

Building the Pipeline for College Success: **SAISD & The Greehey Family Foundation** **Dual Credit/Dual Enrollment Initiative** **for** **Building Scholars**

This report focuses on the 2021 – 2022 School Year and is the final report of the 3-Year investment through the SAISD Foundation.



Dual Credit/Dual Enrollment Mission & Vision

Dual Credit Mission

To create **equitable** and **accessible** dual credit opportunities that allow qualified high school students to enroll in college coursework and **receive both high school and college credit reflected** on both transcripts. The dual credit program engages students in advanced academic instruction that challenges them beyond expected high school outcomes. Students participating in the dual credit program will experience a reduction in cost and time while seeking to **achieve post-secondary success**.

Dual Credit Vision

We believe that providing **equitable opportunities** for students to engage in dual credit coursework, **obtain both high school and college credit**, and **actively participate in the college going culture** will prepare students with the required skill for persistence after high school toward completion of a postsecondary degree, certificate, and/ or industry certification, thereby enabling students to be contributing members of the community.



Dual Credit Data 2021-2022

Dual Credit Summary

- Over 37% or 990 Seniors graduated in 2021 meeting the College, Career and Military Readiness Dual Credit Indicator (Preliminary)
- Data Includes
 - PTECH Courses (Pathways in Technology Early College High School)
 - ECHS Courses (Early College High School)
 - All Dual Credit Courses
 - From three Alamo Colleges
 - UTSA & Texas A&M San Antonio
 - UT Austin OnRamps dual enrollment data not included

8,443 Dual Credit Seats

- Served 2,618 number of students
- 3,850 Seats Fall (54%)
- 4,593 Seats Spring (46%)
- Total dual credit costs- \$1,492,672.01** (includes tuition, instructional materials, St. Phillip's College Early College HS rent, Fire Academy, and Phoenix Academy)
- Average Cost per student- \$560.17/Average cost per seat – \$176.79

Taught By

- SAISD Teacher 3,266 Seats (39%)
- IHE Instructor 5,177 Seats (61%)

Mode of Instruction

- In-Person 7,291 Seats (86%)
- Online/Hybrid 1,152 Seats (14%)

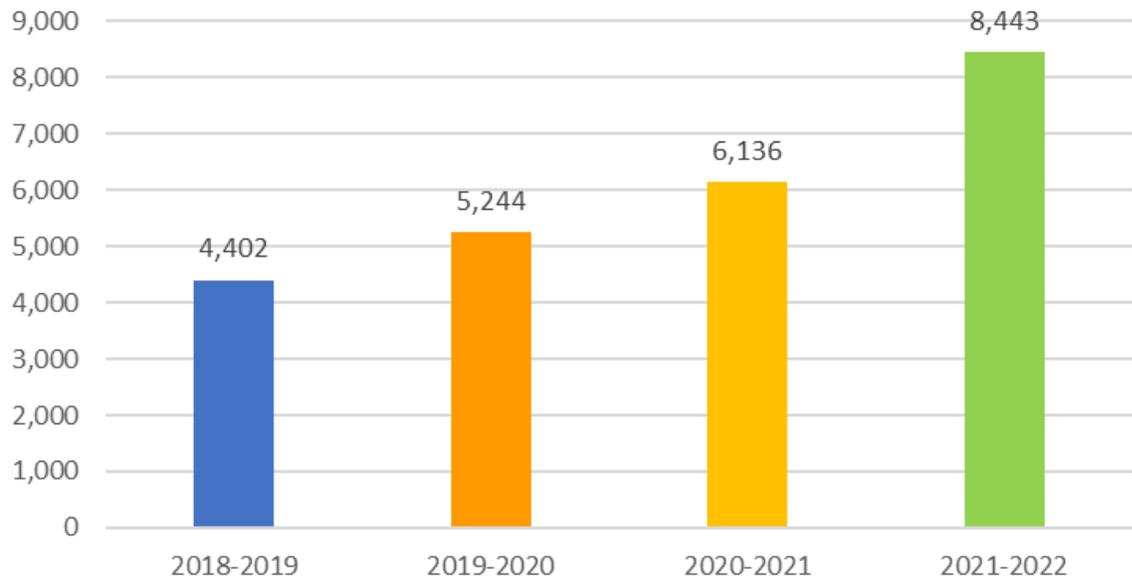
Type of Dual Credit

- Academic 6,693 Seats (79%)
- Career/Technology Education 1,750 Seats (21%)

