

Mandating Ethnic Studies in Concurrent Enrollment

A YAASPA Policy Brief

Authors: Ariana Rodriguez, Ashley Garcia Torres, Chelsea Situmeang, Gracey Loucks, Janiece Mackey, Jordan Stewart, Keelie Gray, Lina Hird, Xavier Hadley
2021

Young Aspiring Americans for Social and Political Action
“Redefining the standards to pull down the barriers!”

COMMUNITY ORGANIZATION POSITION

YAASPA engages youth in Aurora Public Schools (APS) and Denver Public Schools (DPS) in order to cultivate civic engagement in both community and career. YAASPA grounds its work in four themes: academic and career self-efficacy, civic literacy, civic engagement, and racial identity development. Our theory of change is grounded in critical race theory; which acknowledges that our students of color are navigating education systems and college pathways that were not created for them but instead are grounded in neutral and market-based ideologies. Thus, we endeavor to ensure youth have the critical consciousness necessary to not only navigate these systems, but to also push against the norms and paths created without them in mind and subsequently imposed on them.

YAASPA also released a Concurrent Enrollment Racial Equity (YAASPA, 2018) report in 2018 in order to provide a landscape analysis of concurrent enrollment in APS and DPS. The report utilized a mixed-methods approach and focused on APS and DPS to unveil what is happening with concurrent enrollment from more of a local perspective. YAASPA framed the report with a racial equity perspective in order to depict the ways in which the statistical and qualitative analyses would be conducted. The report provides exploratory statistical analyses from descriptive statistics, t-tests, and visual representations of the data. We also ensured qualitative data was a part of the development of the report through 14 interviews with practitioners who engage with concurrent enrollment on a school, district or other systems level. The report indicates that there is much more that can be done for Black students to gain access to concurrent enrollment and that there is still much to be done to increase transparency and access for minoritized students as well.

In order to ensure that the report is accessible and its findings are utilized by youth and families in the Denver Metro area, YAASPA staff have created concurrent enrollment racial equity toolkits for students to engage with and provide feedback on to determine how to best advocate for and demand concurrent enrollment in their schooling experiences. The grassroots perspective is necessary for YAASPA to model and demonstrate the need for policy praxis, or the intersection of policy and practice, and the implications this has for students who desire to navigate higher education through concurrent enrollment.



Table of Contents

I.	Overview.....	4
II.	Background.....	5
III.	Vision.....	6
IV.	National Landscape.....	7
	- <i>Concurrent Enrollment</i>	8
	- <i>Ethnic Studies</i>	8
	- <i>Transit Equity</i>	10
V.	State Landscape.....	12
VI.	Key Data.....	15
	- <i>Student Testimonial</i>	16
	- <i>Survey Data</i>	17
VII.	Conclusion.....	21
VIII.	Strategy Recommendations.....	21
IX.	References.....	22

Overview

Concurrent enrollment, or the simultaneous enrollment of high school students in courses at institutions of higher education, has increased in popularity in the last decade on both the state and national levels. However, despite the increased subscription to concurrent enrollment programs, an evident disparity persists in the equity of these programs.

As will become evident over the course of this brief, **minoritized students are underrepresented in concurrent enrollment programs in Colorado**, which is indicative of a lack of targeted accessibility and transparency in higher education. There is an additional overlap between the racial disparities represented by concurrent enrollment and the exigence of introducing ethnic studies courses to existing concurrent enrollment programs. Ethnic studies, as defined by Sleeter (2011), are “units of study, courses, or programs that are centered on the knowledge and perspectives of an ethnic or racial group, reflecting narratives and points of view rooted in lived experiences and intellectual scholarship of that group” (p. vii). Ethnic studies courses are intended to provide students with culturally/ethnically salient academic contexts that do not align with traditional Euro-American ones in order to empower them to seek personal affirmation, confidence, and ethnic identity.

There have been many studies that link the impacts of ethnic studies courses with increases in students’ academic performance and self-efficacy, as ethnic studies encourage identity-building for minoritized students (Sleeter, 2011). This is where the bridge between concurrent

enrollment and ethnic studies comes in. Ethnic studies courses increase ethnic and racial identity, thus strengthening students’ sense of self and therefore academic confidence. Decreasing barriers for minoritized students in concurrent enrollment in tandem with mandating ethnic studies within said concurrent enrollment programs will likely provide students with a platform through which they can empower themselves in identity building and academic/professional self-efficacy.

Concurrent Enrollment is the simultaneous enrollment of high school students in courses at institutions of higher education.

Ethnic Studies are units of study, courses or programs that are centered on the knowledge and perspectives of an ethnic or racial group, reflecting narratives and points of view rooted in lived experiences and intellectual scholarship of that group.

Background

Trends in higher education dating back to the Reagan era have fundamentally reworked the way it is viewed by American society writ large. Disinvestment in higher education from the Reagan era has contributed to the notion of higher education as a private good rather than a public good.

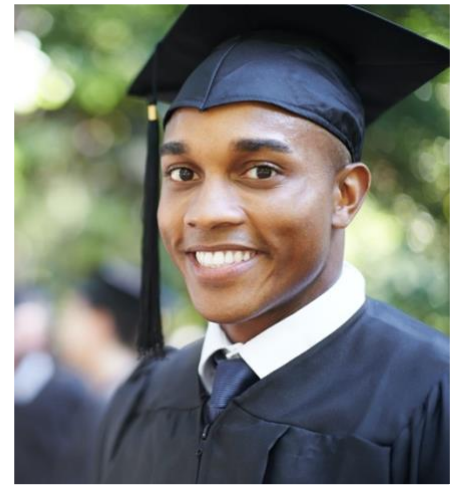
individualized effect of persistence and retention.

Reason (2009) reminds us that persistence “is an individual phenomenon” and “retention is an organizational phenomenon” (p. 660). However, while one is defined as

“Student activities and organizations tend to favor traditional students who come from families where the precedent of attending college is well established. The curriculum is predominantly Euro-centered, for the most part excluding the contributions of non-whites and women. Competition, as opposed to collaboration, is stressed in teaching and learning.”

