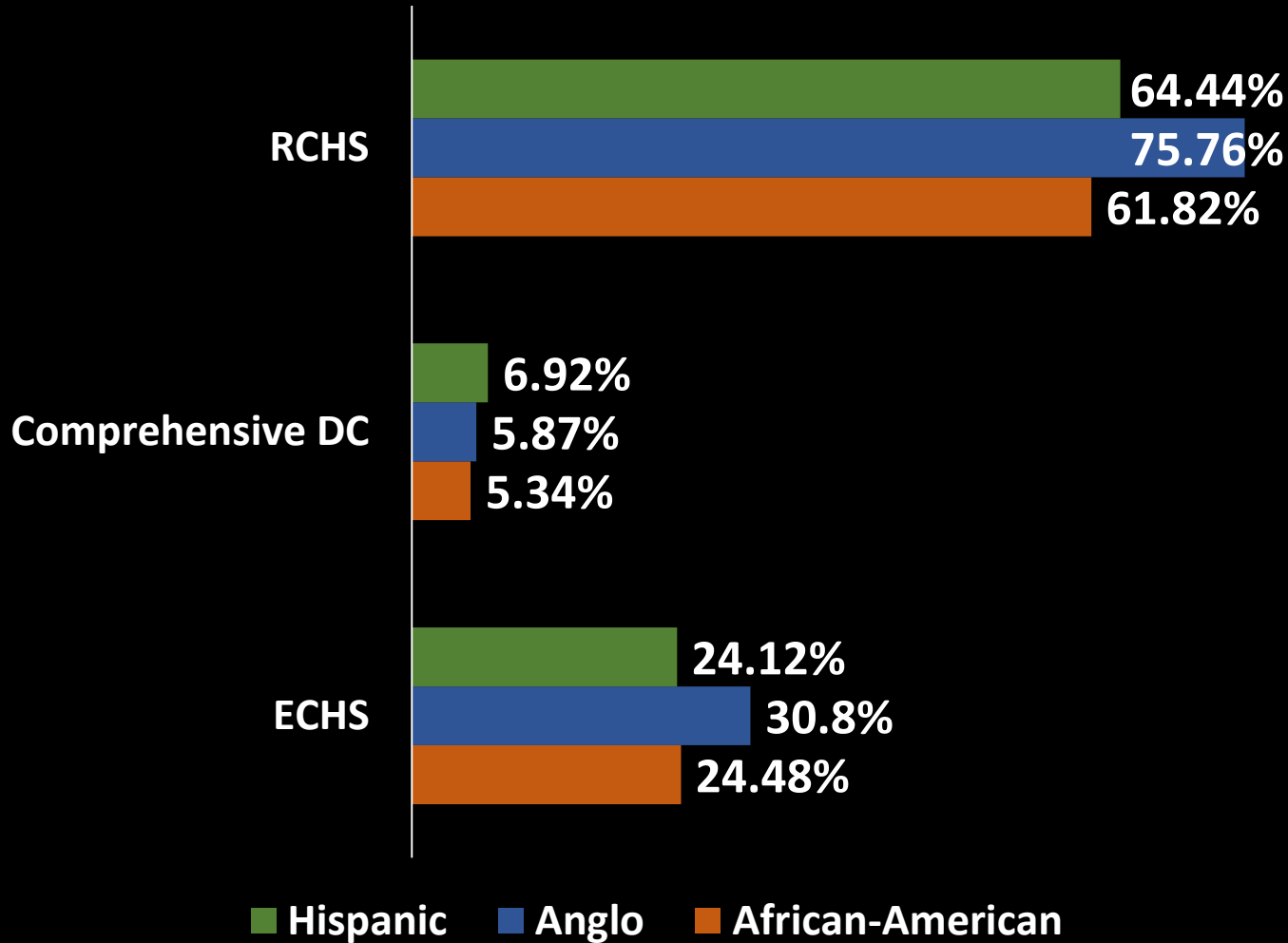
The majority of degrees were awarded while the student was enrolled in dual credit.

