

Equitable Dual Credit Toolkit



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Background and Purpose

Background

This toolkit is based on a 2020–2021 project led by Eisenhower High School (Yakima School District), in partnership with Washington STEM, and with funding from the OSPI *Building Equitable, Sustainable Dual Credit* grant. The criteria for receiving grant funds were to build accountability through data, to use funds to cover student and program costs, and to facilitate collaboration and local expertise. The Eisenhower team began this project because they had hunches about disparities in dual credit participation, were unsure of who was most impacted, and had support from the principal and superintendent to focus on issues of equity.

Findings and Results

Throughout the project, the team found the following:

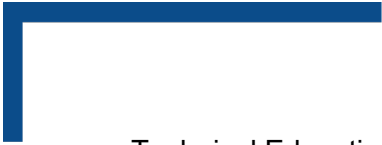
- By looking across high school enrollment patterns and postsecondary data, it was clear that Eisenhower students enrolled in dual credit—especially Advanced Placement (AP) and College in the High School (CiHS)—were matriculating and completing their postsecondary pathways at a greater rate than students not taking any dual credit coursework.
- Significant barriers existed for the Latinx male population in accessing, enrolling in, and completing dual credit coursework.
- Teaching staff are the number one source for information about dual credit for students (not counselors), though 50% of teaching staff reported not being comfortable providing dual credit guidance.
- Older students and peers were another significant source of information about dual credit.

As a result, the following actions are being taken to change dual credit enrollment patterns and students' experiences:

- 11th and 12th graders will lead student panels on their dual credit experiences for 9th and 10th graders.
- As part of a school-wide professional development day for teaching staff in the fall, college and career staff will lead a half-day session on dual credit.
- The Eisenhower team is supporting another high school in the district to conduct the same dual credit inquiry in order to improve postsecondary outcomes for their students.

Value of Dual Credit Opportunities for Postsecondary Access and Success

Dual credit programs allow students to earn high school and college credit simultaneously. We know that enrolling in dual credit courses is beneficial because it often reduces the time (and money) required to complete a 2-year or 4-year degree, can help students build a college-going identity and confidence, and is correlated with a higher likelihood of enrolling in postsecondary education (Education Commission of the States: *Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components*, 2014; An, 2012; Hoffman, et. al 2009; Grubb, Scott, Good, 2017; Hoffman, 2003). There are six main types of dual credit programs/courses offered in Washington, each of which is funded, staffed, and structured differently: Advanced Placement, Cambridge International Program, Career &



Technical Education, College in the High School, International Baccalaureate, and Running Start.

For detailed information on the types of dual credit, the following resources may be helpful:

[OSPI Dual Credit Programs](#)

[State Board of Community and Technical Colleges Dual Credit Programs](#)

[Washington Student Achievement Council Dual Credit](#)

Purpose of Toolkit

This toolkit is designed to help practitioners, especially high school and school district staff and leaders, dig into dual credit driving questions like:

- Participation
 - What differences exist by race, gender, English language learner status, grade point average, and other student characteristics for participation in dual credit?
 - What trends along demographic lines exist for participation in different types of dual credit (Advanced Placement vs. Running Start, or Career and Technical Education) and in different subject areas (English, Math, CTE Concentrations/Pathways)?
 - Which students are most systemically underserved in completing dual credit courses?
- Dual Credit and Postsecondary Outcomes
 - What trends exist for postsecondary participation in correlation with participation or non-participation in dual credit coursework, including by dual credit type and subject area as well as by student demographics?
- Student Experience in Dual Credit Opportunities
 - What are students' experiences in accessing and completing dual credit courses?
 - To what extent and in what ways do students, including those who have not participated in dual credit courses, experience agency in choosing high school courses and engaging in high school pathways?
 - What are students' postsecondary goals compared to their perception of support and readiness to achieve those goals?



Contacts and Acknowledgements

To learn more about this project from the team, check out our OSPI GATE Equity Webinar from May 12, 2021.