The notion of higher education as a private good is also reflected in the ways in which higher education programs are conducted and created as well. Rendon (1994) reminds us: “Student activities and organizations tend to favor traditional students who come from families where the precedent of attending college is well established. The curriculum is predominantly Euro-centered, for the most part excluding the contributions of non-whites and women. Competition, as opposed to collaboration, is stressed in teaching and learning” (p. 34). With a Euro-centric perpetuation of higher education policies, programs, and student engagement, there remains a siloed and

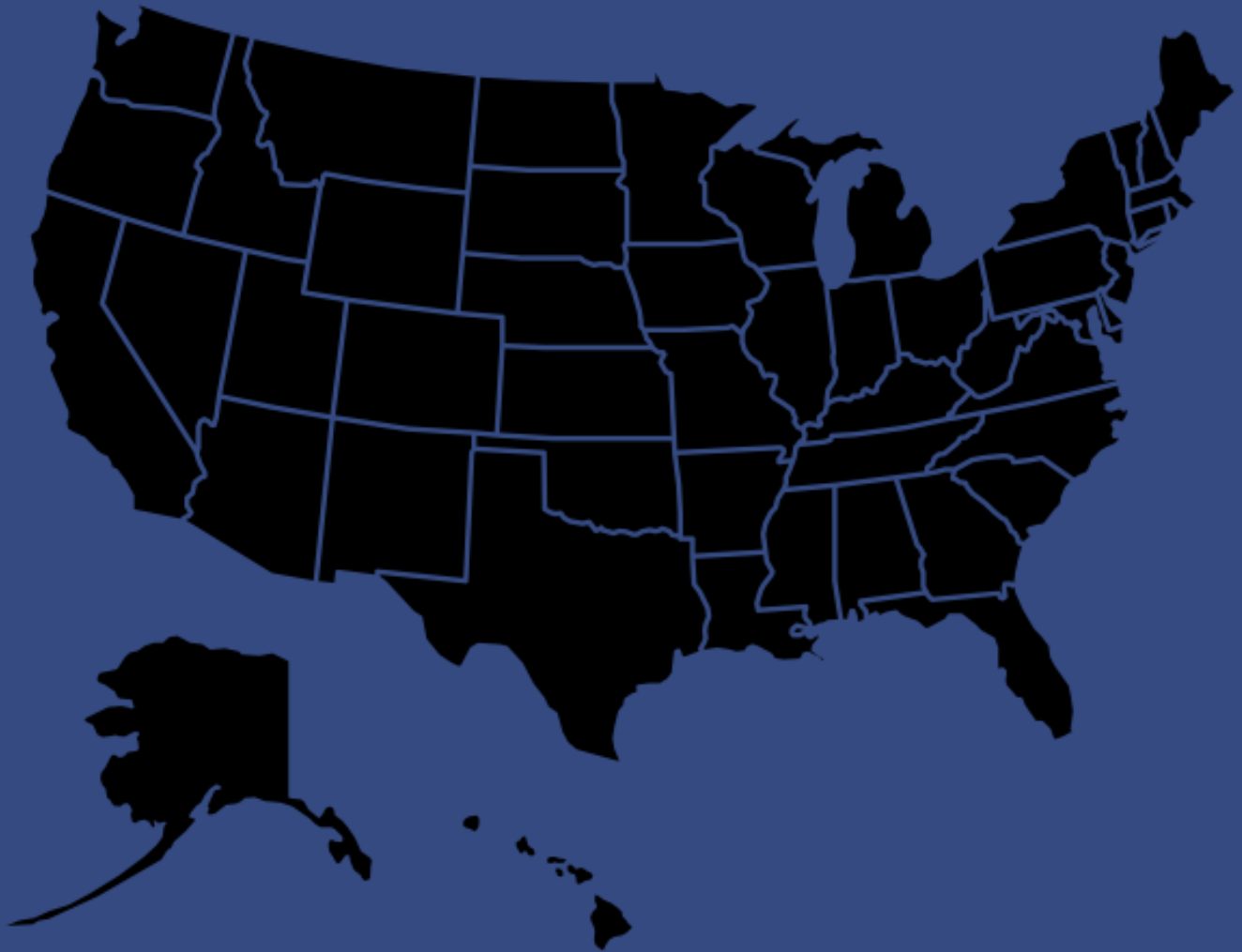
individualistic and the other organizational, these aspects of higher education must be discussed and interrogated in tandem with one another. A student is not able to persist if certain racialized and classed higher education conditions continue to exist. With persistence and retention being discussed in silos we will continue to get ineffective interventions for minoritized students. Siloed discussions of persistence and retention will continue to lead toward a missing bridge and link of a student’s lived experience of schooling and the policies and practices imposed upon them. We must move toward a vision of education as a practice of freedom (hooks, 1994) by mandating ethnic studies within concurrent enrollment.



Vision

We desire for youth to be able to navigate P-20 spaces with academic and career self-efficacy. As per Rollins and Valdez (2006), self-efficacy is defined as “an individual’s perception about his or her ability to successfully perform a given behavior or task.” In order to increase academic and career self-efficacy, we are advocating for an ethnic studies curriculum to be a mandated part of the concurrent enrollment curriculum in Colorado.

It is incumbent upon K-12 and higher education organizations to ensure the sociopolitical development and efficacy of youth with racial identity and equity in mind. Ethnic studies provide an avenue for youth, regardless of their identities, to learn how to engage with communities across similar and different identities, thus empowering youth to understand and therefore work against the education barriers that have been imposed upon them.



National Landscape

Key takeaways from our nationwide research on concurrent enrollment, ethnic studies, and transit equity.

CONCURRENT ENROLLMENT



- Without a requirement that eligible students may participate, schools and districts may not be inclined to promote dual/concurrent enrollment for students.
- Some express concern that dual enrollment courses taught by high school teachers may not meet the same level of rigor as courses taught by postsecondary faculty on postsecondary campuses.
- Some critics contend that dual enrollment courses without an end-of-course assessment have no measure to ensure that the level of rigor matches that of traditional postsecondary courses.
- Funding flows can either incentivize schools to participate or deter participation.
- If courses meet rigorous criteria yet students are denied transfer credit at another postsecondary institution, the value of dual enrollment as an option for students to save money and time to degree is negated (Zinth, 2016).

curriculum was supposed to allow adaptation by instructors to reflect the diversity of the student population in specific schools and districts. The Law encourages schools to offer ethnic studies courses based on a developed model curriculum but does not mandate such instruction (California Legislative Information, 2016).

