



# CONCURRENT ENROLLMENT GRANT PROGRAM REPORT

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## **About the Office of Higher Education**

The Minnesota Office of Higher Education (OHE) is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding up to \$207 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

## **About This Report**

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, OHE calculates this report cost approximately \$856.98 to prepare, including staff time.

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# Introduction

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During the 2015 Minnesota legislative session, the Concurrent Enrollment Grant Program (CEGP) was established to award grants to Minnesota colleges for the development of new concurrent enrollment courses and for the expansion of existing concurrent enrollment programs. The 2019 higher education omnibus bill provided \$225,000 each year of the 2020-2021 biennium to support the development of new concurrent enrollment courses in career and technical education, as well as \$115,000 each year of the biennium for the expansion of existing concurrent enrollment programs and courses.

The CEGP grant competition is open to all Minnesota two-year and four-year postsecondary institutions, both public and private, who are accredited by the Higher Learning Commission (HLC) and are working on or have received accreditation from the National Alliance for Concurrent Enrollment Partnerships (NACEP). Eligible expenses are not explicitly defined; however, most grantees use their award to pay for teacher and faculty salaries/stipends, textbooks, equipment, student materials and supplies, marketing materials, etc. This allows them to develop implementation strategies for creating or expanding concurrent enrollment programs.

This report satisfies the reporting requirement that was included in the state appropriation language, as follows:

*(c) By December 1 of each year, the office shall submit a brief report to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education regarding:*

*(1) the courses developed by grant recipients and the number of students who enrolled in the courses under paragraph (a); and*

*(2) the programs expanded and the number of students who enrolled in programs under paragraph (b).*

This report will provide: 1) a brief context on the state of concurrent enrollment in Minnesota, 2) a summary of fiscal year 2020 grant-funded projects and their progress, 3) a summary of concurrent enrollment stakeholder work facilitated by the Minnesota Office of Higher Education and 4) future recommendations.

## Concurrent Enrollment in Minnesota

Concurrent enrollment programs allow eligible high school students to take postsecondary courses for both college and high school credit while a student is enrolled in high school. Concurrent Enrollment courses are taught in the students' high school or online through partnerships with local colleges and universities. These programs can be referred to as "college in the high school" courses, but several branded program titles exist in Minnesota, such as College in the Schools or College Now.

Concurrent Enrollment course standards are governed by regional and national accreditors such as the National Alliance for Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC). These accreditation bodies conduct standard audits to ensure that courses match the level of rigor as those taught on

the college campus. NACEP accreditation can take up to 3-5 years for postsecondary institutions to complete, and many do not receive approval after their first attempt at accreditation. The cost for each attempt, not including salary/time on the effort, can range from \$700 - \$1,550 paid for by the postsecondary institution. There are currently 24 colleges and universities that have received NACEP accreditation and many more currently in the process.

Courses are taught by high school teachers who meet the appropriate credentialing requirements and are mentored by faculty from the partnering postsecondary institution. This relationship between the teacher and faculty member assists in assuring college-level quality in the course, as syllabi and pedagogy are often developed in tandem. Concurrent enrollment courses can include subjects from various liberal arts, Science, Technology, Engineering, and Math (STEM), and career and technical disciplines; however, the most popular courses in Minnesota tend to be easily transferrable general education courses, such as English, math, and major foreign languages. Taking these courses in high school can help accelerate time to college completion if the student passes the class and continues their postsecondary education in a discipline in which those credits apply toward graduation.