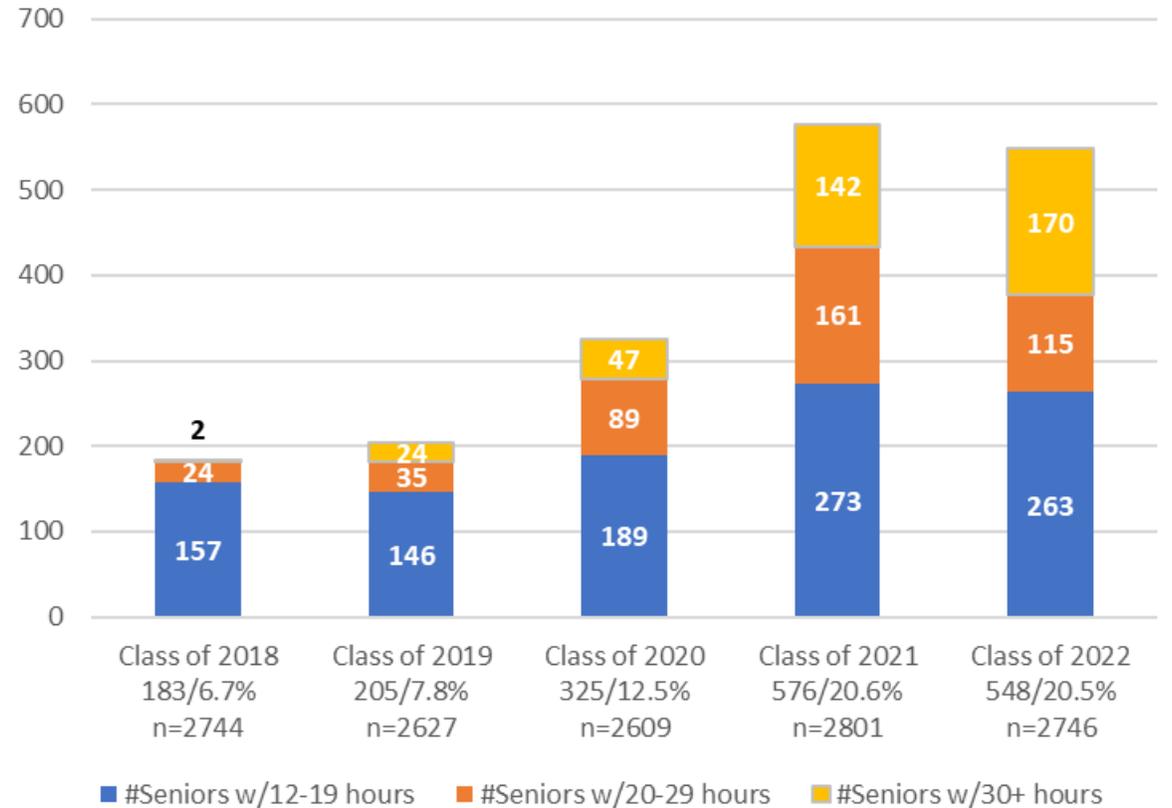
Cost for ACN Network is estimated for 21-22.