Assembly Bill 2772 required that students grades 9-12 complete one semester of ethnic studies by graduation. The funding for the Bill would come from grants that a school could apply for through the department of education. There are no further funding provisions outside of this. The Bill was vetoed by Governor Edmund G. Brown Jr., who cited reluctance to encourage another graduation requirement that might lead to students experiencing an overwhelming number of graduation requirements (Bender, 2018). Despite Assembly Bill 2772 having been vetoed in 2018, Assembly Bill 1460 is in assembly as of 6/18/2020. This Bill will require ethnic studies as a graduation requirement for all universities in the California State University system, which is notably the largest public university system in the United States with an enrollment of 481,000.*

ETHNIC STUDIES



The following states have laws and/or bills that have pushed for a statewide implementation of ethnic studies curriculum for students. Each has its own individual aims and implementation.

California

In 2016, Assembly Bill 2016, later codified as Chapter 327, required the Instructional Quality Commission to create an ethnic studies curriculum for grades 9-12. The

Indiana

Indiana Public Law 231, signed in 2017, requires that ethnic studies be offered to high school students once a year as a semester-long elective course, as but not a separate graduation requirement. The bill does not address funding for itself, but its fiscal note states that funding is contingent on the volume of enrollment in elective ethnic studies programs. Maximum enrollment could account for up to \$19.7 million in salary expenditures (General Assembly of the State of Indiana, 2017).

**During the publication of this report, Governor Gavin Newsom signed legislation making California the first state to require all students to complete a semester-long course in ethnic studies to earn a high school diploma.*

Oregon

Oregon has been at the forefront of ethnic studies mandates since 2013. Senate Bill 739, passed in 2013, directed the Oregon Department of Education to consult with specific entities in order to develop academic content and prepare materials to support educators for instruction in the so-called Oregon Studies program. The Department of Education was required to consult and work with the following bodies: The Oregon Historical Society, Commission on Black Affairs, Commission on Hispanic Affairs, Commission on Indian Services, and the Commission on Asian/Pacific Islander Affairs. SB 739 was analyzed for revenue and fiscal impact. The Legislative Revenue Office determined the Bill had no state or local revenue impact. The Legislative Fiscal Office stated that in order for the appropriate educational materials to be developed and disseminated as per the Bill, the fiscal impact would be \$146,167 for the 2013-2015 biennium (Oregon Legislative Assembly, 2013).

Oregon then introduced House Bill 2845 in 2017. The Bill required an ethnic studies curriculum to be designed and implemented into existing K-12 social studies education. The Bill also required transparency in department reporting of implementation of the curriculum. Additionally, the Bill directed the Oregon Department of Education to create advisory groups composed of individuals of diverse backgrounds to ensure the state properly implements the curriculum in regards to the lives, histories, and experiences of minoritized groups. It was codified in Chapter 0501 of the 2017 Oregon Laws and is set for full-scale implementation by 2021. The law does not have a fiscal note attached to it, so it is unclear how this was funded, implemented,

and enforced (Oregon Legislative Assembly, 2017).



Oregon community leaders gather at HB 2845's first public hearing.

Along with the passing of HB 2845, a list of recommended non-textbook materials and teacher resources were released, thus guiding educator implementation and curriculum development. Additionally, a grade-by-grade standards recommendation program was created in order to guide the ethnic studies curriculum as it was implemented in kindergarten to grade 12. Line items include directions such as “develop understanding of identity formation related to self, family, community, gender, and disability” for kindergarteners and “analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present” for high school students.

Vermont

In March of 2019, Vermont Bill H.3 was approved by the Governor. The Bill aimed to set standards for ethnic studies and social equity studies in public schools for K-

12 students. The Bill established the Ethnic and Social Equity Standards Advisory Working Group to represent the interests of various social and ethnic groups. Notably, two high school students were selected to be part of the Working Group. In order to finance this endeavor, \$15,860 was appropriated from the General Fund to the Vermont Agency of Education for the 2020 fiscal year. The goals of the Working Group include but are not limited to: attending to and eradicating racial bias within the existing curriculum, providing means by which to safely let students explore themes of race, gender, sexuality, and ethnicity, and increase the attention of students to the historical contributions of various ethnic and social groups (Vermont General Assembly, 2019).

TRANSIT EQUITY



Transportation access plays a major role in the accessibility of and participation in educational opportunities, including concurrent enrollment programs. Expensive public transportation costs can pose an insurmountable barrier to students who must travel to attend concurrent enrollment classes at other institutions, therefore acting as a deterrent to their enrollment in the first place. As such, YAASPA has pioneered an effort to call on Aurora Public School officials to cover the costs of transportation for students in concurrent enrollment and affiliated internship programs.

On a national level, certain efforts have been made to address the lack of accessibility to less costly or even free transportation services in order to support students and individuals from lower-income backgrounds. For example, Kansas City,

Missouri, became the first major U.S. city to institute universal free public transport in December of 2019. The Mayor, Quinton Lucas, stated: “Public transportation would allow Kansas Citians to access opportunities for employment and education — which lead to better quality of life and, therefore, better health for our community.” Kansas City officials recognized the exigence of providing everyone free public transportation, and students undoubtedly benefited immensely from this change.

“Expensive public transportation costs can pose an insurmountable barrier to students who must travel to attend concurrent enrollment classes at other institutions, therefore acting as a deterrent to their enrollment in the first place.”

Similarly, Olympia, Washington, switched to free bus service in 2020. In just one month after the institution of the free bus program, ridership increased 20 percent (or by 60,000 people), indicating that costs of bus fare had been a major barrier inhibiting citizens from accessing transportation in the ways they needed (Boone, 2020). Students and those seeking educational opportunities are assuredly represented in this increase in ridership.

While free public transportation options may seem financially infeasible, certain municipalities have drastically reduced the cost of public transportation services in order to better serve their citizens.