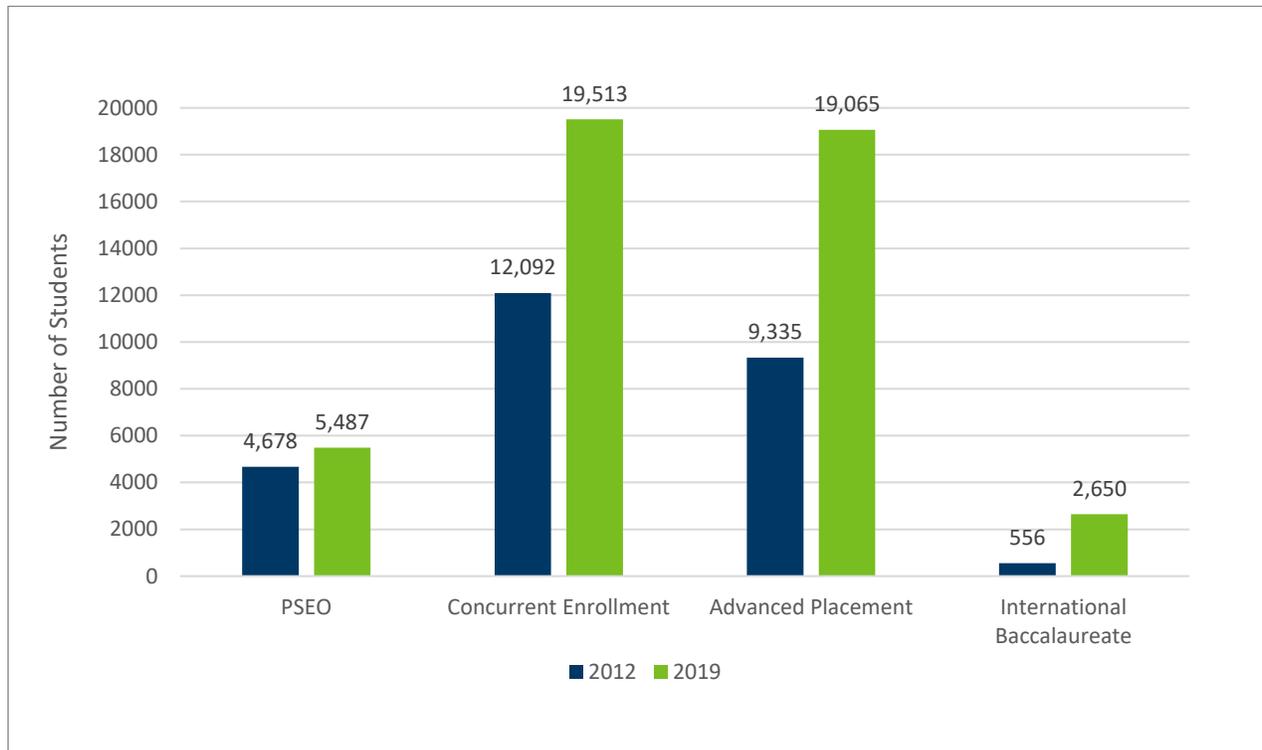
Concurrent enrollment has been linked to positive outcomes including: creating a college-going culture in high schools, increasing rates of college attainment (An, 2012), enhancing self-efficacy among students (Ozmun, 2013), and shortening the time to college completion (An & Taylor, 2019). Research shows student participation in dual credit programs, such as concurrent enrollment, positively affects first-year college grade point averages, drawing a correlation between participation in these programs and academic performance in college (An, 2015). In addition, these programs strive to enhance and diversify high school curricula, increase access to higher education, and improve high school and college relationships (Higher Learning Commission, 2013).

Because of the many proven benefits of concurrent enrollment participation, there has been a rapid increase in school districts offering these courses in recent years, which has greatly propelled student enrollment. For example, since its first year of implementation in 1986, the University of Minnesota's College in the Schools program - the largest concurrent enrollment program in Minnesota- has expanded to offer 38 courses from 17 academic departments and has worked with over 150 high schools in Minnesota (Regents of the University of Minnesota, 2020). Between 2014 and 2019 – a five-year timespan – students participating in concurrent enrollment programs in Minnesota has increased from approximately 12,700 to about 20,000 students. In the 2018-2019 academic year, 32% of Minnesota students participated in at least one concurrent enrollment course. This indicates that concurrent enrollment has surpassed its main competitor - Advanced Placement – in popularity (31% participation) and greatly exceeds the 2019 Postsecondary Enrollment Options (PSEO) enrollment rate of 9%. During the same academic year, 38% of entering college freshman transferred an average of 19 credits that they earned prior to high school graduation. It's clear that both school districts and students are taking advantage of concurrent enrollment opportunities and are changing what it means to be both a high school and college student.

The intent of the Concurrent Enrollment Grant Program is to expand concurrent enrollment options by developing/creating college-level curriculum in the high school. It also allows colleges to increase student participation in a particular college-level course by engaging/partnering with new area high schools and/or opening up additional sections of a popular concurrent enrollment course that they are already offering. The

following documents the Minnesota Office of Higher Education’s (OHE) work to increase capacity and participation in concurrent enrollment across Minnesota.

