



New Orleans, Louisiana
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NCCEP/GEAR UP CAPACITY-BUILDING WORKSHOP

EXCEL • PROVE • MOBILIZE

SKILL-BUILDING SEMINAR:

*Advancing Academic Rigor through
Quality Dual Enrollment Programs
and Partnerships*

Today's Panel



Facilitators:

- **Troy Grant**, Assistant Executive Director, Tennessee Higher Education Commission

Presenters:

- **Jennifer Dounay-Zinth**, Director, Education Commission of the States
- **Greg Kienzl**, Principal Research Associate, ACT
- **Aaron Mitchell**, District GEAR UP Coordinator, Peñasco Independent School District



Challenge

Finding strategies and programs to better prepare our students for postsecondary education academically

Potential Solution

Dual enrollment as an intervention for academic rigor

Session Overview



- Panel Introductions
- Questions we hope to answer:
 - Why is dual enrollment an important and promising practice?
 - What is the current state of dual enrollment in the United States?
 - What strategies are available to increase the number of GEAR UP students who participate in dual enrollment opportunities?

Dual Enrollment – What is it?



- *Dual enrollment* programs allow eligible high school students to earn college credit by taking college courses at postsecondary institutions, their own schools, or online
- Variations include dual credit, concurrent enrollment, apprenticeship programs and credit-based transition programs

Why All the Sudden Interest?



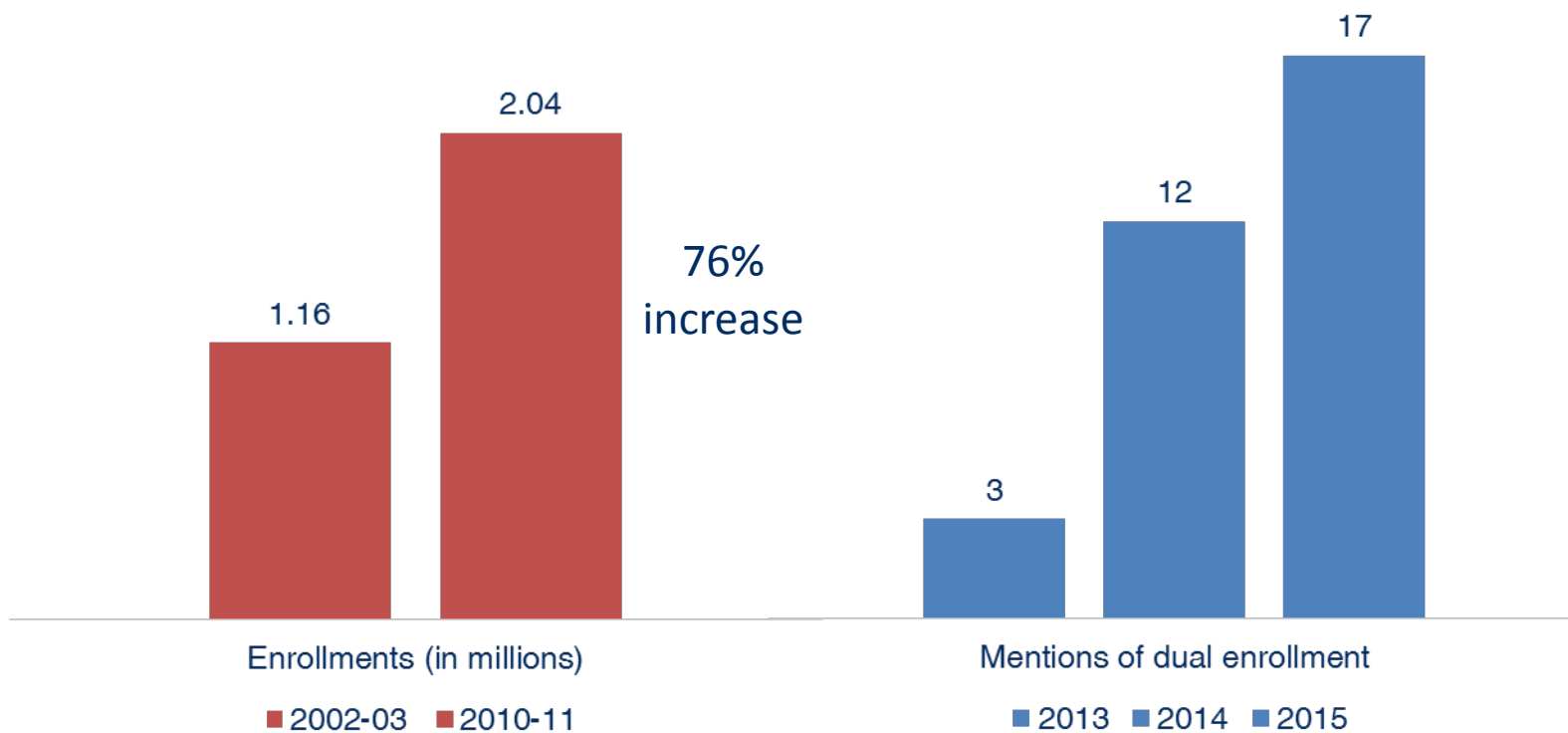
Students/Parents	High Schools	PSE Institutions	Policymakers
<ul style="list-style-type: none">• Shorten time to degree• Lessen future college costs• Minimize “college shock”• Open to CTE students	<ul style="list-style-type: none">• Symbolizes a college-going culture and commitment• Mitigates the expectations gap with PSE faculty	<ul style="list-style-type: none">• Fits within access mission• Potential recruitment tool• Mitigates the expectations gap with HS teachers	<ul style="list-style-type: none">• Popular with constituents• Fiscally responsible• Lead to greater alignment of / coordination between K-12 and PSE

