

Expanding Access to Dual Enrollment in an Urban District

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Technical College



PREPARING STUDENTS
FOR LIFE

Through Academic Achievement
Personal Well-Being
Career Readiness

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Our Context

CPS &
Cincinnati State

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Key Numbers

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Enrollment &
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built coalitions, and piloted
change

04

Key Learnings

What impact have we seen,
what will we be monitoring

Ohio Policy on DE

All public institutions must participate

Grades 7-12
30 hour per
year limit

HS
Competency
HS Grad
Seals



Qualify:
GPA or Test
Scores

Zero Cost
to student
for texts,
tuition, fees

CPS Statistics

34,564

Students

15,060 | Grades 7-12
(16 high schools)

622

2020-2021 DE Participants

Various Methods
(online, on campus,
in high school)

*35% increase from AY 20

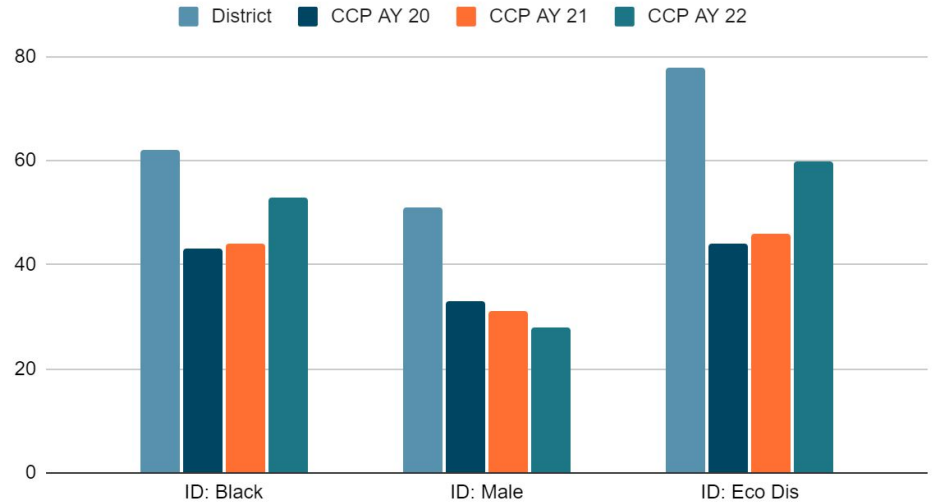
91%

Success Rate

Student earned the
attempted credit

Percent Gaps

ID: Black, ID: Male and ID: Eco Dis



Cincinnati State

CCP Students

21/22 = 3500
Annual Average = 2750
Unduplicated



CCP Courses

220 Embedded Courses

% Success Rate

95% Course Completion Rate

Partner HS

135 Partners (62 Embedded)

Cincinnati State Focus Shift



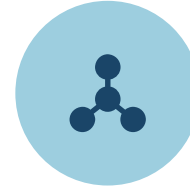
Focus on First

- First Semester
- First Year
- First Degree



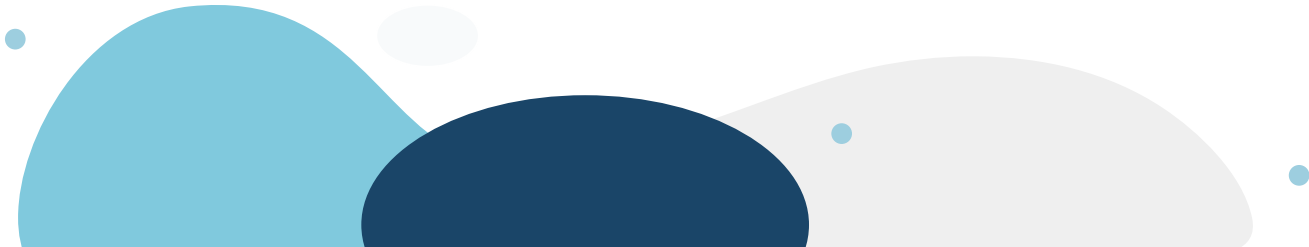
Strategic Pathways

- Align CCP Partnerships with Guided Pathways



CCP to Degree

- Matriculation Strategies
- Academic Unit/Dept Engagement



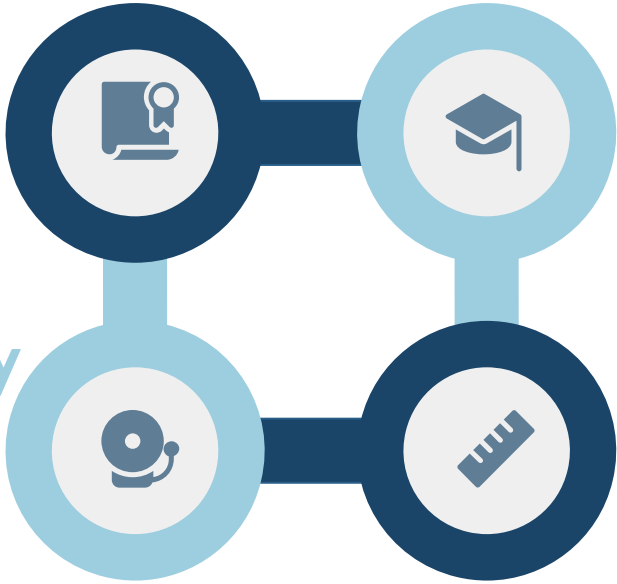
Problem We are Trying To Solve

26% **Degree Attainment**

6 year graduation rate for urban core students

6 **Opportunity Gaps**

High Schools in our district that do not offer CCP/DE coursework



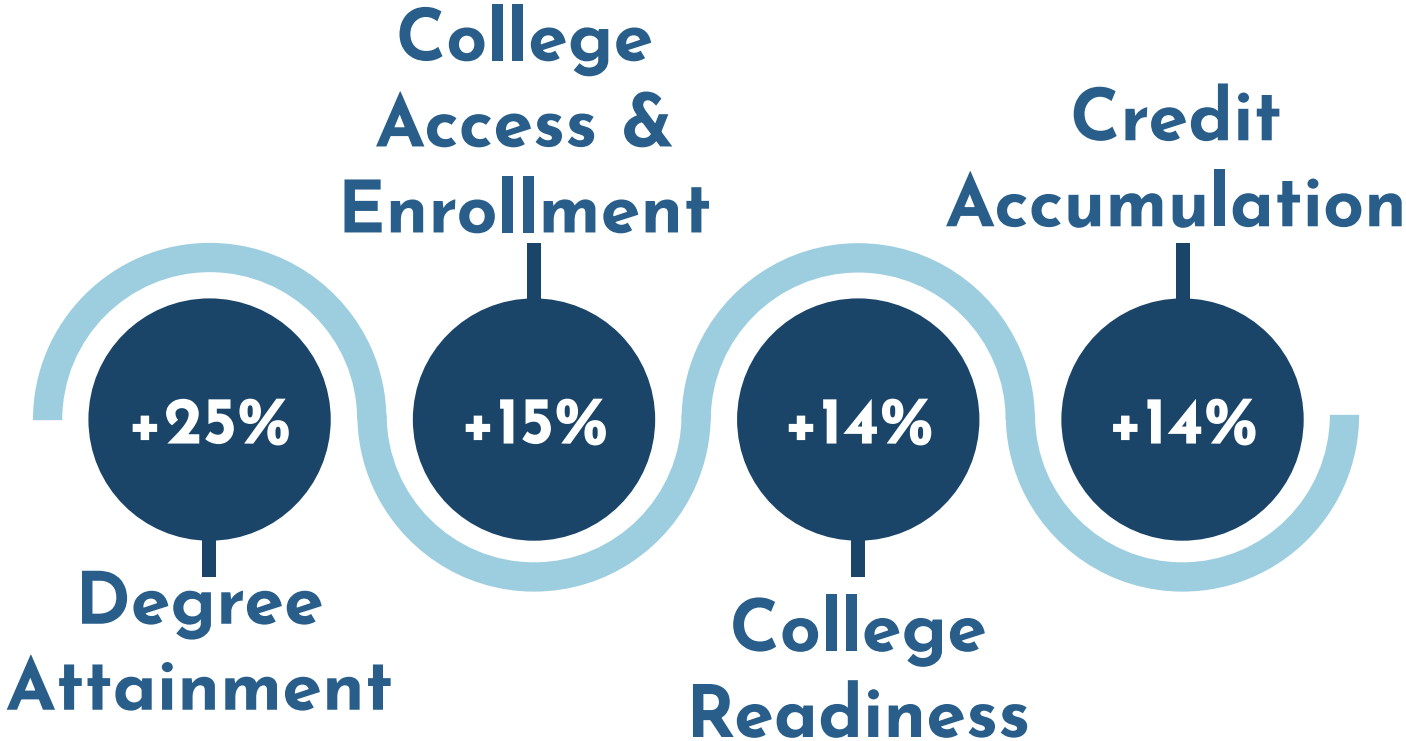
Enroll Intentions Vs. Enroll Actual **23%**

