



RESEARCH TO PRACTICE:

- ✓ Utilizing new research on college readiness high school immersion pathway students
- ✓ to design school-level supports for historically underrepresented populations in higher education

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UofU

International DLI Conference, 2022

“As a part of higher education’s partnership with USBE to offer early college Concurrent Enrollment credit, the Utah Bridge Program focus centers on supporting access to bilingual, biliterate and bicultural citizenships, and meeting each student’s potential in college pathways.”

← → ↻ 🔒 l2trec.utah.edu/bridge-program/ 🔍 ☆ ⚙️ J Update

BRIDGE PROGRAM
L2TREC | COLLEGE OF HUMANITIES

Welcome To The Bridge Program For Advanced Language Learning!

The Bridge Program is a Partnership Between Utah's K-12 and Higher Education Systems

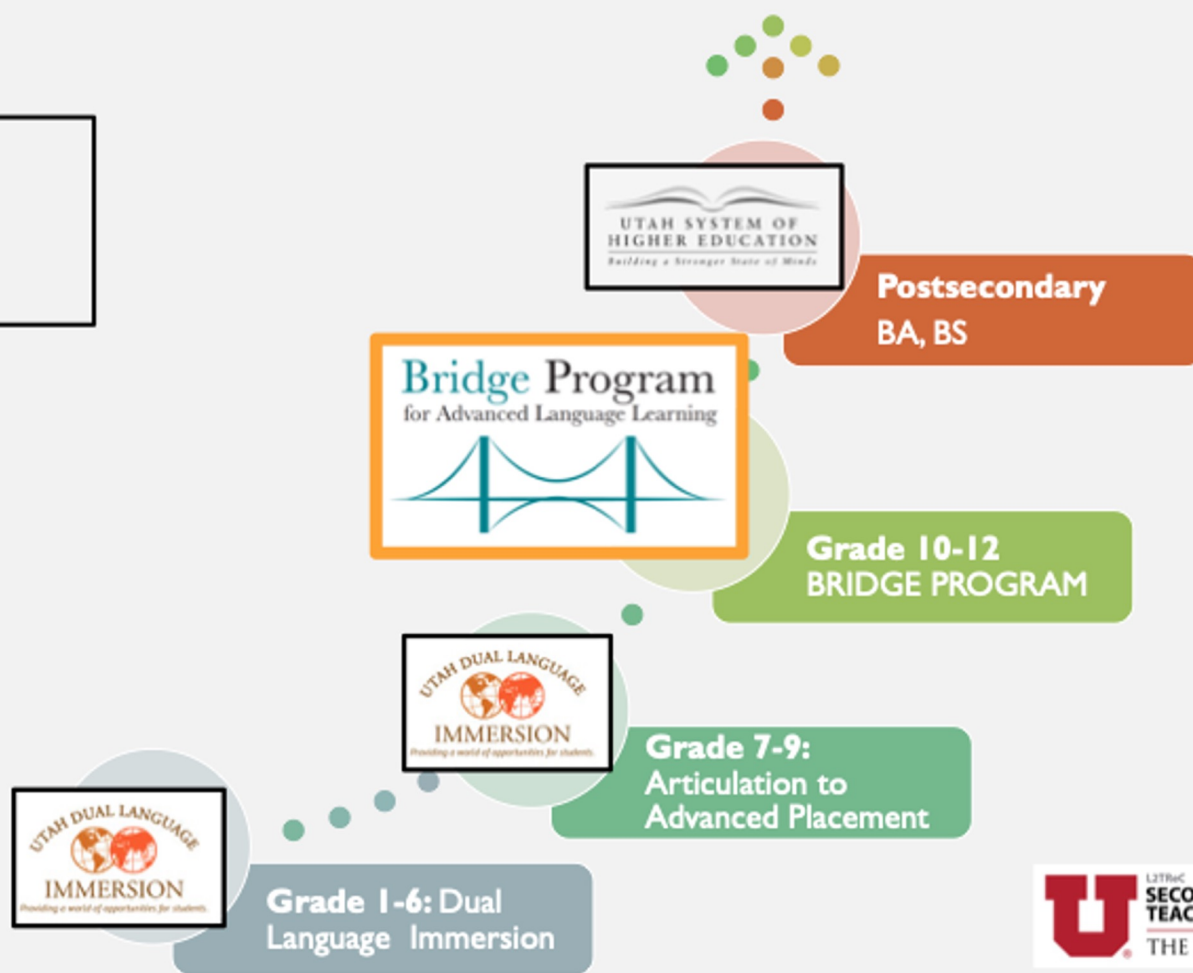
As a part of higher education's partnership with USBE to offer early college Concurrent Enrollment credit, the Utah Bridge Program focus is centered on supporting access to bilingual, biliterate, and bicultural citizenship, and meeting each student's potential in college pathways.