DC growth over time

Growth in DC Seats



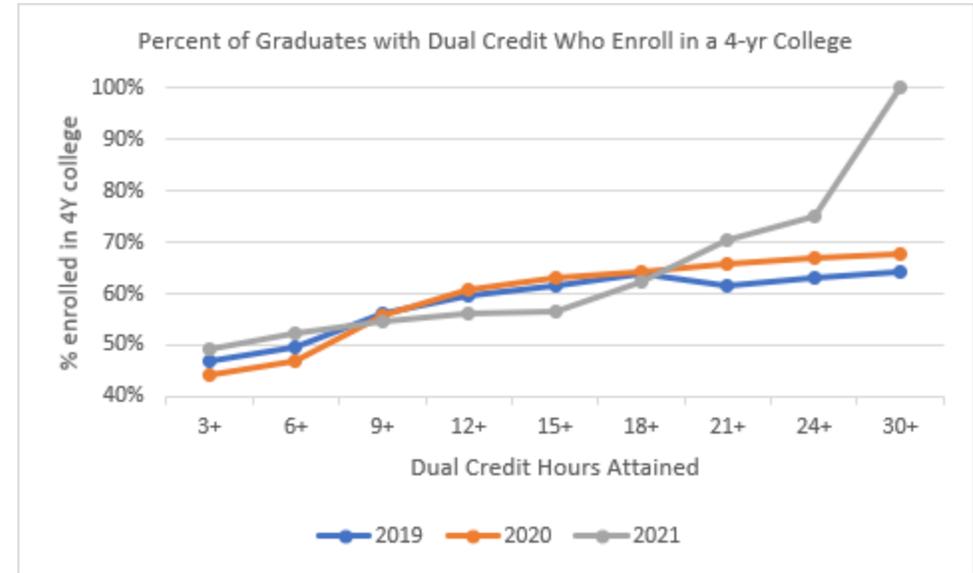
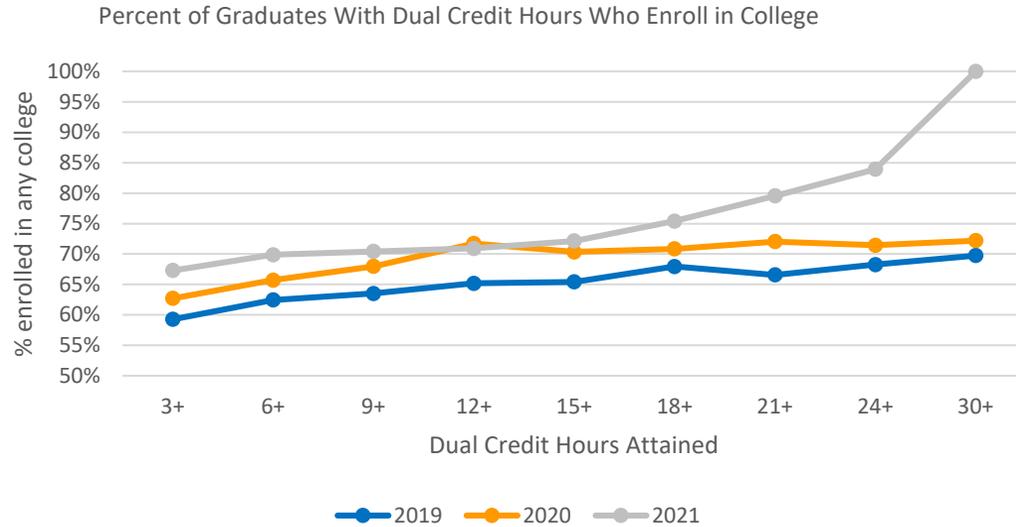
Greehey Scholars



Note: the small decrease in scholar numbers for C/O '22 reflects outcomes in the 2020-2021 school year including the number of students who did not earn a grade qualifying them for college credit, or who were not able to meet a college ready score on the TSIA that would allow them to enroll in a DC course during this school year.



Why Dual Credit Matters: Enrollment in College



District College Enrollment:

Class of 2019: 52% (Bexar County 49%)
 Class of 2020: 46% (Bexar County 47%)
 Class of 2021: 43%

Even students with only 3 hours of dual credit **outpace the District and the Bexar County average for college enrollment.**

