State Action to Improve Equitable Access to Dual Enrollment

SHEEO Higher Education Policy Conference 2022
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YOUR HOST

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Dual Enrollment Supports College Attainment

Strong dual enrollment programs provide students:
- Early access to college-level content and credits.
- Reduced college costs.
- An expectation of college attainment.

The positive impacts of dual enrollment participation are significantly greater for students from low-income backgrounds and historically racially minoritized populations.
But Dual Enrollment Access Has Not Been Equitable Across Student Groups

Dual Enrollment Participation by Student Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
</tr>
<tr>
<td>All students</td>
<td>34</td>
</tr>
<tr>
<td>Asian</td>
<td>38</td>
</tr>
<tr>
<td>White</td>
<td>38</td>
</tr>
</tbody>
</table>

Schools WITHOUT Access to Dual Enrollment

- High Minority Schools: 69%
- Low Minority Schools: 33%
- High Poverty Schools: 65%
- Low Poverty Schools: 44%
Growing Consensus on What Is Needed for Equitable Dual Enrollment

- College in High School Alliance (CHSA)

- National Association of Concurrent Enrollment Partnerships (NACEP) and Education Commission of the States (ECS)
  - Prioritizing Equity in Dual Enrollment (2020)

- Community College Research Center (CCRC)
  - The Dual Enrollment Playbook (2020)

- Foundation for Excellence in Education (ExcelinEd)
What is Needed? ENSURING ...

• Access
• Affordability
• Quality
• Faculty
• Supports
• Data

States pursuing equitable access to dual enrollment are taking action in each of these areas.
SPEAKER

Kim Hunter Reed
COMMISSIONER OF HIGHER EDUCATION
Louisiana Board of Regents
State Action to Improve Equitable Access to Dual Enrollment: Louisiana

Presented by Commissioner of Higher Education, Dr. Kim Hunter Reed
Attainment Goal

60%

Louisiana’s working-age population with a postsecondary credential

GOAL: Double the Number

85,000 Annual Credentials Produced in 2030

GAP

41,297 Annual Credentials Produced in 2021

43,703
Beginning with the graduating class of 2029...

Every student should graduate high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both.
LOUISIANA DUAL ENROLLMENT PARTICIPATION RATES BY 2019 PUBLIC HIGH SCHOOL GRADUATES

Which School a Student Attends Impacts Participation

<table>
<thead>
<tr>
<th>% Students of Color</th>
<th>Dual Enrollment Participation Rate</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20%</td>
<td>46%</td>
<td>70</td>
</tr>
<tr>
<td>20-40%</td>
<td>35%</td>
<td>69</td>
</tr>
<tr>
<td>40-60%</td>
<td>33%</td>
<td>61</td>
</tr>
<tr>
<td>60-80%</td>
<td>28%</td>
<td>44</td>
</tr>
<tr>
<td>80-100%</td>
<td>22%</td>
<td>87</td>
</tr>
<tr>
<td>All Schools</td>
<td>32%</td>
<td>331</td>
</tr>
</tbody>
</table>

Source: 2021 Louisiana Dual Enrollment Annual Report, 2018-19 School Year
Created by the legislature in 2019 to make recommendations for the establishment of a statewide dual enrollment framework designed to provide universal access to dual enrollment courses for all qualified high school juniors and seniors.

13 Members including: Educators, Non-profit members, Advocates, Counselors, and more.

Focus:

• Universal Access and Equity
• Funding Mechanisms
• Course Access and Pathways
• Program Integrity
• Creating an Annual Report
Enacted Emergency Policy in April 2020

Minimum Eligibility Criteria for Academic Dual Enrollment until Academic Year 2022-23

2.5 Cumulative GPA

+ 

Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22  
Counselor recommendation based on overall student performance and grade trends in the subject.

OR
Communication and Outreach

- Increased Information Sharing
- Counselor Legislation
- Dual Enrollment Online Portal
Welcome to Louisiana’s Dual Enrollment resource.

The Louisiana Board of Regents has developed this information to help students, families, and counselors access dual enrollment opportunities throughout the state. We're glad you're here!
Courses Search

Search by Keyword

Search

Search Results

A la Carte

South Louisiana Community College

Any SLCC Partner High School

This course instructs students in the skills needed to operate in an a la carte kitchen. This course builds on the foundational skills taught in Introduction to Culinary Skills, and batch cookery taught in Culinary...

Cost: $315

Year Long

Beauty, Culinary, and Other Human Services

Delgado Community College

Abnormal Psychology - First Day Books

City Park Campus

Introduces major mental disorders (as classified in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition) from several perspectives such as cognitive, humanistic, and historical and in terms of...

Cost: 50

Spring 2022

Psychology & Social Sciences

Delgado Community College

Academic Literacy

City Park Campus

A theme-based, student-centered lecture course. Provides intensive instruction in reading, writing, and critical thinking to prepare students for college-level courses and the workplace. This course may not be used for...

