

SHUT OUT: WHY BLACK AND LATINO STUDENTS ARE UNDER ENROLLED IN AP STEM COURSES

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SESSION OVERVIEW



Share findings and recommendations from our latest report “Shut Out”



Engage in a panel discussion with experts from NY and MD



In your life or the life of someone you know, how did an early STEM course or experience shape your or their academic or professional journey?

Please put your answer in the chat.



The Education Trust

EQUAL
OPPORTUNITY
SCHOOLS

APRIL 2022

SHUT OUT

WHY
BLACK AND LATINO
STUDENTS **ARE**
UNDER-ENROLLED
IN AP STEM
COURSES

EdTrust.org

#APSTEM

EOSchools.org





SCHOOL FUNDING



TEACHING QUALITY & DIVERSITY



SCHOOL LEADERSHIP QUALITY & DIVERSITY



EMPOWERING, RIGOROUS CONTENT



INSTRUCTIONAL TIME & ATTENTION



POSITIVE & INVITING SCHOOL CLIMATE



STUDENT SUPPORTS & INTERVENTION



HIGH-QUALITY EARLY LEARNING



LEARNING-READY FACILITIES



DIVERSE CLASSROOMS & SCHOOLS

FINDING #1

Black and Latino students really enjoy STEM and aspire to go to college

FINDING #2

Even though Black and Latino students are interested in college and STEM courses, very few of them are actually enrolled in Advanced Placement STEM courses.