**Table 1: Number of Minnesota Students Participating in Rigorous Courses, 2012 vs. 2019**



The number of students in Minnesota who participate in rigorous courses while in high school has increased from 2012 to 2019, and continues to grow.

# Fiscal Year 2020 Overview

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In fiscal year 2020, four projects were funded through the Concurrent Enrollment Grant Program: two program expansion projects and two new CTE course development projects. Of the \$340,000 allocated for fiscal year 2020 projects, a total of \$127,827 was awarded. The grantees were given 18 months to fully implement their projects. Therefore, the total number of courses created and students enrolled has not yet been determined as the project period will end on June 30, 2021. This report includes progress made on these projects thus far.

## Fiscal Year 2020 Grant Cycle

The timeline used for the fiscal year 2020 Request for Proposals is as follows:

August 1, 2019	Request for Proposals available to applicants
August 30, 2019	Technical Assistance Session for interested participants
September 13, 2019	Deadline for receipt of Intent to Submit forms
September 25, 2019 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
November 20, 2019	Notification of recommended grant awards
January 15, 2020 (Start) – June 30, 2021	Project period

In response to the FY 2020 RFP, six Intent to Submit forms were received from Minnesota State two- and four-year institutions.

On September 25, 2019, the deadline for receipt of proposals, five proposals were received. Three proposals, requesting a total of \$57,526, were submitted for Concurrent Enrollment Program Expansion funding. Two proposals, requesting a total of \$88,299, were submitted for Career and Technical Education Course Development funding. All proposals were reviewed by a grant selection committee composed of concurrent enrollment stakeholders including: two representatives of Minnesota State Colleges and Universities, a concurrent enrollment/CTE coordinator for a large non-profit, and two representatives of the Minnesota Department of Education.

After a series of extensive conversations regarding the proposals submitted for FY 2020 funding, the reviewer group unanimously decided that OHE not move forward with the selection process until more information is gathered from the applicants and reviewer feedback can be relayed to them. While the proposals all showed promise and integrity, they required significant revisions to the project plan and all scored relatively poorly based on the proposal criteria that was outlined in the RFP. OHE was tasked by this group of reviewers to discuss individual feedback with the applicants and request a set of deliverables, including: revised project plans, revised project evaluation plans, new or revised equity plans, and/or revised budgets and budget justifications. OHE received these deliverables from the applicants on January 30, 2020, and four projects proceeded to secure funding.

The following summaries of these four projects include their respective updates:

## Concurrent Enrollment Program Expansion Projects

Projects that allow Minnesota postsecondary institutions to expand their concurrent enrollment offerings into new high schools/districts, offer additional courses in high schools that they already partner with, and/or offer additional sections of a course that they currently sponsor within a high school. Preference is given to projects that expand at-capacity courses in the high school.

### **Expanding Concurrent Enrollment at Red Wing High School to Meet the Needs of the Winger Flight Paths Program, Minnesota State College Southeast, receives \$17,900**

*Red Wing and Winona, MN*

Minnesota State College Southeast – a Technical and Community College (MSCS) will partner with Red Wing High School/Independent School District 0256 to introduce additional transfer-level math courses in Algebra, Pre-Calculus, and Calculus I as concurrent enrollment (C2C) opportunities for Red Wing High School juniors and seniors. These courses will satisfy the entry level general math requirement for most career pathways at Red Wing High School – called Winger Flightpaths - and the pre-requisite course will typically satisfy a diploma-level math course for an award at MSCS. Since Red Wing High School is directly across the street from the college, MSCS will provide tutors to support students while this course is taught at the high school. The objective is to provide additional support for students, particularly those who are often underrepresented in concurrent enrollment and college-level math courses. MSCS will evaluate the success of their program by surveying students to assess student satisfaction. They will also survey the students one year after the completion of this course to determine how the course has influenced student choice and success in college.

