

# Education Innovation and Research Program (EIR) Project Abstract

**Applicant Name:** WestEd

**Project Title:** Addressing Equity in Dual Enrollment Mathematics: An efficacy study of an innovative approach to teaching quantitative reasoning

**Type of Grant Requested:** (select one)  Early-Phase  Mid-Phase  Expansion

**Absolute Priorities the Project Addresses:** (select all that apply)

Absolute Priority 1-- Demonstrate a Rationale

Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

**Competitive Preference Priorities the Project Addresses:** (select all that apply)

Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

**Total number of students to be served by the project:** Approximately 2100

**Grade level(s) to be served by the project:** Grades 11 and 12

**Definition of high-need students:** 11th and 12th grade students who are at risk of not completing mathematics graduation requirements or that, upon graduation, do not immediately enroll in college. This population is disproportionately Black and Latinx, lower-income, and first-generation college.

**Brief description of project activities:** This project will develop and evaluate Quantway Dual Enrollment (QWDE), a quantitative reasoning course integrating relevant math content, collaboration-focused instruction, and SEL practices to cultivate learner identities, mindsets, and readiness for college. Partnering with DE instructors and students, we will adapt Quantway, a successful college-level quantitative reasoning community college course, and embed the Cultivating Learning Identities, Mindsets, and Readiness package of SEL practices and routines. Pilot, implementation, and impact studies will assess QWDE's effects on student academic and SEL outcomes compared to business-as-usual DE courses.

**Summary of project objectives and expected outcomes:** (1) Develop the QWDE course by adapting Quantway and creating new content tailored to the target students. (2) Develop the Cultivating Learning Identities, Mindsets, and Readiness (CLIMR) package of practices and routines. (3) Conduct a rigorous evaluation of QWDE compared to traditional quantitative reasoning dual enrollment, including implementation and impact studies. (4) Disseminate project insights and findings to practitioners, policymakers, and researchers. We expect QWDE to improve students' math course performance and completion, high school graduation rates, college enrollment, and college credit accumulation.

**Summary of how the project is innovative:** This project combines a proven math course for community college students determined to require remediation with an innovative package of SEL practices and routines tailored for high-need DE students. It aims to create a college-level math DE course optimized to engender student success in college-level mathematics in high school and prepare students for college success.

**Other studies related to the proposed project:** Cevallos, et al, 2016; Schudde & Meiselman, 2019; Song & [REDACTED] 2019.

**Proposed implementation sites:** Dallas College and their dual enrollment program partners (high schools in Dallas region districts)

**Organizations partnering with this project:** WestEd, American Institutes for Research (AIR), MotivateLab, and Dallas College