



Education
Strategy
Group

Dual Enrollment

Minnesota P-20 Council Meeting
September 24, 2020

Key Definitions

Dual Enrollment

HS student takes a college course for postsecondary credit

Concurrent Enrollment

Offered at the high school campus, usually taught by a trained HS teacher

PSEO

Offered at a postsecondary institution or online, taught by higher education faculty

Benefits of Dual Enrollment

Research has shown that students who participate in dual enrollment:

- Are more likely to **meet college-readiness benchmarks**
- Are more likely to **enter college** shortly after high school graduation
- Are less likely to be placed into **remedial English or math**
- Have higher **first-year grade point averages**
- Have higher **second-year retention rates**
- Have higher four- and six-year **college completion rates**
- Have a **shorter average time to bachelor's degree completion** for those completing in six years or less

How Minnesota Compares Nationally (2015-16)

15 ↑

Minnesota's
national ranking in
dual enrollment
participation

10 ↑

Percentage of MN
students grades 9-12
participating in dual
enrollment

69 →

Percentage of
Minnesota high
schools that offer
dual enrollment

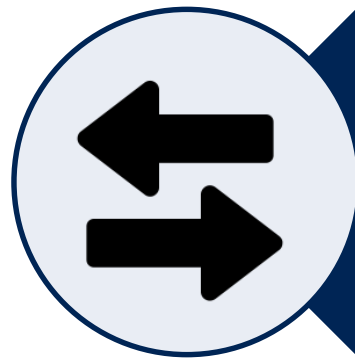
Policies to Advance Equity



**Equity Goal &
Public Reporting**



**Course Access &
Availability**



**Program Integrity
& Credit Transfer**



**Instructor
Capacity**



Finance



**Navigational
Supports**



LOUISIANA JOINTLY ADOPTED EQUITY GOAL

**Board of Elementary
& Secondary Education**

+

Board of Regents of Higher Education

*Every student should graduate
high school with college credit,
a postsecondary credential
of value, or both*

WASHINGTON STATE ALIGNED GOALS IN AGENCY STRATEGIC PLANS

**Washington Student
Achievement Council**

*Ensure dual credit programs
are equitably accessible*

Washington State Board of Education

*Increasing equity in access to
accelerated learning opportunities,
including dual credit programs.*

*Fully funding dual credit programs
in all subject areas to eliminate
disparities related to cost.*



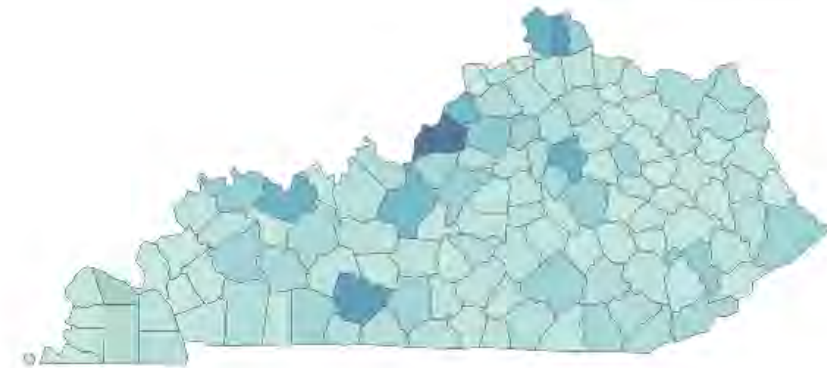
Kentucky Dashboard

Equity Goal &
Public Reporting



Dual Credit Overview

Academic Year: 2018-19 | Sector: (All) | Institution: (All) | URM: (All) | Gender: (All)