**Contact:** Chad Dull, (507) 453-1443, [chad.dull@southeastmn.edu](mailto:chad.dull@southeastmn.edu)

**Project Update:** 100 students enrolled in a new Math course this fall:

- College Algebra: 22
- Pre-Calc: 26+29
- Calculus 13+10

Due to COVID and remote schooling, we adjusted; and Red Wing High School is offering tutoring rather than MSCS to make sure students have full access to the service. Students are meeting Math graduation requirement and college level requirements by enrolling in courses above.

### **Developing Concurrent Enrollment at Caledonia High School to Meeting the Needs of the PN in the High School Program, Minnesota State College Southeast, receives \$13,732**

*Red Wing and Winona, MN*

Minnesota State College Southeast (MSCS) will partner with Caledonia High School/Independent School District 0299 to provide Anatomy and Physiology I and II as concurrent enrollment courses for juniors and seniors at Caledonia High School. Currently, Caledonia High School provides these courses online as part of the PSEO

offerings; however, there is high demand from students for the course to be taught in person within their high school. Sophomores interested in Health and Human Services will also be eligible to participate in these courses, thus increasing access for students who do not test into college level courses. The MSCS faculty will work together with Caledonia High School faculty to align coursework offered in 9th and 10th grade so that they count as prerequisites to Anatomy and Physiology I. The overall goal is for interested students to be able to use this opportunity to create a nursing pathway (High School Practical Nursing Program) upon successful completion of these courses. This will allow students to begin the college nursing program while in high school, as these courses are required for the 2-year Health Science Broad Field Associate of Science degree offered at MSCS. This allows not only for flexibility within the nursing career, but also satisfies a shortage of the broad spectrum of nurses needed in the region.

**Contact:** Chad Dull, (507) 453-1443, [chad.dull@southeastmn.edu](mailto:chad.dull@southeastmn.edu)

**Project Update:**

- 11 students enrolled this fall in a new A&P I course.
- Students are completing items on checklist to meet PN requirements.
- Students are better prepared for college options by completing outcome 1 and 2.

## **Career and Technical Education Course Development Projects**

Projects that allow Minnesota postsecondary institutions to develop new concurrent enrollment courses under Minnesota Statutes, section 124D.09, subdivision 10, that satisfy the elective standard for career and technical education. The courses may not be developmental (remedial) courses or any other course that is not college level.

### **Information Technology Career Pathways: Community School of Excellence, Century College, receives \$ 44,349**

*White Bear Lake, MN*

Century College will partner with the Community School of Excellence (CSE), a charter high school with over 90% Southeast Asian student enrollment, to create and implement the school's first college-level Information Technology course. At Century College, completion rates for full time enrolled students who identify as Asian were recorded at 30.7% in fiscal year 2015; within this group, Southeast Asians have even higher drop-out rates. Hmong American Partnership (HAP), a nonprofit organization that manages CSE, has partnered with Century College for the past five years to provide custom jobs training for adults. Through its culturally-specific workforce development programs, HAP identified the need to begin working with youth and young adults ages 14-25. Conversations with staff at Century College about the college's goals around addressing workforce gaps in in-demand, high wage jobs provided the impetus for the proposed concurrent enrollment project. The partnership in Information and Telecommunications Technology pathways is aligned with CSE's commitment to ensuring that students are prepared for postsecondary education and employment and will also address a workforce shortage. Three integral goals of Century College and CSE's project are to: 1) Increase persistence of

Southeast Asian students who enroll in postsecondary education, 2) Expose Southeast Asian students to a wide variety of career pathways in information technology, and 3) accelerate the attainment of industry-aligned credentials and postsecondary degree completion among these students.

**Contact:** Sue Dion, 651-444-2006, [sue.dion@century.edu](mailto:sue.dion@century.edu)

**Project Update:** This project was due to begin offering CE courses in the Fall of 2020. The disruption of the pandemic and the switching instruction to online pushed the limits of the staff at the school. The school sought permission to roll back all Concurrent Enrollment offerings until the Spring 2021 semester.

The grantee developed a work plan that aligns with the project which used to track project milestones. They've trained the school staff and teacher about the administration of concurrent enrollment courses. The program faculty and high school teacher have been meeting about the course pedagogy and sharing resources. Classrooms have been provided with branding materials and resources for career exploration.

The school is in the process of developing working relationships with industry partners – but the small business stressors of COVID-19 have delayed some of the business and industry partnership work.

