



QUINSIGAMOND
Community College

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Department of Education & Secondary Education

“Moving Our Community of
Practice Forward”

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Benefits of Dual Enrollment & Early College

- Students enrolled in these programs, including those who are underrepresented, often do as well or better than their peers not enrolled
- Increased high school GPA, persistence, retention, and graduation (Rodriguez, Hughes, & Belfield, 2012)
- Increased community college enrollment (Speroni, 2011; Lone Star College)
- Greater college persistence, retention, and success rates (Thacker, 2014)
- Improved proficiency on state & college assessments
- Shortens time to degree & reduces costs to students



Early College by the Numbers

- 90% of early college students receive a high school diploma compared to 78% of students nationally.*
- 30% of EC students earn an associate's degree or certificate with their high school diploma compared to very few nationally.
- 94% of EC students earn transferable college credits in high school, compared to 10% of students nationally.

Andrea Berger et al., Early College, Early Success: Early College High School Initiative Impact Study (Washington, DC: American Institutes for Research)

Early College by the Numbers – cont'd

- 86% of EC students who enroll in college after high school graduation persist to their second year, compared to 72% of college students nationally.
- One year past high school, 21% of EC students had earned a college degree, compared to 1% of comparison students. In two years, 25% of early college students earned a degree, compared to 5% of comparison students.

California Programs

- In California's Education Code, the term "dual enrollment" is identified in Assembly Bill (AB) 288 to define "special part-time" or "special full-time" students—that is, high school or other eligible special admit students enrolling in community college credit courses (see California Community Colleges Chancellor's Office's March 11, 2016 Legal Opinion 16-02)



Peralta Community College District

- In a two-year pilot the program grew to over 1000 student with Oakland ISD and three other school districts in our area
- State funds follow students, but MOU's with schools to cover cost for small programs ensured break even for colleges
- High diversity in enrollment, almost over 90% racial and ethnic minorities
- High success rates –grades, persistence, etc.
- Challenges in alignment of courses to college, career pathways



Early College Worcester

- All WPS High School students are able to participate in the program
 - **1st Year 2018-2019 - 260 Students**
 - **2nd Year 2019-2020 -747 Students**
 - **3rd Year 2020-2021 - 814 Students**
- Goal: students graduate high school with at least 12 college credits
- Students have graduated with 21, 27 and even 30 college credits



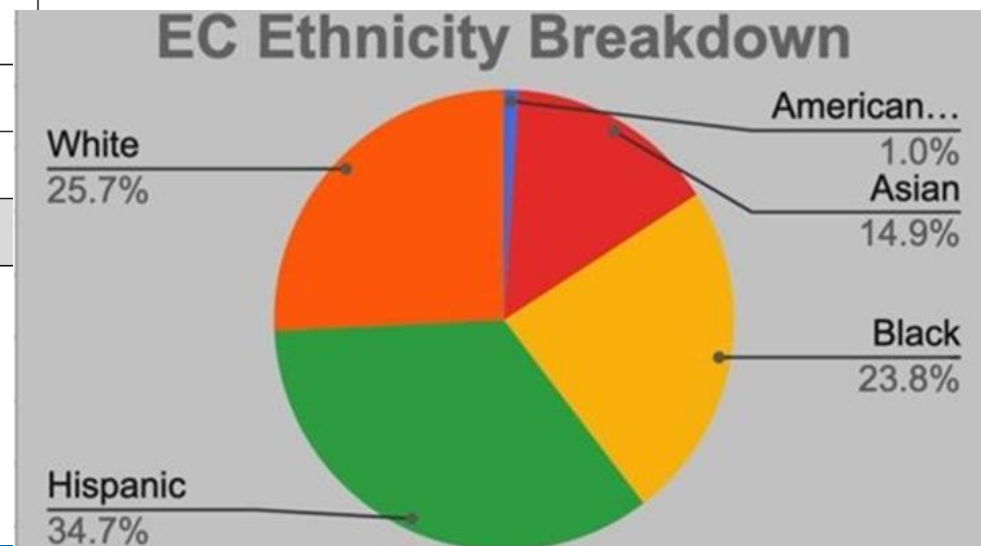
2020-2021 Student Profile

High School	Total High School Population	Total EC Population	% of Population in EC
Burncoat	1114	104	9%
Claremont	314	47	15%
Doherty	1330	189	14%
North	1186	113	10%
South	1319	109	8%
UPCS	152	58	38%
WTHS	1467	165	11%
NCC YA	20	20	100%
GCC	138	8	6%
Total	7040	814	