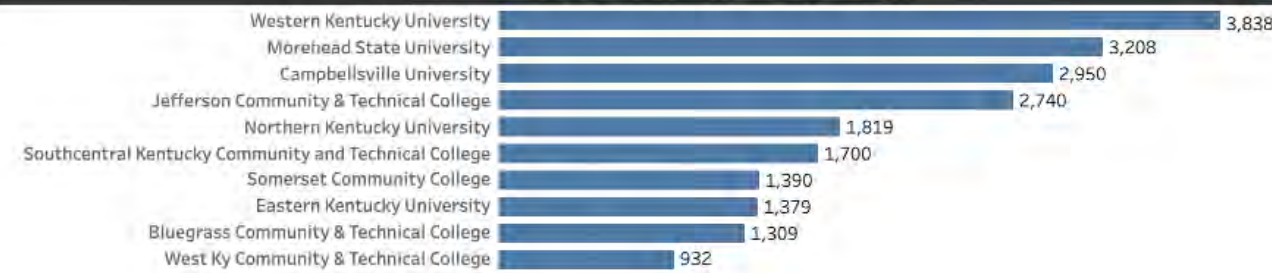


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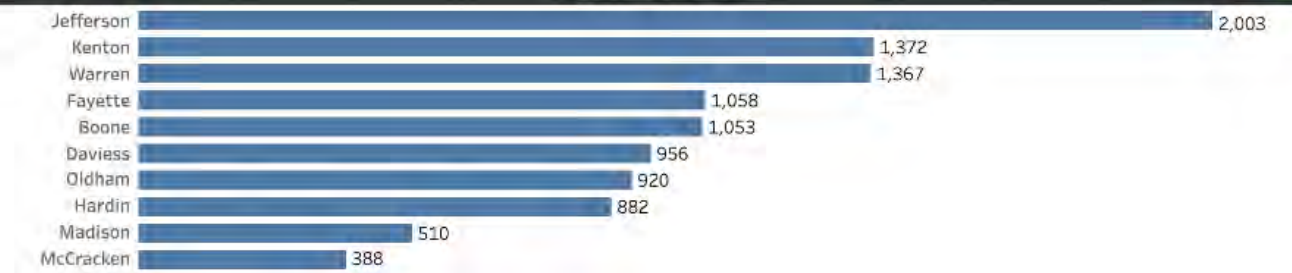
Summary

Sector		2015-16	2016-17	2017-18	2018-19
Public Universities	Dual Credit Students	9,188	11,065	12,977	12,847
	Earned Credit Hours	43,054	56,421	68,049	65,439
	Total Credit Hours	52,883	67,126	82,739	80,727
KCTCS	Dual Credit Students	11,303	14,498	16,574	18,357
	Earned Credit Hours	55,354	94,912	114,950	131,331
	Total Credit Hours	60,668	102,445	124,663	142,339
AIKCU	Dual Credit Students	3,463	4,502	5,214	5,722
	Earned Credit Hours				
	Total Credit Hours	23,156	27,503	30,994	33,965
Total	Dual Credit Students	21,181	26,024	29,615	31,750
	Earned Credit Hours	98,408	151,333	182,999	196,770
	Total Credit Hours	136,707	197,074	238,396	257,031