2^{IN}5

BLACK AND LATINO STUDENTS SAY THEY REALLY ENJOY STEM COURSES AND ASPIRE TO GO TO COLLEGE

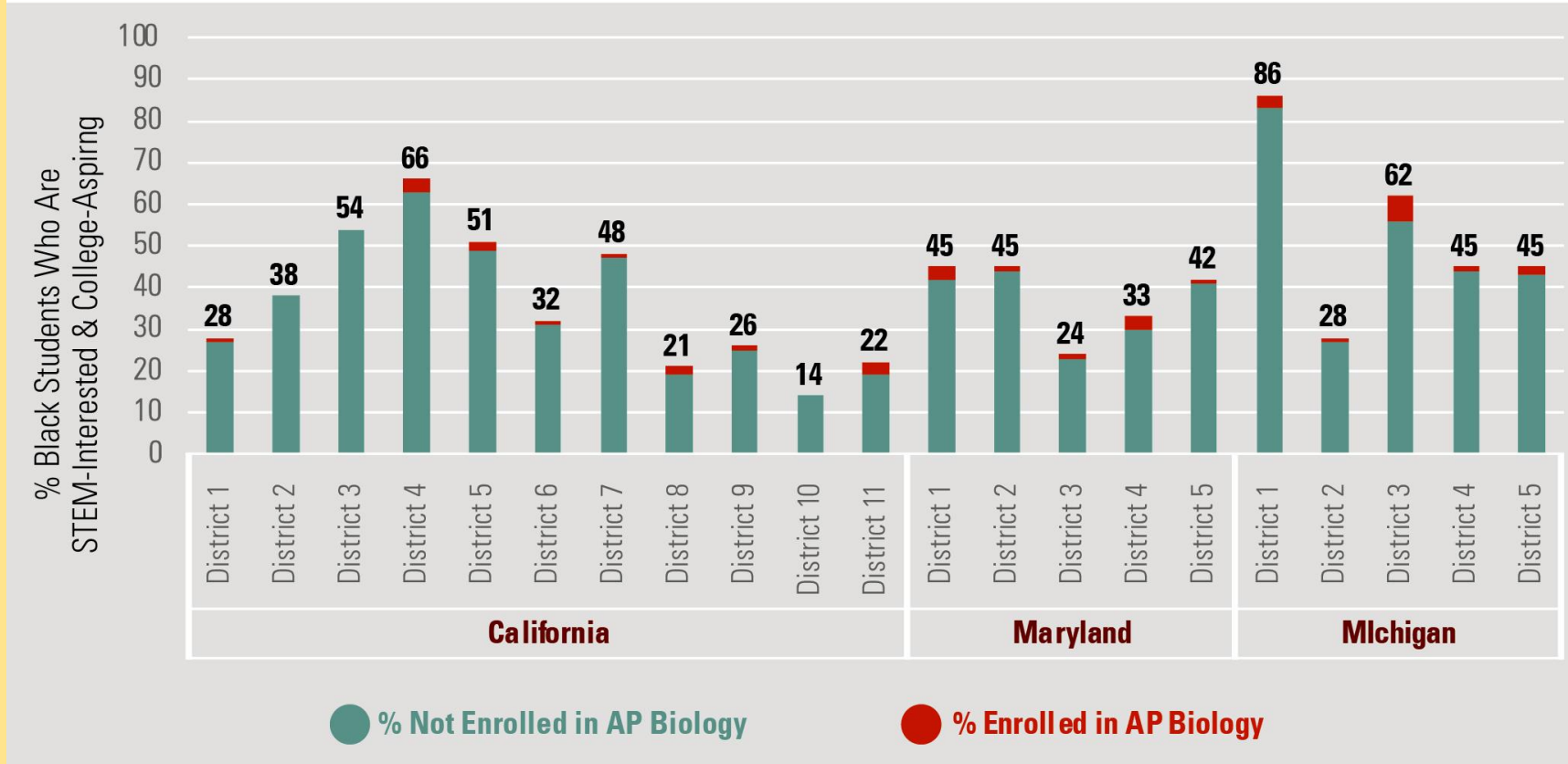
BUT

LESS THAN 3% ARE ENROLLING IN AP STEM COURSES



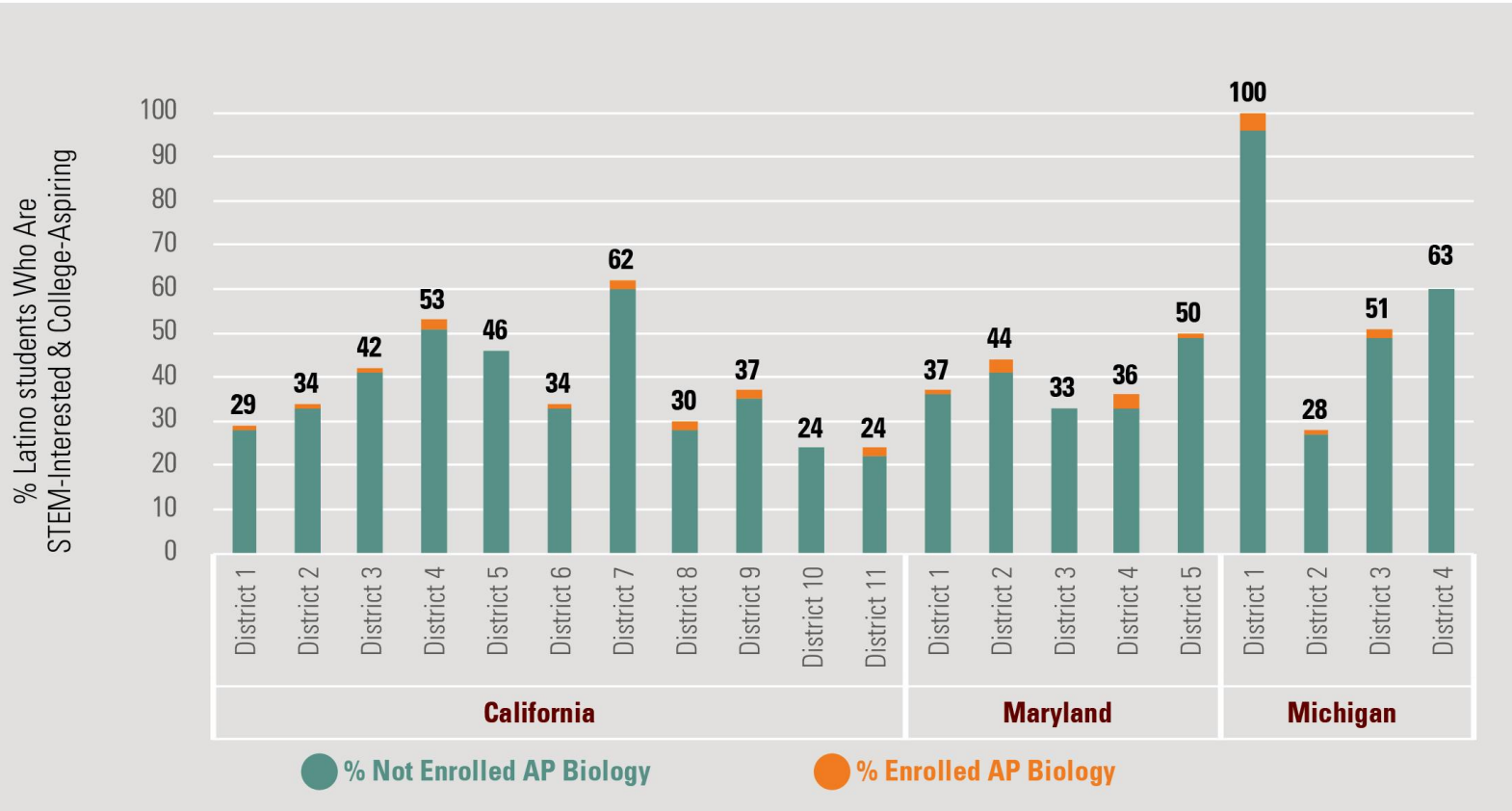
EVEN THOUGH BLACK & LATINO STUDENTS ENJOY STEM AND ASPIRE TO GO TO COLLEGE, VERY FEW OF THEM ARE ENROLLED IN AP STEM COURSES