Bridge Program
for Advanced Language Learning

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**GOAL: Civic Engagement, Careers, and Bilingual Proficiency
with Global and Intercultural Competency**

**Utah's K-16
Language
Articulation**

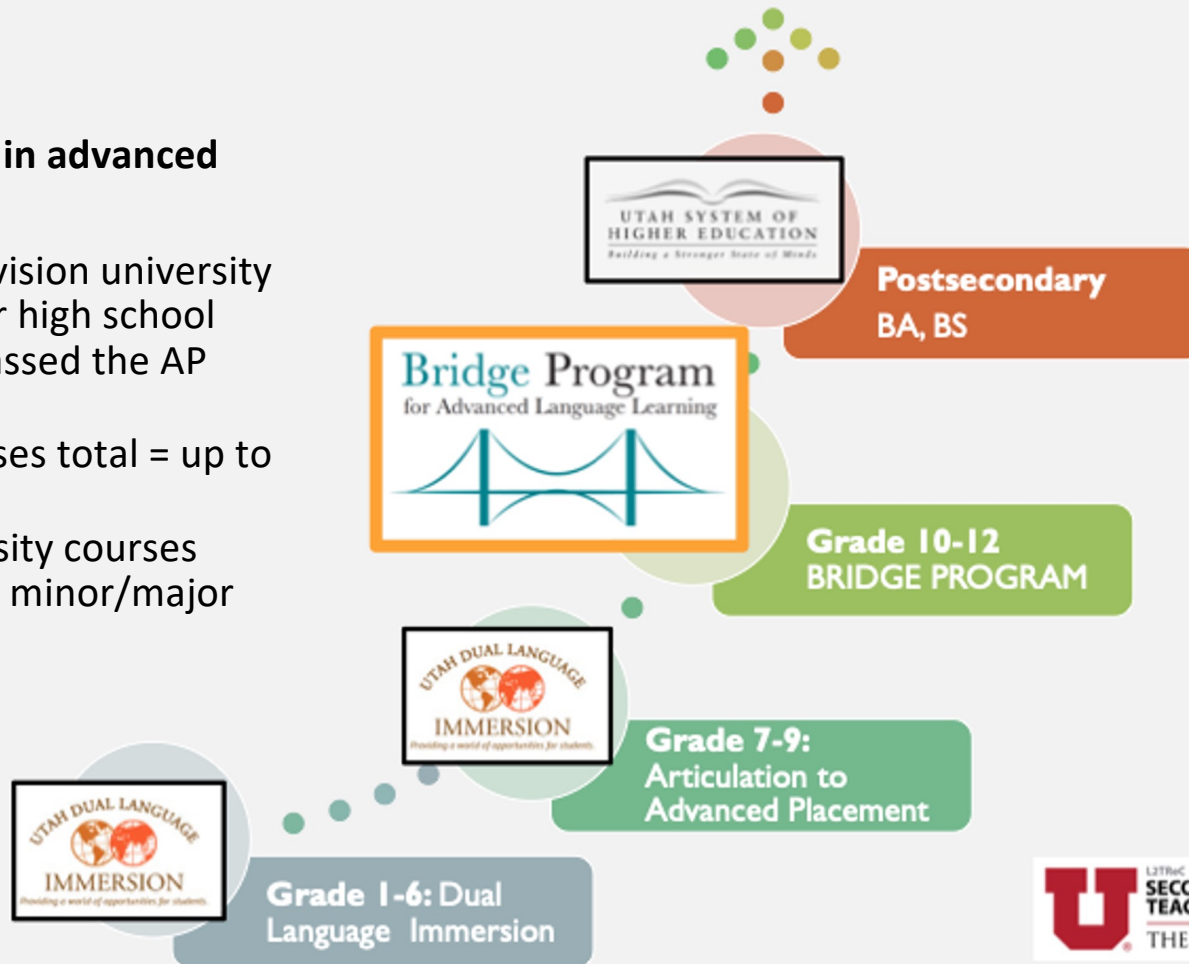


**GOAL: Civic Engagement, Careers, and Bilingual Proficiency
with Global and Intercultural Competency**

Utah Bridge Program:

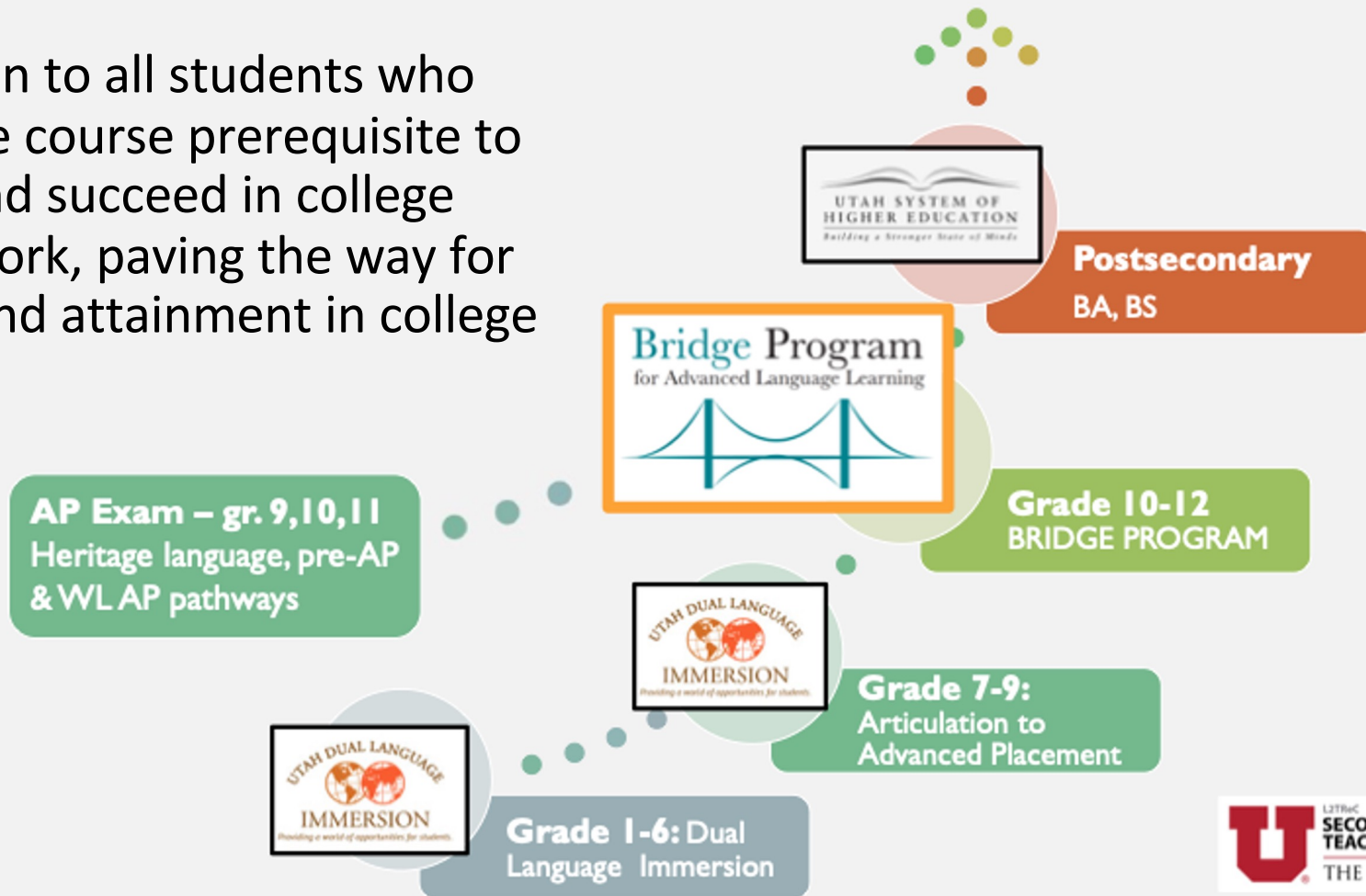
An early college initiative in advanced language study