This project is allowing the school to engage parents (many new to this country and economy) in conversations about career exposure (what are careers in IT?) and build working knowledge of early college credit and its ability to positively impact student futures. This is also the first career pathway to be implemented at the new charter school; so the presence, student engagement and business relationships will become the working model for the school. The school also taps into business and industry partners, many who identify as Southeast Asian. These local businesses share a common goal to connect students to living wage, careers and role models who can support them along the way.

The Concurrent Enrollment program is NACEP accredited and has met the national standards designed to ensure rigorous coursework is provided.

These courses will allow students to initiate contact in this career field with business and industry and deepen their knowledge about this career field. Field trips, guest speakers and work-based learning are tracked at the school level. The impact is also measured on traditional student success measures, such as course grades.

### **Building Concurrent Enrollment in Manufacturing Pathways, Century College, receives \$ 51,846**

*White Bear Lake, MN*

Century College will partner with White Bear Lake Area Schools to offer a series of manufacturing courses that lead to an industry-recognized credential. The goal of this project is to attract students who are traditionally underrepresented in higher education and/or are first in their family to pursue a degree and support them through a manufacturing pathway that leads to college and a family-sustaining career. Century College will establish partnerships in business and industry in order to connect students to course-related work experiences and opportunities. Students will be supported through their student certification testing in order to secure their future in the manufacturing industry if they so choose.

**Contact:** Sue Dion, 651-444-2006, [sue.dion@century.edu](mailto:sue.dion@century.edu)

**Project Update:** The White Bear Lake Manufacturing project is moving forward to expand the Construction Management and Engineering (Manufacturing) courses. Despite COVID-19 and school lockdowns, the district did pilot a single course last spring. In addition, the high school teacher was able to obtain three of four industry credentials. He is currently working on his fourth credential.

Variations exist mainly due to the pandemic, although there have been some district changes too. The grant originally sought funds to support two high school teachers credential acquisitions. To date, only one teacher is pursuing the needed industry credential. The pandemic up-ended planning and instructional delivery. Switching to online course delivery demanded resources and creativity. This switch challenged our pre-established timelines. An early success is the strong partnerships with TRANE (a local employer) that has been established.

This fall, Century will determine the need to have a second teacher move through the teacher training protocols. If the district determines that they do not need a second teacher, this would impact the grant budget. Once the K-12 academic year is successfully underway, the postsecondary and secondary grant leads will meet to determine the district perspective on having a second teacher move through acquiring an industry credential.

The Manufacturing concurrent enrollment courses at White Bear Lake Area High School build upon an existing relationship we have with Century College and our local Industry partner, TRANE. Our Manufacturing high school instructor works collaboratively with his Century College faculty mentor and industry experts at TRANE to develop hands-on experiential learning opportunities for students. Students attended a field trip this past Spring to TRANE to see first-hand industry experts at work. The common goal we share is for students to gain industry-recognized skills and experience they can use after high school.

The Manufacturing courses are a part of Century College's nationally accredited concurrent enrollment program. The national standards ensure the delivery of a rigorous postsecondary course delivery.

Engaging students in manufacturing course work and building direct-to-work job skills is a win for local employers, students and postsecondary programs. The grant is tracking the number of national industry credentials earned (one measure of success), diversity of students enrolling in the program and overall student success.

The Manufacturing concurrent enrollment courses will impact students by preparing them to be skilled in industry-recognized credentialing to better serve the greater community. In June, two students completed and passed the MSSC Manufacturing Processes and Production CPT exam, one of four industry exams.

## Barriers to Continuous Expansion

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While the Concurrent Enrollment grant program is intended to expand concurrent enrollment options in Minnesota, it has shown mixed success in terms of the number of applicants and funded projects since its inception. Since 2016, there has only been one year (2018) where OHE has been able to award the entire grant allocation to qualified institutions. When confronted with why they have not pursued this funding mechanism, college staff have identified two main barriers that have made continuous expansion difficult – or even impossible.