Career Readiness 101: Identifying and Eliminating Barriers in Dual Credit
([PDF](#)) ([Webinar](#))

Thank you to the partners who invited us to work on this project and who provided expertise and support along the way:

- Gabriel Stotz, Eisenhower High School, Yakima School District
- Staff and students of Eisenhower High School, Yakima School District
- Jason Boatright, Office of the Superintendent of Public Instruction
- Katie Weaver Randall, Director of the Education Research and Data Center, formerly with OSPI
- [South Central STEM Network](#)

Thank you to the Road Map Project/Community Center for Education Results (CCER), who provided support for their materials and data visualizations related to the College and Career Leadership Institute (CCLI), and additional thanks to Illuminate Evaluation Services for their development support of the original CCLI survey. Over half of the questions on the student and staff surveys were borrowed with permission from the CCLI surveys. Washington STEM staff have participated as CCLI facilitators and have learned about how to work with schools in looking at data, understanding implicit bias, and making plans for changes in practices and policies at the school and district level. Much of that learning has influenced the work of Washington STEM's dual credit initiatives.

For more information about using this guidebook in your region, please reach out to your local STEM Network. A directory of [STEM Network partners](#) is available online at the Washington STEM website.

Process Summary

The team took a three-step approach to investigating their driving questions:



These steps, supported by the building leadership team and engaging staff and students in the process, overlapped over the course of approximately six months.

DUAL CREDIT PROJECT TIMELINE & TAKEAWAYS



Course Taking Data (Nov 2020-Feb 2021)

- ▶ Compiling all student demographics, courses taken, dual credit indicators, for several cohorts
- ▶ Visualizations in development now!
- ▶ Findings and trends shared with staff in later January and in February



Postsecondary Data (Dec 2020-March 2021)

- ▶ Combining all student demographics, courses taken, dual credit indicators, for several cohorts, with all postsecondary enrollment and completion data (including apprenticeships!) through Fall 2020
- ▶ Visualizations will be developed in Jan/Feb
- ▶ Findings and trends shared with staff in February and March



Student Experiences (Dec 2020-March 2021)

- ▶ Student and staff surveys currently in development
- ▶ Student interview and focus group questions currently in development
- ▶ Surveys will go out end of Jan. or beginning of Feb.
- ▶ Student interviews/focus groups conducted in Feb and March
- ▶ Will need your support in completing surveys and identifying student participants

Documentation and creation of a “playbook” for sharing with other high schools and districts

Getting Started

Opportunity to Participate (Sample Language for Inviting Schools/Districts)

****If you are an education support organization, STEM Network, Education School District, District with multiple comprehensive high schools, or group that supports high school professional development and improvement plans, you can use the following email template to reach out to possible participating high schools and districts.****

Dear **XXXXX**,

We/you have the opportunity to work with Washington STEM and in conjunction with **XXXX STEM Network** to receive support, via survey/data analysis and other tools, to analyze district-level correlations between dual credit (an indicator of on-track to postsecondary credential) and postsecondary enrollment by demographic groups. We would like to know **by XXX** whether you'd like to participate in this.

What you will get out of it:

- Understand differences and trends in who completes dual credit courses, by student demographic, and which students are most systemically underserved in completing dual credit courses at your school.
- Get data on and understand postsecondary participation and how that correlates with participation in dual credit programs.
- Understand how staff and students learn about, talk about, and experience college and career readiness preparation, including the messaging or supports students get about taking dual credit courses or pathways.

Time/resource commitment:

- One or two staff who can dedicate between 10 and 40 hours over the whole school year (depending on how deep you want to go with the project)—usually this is an admin, senior counselor, or senior teacher
- Some time in one or two staff meetings to discuss the project + time at future staff and/or leadership team meetings if you want to look at the data together and plan changes that you'll make to close the gaps you learn about
- Dedicated time during a class period for all students and all certified staff to take a 15-20 min survey (this could be during advisory period or some other period that all students have to take)

Pieces of the project:

- [Dual Credit Staff Survey](#)
- [Dual Credit Student Survey - English](#) (also available in Spanish)
- [National Student Clearinghouse](#)
- Dual Credit participation data (available through your OSPI EDS Tableau, with technical assistance from the project team)