Showing 3604 results
Thank You!

Dr. Kim Hunter Reed
Commissioner of Higher Education, Louisiana Board of Regents
Email: kim.reed@laregents.edu
Twitter: @KimHunterReed | @la_regents
Dual Enrollment in Minnesota: Updates and New Initiatives

2022 SHEEO Policy Conference

Dennis Olson | Commissioner
Minnesota Office of Higher Education
Data Collection and Reporting

• All student information for students enrolled in dual credit programs is obtained by MDE through the State’s dual credit payment mechanism, which provides funding for districts and colleges to offer dual enrollment courses.

• Student information collected includes:
  • Race/ethnicity
  • Low income status (F-RP lunch)
  • Gender (m/f)
  • Disability status
  • Number of credits taken/ intensity
  • Type of dual credit taken
  • Graduated high school within 4 years (?)
  • Exam outcomes (for relevant courses)
  • CTE/non-CTE participation
  • English Language Learner
• We do not/cannot collect student information for school districts and schools that do not use the MDE funding system and instead create ad-hoc contractual agreements.

  • Since PSEO Act financial reimbursement policy has not been updated since the 1980s, many high schools and colleges find the MDE funding mechanism challenging. They create separate mutually beneficial agreements that encourage high schools to offer these programs to their students.

• Data collected through the MDE funding model is summarized by graduation year-cohort in the State Longitudinal Education Data System (SLEDS).

• MDE’s Rigorous Course Taking Report is released annually and includes participation data by various student demographics.

• OHE collects data from all postsecondary institutions in Minnesota on 1) if they accept transfer credit from first-time college students (credit earned in high school), 2) how many credits they accept at entry, and 3) exam scores required for credit (AP, IB, CLEP). This information is made public annually on the OHE website for prospective students and their families.
More than half of Minnesota high school graduates (53% of 2021 grads - 56% 2018 grads) participate in some form of rigorous course-taking (PSEO, CE, AP, IB)

- Concurrent Enrollment and AP have the highest number of participants
- Participation varies by race and ethnicity

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Race and Ethnicity</th>
<th>Count of HS Grads</th>
<th>Count of Rigorous Course-taking Participants</th>
<th>Percent Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Asian</td>
<td>4081</td>
<td>2486</td>
<td>61%</td>
</tr>
<tr>
<td>2021</td>
<td>Black</td>
<td>5982</td>
<td>2024</td>
<td>34%</td>
</tr>
<tr>
<td>2021</td>
<td>Hispanic</td>
<td>4945</td>
<td>1982</td>
<td>40%</td>
</tr>
<tr>
<td>2021</td>
<td>American Indian or Alaska Native</td>
<td>773</td>
<td>209</td>
<td>27%</td>
</tr>
<tr>
<td>2021</td>
<td>MultiRacial</td>
<td>2227</td>
<td>1923</td>
<td>46%</td>
</tr>
<tr>
<td>2021</td>
<td>Pacific Islander</td>
<td>46</td>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td>2021</td>
<td>White</td>
<td>42445</td>
<td>24441</td>
<td>58%</td>
</tr>
</tbody>
</table>
Dual Enrollment Demographic Data (Cont.)

- Participation varies by participating in free and reduced price meals

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Free and Reduced Price Meals</th>
<th>Count of HS Grads</th>
<th>Count of Rigorous Course-taking Participants</th>
<th>Percent Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Not eligible</td>
<td>45938</td>
<td>27136</td>
<td>59%</td>
</tr>
<tr>
<td>2021</td>
<td>Eligible</td>
<td>14561</td>
<td>5043</td>
<td>35%</td>
</tr>
</tbody>
</table>

- The college enrollment rate of graduates participating in dual credit is double that of non-participants

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Participated in Dual Credit</th>
<th>Count of HS Grads</th>
<th>Count of Graduates Enrolling in College</th>
<th>Percent Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>No</td>
<td>28320</td>
<td>10998</td>
<td>39%</td>
</tr>
<tr>
<td>2021</td>
<td>Yes</td>
<td>32179</td>
<td>24923</td>
<td>77%</td>
</tr>
</tbody>
</table>
Expanding Student Eligibility and Supports

• Minnesota State Colleges and Universities System (MinnState) is currently working on revising eligibility to be more equity-centered; first draft should be available to share this fall.

• Funding for student support services added as eligible use of funds for Concurrent Enrollment Grant Program in FY22.
  • Primary purpose is to expand concurrent enrollment in MN; funds can now also be used to support BIPOC and low-income students be successful in concurrent enrollment courses

• Students may use alternatives to the GPA/student rank requirement with written recommendations and additional data from high school teachers and counselors in MinnState institutions.
Minnesota State Pathway to 18

- Available, online and in-person, at:
  - Bemidji State University
  - Metropolitan State University
  - Minnesota State University, Mankato
  - Minnesota State University Moorhead
  - St. Cloud State University
  - Southwest Minnesota State University
  - Winona State University

- Nearly 20 subjects with various courses available, including:
  Math, Business/Economics, Art, Biology, English, History/Political Science, etc.