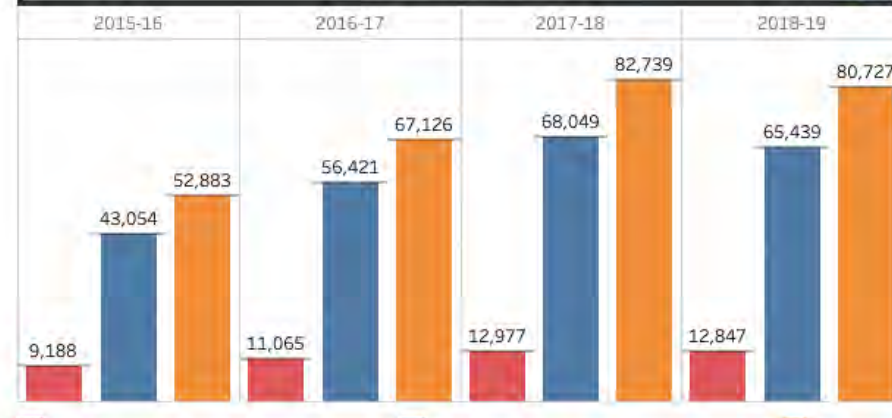
Postsecondary Institution Enrollment



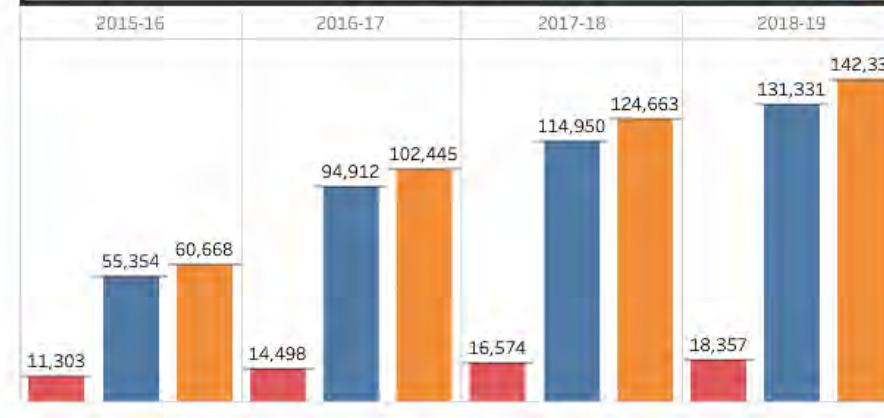
Origin County



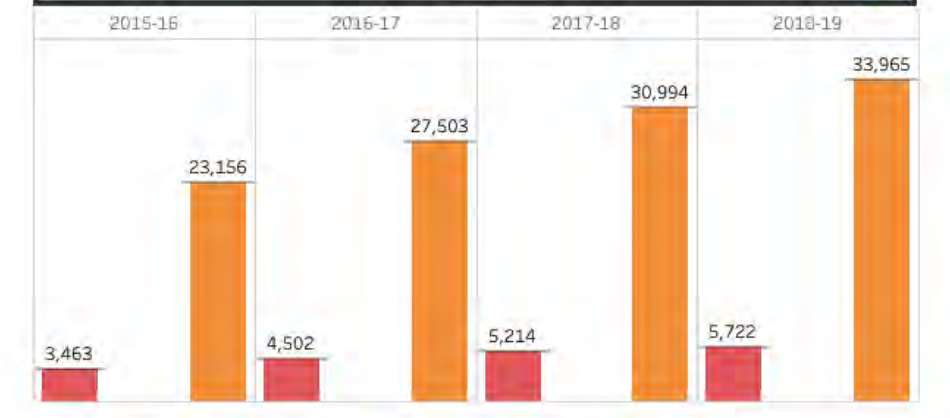
Public Universities



KCTCS



AIKCU