- A series of 3 upper division university courses developed for high school students who have passed the AP Exam in grades 9-11
- 1 course/year, 3 courses total = up to 9 university credits
- Upper division university courses which count toward a minor/major pathway



**GOAL: Civic Engagement, Careers, and Bilingual Proficiency
with Global and Intercultural Competency**

KEY: open to all students who meet the course prerequisite to enroll and succeed in college coursework, paving the way for access and attainment in college



PROGRAM LEVEL QUESTIONS leading to formal research

- The Bridge Program sets up an expectation for K-16 articulation, but has had no measure of college readiness of high school DLI students.
 - Beyond enrollment in Bridge courses, **what other research-based indicators of college readiness should be measured as a correlation to college access and degree completion?**
 - To what extent do students **aspire to attend college?**
 - To what extent are students who accessed the Bridge Program representative of the communities we served? To what degree did the program achieve **equitable access and academic achievement.**

Demographics

UTAH

- 75% White
- 17% Hispanic
- 1% African American
- 35% Economically Disadvantaged

Demographics

UTAH

- 75% White
- 17% Hispanic*
- 1% African American
- 35% Economically Disadvantaged

HIGH SCHOOL

- 53% White
- 32% Hispanic*
- 2% African American
- 50% Economically Disadvantaged

* Utah State Board of Education and the school district in this study elect to use the term “Hispanic” for parents to self-select ethnic identity for their students. This term is not selected by the researcher.

RESEARCH PREMISE

Research in college and career readiness establishes:

- An ongoing **gap between *college aspiration* and *degree attainment***
- **Underrepresentation** in enrollment in advanced coursework in high school and in higher education by **students from low-income families and by minority populations.**
- The **need for more research in immersion programming** to explore access and academic achievement for **K-16 pathways**, studying key variables in both high school and postsecondary education.

RESEARCH QUESTIONS

- I. **To what extent is Bridge Program student enrollment representative of the community it serves?**
- I. **How do students perform on 4 key college readiness indicators?**
i.e. Are Bridge Program seniors “college ready”?
 - Enrollment in HS advanced course work
 - Enrollment in “sequential” senior math, articulating to college math
 - Overall HS GPA
 - No Failures in core subjects
- I. **Does readiness for college differ based on demographic indicators (measuring variables linked to historically underrepresented populations in higher education)**
i.e. To what degree does the program equitably serve student?
 - Race/Ethnicity
 - Parent College Completion (with no college degree completion as a predictor of low SES)

STUDY SAMPLE

- ❖ Urban high school with 47% enrollment by students identifying minority race/ethnicity
- ❖ Rely on academic transcripts and student surveys
- ❖ Student sample = 2 years of high school seniors enrolled in the Bridge Program
 - Sample size = 66

LITERATURE REVIEW: THE “COLLEGE ASPIRATION-ATTAINMENT” GAP

2009 longitudinal study- UTAH

- What percentage of Utah 8th graders **aspire** to attend college? 90%
- How many students **succeed** and arrive on a campus? 60%
- Of the students who do attend college, how many **stay in state for college?** 90
- How many students **graduate** with 4-year degree within 6 years or a 2-year degree within 4 years? (2017) 43%

(USHE 2009)

THE “COLLEGE ASPIRATION-ATTAINMENT” GAP

NCES longitudinal study (2014)

- **“99% of incoming HS freshmen were either ‘very sure’ they would pursue a Bachelor’s degree or thought they ‘probably’ would.**

THE “COLLEGE ASPIRATION-ATTAINMENT” GAP

NCES longitudinal study (2014)

- **Grade 8** aspiration to attend college **99%**
- **Grade 11** college aspiration **81%**
- 18% decline overall
- 59% decline for students living in low-income households
- Degree completion **6 of every 10 students**

THE “COLLEGE ASPIRATION-ATTAINMENT” GAP

Underrepresentation and underenrollment by students who are living in low-income households

- enrollment in advanced HS course work
- graduate from college within 8 years at rates nearly **20% below** that of non low-income students

(27.8% versus 58.1%)

(Calahan & Perna, 2015; Mattern, Gaertner & McClarty, 2017; USHE, 2021)

THE “COLLEGE ASPIRATION-ATTAINMENT” GAP

For students whose **home language is Spanish**

- **Enrollment increase for Hispanic/Latinx students in Utah** over the past decade was **231%...**
- Yet completion rates are **HALF** that of white students.

