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.
SHUT OUT

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

<table>
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<th>District 1</th>
<th>District 2</th>
<th>District 3</th>
<th>District 4</th>
<th>District 5</th>
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<td>22</td>
<td>86</td>
<td>62</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

- **% Not Enrolled in AP Biology**
- **% Enrolled 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.
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
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?
PANEL DISCUSSION: LEARNING FROM EXPERTS ON THE GROUND IN NY AND MD

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Questions?
ADDITIONAL RESOURCES

- An interactive tool to explore how all 50 states support students’ Social, Emotional, and Academic development (Ed Trust)
- Blog Series on Race Conscious Approaches to College and Career Readiness (Ed Trust)
- An in-depth exploration of student belonging (Equal Opportunity Schools)
- Alliance for Resource Equity Guidebooks
- MEASURING WHAT MATTERS: The Cues and Conditions of Student Belonging
  JULY 2021
- An interactive tool to explore how all 50 states support students’ Social, Emotional, and Academic development (Ed Trust)