Expanding Dual Enrollment Programs



Students in dual enrollment

State of the State addresses



Source: NCES, 2005 & 2013; AASCU, 2015, 2014, & 2013

Challenges



- Funding is largely discretionary and, in some states, the cost of course falls on families
 - One in ten low-income students take a dual enrollment course
- Difficulty in “credentialing up” HS teachers
- Perceived lack of quality
- Inconsistent advising

Dual Enrollment in ESSA



- Bipartisan support for states and LEA to establish/expand dual enrollment activities
 - Students attending high-poverty schools (Title I)
 - Teacher professional development (Title II)
 - English language acquisition (Title III)
 - Student support and academic enrichment (Title IV)

Dual Enrollment in HEA and Perkins



- Sustain current support for dual enrollment
 - Allow funds to encourage professional development among CTE staff (Perkins)
 - Supplement, not supplant, existing GEAR UP efforts (HEA)
- Proposal to expand outreach to middle grades and help students meet academic eligibility
- Experimental Sites: Pell grants for dual enrollment students

How ECS Serves State Education Policy Leaders



We:

- **Research** key education topics.
- **Report** on education policies.
- **Counsel** as third-party experts.
- **Convene** education leaders.

ECS 2015-2017 Chair's Initiative



Montana Governor Steve Bullock has chosen dual enrollment as his 2015-2017 chair's initiative!



Dual Enrollment Model Policy Components



We've identified 13 critical policy components that fall into four buckets:

Access

Finance

**Ensuring
Course
Quality**

Transfer

Dual Enrollment Model Policy Components: ACCESS



1. All eligible students are able to participate
2. Student eligibility requirements are based on demonstration of ability to access college-level content
3. Caps on the maximum number of courses students may complete are not overly restrictive
4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses
5. All students and parents are annually provided with program information
6. Counseling/advising is made available to students and parents before and during program participation

Dual Enrollment Model Policy Components: ACCESS



7. Counseling/advising is made available to students and parents before and during program participation

Trend: 14 states (2008)

→ **20 states February 2015**

Dual Enrollment Model Policy Components: FINANCE



8. Responsibility for tuition payments does not fall to parents
9. Districts and postsecondary institutions are fully funded or reimbursed for participating students

Dual Enrollment Model Policy Components: FINANCE



10. Responsibility for tuition payments does not fall to parents

Trend: Student/parent primarily responsible for tuition in 22 states (2008)

→ **9 states February 2015**

Dual Enrollment Model Policy Components:



ENSURING COURSE QUALITY

11. Courses meet the same level of rigor as the course taught to traditional postsecondary students at the partner PS institution
12. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation
13. Districts and institutions publicly report on student participation and outcomes
14. Programs undergo evaluation based on available data



ENSURING COURSE QUALITY

15. Programs undergo evaluation based on available data

Trend: 13 states (2008)

→ **28 states February 2015**

Dual Enrollment Model Policy Components:



TRANSFERABILITY

16. Postsecondary institutions accept and apply dual enrollment credit as standard transfer credit



TRANSFERABILITY

17. Postsecondary institutions accept and apply dual enrollment credit as standard transfer credit

Trend: 15 states (2008)