- Tuition support available:
  - Black Indigenous and Teachers of Color priority funding
  - Lakes County Service Cooperative (funded by Legislature)
  - St. Cloud State University gap funding
  - Minnesota Tax Credit
  - School district professional development support

- The Minnesota State System’s Graduate Education Collaborative (Pathway to 18), whose duties include coordinating concurrent enrollment credentialing pathways as well as communicating and conducting outreach about these pathways through Pathway to 18, has begun partnering with community based organizations and teachers unions to align shared goals on teacher workforce expansion and diversification, and to amplify communication channels about concurrent enrollment credentialing opportunities statewide.
Pathway to 18 can cost $1,550 per 3-credit course.

While there is some state funding to support instructors in the Pathway to 18 program, there is not enough to cover the demand.

Majority of tuition falls on high school instructors, especially from smaller school districts with low professional development budgets.

Minnesota Department of Education has asked the legislature for additional funding the last 3 sessions but nothing has passed. Tuition support has been identified as a critical support for the next few years at least.

More funding is needed to scale program to the extend needed by 2025.
Expanding Pool of Qualified Instructors: CPL

• Southwest Minnesota State University (SMSU) is one institution that has developed a Graduate Credit for Prior Learning (CPL) process
  
  • High school instructors can earn master’s-level credit upon successfully demonstrating acquisition of graduate-level learning through out-of-classroom experiences. Other states are looking to the SMSU model to replicate it in the future.

• CTE instructors are finding it challenging to fulfill recent experience requirement.
  
  • CTE instructors must have relevant field experience within 5 years of teaching the CTE course in order to be considered “qualified”. Many instructors have been teaching and have found recent field experience hours difficult to obtain and maintain consistently while teaching.

  • High demand for qualified CTE instructors have caused competition between districts for their expertise; low-resourced and rural districts often lose their qualified instructors to other districts with greater financial resources.
Other Initiatives

- **NACEP National Conference** is in Minnesota this year!

- **MN Dual Enrollment Listening Sessions**: up to $10,000 for postsecondary institutions to host 3+ listening sessions with BIPOC communities (parents, students, community members, practitioners) to better understand relationship, needs, potential reforms, and equity impact of dual enrollment in Minnesota.
  - 8 colleges and universities awarded funding in June 2022

- **College in the High School Alliance (CHSA) Dual Enrollment Funding Project**: As a subset of the P-20’s work on dual enrollment, this joint project focuses on what reforms or fixes are necessary to the way in which Minnesota funds its dual enrollment programs in the best interests of students. OHE, MDE, MinnState, UMN, and People for PSEO are involved in examining options for alternative funding structures, coordinated by CHSA.
  - Recommendations to be presented to the P-20 council in January 2023.

- **MinnState System Office Dual Enrollment Strategic Plan**: MinnState’s strategic plan is significant because it touches on many of the major issues in dual enrollment – teacher credentialing, equity, matriculation, driven by the Equity 2030 goal.
SPEAKER

Michael Meotti
EXECUTIVE DIRECTOR
Washington Student Achievement Council
Snapshot of Washington State Dual Credit Landscape

Michael Meotti
August 10, 2022
## State Investment in Dual Credit

<table>
<thead>
<tr>
<th>Program</th>
<th>State Appropriation</th>
<th>Students</th>
<th>Student Costs (est)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running Start</td>
<td>$197,022,044</td>
<td>28,683</td>
<td>$22,169,394</td>
</tr>
<tr>
<td>CiHS</td>
<td>1,696,603</td>
<td>35,590</td>
<td>22,926,525</td>
</tr>
<tr>
<td>AP</td>
<td>651,278</td>
<td>68,128</td>
<td>7,751,334</td>
</tr>
<tr>
<td>IB</td>
<td>292,527</td>
<td>9,151</td>
<td>2,293,380</td>
</tr>
<tr>
<td>CI</td>
<td>45,649</td>
<td>1,355</td>
<td>161,676</td>
</tr>
</tbody>
</table>
Students taking at least one DC course 2017

- CTE-DC: 71%
- CIHS: 17%
- RS: 20%
- AP, IB, CI: 44%
Participation among likely to graduate 2017

Running Start

- American Indian / Alaska Native: 11%
- Asian: 27%
- Black / African American: 15%
- White: 23%
- Hispanic / Latino Native Hawaiian of Any Race(s) / Pacific Islander: 14%
- Two or More Races: 9%
- Statewide Average: 20%

College in the High School

- American Indian / Alaska Native: 10%
- Asian: 23%
- Black / African American: 12%
- White: 18%
- Hispanic / Latino Native Hawaiian of Any Race(s) / Pacific Islander: 14%
- Two or More Races: 9%
- Statewide Average: 17%
THANK YOU

Sharmila Mann
smann@ecs.org