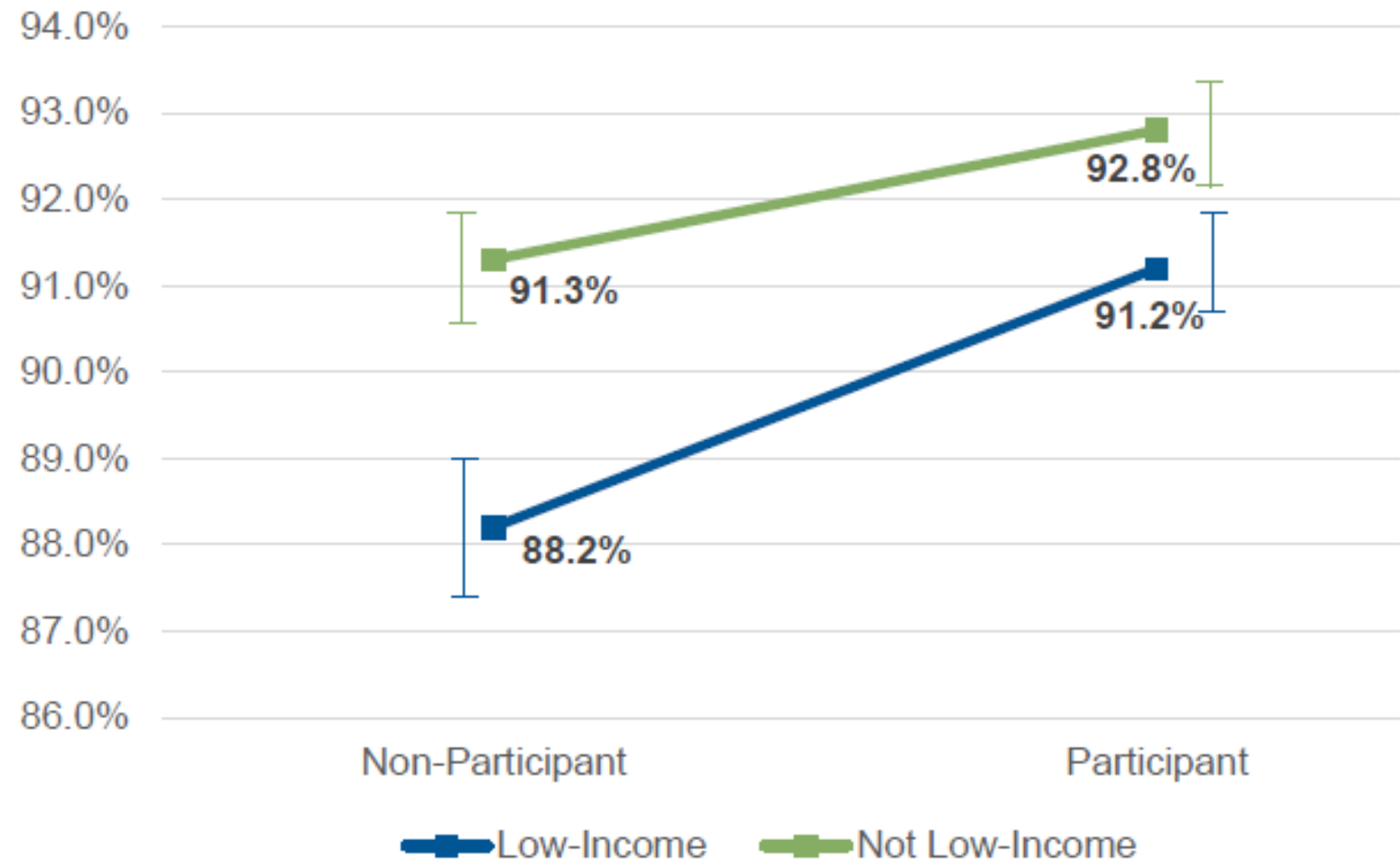
Reporting on Outcomes

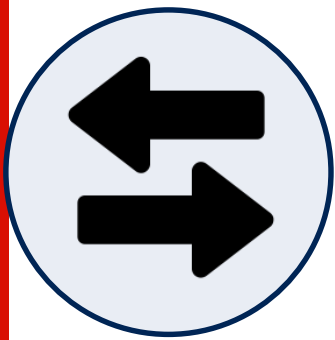
■ The effect of dual credit on second-year persistence was twice as high for low-income participants than for higher income participants.