FIGURE ONE: PERCENTAGE OF BLACK STUDENTS WHO ARE STEM-INTERESTED AND COLLEGE-ASPIRING, BY ENROLLMENT STATUS IN AP BIOLOGY



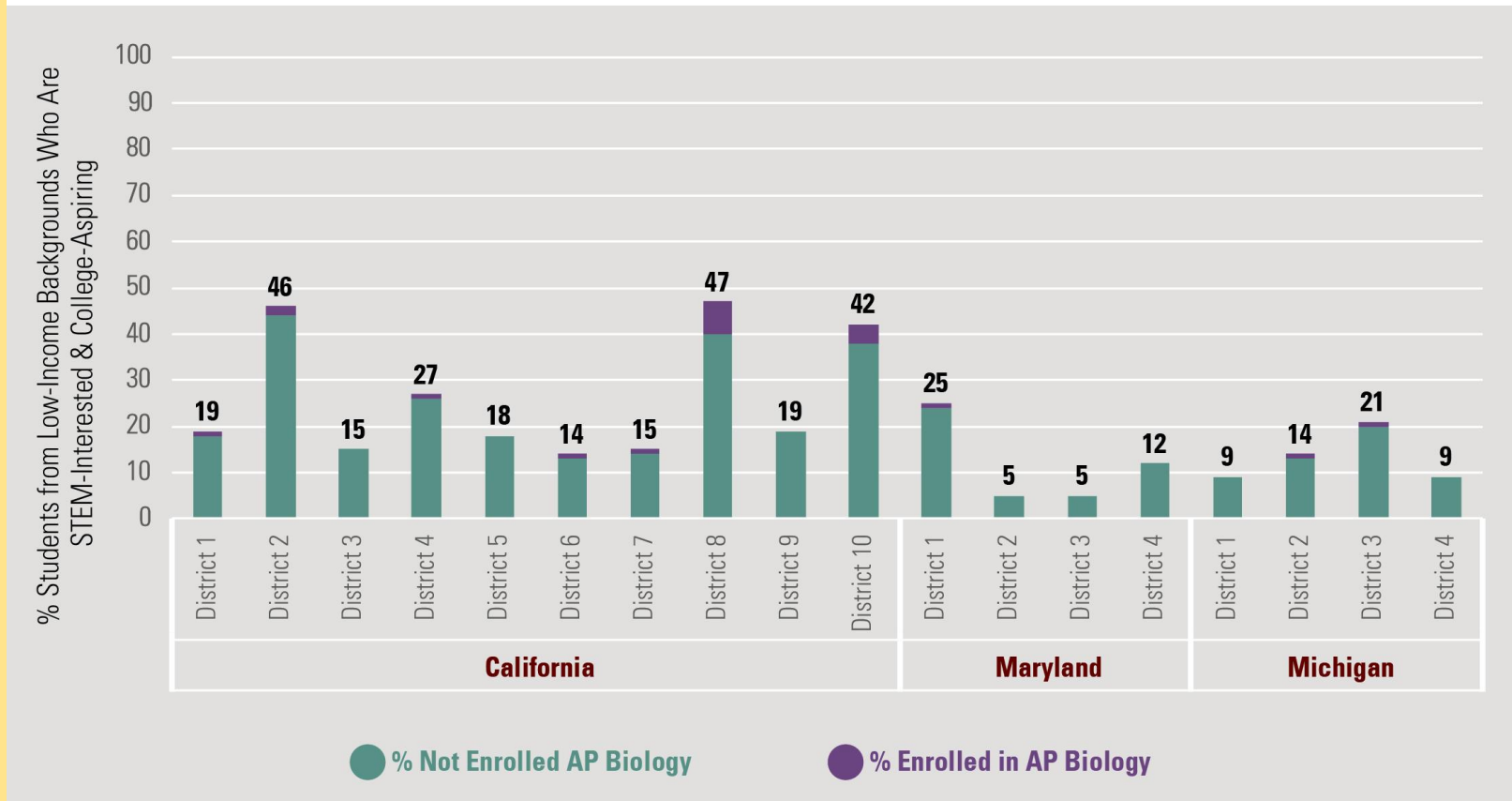
EVEN THOUGH BLACK & LATINO STUDENTS ENJOY STEM AND ASPIRE TO GO TO COLLEGE, VERY FEW OF THEM ARE ENROLLED IN AP STEM COURSES