To learn more about this project from the team, check out:

- [The OSPI GATE Equity Webinar from May 12, 2021: \(PDF\) \(Webinar\)](#)
- [This draft dual credit project guidebook.](#)

Thanks for your consideration,

XXXXX

Build a Leadership Team

Gathering and compiling data, allocating time for staff engagement, eliciting student input, and determining action steps requires a team of leaders. At Eisenhower HS, the leadership team included:

Role	Responsibilities
College and Career Director/Specialist <i>*This could also be a CTE director, assistant principal, lead counselor, or other college and career specialist.</i>	<ul style="list-style-type: none"> • Manage overall project • Access and compile student data • Facilitate connections between WashingtonSTEM team, staff, and students for surveys and interviews • Communicate with staff
Principal	<ul style="list-style-type: none"> • Approve the overall project • Allocate time during staff meetings for staff engagement and professional learning • Communicate with staff
Superintendent	<ul style="list-style-type: none"> • Remove barriers for data access • Offer general support for project
District Director of College and Career	<ul style="list-style-type: none"> • Facilitate connections to central office to access data (e.g., connect with Skyward data manager) • Bridge communication gaps between high school and central office
Washington STEM Impact Team <i>*This could also be another partner with data analysis/visualization and qualitative research capacity.</i>	<ul style="list-style-type: none"> • Curate, analyze, and visualize student outcomes data • Design, collect, analyze, and visualize student/staff surveys and interviews • Communicate with a broader audience

Build Data Capacity

Ensure someone on the team is proficient in Excel, including building [pivot tables](#). Work with school/district data staff to gain access to the following data:

Data Set	What it tells us	How to Access
Historical student dual credit enrollment data	Student enrollment in dual credit by type, course, demographics, GPA, pathway (for CTE)	<ol style="list-style-type: none"> 1. Talk to your district leadership and data support staff to access your OSPI EDS Secure Tableau Server and navigate to the Dual Credit data tables. This data tool is provided by OSPI and provides student-level dual credit course completion data, by demographic. Find more details on how to access this information below. 2. For data beyond what is found in the OSPI Secure Tableau dashboards, you can work with your district's learning management system and student record system. <i>For Eisenhower high school, much of the data was in Skyward, and required some support from the district data specialist to access different records.</i>
National Student Clearinghouse	Where students enroll in postsecondary When students enroll in postsecondary Students' completion of postsecondary	Connect with the National Student Clearinghouse to access the StudentTracker data (fee is \$400). The first step is to submit a graduate file , ideally by October for the previous school year's graduates. The file should be submitted again in April to catch any graduates that enrolled in postsecondary after Fall quarter/semester. Once the graduate file is submitted, it can take up to six weeks to receive the postsecondary data from NSC.
WA State Department of Labor and Industries Apprenticeship Data	Details about student participation in apprenticeship as a postsecondary pathway	L&I Apprenticeship Apprentice Details is housed on data.wa.gov.



Accessing District or School Dual Credit Data on the OSPI Secure Tableau Server

Dual credit data by demographic and type is available to districts through OSPI's Secure Tableau Server. This data is similar to what is available on the public facing [Report Card - Washington State Report Card \(ospi.k12.wa.us\)](https://ospi.k12.wa.us/report-card) as well as in the OSPI - [Data Portal | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us/data-portal), with some notable exceptions:

1. The data/measures are unsuppressed (they show data down to the individual student level) and many of the workbooks allow districts to access identified student records.
2. The district can only see the data/measures for their district and for all the schools in their district. They cannot see the data for other districts.
3. The public cannot view these dashboards/workbooks because they contain unsuppressed student data.

The following documents provide more information on how to access public and restricted dual credit data:

[How to Find the OSPI Data You're Looking For](#): this resource can help you navigate to publicly available data as well as restricted data.

[Tableau Secure Data Portal: Getting Started](#): This tool specifically allows school and district personnel to access student-level data, teacher-level data, and school program data. When you are working to access the Tableau Secure Data Portal, ensure that you request "**Student Interactor**" in order to access the course enrollment-specific data.