- Particularly so for ECHS and RCHS.

Overall more degrees awarded to comprehensive dual credit students (n=2,087).



# Degree Attainment

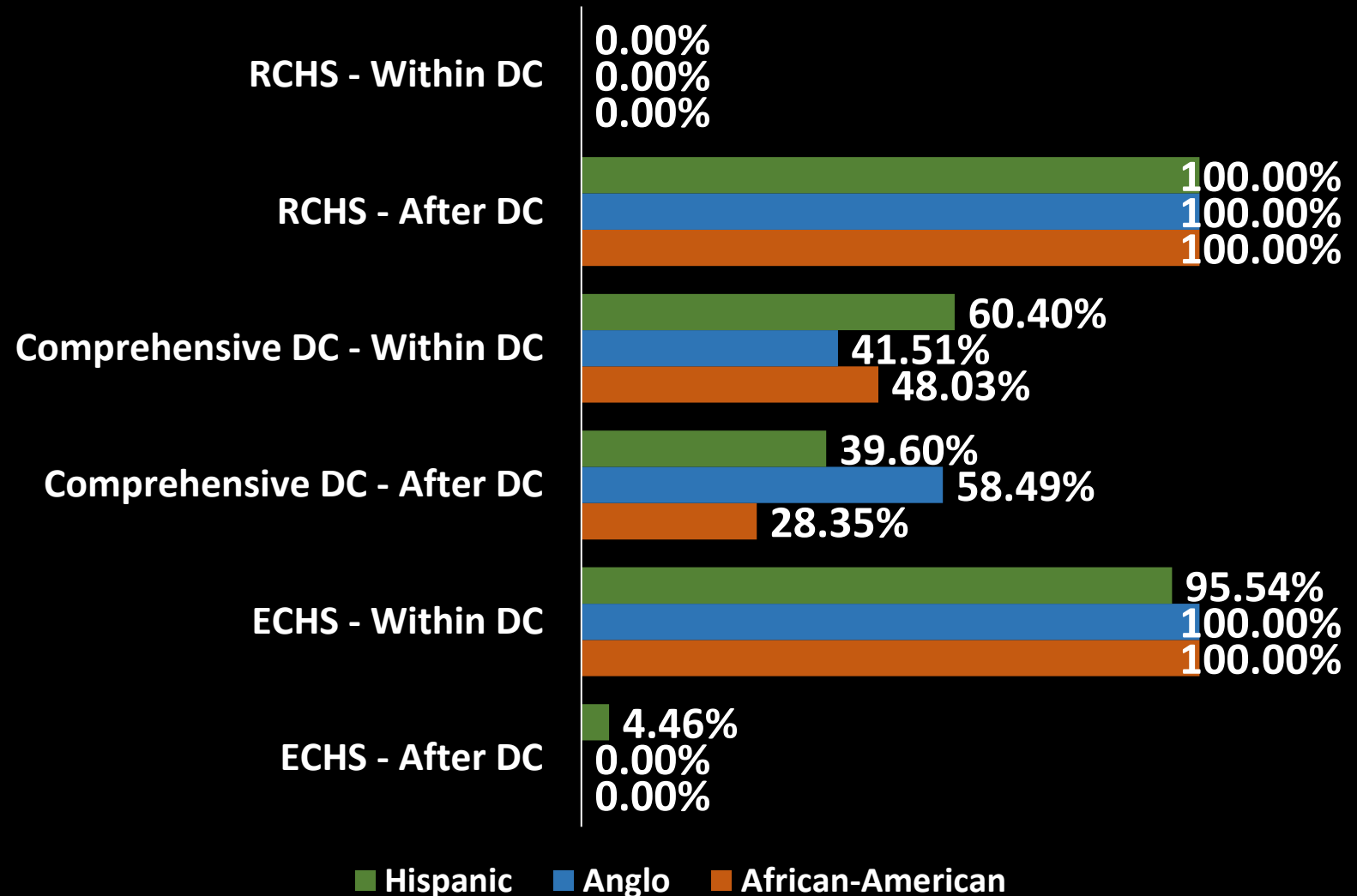


# Certificate Attainment

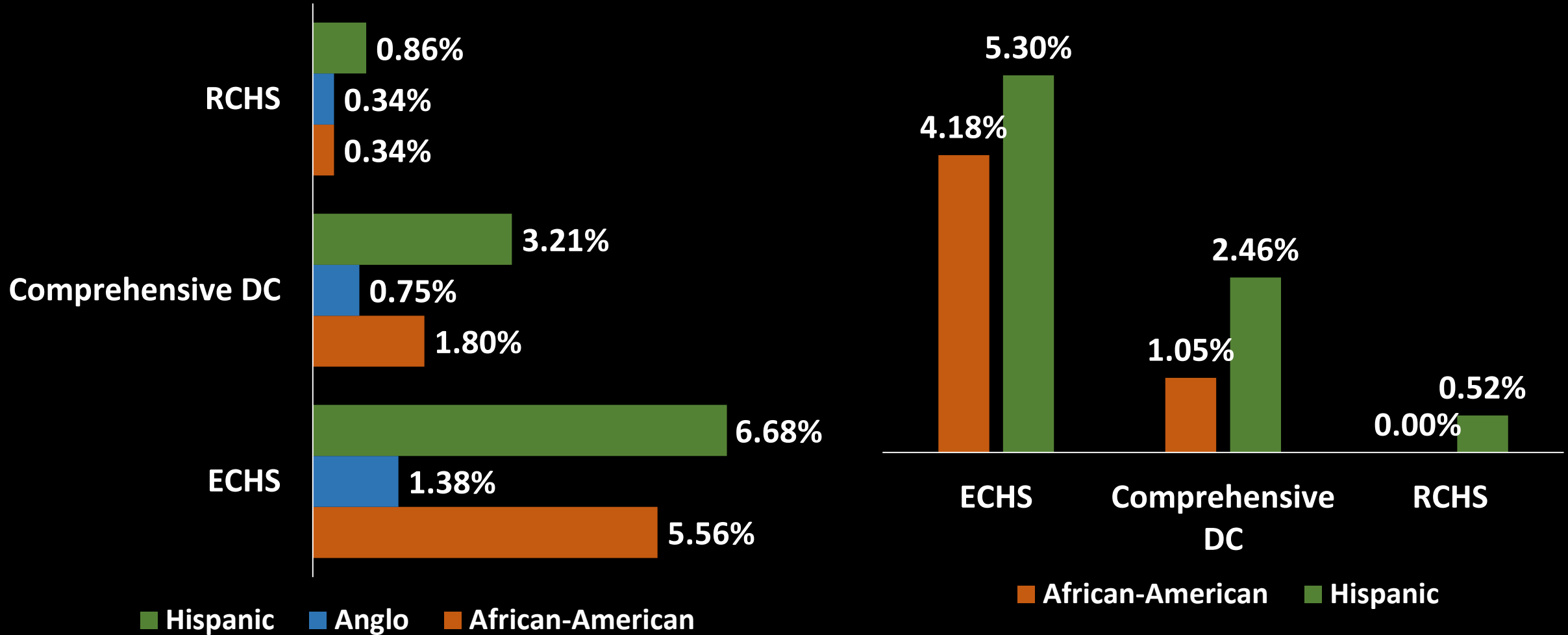
The majority of certificates were awarded while the student was enrolled in dual credit.

- RCHS students did not receive certificates during dual credit enrollment.

Overall more certificates awarded to comprehensive dual credit students (n=781).