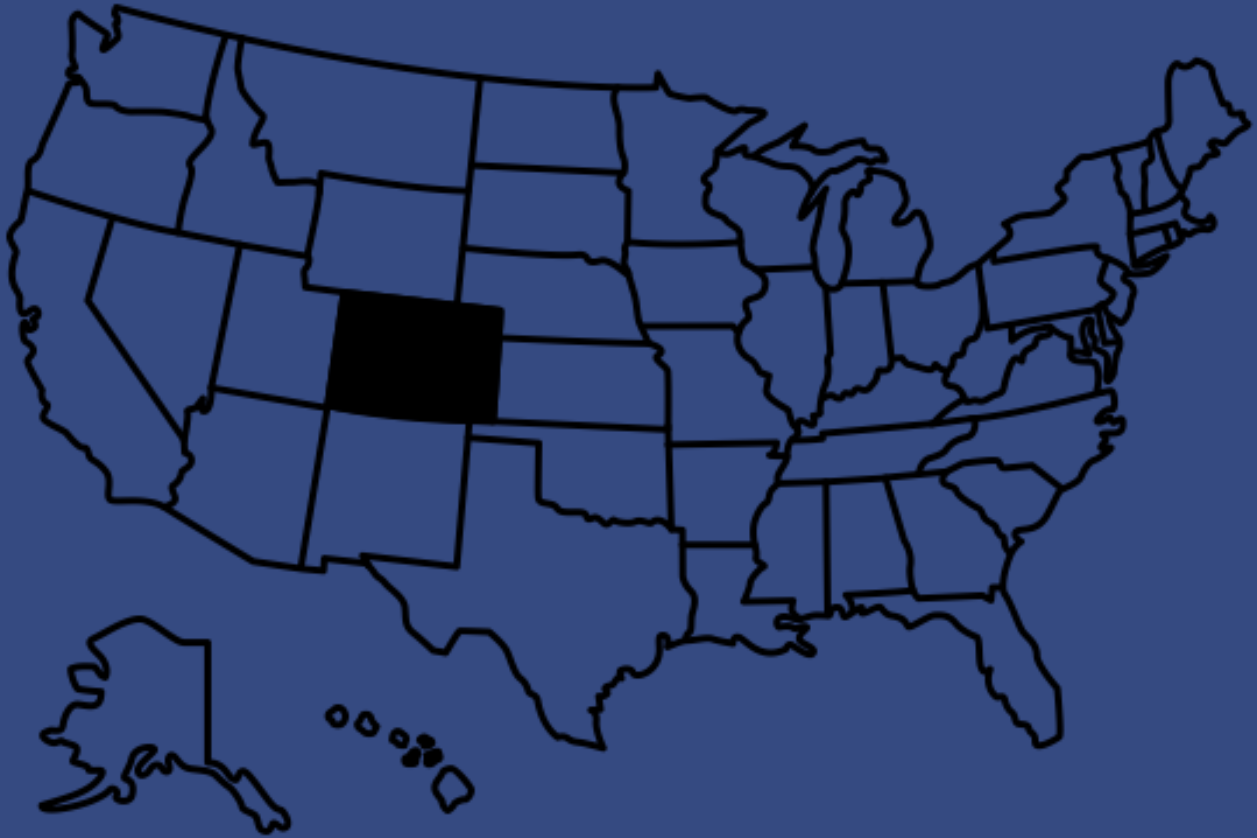


King County residents participating in Seattle's ORCA Lift reduced fare program can use public transportation at half the cost, potentially increasing transportation access to 100,000 commuters.

For example, in 2015, Seattle introduced the ORCA LIFT reduced fare program. This program reduces the fare of individuals making less than \$23,340 a year or families of four making less than \$47,700 a year from \$3 per ride to \$1.50 per ride. It was estimated that 100,000 low-income commuters could benefit, thus increasing ridership among groups that were formally faced with barriers to commuting (Sanders, 2015).

Essentially, while a few cities have made changes regarding the cost of public

transportation, such reforms are not widespread, and thus barriers to transportation still exist and may hinder students and those wishing to pursue educational and employment opportunities from realizing their full potential. It is important that concurrent enrollment programs consider transportation costs in their overall fees, as failing to do so discourages and even disenfranchises students who may not be able to attend concurrent enrollment courses due to overly expensive transportation costs.



State Landscape

Key takeaways from our state research on concurrent enrollment, ethnic studies, and transit equity.

The 2009 Concurrent Enrollment Programs Act kickstarted concurrent enrollment programs in Colorado. According to the Colorado Department of Higher Education, the number of students in concurrent enrollment programs was 25,534 in 2015-2016 and had increased to 30,979 by 2017-2018. This indicates an increase in interest and subscription to concurrent enrollment programs over the last decade.

25,534

Students enrolled in concurrent enrollment programs in 2015-16

30,979

Students enrollment in concurrent enrollment programs in 2017-18



>54%

Increase in demand for concurrent enrollment demand over two years

Colorado has previously made some legislative efforts to address concurrent enrollment. In May 2009, Colorado passed HB09-1319 and SB09-285, better known as the Concurrent Enrollment Programs Act. This Act was meant to increase the access to and quality of concurrent enrollment options available to eligible Colorado students in grades 9-12. The Act made provisions for improved coordination between secondary and postsecondary institutions and financial transparency and accountability of these programs. Notably, the Act also stated that “the local education provider shall annually notify all students and parents or legal guardians... of the opportunity for concurrent enrollment.” In an effort to increase transmission of concurrent enrollment programs to students and families, the Act also makes provisions for a

clear and easily-understandable website regarding concurrent enrollment eligibility requirements, available programs, and more.

The 2009 Concurrent Enrollment Programs Act kickstarted concurrent enrollment programs in Colorado. According to the Colorado Department of Higher Education, the number of students in concurrent enrollment programs was 25,534 in 2015-2016 and had increased to 30,979 by 2017-2018. This indicates an increase in interest and subscription to concurrent enrollment programs over the last decade.