(USHE
2017)

4 “KEY” INDICATORS OF COLLEGE READINESS

#1: Enrollment in advanced courses (honors, AP, IB, & CE) in high school as strongest predictor of enrollment in college.

? **#2: Enrollment in advanced senior math** as predictor of articulation to college math and degree completion; avoidance of non-credit math course placement in college

#3: High School GPA

#4: No failures in core subjects

(Attewell & Domina, 2008; Barnard-Brak, McGaha-Garnett, & Burley, 2011; Long, Conger & Iatarola, 2012)

STUDY FINDINGS

I. To what extent is Bridge Program student enrollment representative of the community it serves?

	BP N=66	School N=1,802	Utah N=651,534
Gender			
Male	38%	51%	51%
Female	62%	49%	49%
Race/Ethnicity			
White	23%	53%	75%
Hispanic	76%	32%	17%
Af Am	1%	3%	1%
Am Ind/	0%	2%	3%
Black	0%	2%	2%

I. To what extent is Bridge Program student enrollment representative of the community it serves?

	BP N=66	School N=1,802	Utah N=651,534
Parent College Completion*			
Yes	30%		
No	58%		
Didn't know	12%		
Economically Disadvantaged		47%	35%

*Student data on socioeconomic status was not available due to small sample size.

2. How do students perform on 4 key college readiness indicators?

Access Indicators		BP N=66	School N=1,802	Utah N=651,534
1. Adv Course Enrollment (in addition to advanced Spanish coursework)	0 Advanced courses	23%	30%	15% (AP only) 26% (CE only)
	1 or more Advanced courses	77%		
2. 12 th Gr Sequential Math	Yes	56%	data not reported	data not reported
	No	44%		

2. How do students perform on 4 key college readiness indicators?

Achievement Indicators	BP N=66	School N=1,802	Utah N=651,534
3. GPA Range Mean	1.8 - 4.0 3.36	not reported	not reported
4. No Failures in Core Subjects No Fs Yes 1 more more F	67% 33%	not reported	not reported

3. Does readiness for college differ based on demographic indicators?

T-Test Analyses of Academic Readiness Variables

Academic Readiness Variable		N	M / SD	Significance Value
# Adv Courses	White	15	4.67 / 2.61	0.001 ***
	Hispanic	50	2.12 / 2.09	
# Adv Courses	Parent College Completion			0.07 *
	No	38	2.37 / 2.36	
	Yes	20	3.6 / 2.56	
GPA	White	15	3.55 / 2.09	0.13
	Hispanic	50	3.31 / .55	
GPA	Parent College Completion			0.93
	No	38	3.41 / .499	
	Yes	20	3.39 / .53	

* $p < 0.1$. ** $p < 0.05$. *** $p < 0.01$

Of the 77% of Bridge students who enrolled in additional advanced courses...

3. Does readiness for college differ based on demographic indicators?

χ^2 test Analyses of Academic Readiness Variables

Race/Ethnicity	Academic Readiness Variable		N	Significance Value
White	12 th Gr Seq Math	Yes	12	0.04**
		No	3	
Hispanic	12 th Gr Seq Math	Yes	25	
		No	25	
White	Fs in Core Subject	Yes	1	0.01**
		No	14	
Hispanic	Fs in Core Subject	Yes	21	
		No	29	

* $p < 0.1$ ** $p < 0.05$ *** $p < 0.01$

3. Does readiness for college differ based on demographic indicators?

χ^2 test Analyses of Academic Readiness Variables

Parent College Completion	Academic Readiness Variable		N	Significance Value
Yes-Parent College Completion	12 th Gr Seq Math	Yes	12	0.6
		No	8	
No-Parent College Completion	12 th Gr Seq Math	Yes	20	
		No	18	
Yes-Parent College Completion	Fs in Core Subject-	Yes	6	0.93
		No	14	
No-Parent College Completion	Fs in Core Subject	Yes	11	
		No	27	

Research Summary

- 1. Students performed well** on enrollment in advanced coursework and GPA; **students performed less well** on enrollment in advanced senior math and performance in core subjects.
- 2. “Significant” or “highly significant” difference in distribution based on Hispanic/White for 3 of the 4 college readiness indicators:**
 - Advanced course enrollment ***
 - Advanced senior math enrollment **
 - Core subject academic success ***
- 1. Just 1 of the 4 college readiness indicators was “minimally significant”.** Advanced course enrollment *

* $p < 0.1$ ** $p < 0.05$ *** $p < 0.01$

Our second objective of the presentation today...