- Restricted dual credit data can be found within the Tableau Server SecureDataPortal by following this path:
 - SecureDataPortal
 - Student
 - Data Viz by Topic
 - Public Reporting Tools
 - Other Student Measures
 - Dual Credit
 - Dual Credit Detail
 - Other Student Measures
 - Course Enrollment Detail

Focus on What You Can Control at the High School Level

While patterns and information gleaned from this process will likely lead to questions about articulation agreements with postsecondary institutions, the intent of this work is to identify actionable steps at the high school level.

Curating and Analyzing Historical Student Enrollment Data

Curating

The data workbook used for this project includes 68 data points per student, all of which come from local data (e.g., Skyward or other student information system), the National Student Clearinghouse, or Washington Department of Labor and Industries. A template is linked below.

[Dual Credit Data Template](#)

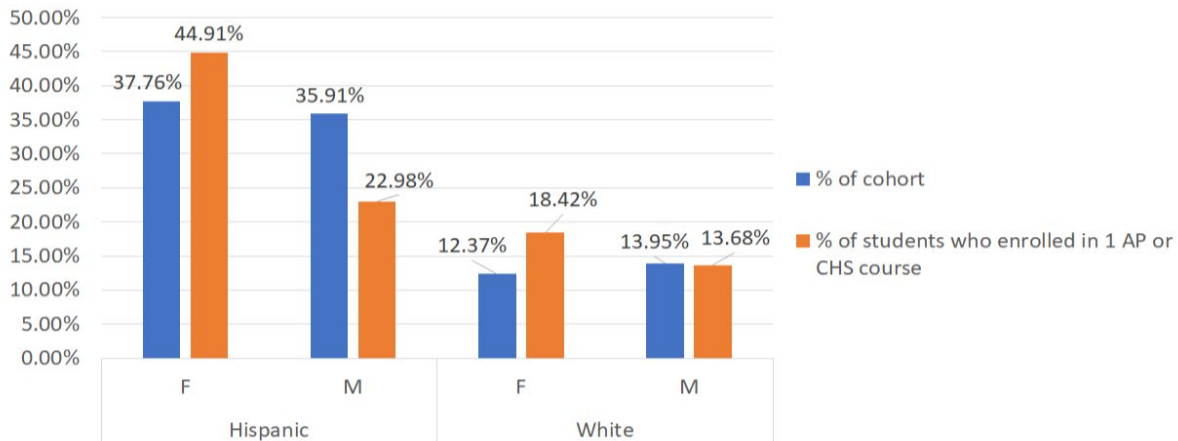
Analysis

The [data visualizations](#) that you choose to create and share with your leadership team, staff, and other stakeholders will depend on patterns that show up in your data. As the Eisenhower team began to analyze their data through pivot tables, some stark patterns emerged. These data were transformed into data visualizations that were shared with staff and drove reflection and action.

Examples

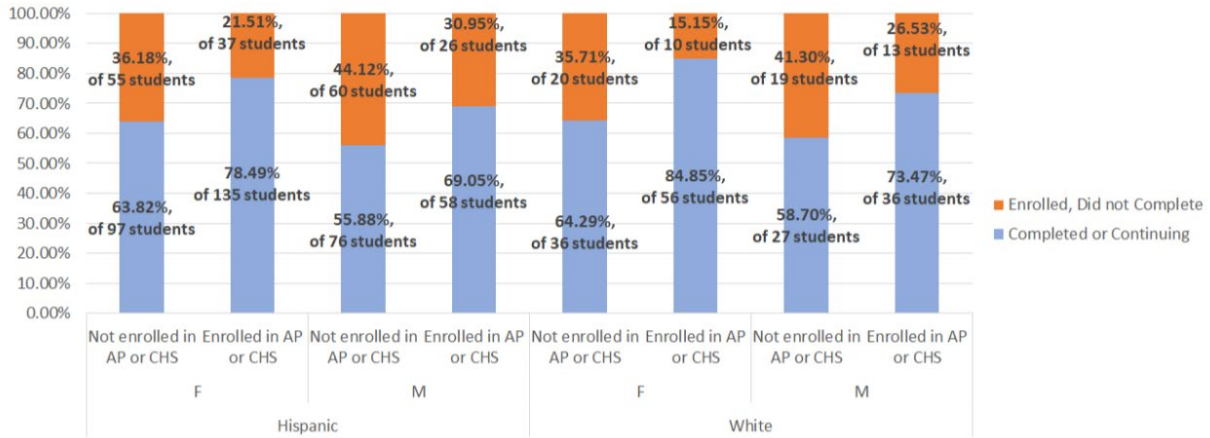
1. This correlation showed that Latinx males were underrepresented in Advanced Placement (AP) and College in the High School (CiHS) courses (due to lack of significant differences in enrollment patterns in AP and CiHS, these data were combined).