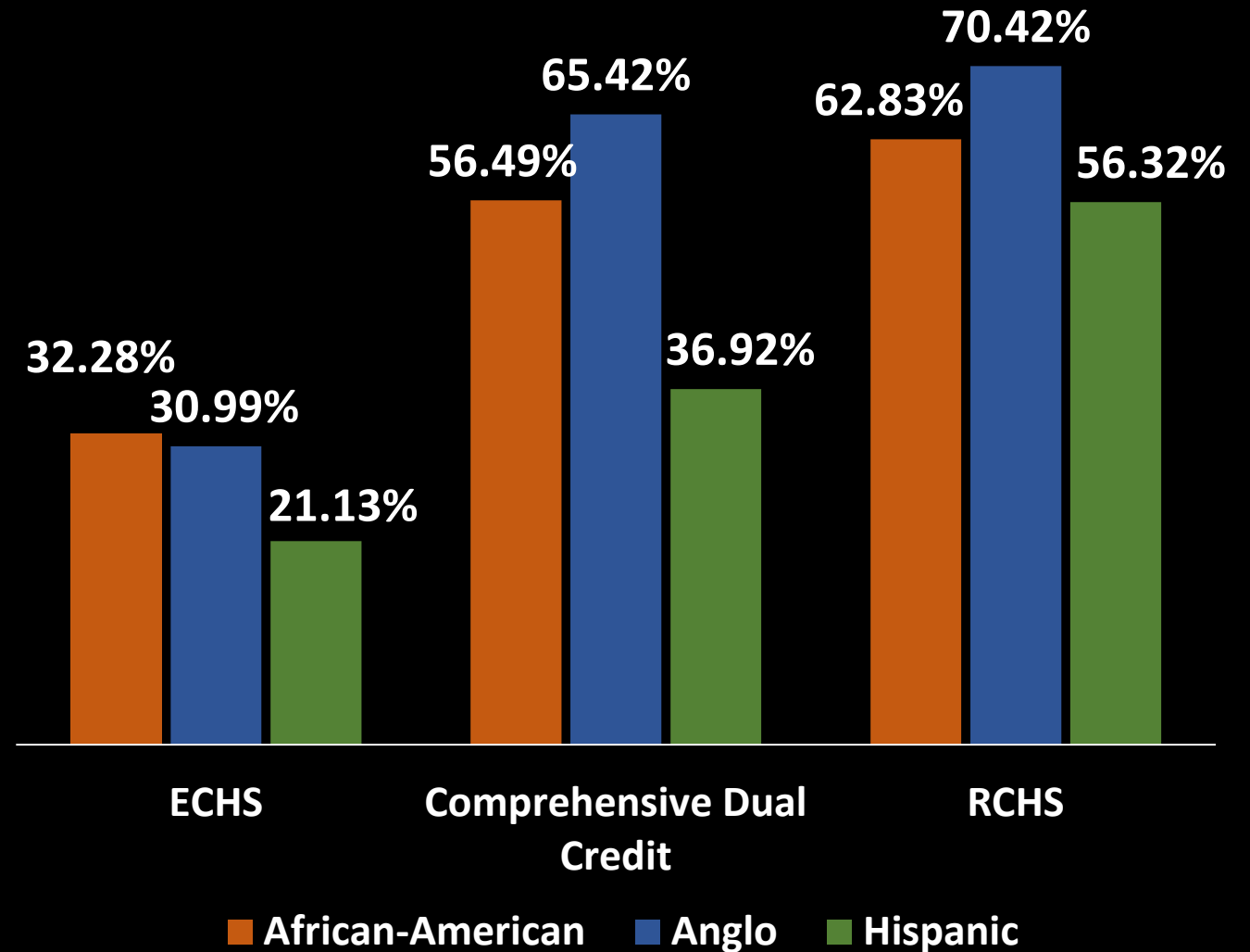
# Certificate Attainment



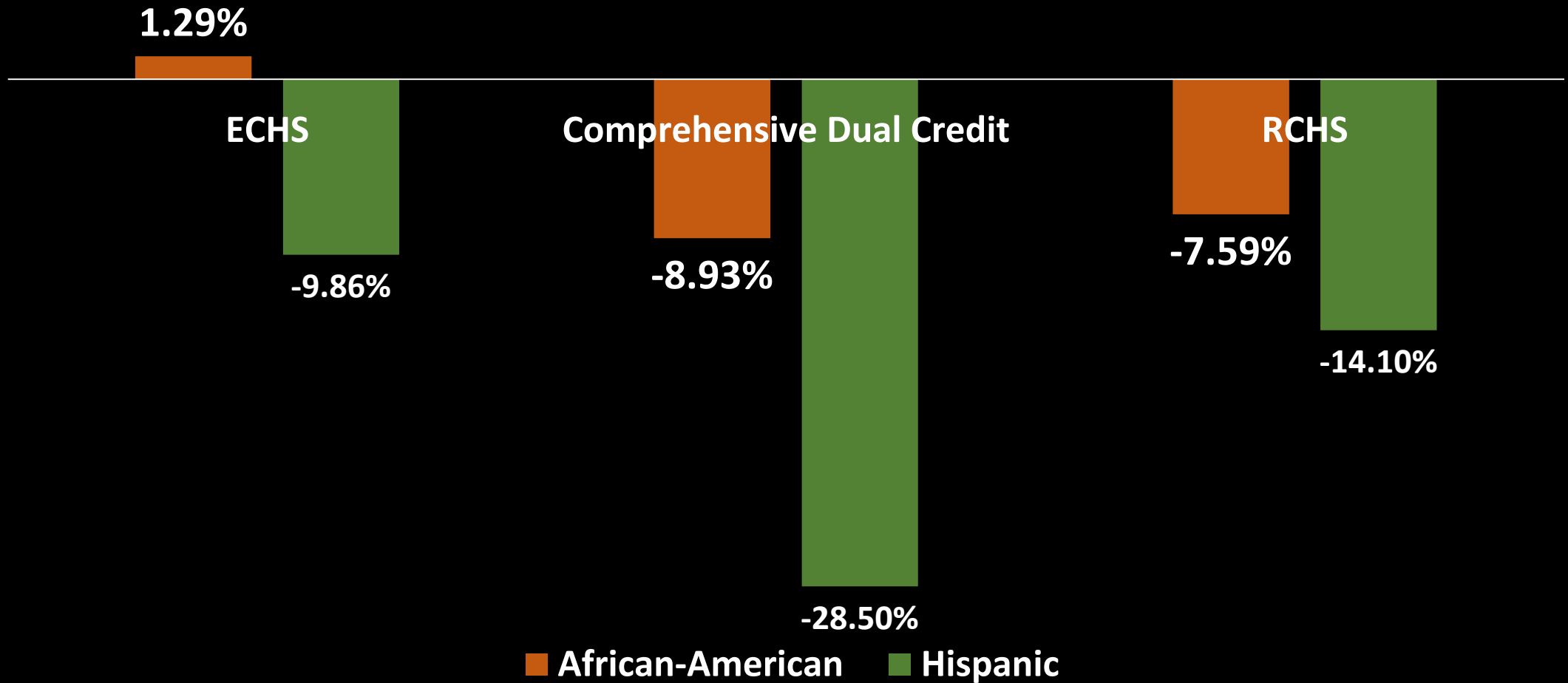
# Transfer

The association between race and type of dual credit enrollment is statistically significant.

- ECHS students transfer to 4-year universities at a lower rate than other dual credit students.
- Hispanic students also transfer at lower rates, regardless of dual credit type.



# Transfer





# Research Question 2 Summary

**Has the increased access led to successful outcome measures for those students?**

- African-American students often attempt more credit hours, but no difference in completed hours
- Anglo students continue to have higher grade point averages
- A gap still exists in degree attainment, but not certificate attainment
- Transfer rates are still higher for Anglo students

# What does it mean?

**More questions are raised than answered.**

- What are the implications for support structures across dual credit programs?
- What are the work-related outcomes, particularly for ECHS students?
- Impact on the Dallas County wealth gap?