Gap in intentions vs. enrollment

Participation Gaps **3**

Key gaps in ethnicity, gender, and SES identities

National Data



State Data

<https://ocrdata.ed.gov/>

2,666

Associates Degrees Earned

Grad Year	CCP Participating High School Graduates	Matriculated Post-High School	Two Year College	Four Year University	Persisted to 2017-2018	Persisted to 2018-2019	Persisted to 2019-2020
2016	23,439	77.79%	20.31%	79.69%	93.61%	92.21%	84.83%
2017	32,721	75.46%	19.67%	80.33%	-	92.16%	91.62%
2018	37,729	72.67%	19.77%	80.23%	-	-	91.41%
2019	39,724	69.93%	21.42%	78.58%	-	-	-

CPS Success @ Cincinnati State

55%

NO CCP

Students with no DE

71%

CCP Embedded

Successful embedded CCP

81%

CCP Mix

Successful embedded & CState CCP

	Persistence			
	Persisting to Spring			
	CPS 12th Grade No CCP	Successful CCP @ CPS High School	Successful CCP @ CinState/Mix	Unsuccessful CCP
Class of 2016	61%	83%	N/A	N/A
Class of 2017	46%	68%	100%	75%
Class of 2018	58%	76%	100%	0%
Class of 2019	63%	65%	50%	N/A
Class of 2020	50%	69%	83%	0%
TOTAL	55%	71%	81%	50%

1st Fall Enrollment - Persistence @ All Institutions

	ALL CPS CCP			
	# Fall Enrollees	% Persistence Any Inst	% Persistence at 4 Year	% Persistence at 2 Year
Class of 2016	194	88%	89%	67%
Class of 2017	324	87%	88%	73%
Class of 2018	363	86%	87%	79%
Class of 2019	365	88%	90%	64%
Class of 2020	323	82%	82%	77%
TOTAL	1,569	86%	87%	73%

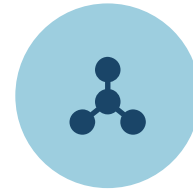
Gap Specifics



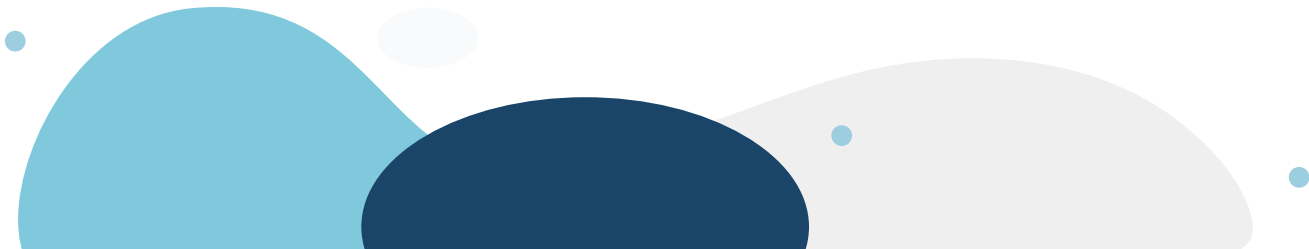
Student Stories



Building Analysis



Pilot a Solution





Student Stories

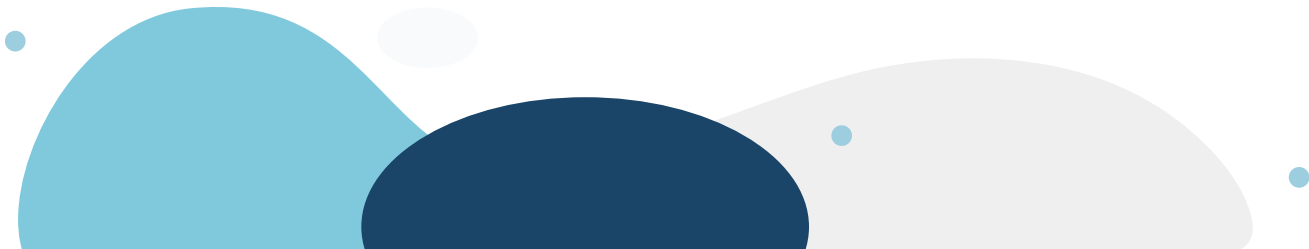
AY 19-20:

49 Participants identified as Black & Male in DE

(9 on a college campus | 40 when offered @ HS)

207 Participants Identified as Economically Disadvantaged

(37 on a college campus | 170 when offered @ HS)





Building Analysis

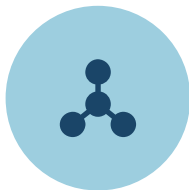
Of 461 Participants across 16 high school buildings, in AY 19 we identified 6 of 16 buildings had no embedded (i.e. In high school) options to look at their participation:

AY 19 :
(Aiken): 0
(Taft): 3
(Shroder): 9

.....