FIGURE TWO: PERCENTAGE OF LATINO STUDENTS WHO ARE STEM-INTERESTED AND COLLEGE-ASPIRING, BY ENROLLMENT STATUS IN AP BIOLOGY



EVEN THOUGH BLACK & LATINO STUDENTS ENJOY STEM AND ASPIRE TO GO TO COLLEGE, VERY FEW OF THEM ARE ENROLLED IN AP STEM COURSES

FIGURE THREE: PERCENTAGE OF STUDENTS FROM LOW-INCOME BACKGROUNDS WHO ARE STEM-INTERESTED AND COLLEGE-ASPIRING, BY ENROLLMENT STATUS IN AP BIOLOGY



A POSITIVE SCHOOL CLIMATE MATTERS ... A LOT

- + Students who **aspire to go to college** are more likely to take an AP course than their peers.
- + Students who aspire to go to college are more likely to take an AP course when they are given **adequate information** on how to enroll in AP classes.
- + Students who aspire to go to college are more likely to take an AP course when they **feel like they belong** in the class.



Equal Opportunity Schools: Cues and conditions of student belonging



FEDERAL RECOMMENDATIONS

- ✓ Congress should support and incentivize states and districts to advance equity in access to and success in advanced coursework opportunities by...
 - ✓ **Encourage states to incorporate detailed and disaggregated data** around advanced coursework enrollment and success in state report cards and **require them to set goals**
 - ✓ **Establishing competitive grants** for states and districts to increase enrollment for underrepresented students in advanced courses

DEPARTMENT OF EDUCATION RECOMMENDATIONS

- ✓ The Department of Education should...
 - ✓ **Issue guidance and technical support on strategies** for equitably enrolling more students of color and students from low-income backgrounds in advanced coursework opportunities (e.g., open or automatic enrollment)
 - ✓ **Ensure existing universal data collections (e.g., CRDC)** have data elements pertaining to AP course taking and exam success by race, ethnicity, EL status, disability status, and gender