### Teacher Accreditation

In 2017, the Higher Learning Commission updated requirements for accreditation in order to best guarantee that the rigor of concurrent enrollment courses matches that of courses taught on campus by faculty – many of which have graduate and professional degrees. The new requirement states that high school teachers must have a graduate degree in the field of the course they are teaching – for example, a high school educator who is teaching college-level Composition I must now have a graduate degree or equivalent graduate credits in English, Writing, or a related field. Specifically, high school teachers must have at least 18 graduate credits related to the concurrent enrollment course content that they are teaching. While the new requirements don't go into effect until September 2023, this impacts concurrent enrollment expansion on a massive scale. Many high school teachers – especially in rural Minnesota – do not have graduate degrees related to specific course content, but may rather pursue a teaching certificate or Masters of Education degree after college, and/or may only have their Bachelor's degree. While school districts rush to help their teachers obtain the appropriate graduate credits needed to continue teaching concurrent enrollment courses, there has been a shift from widespread expansion to a focus on quality assurance and sustainability.

### State Financing

Secondly, the funding model that facilitates concurrent enrollment expansion in Minnesota can cause a strain on both the secondary and postsecondary institution. Under a concurrent enrollment course or other PSEO course offered through an agreement with a partnering institution, the funding for a participating student is the same as for any other high school student at the school and is paid by the Minnesota Department of Education (MDE) directly from the state to the school district. Additionally, if the course qualifies as a concurrent enrollment course, the public school will receive additional aid under the concurrent enrollment aid formula. According to MDE (2019):

The concurrent enrollment aid appropriation supports funding of up to \$150 per student, out of a four million dollar per year appropriation, to districts that offer a concurrent enrollment course according to an agreement under Minnesota Statutes, section 124D.09, subdivisions 10 and 16. Reimbursements are pro-rated based on total concurrent enrollment participation across the state. In FY 2017, the pro-rated reimbursement was \$54.01/student/course.

Under the traditional PSEO program, for a full-time student, 88 percent of the basic general education revenue is paid by the Minnesota Department of Education directly from the state to the postsecondary institution. The public school district in turn counts the student as 0.12 pupils in average daily membership across all school funding formulas. The remaining money that would otherwise follow the student (88 percent of all school funding formulas other than the basic general education revenue) is “saved” by the state.

Ultimately, the flow of funds is indirect and complicated – a high school district may pay the college a portion of tuition on behalf of the student (plus fees), which is reimbursed by the state, but often at a lesser rate than the cost of each credit hour. Meanwhile, the college receives state funding to offset tuition costs, but it is a smaller amount than what they would receive if the student were to attend the course on campus. While Minnesota’s concurrent enrollment funding model benefits students and families far more than many other states, it leaves both the secondary and postsecondary institutions short-changed.

Due to these two factors (among other capacity issues), the Concurrent Enrollment Grant Program has not been consistently utilized despite the need for funding to be funneled into concurrent enrollment opportunities in order to maintain sustainability, especially given the ever-increasing popularity of these programs.

## Recommendations

Concurrent enrollment is an increasingly popular option for Minnesota high school students seeking to get a head start on their college career while saving on the cost of tuition, books, and fees. However, concurrent enrollment may not continue to expand to meet the demand of students if action isn’t taken to support these programs into the future. Recommendations include:

- Suspend funding to the Concurrent Enrollment Grant Program and instead shift the funds into other areas of concurrent enrollment development and sustainability that have been named as barriers to expansion in Minnesota.
- Allow stakeholders -- including, but not limited to, students, parents, legislators, college staff, faculty, teachers, and state agency employees -- to convene with the purpose of creating a shared vision for concurrent enrollment in Minnesota that includes defining and re-designing how we think about and implement these programs. OHE developed a draft project proposal for a series of design-thinking sessions to help align stakeholder values and practices for concurrent enrollment; while it has been approved, it is on hold in order to make space for stakeholder engagement around statewide concurrent enrollment evaluation.
- While envisioning a new future for concurrent enrollment in Minnesota, provide increased funding for concurrent enrollment aid to the pro-rated reimbursement model for school districts. The additional funds would support high schools with concurrent enrollment expansion without the fear of revenue loss.
- Increase financial support to programs that reduce or offset the cost of the graduate coursework required to adhere to the HLC’s updated accreditation guidelines, which will take effect in 2023.

- Require MDE to conduct a needs analysis to determine the most equitable path forward for concurrent enrollment expansion – this includes ensuring that every Minnesota student has access to quality postsecondary programs while in high school.