Equity Goal & Public Reporting



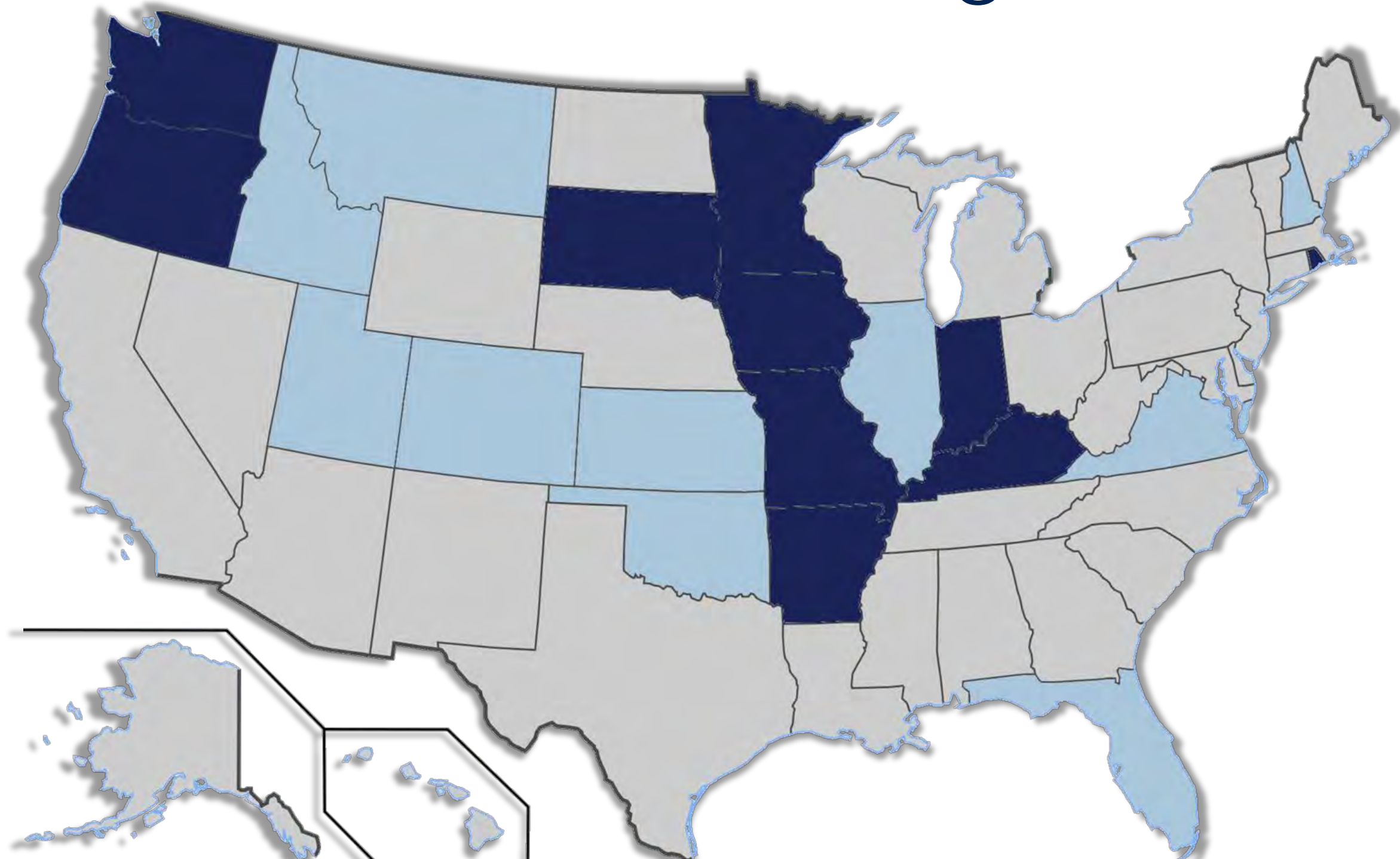
Dual Credit & Student Success:
The Effect of High School Dual Credit on Educational Outcomes at Kentucky Public Universities
August 2020
Prepared by the Kentucky Council on Postsecondary Education



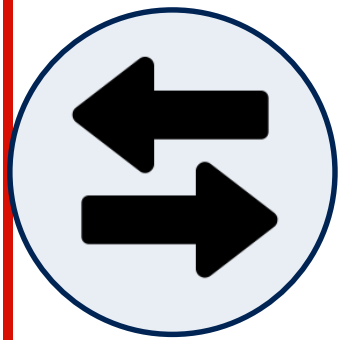


Minnesota Has the Most (24) NACEP-Accredited Concurrent Enrollment Programs Nationwide

Program Integrity
& Credit Transfer



■ State standards modeled on NACEP standards ■ State requires or encourages NACEP accreditation



Program Integrity & Credit Transfer



EARNED CREDITS?

TRANSFER RESOURCES

ADVISORS & COUNSELORS

MILITARY STUDENTS

Search TransferIn



Core Transfer Library



Find out which courses you can transfer.

Using Indiana's Core Transfer Library (CTL) makes it easy to find out. The CTL is a comprehensive, continually updated list of courses that are pre-approved for transfer between all Indiana public college and university campuses and six independent colleges and universities (assuming adequate grades were earned).