Student Enrollment in Any AP or CiHS Course



- The team then looked at the correlation between enrollment in AP/CiHS and postsecondary persistence and completion. This comparison showed that across the selected demographic groups, enrollment positively correlated with persistence and completion. Combined with the data in the previous visualization, it was clear that the discrepancy in enrollment for Latinx males had consequences beyond high school.

Does taking an AP or CiHS course correlate to higher post-secondary persistence and completion rates?





Student and Staff Engagement

Staff Survey

School staff—including counselors, teachers, coaches, and others working directly with students—are often a primary source of information for students regarding course and postsecondary planning. [Recent local research](#) suggests that this is particularly true for students of color and first-generation students; and this was confirmed in the Eisenhower community. The survey below can be shared with staff to better understand how staff perceptions and practices influence students' course-taking patterns.

[Dual Credit Staff Survey](#)

Student Surveys

Understanding student perceptions and experiences is also critical to making sense of course taking patterns and to removing barriers. Ideally the following survey should be offered to all students across grade levels, in their home language. At Eisenhower, the survey was conducted during the Advisory period to ensure a high completion rate.

[Dual Credit Student Survey - English](#)

[Dual Credit Student Survey - Spanish](#)

Analysis: Student and Staff Survey

With support from the principal and Eisenhower High School College and Career Director, the project team was able to elicit responses from 76% of staff and 76% of students, with an equal distribution of staff and students across grade levels. The data was loaded into Tableau for easier visualization. Some of the key findings are shown below as examples that were shared with staff along the way.

After reviewing the data, staff were asked to reflect on the following prompts:

- What surprised you the most when you looked at the data?
- What confirms some of your hunches when you look at the data?
- What has inspired you to dig deeper in your own professional practice?

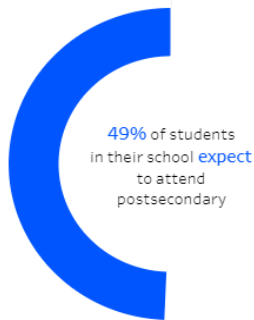
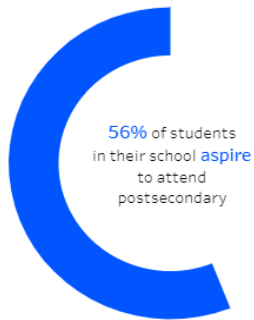
See complete student and staff results here:

[Student and Staff Survey results](#)

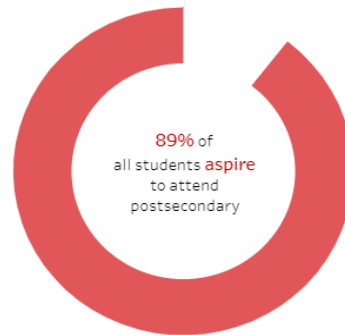
Examples

1. The survey results showed a significant discrepancy between student aspirations for postsecondary compared with staff perceptions of student aspirations:

On average, school staff responded that:



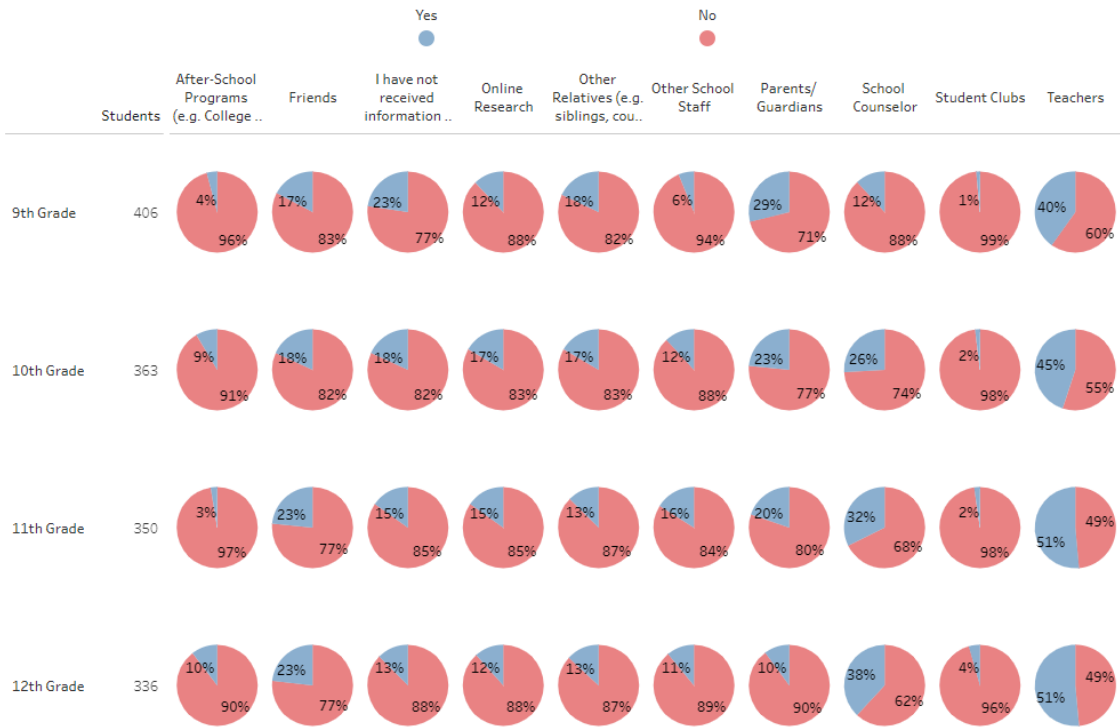
Compared to:



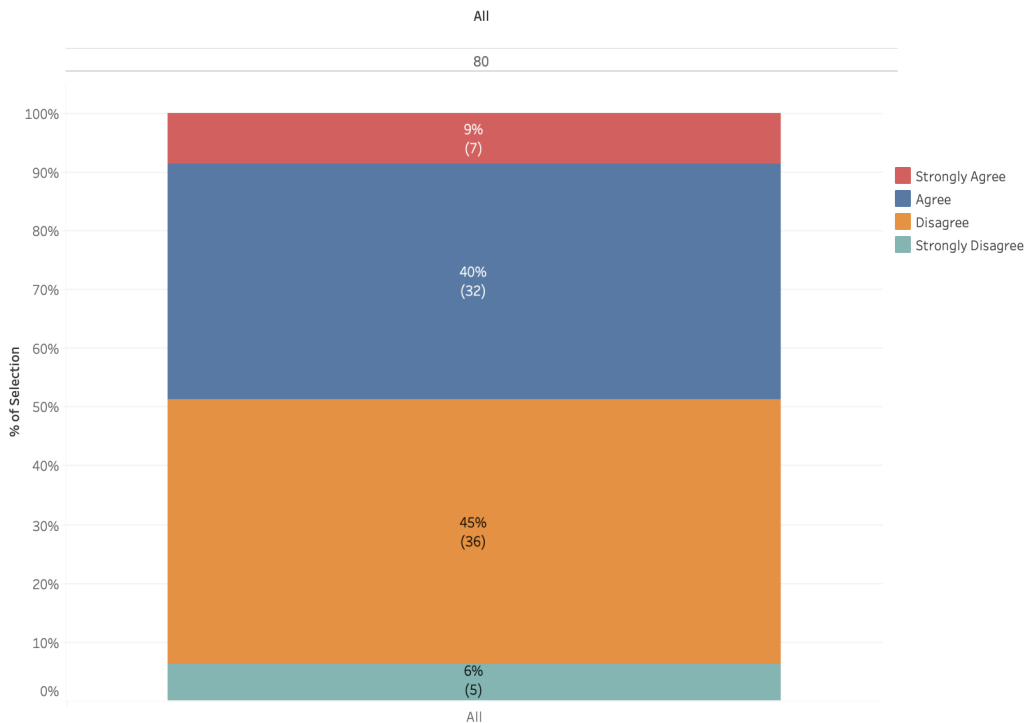
2. For both images below: Student survey results showed students across all grade levels rely on *teachers* the most for learning about dual credit course opportunities. However, more than half of the staff reported NOT being familiar with the various dual credit opportunities available.