However, these policies do not necessarily come with financial support and thus can create unfunded and disincentivized mandates for school districts. Colorado is a

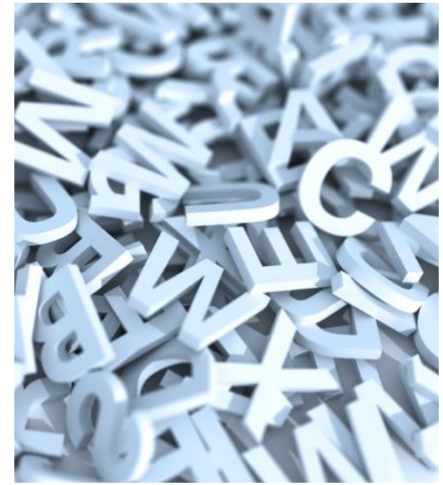
local control state which means that the state legislature tends to make policies in ways that do not necessarily impose equity initiatives on school districts. Thus, while concurrent enrollment legislation may have wording in legislation that reflects a need to increase access or equity, in actuality, students may not be experiencing equity in their respective school districts. For instance, HB 16-1144 (Concerning Transparency in Postsecondary Courses Offered to High School Students) was signed into law in 2016 and proposed to ensure students and their families were made aware of concurrent enrollment opportunities (Colorado General Assembly, 2016). However, as an organization that has worked with youth in concurrent enrollment, YAASPA has consistently found minoritized students indicate they do not know what concurrent enrollment is and they confuse it with Advanced Placement (AP) courses.

*“The state legislature tends to make policies in ways that do not necessarily **impose** equity initiatives on school districts. Thus, while concurrent enrollment legislation may have wording in legislation that reflects a need to increase access or equity, in actuality, students may not be experiencing equity in their respective school districts.”*

This year, the state legislature endeavored to address inequity in information about and access to concurrent enrollment again through HB 18-1005, which is entitled Notice to Students of Post-secondary Courses:

Concerning Notes of Postsecondary Course Enrollment Options Available to High School Students (Colorado General Assembly, 2018). The only difference between this bill and the aforementioned legislation is the need for all schools regardless of governance type to notify students and families of concurrent enrollment along with cost information. However, YAASPA staff and other education stakeholders highlighted the fact that the bill does not include an amendment for the information to be translated into different languages and was told that the state does not play a part in the decision-making for issues such as translation, which should be taken up at the school district level (Chalkbeat, 2018).

Concurrent enrollment is regarded as a program requiring close attention and reporting. The Colorado Department of Higher Education (CDHE) put out a report entitled *Annual Report on Concurrent Enrollment 2015-2016 School Year (2017)* to reflect a statewide view of what is happening with concurrent enrollment. Aurora Public Schools had one school on the top ten list in the report and is also reported as a top ten district. Denver Public Schools is reported as a top ten district yet does not have any schools on the list that are on the top ten school list in the state. However, the Denver Public School system has a lot of charter schools that do not offer concurrent enrollment. In fact, only 19 percent of charter schools within the district offer concurrent enrollment which is extremely problematic given the number of Black and Brown students they serve each year (as of 2017-2018 academic year). This discrepancy in access can be due to several aspects ranging from not being a part of district agreements to not wanting to use their budget on concurrent enrollment offerings for students.



Key Data

An existing body of literature traces the links between racial identity development in tandem with academic and career self-efficacy. Rollins and Valdez (2006) present the educational barriers to American ethnic minorities and state that adolescents must be prepared through their educational experience to develop strategies to cope with institutional barriers and racial discrimination. In order to understand and face such barriers in education and professional spheres, Rollins and Valdez emphasize the critical importance of ethnic identity development, or “a minority individual’s progression through stages of understanding his or her own ethnicity through membership in a group that is valued” (Rollins and Valdez, 2006). They go on to state that higher levels of ethnic identity development are correlated to higher reasoning ability and academic performance due to the fact that ethnic identity development fosters a strong sense of cultural affiliation, positive self-image, and stable identity.

Rollins and Valdez connect this concept to self-efficacy, defined as “an individual’s perception about his or her ability to successfully perform a given behavior or task.” According to the results of their study, higher levels of ethnic identity development led to higher career decision-making and career task self-efficacy. In fact, contrary to the original hypothesis, increased self-efficacy was associated with increased perceptions of racism. Rollins and Valdez (2006) thus stipulate that in order for minoritized students to cope with racism effectively, “programs to foster ethnic identity development may have a beneficial effect on student’s career self-efficacy.” Educational measures such as mandated ethnic studies curricula function as spaces in which youth learn to navigate discriminatory pathways in order to increase their self-confidence and self-efficacy in academic and career pursuits.

STUDENT TESTIMONIAL



I'm a student at Aurora Central who is also in two concurrent enrollment classes which are English 121 and Intro to Statistics. I was in AP classes as a sophomore through junior year [and] was approached by many of my teachers because of my good grades. These teachers were my AP teachers who approached me. I was pulled aside and told about concurrent enrollment; it was not a class announcement. Unlike my fellow classmates, my English teachers and my math teachers all thought I had something special in me academically, so they decided to give me an opportunity to better myself and I took it. For example a teacher said, "Hey, if you want this opportunity, we have people who can help you do different classes." My reaction was, "Of course. Yes."

It was hard for me, though, because I had friends in some of the AP classes. Some of my peers were rude to me as I transitioned into concurrent enrollment classes. For example, they would say, "you left me in this class," but I would tell them I want to take this opportunity. I would try to encourage them to do concurrent enrollment too, but they would decline it. I feel like they doubt themselves and I feel like the teachers push them to a point, but not enough. Even if you get at least a C in a concurrent class, it is a good opportunity. I would try to introduce this opportunity of concurrent enrollment constantly. I would try to give tough love. Last year, I was trying to encourage a kid and he called me an overachiever. Sometimes you get those people who are like, "go for it" and then others are like, "I am not so why should you." I try not to come off as an overachiever, but I just want to do well.

I think they pull students apart by pulling people aside the way they do to make students see who can and cannot supposedly do concurrent enrollment. I see a lot of this. Just like for national honor society you have to have a 3.0 to participate and it is really just community service. Anyone should be able to volunteer. [I] feel like overall communication is not what it should be with students for these type of opportunities. Unfortunately, not many of my classmates were able to get the same opportunity as me because they didn't know about those opportunities.