[View our printable list of CTL courses by alphabetical order.](#)

[View our printable list of CTL courses by category.](#)

SEARCH THE CORE TRANSFER LIBRARY (CTL) NOW

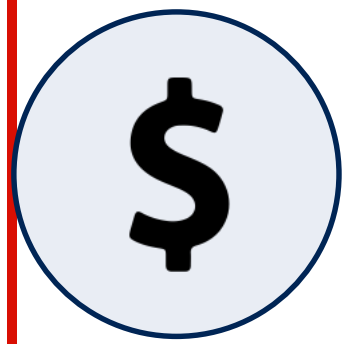
CORE TRANSFER LIBRARY

How to Transfer Credit

Transcripts

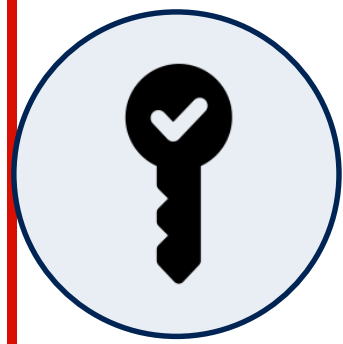
Accreditation

Core Transfer Library



Removing Financial Barriers

- Minnesota is one of fewer than a dozen states that provides unlimited dual enrollment courses free of tuition and fees to all students
- It is also recognized for providing free textbooks and course supplies
- Varying funding models for PSEO, concurrent enrollment, AP, IB, and CTE articulated credit create differing incentives for schools and colleges



Incentives to Increase Offerings

Mississippi – Graduation Diploma Endorsements

- Students expected to choose one of three endorsements: Career and Technical, Academic, or Distinguished Academic
- All three allow demonstration of achievement through passing dual enrollment courses.

Ohio – Require Program Availability

- All public schools and public colleges and universities must participate
- Public schools required to develop pathways to earning 15 and 30 college credit hours

Texas – Whole School Models

- 150 Early College High Schools across the state focused on underrepresented students