STATE RECOMMENDATIONS

- ✓ State leaders should enact **more equitable enrollment policies and practices**
 - ✓ Requiring districts to use multiple measures to identify students for advanced coursework opportunities
 - ✓ Passing automatic enrollment policies for all advanced coursework opportunities
- ✓ **Eliminate longstanding barriers** by:
 - ✓ **Covering the costs** of exams, transportation, books, etc.
 - ✓ Requiring districts and/or schools to share info about advanced coursework opportunities
- ✓ **Collect, monitor, and publicly report data**
- ✓ **Implement** policies that support local leaders in creating safe, equitable, and positive learning environments

DISTRICT/SCHOOL RECOMMENDATIONS

- ✓ **District and school leaders should enact more equitable enrollment policies and practices**
 - ✓ **Remove** unnecessary prerequisites and use multiple measures to identify students
 - ✓ **Pass** automatic enrollment policies for those students that are ultimately identified (e.g., EOS student insight card)
- ✓ **Make it easy** for students to enroll in advanced courses by
 - ✓ Sharing information with families
 - ✓ Covering costs of exams, transportation, etc.
 - ✓ Creating a schedule that works for students
- ✓ **Create safe, equitable and positive learning environments** in advanced courses and schoolwide



Promising State Practice: Tennessee's AP Access for ALL



- **\$10M** in federal relief funds to create the AP Access for ALL Program
- Provides students across the state with **virtual AP courses**
- During 2021-22 school year: Offered 15 courses and reached an additional 1,800 students

Promising District Practices in Baltimore City Public Schools

- Baltimore City Public Schools using federal relief funds to:
 - Make progress toward goal that every **high school offer at least 6 AP courses**
 - Increase **access to advanced math** courses (e.g., Algebra) in middle school
 - **Cover cost of AP exams** for low-income students



https://www.youtube.com/watch?v=WRCCWc_KVYY

RESOURCE EQUITY GUIDEBOOK

EMPOWERING, RIGOROUS CONTENT



ALLIANCE FOR
RESOURCE
EQUITY

Uniting advocates and education leaders
to unlock excellence for every student



RESOURCE EQUITY GUIDEBOOK

POSITIVE & INVITING SCHOOL CLIMATE



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4.1 Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

4.2 Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?

4.3 Does each student have access to arts and enrichment opportunities beyond core content?

6.1 Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

6.2 Does each student have positive relationships with staff and other students?

6.3 Does each student have access to effective social-emotional learning opportunities?

6.4 Does each student attend a school that actively and meaningfully engages families?

[Music plays]



PANEL DISCUSSION: LEARNING FROM EXPERTS ON THE GROUND IN NY AND MD

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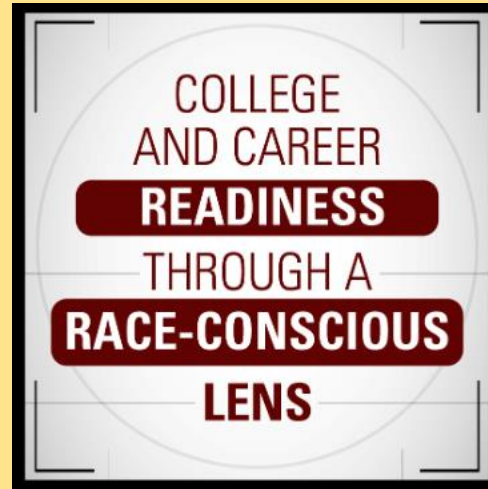


Questions?

ADDITIONAL RESOURCES



Blog Series on Race Conscious Approaches to College and Career Readiness (Ed Trust)



An in-depth exploration of student belonging (Equal Opportunity Schools)

MEASURING WHAT MATTERS

The Cues and Conditions of Student Belonging

JULY 2021



Alliance for Resource Equity Guidebooks



An interactive tool to explore how all 50 states support students' Social, Emotional, and Academic development (Ed Trust)

IS YOUR STATE PRIORITIZING



Students' Social, Emotional, and Academic Development