- Aurora Central Alumni & CCA Community Foundation YAASPA Scholar Recipient

SURVEY DATA

A group of 146 high school students from various high schools within Aurora Public Schools (APS) were surveyed in May 2019, all of whom were enrolled in concurrent enrollment programs at the time. The data are represented below in Figure 1 without having been “cleaned up,” meaning that it represents students the way they chose to identify in order to avoid lumping students into identifiers that do not feel true to them. Thus, the identifications for race are numerous and accommodate for the full variety of survey responses: 31.5% of the students were white, 15.1% were Hispanic, 15.1% identified as multiple races, 13.7% were Black/African American, 10.3% were Asian, 5.5% were Latino/Latina, 3.4% were Hispanic/Latino/Latina, 2.1% chose not to identify, 0.7% were Arabic, 1.4% were Mexican, and 0.7% were Arabic.

Figure 1. Number of Students in Concurrent Enrollment by Race, as Self-Identified

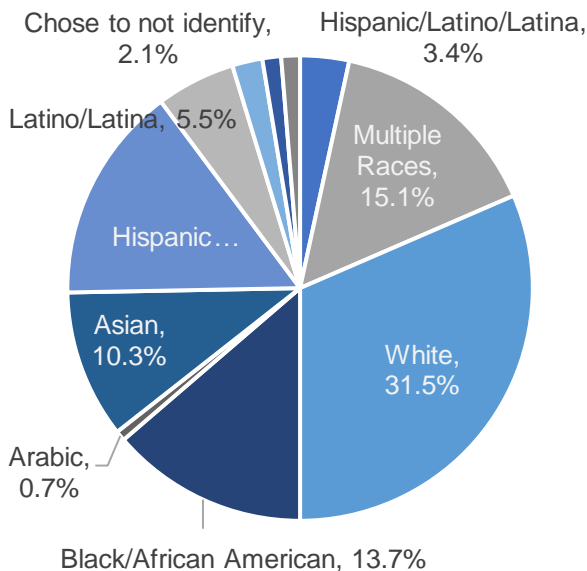


Figure 2. Number of Students NOT in Concurrent Enrollment by Race, as Self-Identified

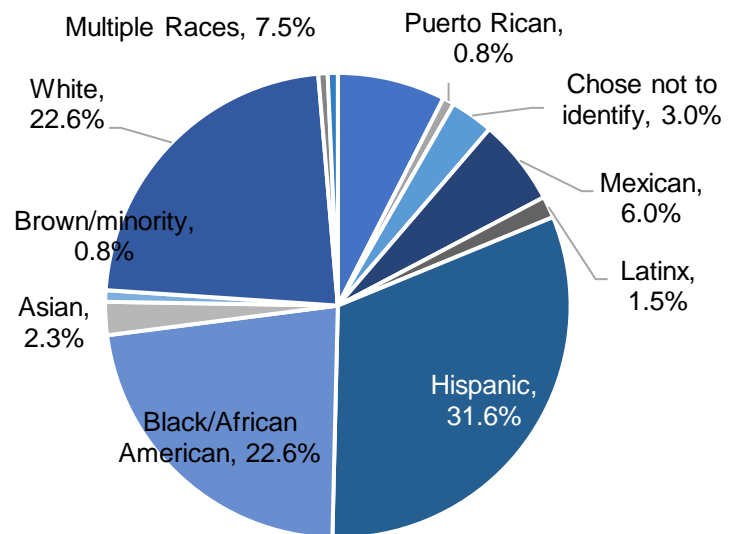


Figure 1 shows that white students represent nearly one-third of the total population of concurrent enrollment, whereas minoritized students, namely Black and Hispanic/Latinx students are underrepresented. This data breakdown is indicative of a lack of access to minoritized students that may be caused by academic barriers and other factors that will later be discussed.

When these data are contrasted with the data for students NOT in concurrent enrollment, the disparities become increasingly evident. The survey data presented in Figure 2 below are taken from a group of 133 APS high school students who were NOT in concurrent enrollment programs at the time of the survey. As with Figure 1, the data have not been “cleaned up,” the self-identification of race is true to the way students chose to identify themselves. Out of the 133 students, 31.6% identified as Hispanic, 22.6% Black/African American, 22.6% white, 7.5% as multiple races, 6% as Mexican, 3% chose not to identify, 2.3% as Asian, 1.5% as Latina, 0.8% as Puerto Rican, 0.8% as brown/minority, 0.8% Native American, and 0.8% as Hispanic/Latina.

As seen in Figure 3, the data show a lack of equity when directly compared to the data from students IN concurrent enrollment programs. Based on these data, Black and Hispanic students are underrepresented in concurrent enrollment programs. This further indicates that concurrent enrollment as it currently exists lacks accessibility specifically among Black and Hispanic students.

Figure 3. Students IN and NOT IN Concurrent Enrollment by Race, as Self-Identified

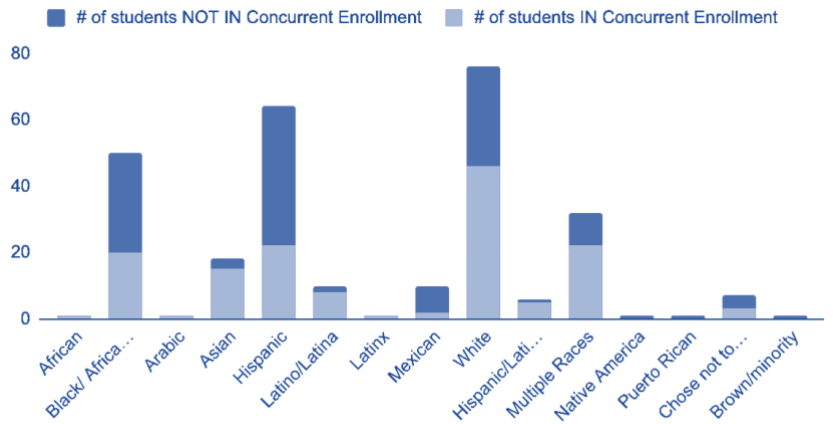
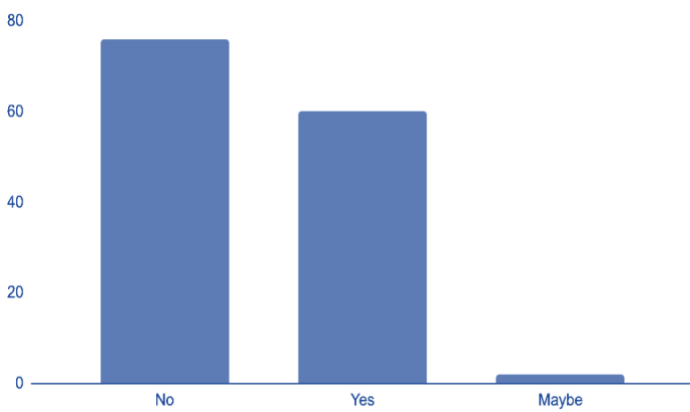