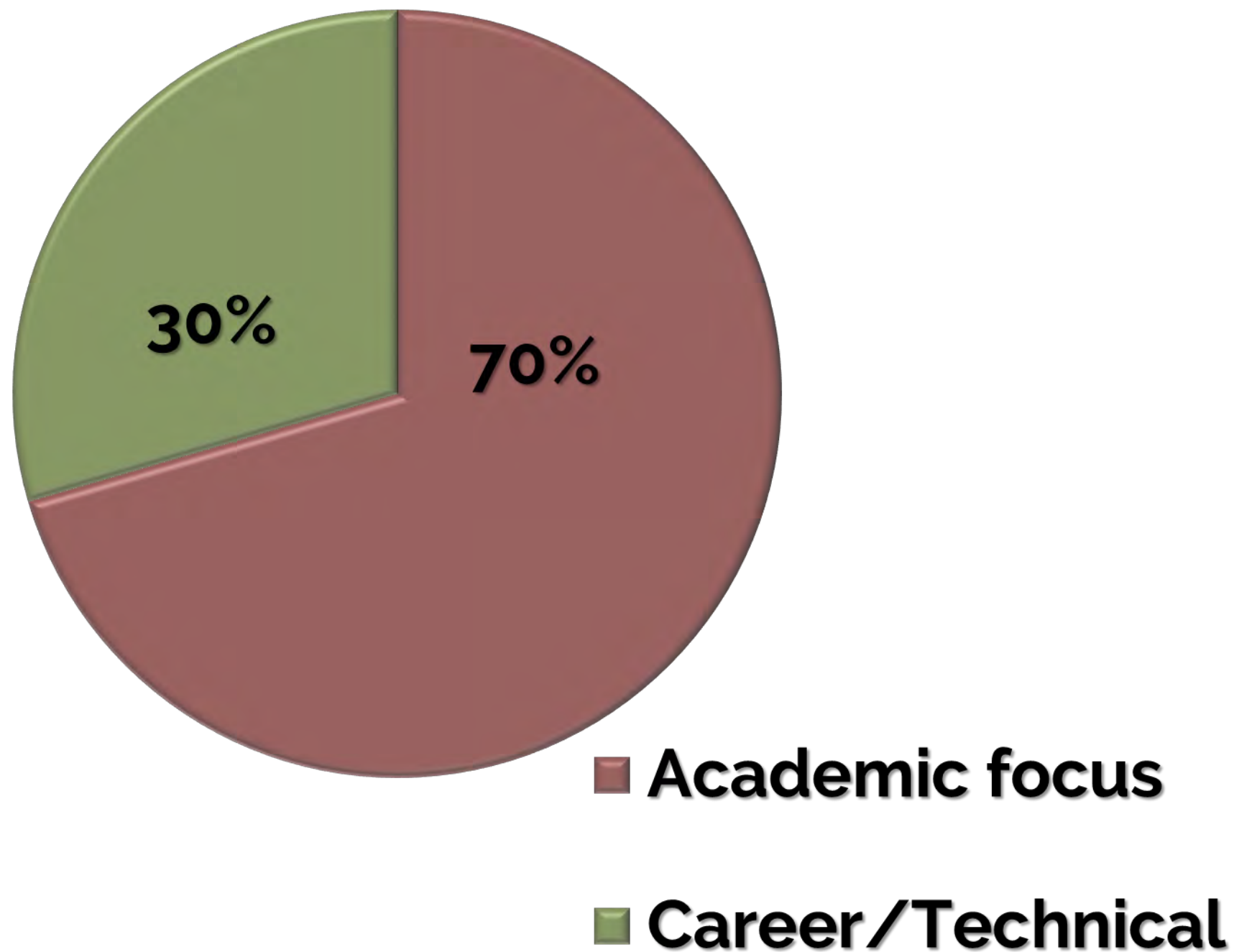
Louisiana – ESSA Accountability

- Louisiana's Strength of Diploma indicator, included in its high school accountability system, assigns points to incentivize accelerated course completion, with the greatest amount of points for associate's degree completion.



Pathways to Areas of Student Interest

CTE Share of Dual Enrollment



Course Access & Availability

Workforce Connections



CareerWise Colorado
modern youth-apprenticeship



Reconsidering Student Eligibility

Ohio – Aligned Eligibility Criteria

- Subject-specific eligibility based on “Uniform Statewide Standards for Remediation-Free Status”

California – Provide Early Interventions

- Students who pass CalState’s Expository Reading and Writing Course satisfy CalState & University of California first-year course placement standards

Washington – Academic Acceleration

- All high schools required to automatically enroll qualified students in advanced Math, English, and Science classes

Delaware – Multiple Measures for Eligibility

- Student eligibility must be based on multiple indicators of readiness such as a combination of tests, course grades, teacher recommendations or portfolios



Instructor Capacity

HLC credentialing standards remain a considerable challenge despite steady progress

- Minnesota has led the HLC region in developing graduate programs, funding scholarships, and establishing methods for documenting Tested Experience
- Impact will likely disproportionately have equity implications, including teacher diversity

Expansion of CTE concurrent enrollment is often hindered by teacher licensure recency requirement



Focus Resources on Neediest Students

Certify Counseling Programs

- Tennessee Pathways School Certification includes college & career advisement as a required component, and rewards schools that are certified.

GEAR-UP

- Colorado, Hawaii, Louisiana, Montana, Utah and others use statewide GEAR-UP programs to support low-income student participation in dual enrollment.

Inclusive Concurrent Enrollment

- Massachusetts enrolls students with intellectual disabilities in college courses while receiving high school Special Education services with additional transition support to students and families.

Advancing Equity in Minnesota

1

Set a statewide public goal and monitor progress in increasing the participation and success of traditionally underserved student groups

2

Adopt policy incentives, such as high school accountability, to ensure dual enrollment courses are available in all high schools

3

Reconsider student eligibility standards based on demonstration of course-specific readiness to address inequitable preparation

4

Expand access to Career and Technical dual enrollment linked to high-demand programs of study

5

Provide additional funding for Early College High Schools and other intensive pathway programs serving underserved student populations



Discussion

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