- highlight practices to increase enrollment and academic success for historically underrepresented populations in higher education
- highlight school-level supports for historically underrepresented populations in higher education

Recruitment + Supports = Success!!

Taylorville High School

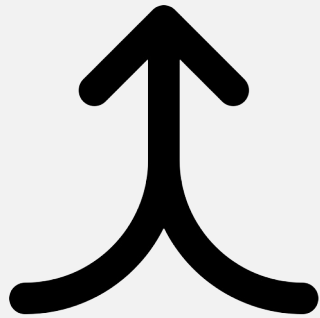
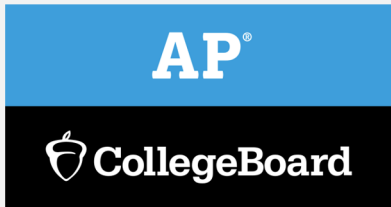


Equal Opportunity Schools

Dream Big / Academic Cohort



Bridge Program
for Advanced Language Learning



**Grade 9-11
Recruitment to
Advanced Placement
from non-DLI track**

**Grade 7-9
Articulation to
Advanced Placement**

**What is
Taylorsville
High School
doing?**

Taylorsville HS
Enrollment: 2800
35-40% Latino



**Postsecondary
BA, BS**



**Grade 10-12
BRIDGE PROGRAM**



**Grade 7-9:
Articulation to
Advanced Placement**



**Grade 1-6: Dual
Language Immersion**

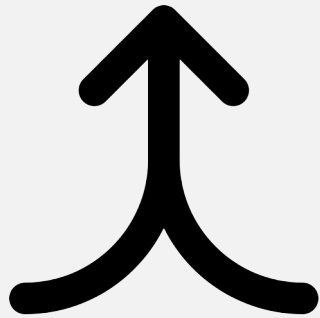
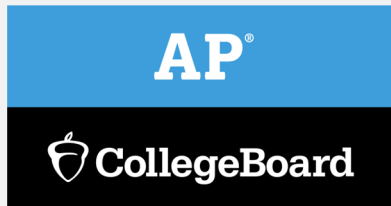
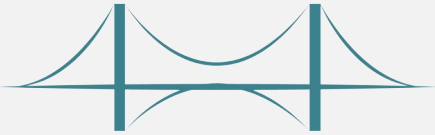


Recruitment Checklist



- Strong teacher with ties to Latino community
- Partnership with Latinos in Action Program and program coordinator
- Partnership with English Development teachers
- Partnership with AVID/College Prep teachers/programs
- Strong + Open Communication with other Spanish courses/teachers 3>4>AP
- Collaboration with other AP/CE/IB teachers
- Collaboration with National Honors Society/Sociedad Honoraria Hispánica
- Active Collaboration with feeder Jr. High Schools/Middle Schools
- Supportive School Leadership
- Teen Focused Promotional Material
- Taste of Taylorsville (event for incoming freshman)

Bridge Program
for Advanced Language Learning

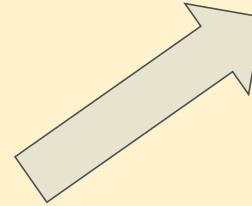


Grade 9-11
Recruitment to
Advanced Placement
from non-DLI track

Grade 7-9
Articulation to
Advanced Placement

Targeted Recruitment = Equitable Growth

2015-16: 6 AP Students
2016-17: 20 AP Students
2017-18: 40 AP Students
2018-19: 80 AP Students
2019-20: 100 AP Students
2020-21: 120 AP Students
2021-22: 140 + 50 (DLI) = 190 AP Students



Taylorsville High School Numbers 2021-2022

9th graders DLI track: 50%

Non-DLI track: 50%

Traditional AP: 140 students (4 classes)

DLI 5 (AP): 50 (2 classes)

UofU Bridge: 100 students (4 classes)