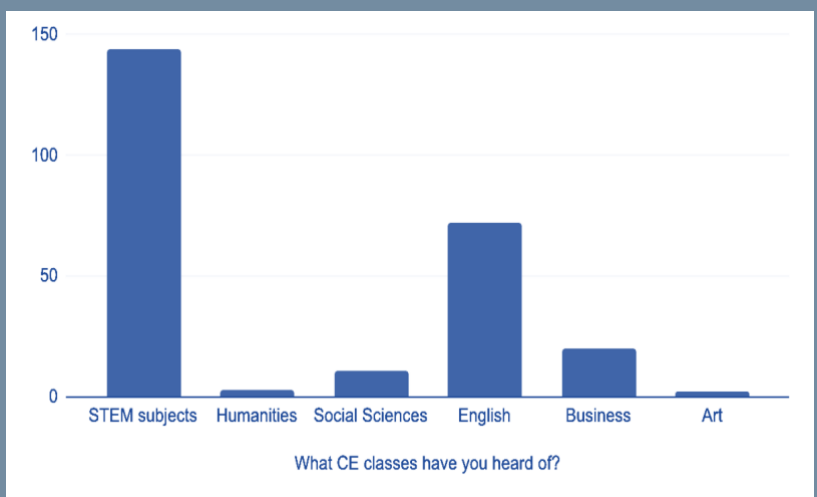
Figure 4. Responses to “have you heard of concurrent enrollment” for students NOT in concurrent enrollment



Insofar as the students NOT IN concurrent enrollment programs, 76 out of 133, or 57.1% of students had never heard of concurrent enrollment at all (Figure 4). Sixty students, or 45.1% had heard of concurrent enrollment, and 1.5% indicated that they may have heard of it. Due to the fact that a majority of students not enrolled in concurrent enrollment programs had never heard of it, it is clear that information transmission about concurrent enrollment programs is lacking. Continuing from the trends seen in Figure 3, considering Black and Hispanic students are underrepresented within concurrent enrollment programs, it is likely that lack of access and information about concurrent enrollment disproportionately affects minoritized students and poses a significant barrier to participation in such programs.

As seen in Figure 5, upon examining the data from the survey of high school students IN current enrollment, it is clear that certain subjects, namely social sciences and humanities are greatly underrepresented in concurrent enrollment. When asked which concurrent enrollment courses students had heard of, STEM subjects (math and science courses) were mentioned 144 times. In comparison, English courses were mentioned 72 times, social science courses (political science and law and government courses) were mentioned 11 times and humanities courses (mythology, philosophy, etc) were only mentioned 3 times. Extrapolating from this data it seems as though students involved in concurrent enrollment are much more inclined to take STEM subjects over so-called “soft sciences.” If ethnic studies was offered in concurrent enrollment programs, it likely would not receive the same enrollment as STEM subjects in accordance with the trends seen with the available data. However, making ethnic studies a mandatory requirement for students in concurrent enrollment programs would likely see a major increase in enrollment in these types of classes.

Figure 5. Responses to “have you heard of concurrent enrollment” for students NOT in concurrent enrollment



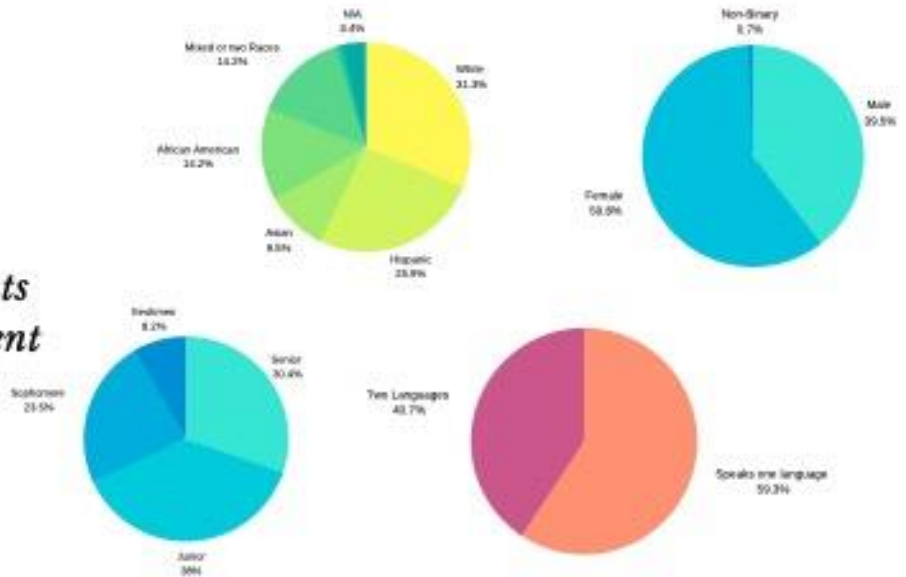
STUDENT VIEWS

quantitative data on the students who participate/participated in concurrent enrollment.