2020-2021 Student Profile

Ethnicity	Total HS Population	Percentage of HS Population	Total EC Students	EC Ethnicity Breakdown
American Indian	39	1%	6	1%
Asian	541	7%	121	15%
Black	1418	20%	196	24%
Hispanic	3203	44%	282	35%
White	2069	28%	209	26%
Total	7270		814	



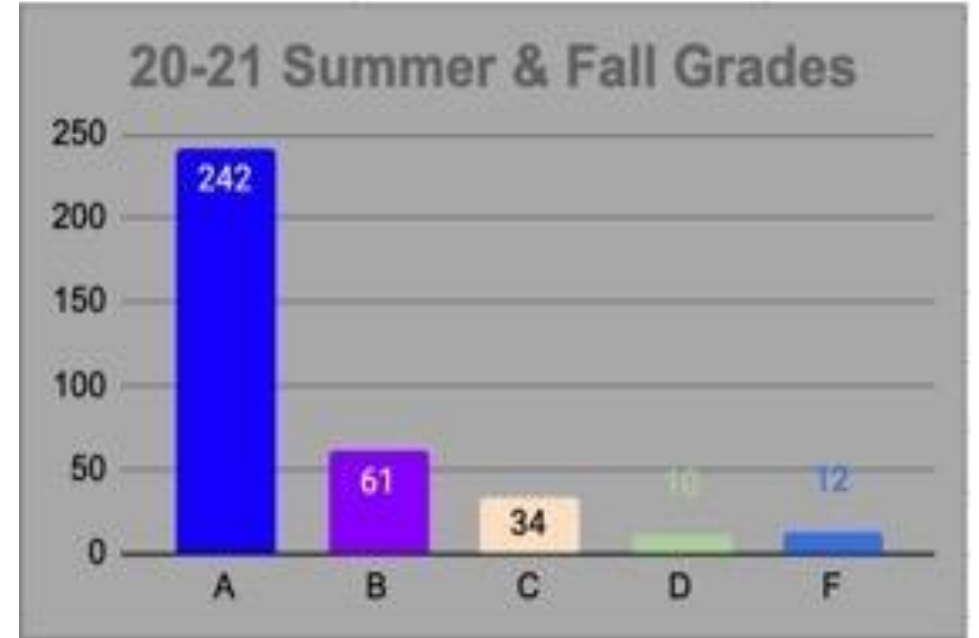
Other Enrollment Highlights

Special Populations	Students in Program	Percentage of EC Students
Homeless	71	9%
Students of Color	605	73%
Low-Income	500	61%
Female	561	69%
Male	238	31%



2020-2021 Grades

Summer and Fall 2020-21*	
A	242
B	61
C	34
D	10
F	12



****Students have earned 1,029 credits between Summer and Fall 2020 terms.***

Mentors & Support

- **Early College students are matched with “near peer” mentors**
- **Current college students**
- **Check in informally, email reminders, connect them college resources**
- **Early College Planning Team includes mentors**
- **Monitor student success**
- **Provide academic, social, and emotional support**



Challenges Moving Forward

- Funding models –we need models that do not hurt schools or colleges offering these programs
- Capacity and comparability (teacher training, outcomes, access)
- Taxing limited resources at colleges and/or HS
- Creating intentional pathways to degrees and careers
- Developing & enhancing wrap around support services
- Exposure to college campuses vs. HS offering the classes
- Improving communication and outreach to increase DEI for students (i.e. work with HS counselors/advisors, info sessions)



Opportunities

- Closing equity gaps
- Bridging the K-12/college divides (alignment, cooperation)
- Increasing student retention, completion, and success for both colleges and HS
- Faculty development
- Overcoming some of the limitations of AP
- Developing partnerships (HS, colleges, businesses, CBOs)





Closing Remarks

Thank You

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