(Gamble): 1
(Oyler) : 2
(Riverview): 3

• All were/are Title 1 Schools identified as priority, focus, or warning schools



Pilot a Solution

Start small, assess, scale fast

From AY 19/20 to AY 20/21 - Deputized 4 new teachers/4 new DE courses

Results:

Aiken moved from 0 to 18

Shroder moved from 9 to 50

Taft moved from 3 to 16

EOEC Grant Funds

Grant Specifics

- Expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families
- Non Competitive
- Funded through September 2022
- 3% of Title 1 funds
- Expand access to relevant and challenging academic experiences for each child

CPS Use

- Employee to facilitate
- CCP Coordinators in each building
- PD Plan For Staff
- Steering Committee Composition
- Collaboration with Cincinnati State & Sinclair
- Focus on subjects that align with Ohio policies around graduation completion or CTE credential completion

Teacher Recruitment

Steering Committee | Staffing

Teachers Union
2 current dual enrollment teachers
2 school counselors
1 school principal
1 parent

Teachers Union Outreach

- Had to pursue an MOU for providing funds to teachers
- Cross-advertized
- Involved in selections

Principal/ILT Outreach

Building by building approved use of funds
Prioritized recommended staff for this opportunity

Training and PD Plan

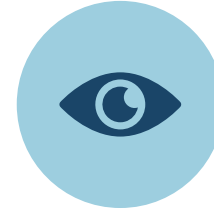
Online training in college readiness and CCP compliance
Meetings with department chairs at the college
PD Plan includes graduate school
To get disbursement must complete PD plan

Cincinnati State Partnership



Faculty Partnership

- Actively Seeking the “Yes”
- Alternative Pathways
 - HLC
 - ODHE
- Prospective Coursework Review
- Embedded Course Guidance
- Seeking PD opportunities for teachers and communicating those



Vision

- Demographics of district mirror demographics of CCP participants
- Students are prepared for college
- Students see a path to degree that starts in high school
- Increase degree completion for CPS students
- Increase economic vitality of Cincinnati

Strategy

2019-2020



3 Pilot Schools

Staff member employed, schools identified for expansion

2020-2021



Launched Grant

Conducted data analysis, recruited 18 teachers

2021-2022



12 New Classes

District will grow from 33 to 45 embedded courses, Data will continue to be analyzed for effectiveness

2022-2023



10 New Classes

Teachers who started will complete credential and 10 new classes will launch making the district host to 55 embedded courses

CPS Statistics

508

2021-2022

DE Participants

Various Methods (online, on campus, in high school)

461 in AY 19/20

*Still higher than pre-pandemic

*10% increase from pre-pandemic

10%

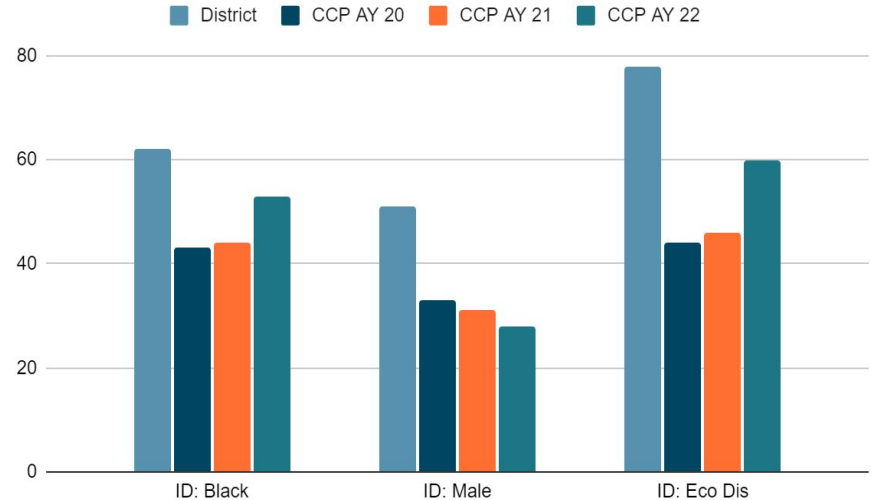
Increase in Title 1 Schools

30%

Decrease in Non-Title Schools

Percent Gaps

ID: Black, ID: Male and ID: Eco Dis



Outcomes

2019-2020



Start Interventions

461 Participants in CCP Opportunities
18% Gap in Black Student Participation
33.9% Gap in Economically Disadvantaged Participation
17.7% Gap in Male student Participation