(Examples continued on next page)

Question: Which of the following has been the most helpful in learning about dual credit opportunities? Demographic Group: Grade Level



Selection: I am familiar with the various dual credit opportunities in my school. Demographic Group: All





Student Empathy Interviews

To better understand student experiences, postsecondary plans, barriers, and opportunities for expanding dual credit access and completion, we interviewed a group of key Eisenhower High School students.

[Student Interview Protocol - English](#)

[Student Interview Protocol - Spanish](#)

Here is another source on [Designing Empathy Interviews](#) from OSPI.

Analysis: Student Empathy Interviews

The analysis of the student data provided validation for the survey results, deepened the team's understanding of barriers and opportunities, and provided actionable suggestions from students.

[Student Interview Data](#)

Examples

"..when you're working with regular classes, they're talking more about like high school what's happening then, and you don't really hear much about like college, but when you're doing dual credit, it's all about college, you're getting college credit and stuff. So [teachers] were like constantly like pushing you and telling you about like ways that they can help, like with your college applications and all this, like they help you more."

—Latinx, Female, 11th grader

*"If I had a magic wand, I would just ask them (staff) to help me, like **put me in more automotive classes**, more engineering everything, because it's more helpful for me to know more knowledge about automotives and everything for my career."*

—Latinx/Native, Male, 10th grader



Data-Driven Changes in Practice

By looking across high school enrollment patterns and postsecondary data, it was clear that Eisenhower students who enrolled in dual credit matriculated and completed their postsecondary pathways at a greater rate than students not taking any dual credit coursework. To increase access to dual credit course taking and as a result of this project, the Eisenhower team planned and began implementing the following changes in practice for the next school year:

- **Staff Professional Development** — Based on staff feedback through surveys and conversations, the College and Career Director will provide ongoing support to staff as well as a dedicated half-day of professional development regarding different dual credit options and how to best support students in accessing those opportunities. This support will include comprehensive professional development related to implementation of the High School and Beyond Plan.
- **Dual Credit Events** — Based on student feedback that their peers were a significant influence on both their knowledge of and interest in dual credit, there will be student-led information sessions (led by 11th and 12th graders) to inform younger students about dual credit options. Informational sessions on dual credit programs will also be provided to students and their families in English and Spanish.
- **Advisory Period Changes** — With several students sharing that they needed more guidance and information on postsecondary options from the onset (e.g., freshman and sophomore year), the Eisenhower team is planning on overhauling their advisory period curriculum for all grade levels to include college and career readiness lesson plans for each student every week throughout the year.
- **Partnership with Middle Schools** — Building on previous partnerships with local middle schools, the College and Career Director will hold dual credit informational sessions at feeder middle schools and will advise middle school students on how these programs can factor into their postsecondary planning.
- **Expanding the Master Schedule** — The school administration plans to expand the number of dual credit offerings in their master schedule to increase the number of students, from all demographics, enrolling in dual credit courses. The administration will review some recently offered honors classes for potential development into College in the High School courses, especially among math offerings.
- **Spotlighting Staff** — As a way to hype and promote dual credit programs at Eisenhower High School, school leaders are spotlighting teachers and the different types of dual credit courses they teach. This will be done via flyers shared on social media, parentsquare, and other communication avenues.