By Jordan Stewart

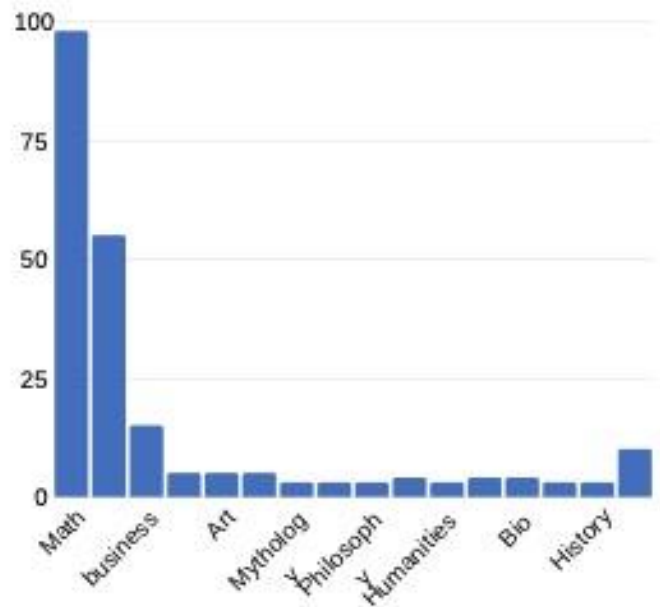
HOW?

A leading question that was asked for the students who partake in concurrent enrollment classes was "How did you find out about the classes?"



WHAT?

A following question that we asked was "what kind of concurrent enrollment classes were you aware of?"



DOES CONCURRENT ENROLLMENT IMPACT YOUR FUTURE?

Data collected by Gracey Loucks



Students answered: "yes" majority of students weren't specific.

Students responses weren't descriptive, students answered "no".

Students answered: "It depends on what path you take".

"if classes play into future"
7%

"matches my major"
3%

less specific
85%

"Prepares for college"
29.1%

"College credit helps"
26.7%

"limits time in college"
20.9%

"saves money"
23.3%

WHAT DOES THIS MEAN?

- largest percentage of answers from students was when they answered "yes"
- second most popular answer is "I don't know"
- concurrent enrollment proves to be important to students when they know/understand it

Conclusion

Overall, the data from surveys of high schoolers in APS schools shows that minoritized students are underrepresented in concurrent enrollment programs and that information about the existence of concurrent enrollment programs is lacking, as over half of students surveyed had never heard of it.

The implications of this underrepresentation of minoritized students are wide-reaching and intersect with the lack of comprehensive ethnic studies curriculums in concurrent enrollment programs. **The problem here is two-fold: one, that minoritized students are underrepresented within concurrent enrollment; and two, that social sciences are underrepresented within concurrent enrollment offered courses.** YAASPA advocates for building self-efficacy through racial identity development, and increasing

the number of minoritized students in concurrent enrollment programs through making such programs more accessible to students, as well as mandating ethnic studies for all students in concurrent enrollment, will increase the self-efficacy of minoritized students by working with them to build racial identity and understanding of the social, cultural, and political structures that have been imposed on them by external factors.

STRATEGY RECOMMENDATIONS

1 Creation of meaningful outreach materials for minoritized communities

- a. Work with community members to determine if and how concurrent enrollment materials should be translated and distributed.
- b. Flyers and other material should be specific and relevant to the community.

2 Create and foster “college-going attitudes” both in and out of the concurrent enrollment sphere

- a. Targeted efforts to sustain student learning as opposed to focusing solely on data collection.

3 Improve classroom instruction for minoritized students and provide ample supplemental support

4 Mandate ethnic studies programs as a CE program requirement

- a. Consult with minoritized community members to develop salient and effective ethnic studies curriculum.

References

- An Act relating to ethnic and social equity studies standards for public schools. (2019). Retrieved August 26, 2020, from [https://legislature.vermont.gov/Documents/2020/Docs/ACTS/ACT001/ACT001 As Enacted.pdf](https://legislature.vermont.gov/Documents/2020/Docs/ACTS/ACT001/ACT001%20As%20Enacted.pdf)
- American Educational Research Association Home. (n.d.). Retrieved August 26, 2020, from <https://www.aera.net/>
- AS PREPARED FOR DELIVERY: 2020 STATE OF THE CITY ADDRESS KANSAS CITY MAYOR QUINTON LUCAS. (2020, February 12). Retrieved August 26, 2020, from <https://www.kcmo.gov/Home/ShowDocument?id=3852>
- Bender, J. (2018, October 2). *Gov. Brown rejects ethnic studies bill, saying high school students are overburdened*. Press Enterprise. <https://www.pe.com/2018/10/02/gov-brown-rejects-ethnic-studies-bill-saying-high-school-students-are-overburdened/>
- Bill Text-AB-2016 Pupil instruction: Ethnic studies. (2016, February 16). Retrieved August 26, 2020, from https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB2016
- Boone, R. (2020, February 20). *Intercity Transit ridership grows 20 percent in first month of zero-fare bus service*. The Olympian. <https://www.theolympian.com/news/local/article240447351.html>
- Concurrent Enrollment. (n.d.). Retrieved August 26, 2020, from <https://www.cde.state.co.us/postsecondary/concurrentenrollment>
- Rollins, V. B., & Valdez, J. N. (2006). Perceived Racism and Career Self-Efficacy in African American Adolescents. *Journal of Black Psychology*, 32(2), 176-198. doi:10.1177/0095798406287109
- Sanders, S. (2015, March 03). *Seattle Cuts Public Transportation Fares For Low-Income Commuters*. Retrieved August 26, 2020, from <https://www.npr.org/sections/thetwo-way/2015/03/02/390279518/seattle-cuts-public-transportation-fares-for-low-income-commuters>
- SB 739 Regular Session. (2013). Retrieved August 26, 2020, from <https://olis.leg.state.or.us/liz/2013R1/Measures/Overview/SB739>
- Senate Bill 19-176. (2019). Retrieved August 26, 2020, from https://leg.colorado.gov/sites/default/files/2019a_176_signed.pdf

Sleeter, C. E. (2011). The Academic and Social Value of Ethnic Studies. *National Education Association*. Retrieved August 26, 2020, from <https://vtechworks.lib.vt.edu/handle/10919/84024>

Walker, T. (2013, April 1). Fiscal Impact of Proposed Legislation Measure: SB 739. Retrieved August 26, 2020, from <https://olis.leg.state.or.us/liz/2013R1/Downloads/MeasureAnalysisDocument/18144>

Zinth, J. D. (2016, April 6). *Keeping Tabs on Dual Enrollment*. EdNote. <https://ednote.ecs.org/keeping-tabs-on-dual-enrollment/>