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# Appendix A: Statewide Concurrent Enrollment Evaluation

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## Concurrent Enrollment Evaluation Stakeholder Group

In 2019, the Minnesota Office of Higher Education (OHE), the Minnesota Department of Education (MDE), and Minnesota State Colleges and Universities (Minn State) submitted revised language for Minn. Stat. 129D.09, Subd. 10a, which directs OHE and MDE to evaluate statewide concurrent enrollment outcomes via student survey collection and analysis. Due to a variety of issues in collecting accurate and useful information from the students (through the college in which they enrolled in a concurrent enrollment course), these systems collaborated and worked with the legislature to update the statute. It now reads:

**Statewide concurrent enrollment evaluation.** The Office of Higher Education and the Department of Education shall collaborate in order to provide annual statewide evaluative information on concurrent enrollment programs to the legislature. The commissioners of the Office of Higher Education and the Department of Education, in consultation with stakeholders, including students and parents, must determine what student demographics and outcomes data are appropriate to include in the evaluation, and will use systems available to the office and department to minimize the reporting burden on postsecondary institutions. The commissioners must report by December 1, 2021, and each year thereafter, to the committees of the legislature with jurisdiction over early education through grade 12 and Minnesota State Colleges and Universities.

With the passing of this language in the 2019 Minnesota Education Omnibus Bill, OHE began recruiting stakeholders to help create the state's first universal evaluation measures and methods for concurrent enrollment coursework. The group, informally called the Concurrent Enrollment Evaluation Stakeholder Group (Stakeholder Group), convened virtually for the first time on August 19, 2020. Current stakeholders include:

- PSEO/Concurrent Enrollment Coordinator, Century College
- PSEO/Concurrent Enrollment Coordinator, St. Cloud State University
- High School Evaluation Specialist, Mounds View School District
- High School-to-College Transitions Manager, Minnesota State Colleges and Universities
- PSEO/Concurrent Enrollment Coordinator, Saint Paul College
- PSEO/Concurrent Enrollment Coordinator, Ridgewater College
- PSEO/Concurrent Enrollment Coordinator, Pine Technical and Community College
- State Legislator, House
- State Legislator, Senate
- PSEO/Concurrent Enrollment Coordinator, Inver Hills Community College
- Postsecondary Director of Teaching and Learning, Dakota County Technical College
- PSEO/Concurrent Enrollment Coordinator, University of Minnesota
- High School Evaluation Specialist, Saint Paul Public Schools
- Executive Director and PSEO alumni, People for PSEO

- Youth/Board Member, People for PSEO
- High School Partner, ISD 194
- Concurrent Enrollment Teacher, District 287
- PSEO/Concurrent Enrollment Coordinator, Riverland Community College
- Executive Director, Center for School Change

The Stakeholder Group has met for one hour monthly to discuss desired metrics for evaluating concurrent enrollment across all programs. A brief summary of these meetings are listed below.

- **Meeting #1:** What does success look like? An open discussion to identify success metrics for concurrent enrollment programs, from each stakeholder’s perspective.
- **Meeting #2:** Identifying Themes. From the list of success metrics, the group paired like items into categories and, ultimately, themes. From the themes, the group was able to come up with measures of evaluating each area of interest.
- **Meeting #3:** Data Sources. From the list of themes, the Stakeholder Group were able to name what metrics are currently measurable using with statewide data sources, what metrics will require a new data source, and what metrics are out of scope/for future study.
- **Meeting #4:** Research Proposal. OHE presented a full research proposal for metrics that are currently measurable with data sources available immediately. This proposal will be submitted as a Statewide Longitudinal Education Data System (SLEDS) request and used to request data from other available sources, such as the Minnesota Common Course Catalog and MDE’s data collected from their concurrent enrollment funding mechanism.
- **Meeting #5:** Expansion. A discussion related to expanding the concurrent enrollment evaluation metrics across dual enrollment types. This would help agencies and stakeholders understand the “full picture” of student success across all dual enrollment types, which offers a more detailed view of concurrent enrollment outcomes.

If you would like more detailed information on the Concurrent Enrollment Evaluation Stakeholder Group project, request meeting notes/other materials, and/or would like to participate in this group, please contact Lain DeSalvo, [alaina.desalvo@state.mn.us](mailto:alaina.desalvo@state.mn.us).



2020