2020-2021



Analyze Data

622 Participants in CCP Opportunities (26% growth)
2% shrink in SES gap
Moved from 200 Black Student participants to 273 Black student participants
Moved from 154 male student participants to 194 male student participants

2021-2022



12 New Classes

District grew from 33 to 45 embedded courses,
10% increase in Title 1 school participation
New focus on male students

2022-2023



10 New Classes

Teachers who started will complete credential
and 10 new classes will launch making the
district host to 55 embedded courses

Suggestions for Action

Coalition

Know the impact dual enrollment has on your students and how that aligns with State or district goals

Grant Research

www.grants.gov
www.tgci.com/funding-sources
www.grants4teachers.com

Data

Research

Partnership

Funding

Sources

NSCH

Partnerships with your local colleges
Fusing data from internal and external sources

Committee

Knowing your stakeholders and involving them in decisions

Grant Research Results Under “Professional Development”

Education Grants from Fluor Foundation . Giving primarily in areas of company operations. Education grants focus on STEM teacher training and professional development and middle and high-school (ages 12-18) STEM programs. While Fluor generally does not provide funding directly to school clubs or events, it does fund selected universities to support engineering programs, scholarships and student association programs. Funding is also available for social services, community and economic development, and the environment.

States: All States

Total Amount: \$5,500,000.00

Average Amount: \$50.00 - \$500,000.00

Address: 6700 Las Colinas Blvd. Irving, TX 75039

Telephone: 469-398-7000

Email: communityrelations@fluor.com

Website: [click here](#)

Eligibility: Public School, Private School

Program Funded: Co

Ho

Sci

Enr

Deadline Comments: On

Education Grants from The Braitmayer Foundation . The foundation is interested in proposals utilizing innovative practices in K-12 education throughout the United States. Of particular interest are curricular and school reform initiatives and professional development opportunities for teachers, particularly those that encourage people of high ability and diverse background to enter and remain in K-12 teaching. Letter of Inquiries should be submitted online.

States: All States

Average Amount: \$1,000.00 - \$35,000.00

Address: 4725 Dorsey Hall Drive, Suite A-308, Ellicott City, MD 21042

Telephone: 410-480-2799

Website: [click here](#)

Eligibility: Public School, Private School

Program Funded: Arts, At-Risk/Character, Early Childhood, ESL/Bilingual/Foreign Language, General Education, Health/PE, Math, Professional Development, Reading, Science/Environmental, Social Studies, Special Education, STEM (Science, Technology, Engineering, Math), Technology, Vocational

Deadline to Apply: 10/15/2021

Computer Science for All from National Science Foundation . This program aims to provide all U.S. students the opportunity to participate in computer science (CS) and computational thinking (CT) education in their schools at the preK-12 levels. The NSF focuses on researcher-practitioner partnerships that foster the research and development needed to bring CS and CT to all schools. Specifically, this funding aims to provide high school teachers with the preparation, professional development, and ongoing support that they need to teach rigorous computer science courses; preK-8 teachers with the instructional materials and preparation they need to integrate CS and CT into their teaching; and schools and districts the resources needed to define and evaluate multi-grade pathways in CS and CT.

States: All States

Total Amount: \$20,000,000.00

Average Amount: \$2,000,000.00

Address: 4201 Wilson Boulevard, Arlington, VA 22230

Telephone: 703-292-8950

Email: s@nsf.gov

Website: [click here](#)

Eligibility: School, Private School

Program Funded: School, Early Childhood, General Education, Math, Professional Development, Science/Environmental, STEM (Science, Technology, Engineering, Math), Technology

22

Manuel D. and Rhoda Mayerson Foundation . Giving primarily to the with limited grant making in other areas where the Trustees reside. Primary Arts, Basic Needs, Civic Engagement, Education, Health and Well-being. The Foundation supports innovative projects that provide leveraged solutions education reform such as professional development. No support for political to individuals, or for travel or study.

States: California, Florida, Ohio

Total Amount: \$1,755,000.00

Average Amount: \$100.00 - \$150,000.00

Address: 312 Walnut St., Ste. 3600, Cincinnati, OH 45202-4029

Telephone: 513-621-7500

Email: jeffs@mayersonfoundation.org

Website: [click here](#)

Eligibility: Public School, Private School, Faith-based, Other

Program Funded: After-School, Arts, Disabilities, Early Childhood, Family Services, General Education, Homeless, Library, Math, Professional Development, Reading, Science/Environmental, Social Studies

Deadline Comments: Ongoing

Watch Outs

**Tight
Timelines**



**Think
Through
Taxes**



**Learn
Excel Tricks**



**Faculty
Challenges**



Thanks

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Resources

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