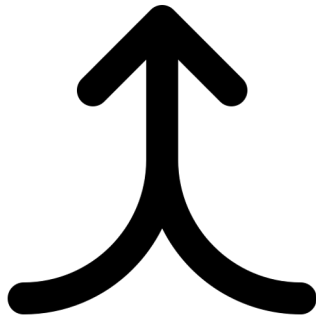
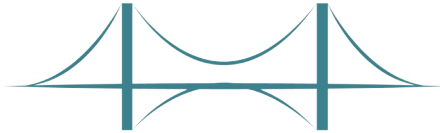
Taylorsville High School College Level Spanish Course Offerings:

- AP Spanish Language and Culture/DLI 5 (6-18 college credits)
- Spanish 3116: Spanish Pop Culture: Film, Media and Entertainment (3 college credits)
- Spanish 3117: Breaking Down Walls, Building Identities (3 college credits)
- Spanish 3118: Literature and Film: Contemporary Issues (3 college credits)
- AP Spanish Literature and Culture (3 college credits)

Best case scenario: a Taylorsville student graduates with 30 credits of college level Spanish

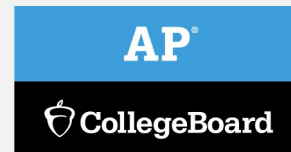
Bridge Program

for Advanced Language Learning



**Grade 9-11
Recruitment to
Advanced Placement
from non-DLI track**

**Grade 7-9
Articulation to
Advanced Placement**



- AP English Language
- AP Calculus AB/BC
- AP Statistics
- AP Chemistry
- AP European History
- AP Microeconomics
- AP US History
- AP World History
- AP Studio Art
- AP Environmental Science
- AP Seminar
- AP Research
- AP English Literature
- AP Biology
- AP Physics 1/2
- AP Human Geography
- AP Art History
- AP Government
- AP Computer Science



MISSION:

Equal Opportunity Schools' mission is to ensure that students of color and low-income students have equitable access to America's most academically intense high school programs and succeed at the highest levels.



- EOS representative
- EOS school committee
- School wide surveys (for all students and teachers)
- Support for school-wide staff development
- Student Insight Cards
- Trusted Adult Conversations
- Course support protocols
- AP Test Cost Reduction

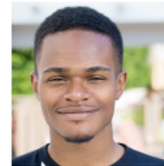


STUDENT INSIGHT CARDS

STUDENT SURVEY DATA
 DATA FROM DISTRICT
 DATA FROM STAFF

**TYRONE
BECK**

10TH GRADER



Outreach

Indicates student has been added to the Outreach List

EDUCATIONAL GOAL

What is your highest educational goal? (Choices: high school diploma, vocational certificate, two-year associates, four-year college degree, or advanced degree [master's, doctorate, or other])

CAREER INTEREST

What are your future work/career interests? (Free fill question)

TRUSTED ADULTS

Select up to two adults at your school who you most trust to give good advice about important decisions. (Drop down list of staff & write-in)

STUDY SKILLS SUPPORTS

Select up to two teachers or school staff members who have most helped you develop critical study skills that you have used in your classes. (Drop down list of staff & write-in)

STAFF ADVOCATES

Each apple represents one staff advocate, based on staff recommendation activity.

SUBJECT INTEREST

What are your favorite subject areas? (Drop down list, select all that apply)

GPA GPAs with a star are AP/IB-comparable based on the 75th percentile of your school's AP/IB cohort.

Dream Big / Academic Cohort



- Targeted Leadership
- Dream Big Summer Program (geared at content prep for first gen students)
 - AP Teachers (paid in the summer)
- Academic Cohort Class
 - Admin buys $\frac{1}{3}$ of teacher prep
 - Academic Conversations (aimed at pushing kids academically)
 - Community Volunteers
 - Academic Guidance
 - College Visits
- Latinos in Action



KEY TAKE-AWAYS



**Targeted Recruitment
Vision with Equity in Mind**

**Student/Teacher Feedback
Insight Cards
Trusted Adult Conversations**

**Quality Collaboration:
LIA / Feeder Classes / ELD
courses / College Prep Teachers /
AP-CE-IB teachers / Feeder Jr
High / NHS**

**Summer Support
Academic Cohort type class
Shared Vision w/ AP/CE/IB
Community**