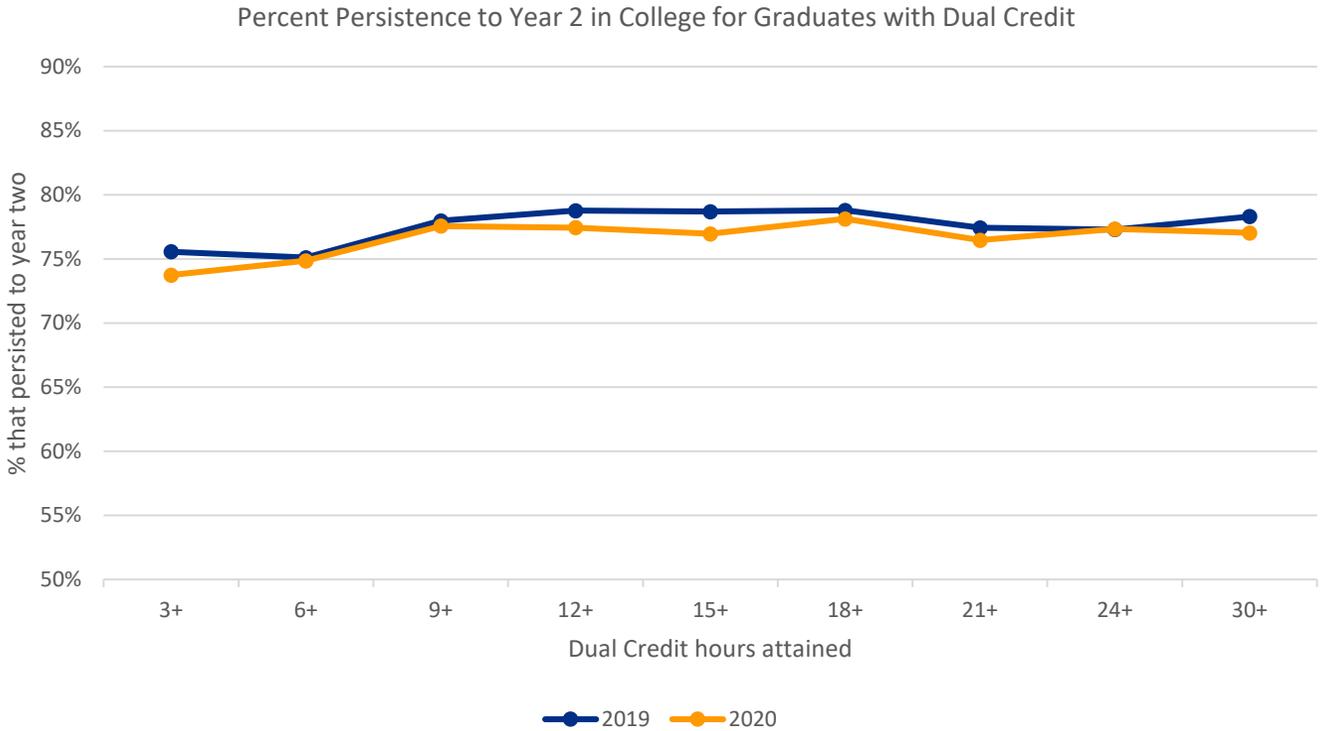
District 4-yr College Enrollment:

Class of 2019: 24%
 Class of 2020: 24%
 Class of 2021: 25%

Even students with only 3 hours of dual credit are up to **two times more likely to enroll in a four-year college** than the district average.

*Bexar County Rates from SA2020 (Texas Higher Education Coordinating Board)

Why Dual Credit Matters: Persistence in College



The big payoff: graduates who take dual credit courses **persist to year two of college at a higher rate** than the national average of around 68% for our 90% Hispanic population!
Over the past two years we have invested in means to both track and support students through to college completion and are excited to continue to follow these students to degree completion.

* National Data from National Student Clearing House



Challenges & Next Steps

What we learned

- DC makes a difference in college enrollment and persistence, and taking 9 hours is a key lever
- DC students must take and ultimately pass the TSIA to take DC courses and thus they are more college ready making offering DC a key strategy to drive success in meeting college readiness standards on TSIA or SAT/ACT
- Equity of access and success for groups of students who are traditionally underserved continues to lag in dual credit participation, specifically African America students and emerging bilinguals
- Partnership challenges around key practices
 - Rising tuition, materials, and operational costs
 - Online instruction
 - College instructor buy in
 - Recruiting high school teachers who will be approved as college instructors

Next Steps

- Funding to sustain dual credit seats has become a challenge in the face of State budget constraints. New local funding sources as well as cost efficiencies (recruiting and hiring district teachers who can teach dual credit; growing our own dual credit teachers; negotiating college tuition cost reductions; seeking new dual credit partnerships to increase market competition).
- Focus on Assessment Literacy for teachers who then can well-support students for success on the TSIA/SAT/ACT; efforts underway include district wide resources for student tutoring and teacher training
- Advising, advising, advising: students and families must have access to college knowledge & preparation early-beginning at least with the transition to middle school
- College partnership agreements focused on outcomes supported by best practices based on outcome data: i.e. reducing online/asynchronous instruction



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