→ **24 states February 2015**

Dual enrollment at the local level

- Program Design Process



- Peñasco High School GEAR UP [RISE](#) Program
 - Rigorous, Individualized Secondary Experience
- Dual enrollment arm of RISE
 - 10th-12th students bused to NNMU - 2x/week (3x in year 1)
 - 7-12 credits per semester in transferable core (GE) classes
 - Data for 3 semesters:
 - 50 participants (total HS population 105)
 - Average Credit Hours Earned: 21 (max of 38)
 - Average GPA: 3.44
 - Completion Rate: 99.7%

Dual enrollment at the local level

- Program Design Process



- **STEP 1: Define Vision and Desired Outcomes**
 - Enhance Rigor by offering DE courses for ready students
 - Increase enrollment, graduation, college success
 - Decrease remedial college coursework
- **STEP 2: Identify barriers**
 - Distance, schedule, parent concerns, lunch, staffing, fees...
 - Differentiate between true barriers and traditions or excuses
 - Make a list of solutions to barriers
 - Be creative! Why couldn't we...?
 - Get more heads together

Dual enrollment at the local level

- Program Design Process



- **STEP 3: Identify Champions and Gatekeepers**
 - Who at the school level do you need to have onboard?
 - Who will be a champion for dual enrollment?
 - Who will resist? Can we get them onboard? What is the cost if we don't?
 - Ask the same questions for the district level.
- **STEP 4: If location permits, go shopping for colleges**
 - Do your homework – look at their offerings, track record, facilities, and experience with dual enrollment.
 - Share your vision with the dual enrollment director/coord.

Dual enrollment at the local level

- Program Design Process



- **STEP 5: Design with emphasis on systems**
 - Systems for everything!
 - Textbooks, transportation, food, application for program, failures...
 - Sit with stakeholders at school, district, college
 - What will we do if....?
- **STEP 6: Sell, sell, sell**
 - Parent meetings, press releases, assemblies, flyers...
 - Word of mouth is crucial – enthusiasm in discussions

Dual enrollment at the local level

- Program Design Process



- **STEP 7: Optimistically and flexibly meet challenges**
 - Clear communications with stakeholders at all levels
 - Students, parents, school teachers, administrators
 - Cultivate excellent relationships with college staff
 - Dual enrollment director/coordinator
 - Registrar
 - Bookstore manager
 - Student billing dept.
 - Professors
 - Department heads
 - Create and refine systems as needed

GEAR UP TN – Strategies for expanding dual enrollment participation



- Partner with higher education institution to increase participation in dual enrollment
- Focus district level efforts to increase academic rigor through dual enrollment offerings
- Expand school level commitment to increase academic rigor

Higher Education Partnerships



- Jackson State Community College provides gap funding for tuition costs not covered by the state to four rural GEAR UP TN counties. JSCC also works with school counseling offices to offer courses that align with the high school schedule and student demand.
- The Middle College Program at Roane State Community enrolled 36 juniors from Anderson County Schools this past fall. With a projected retention rate of approximately 80 percent and anticipated expansion, the program will enable 10 percent of the high school graduating classes from Anderson County high schools graduate with an Associate's Degree.

District Efforts



- Software Support for Distance Learning Labs – Hardeman County partnered with GEAR UP TN to purchase Distance Learning software at Bolivar Central and Middleton
- Flexibility in Scheduling – Henderson County encourages their qualified seniors to take as many DE courses as possible by offering flexible scheduling so students can attend classes on the JSCC college campus. Hardeman County partners with TCAT Whiteville so students can take traditional HS courses during the morning and Automotive Technology courses at the TCAT in the afternoon.
- Accessibility - Walters State Community College purchased the old Claiborne County High School in Tazewell, and they have used that space to offer day and evening classes to the area. This has allowed the high schools to expand their dual enrollment courses offerings considerably including natural sciences with labs, nursing courses, and general education.

School Commitment



- Parental Engagement – Starting as early as the 9th grade year, many of the high schools offer parent meetings to reiterate the criteria and process for participation and stress the benefits of dual enrollment.
- Counselor Support - Many counselors build student schedules to anticipate and accommodate students' ability to take an increasing amount of dual enrollment coursework their Junior and Senior year. Students take necessary coursework their Freshman and Sophomore years to satisfy classes that are only offered at the high school level so they can take dual classes the final two years
- School-level integration – The Anderson County Career and Technical Center partnered with the Knoxville TCAT to allow juniors and seniors to receive college credit for their coursework taken during the day in areas such as welding, cosmetology, industrial maintenance, automotive technology, nursing, and office technology. They also open their space up to the TCAT in the evenings, so those same students (and others in the community) can enroll in those courses in the evening as well. This allows those CTE students to complete or nearly complete those TCAT programs upon high school graduation

Resources



- [Using Dual Enrollment to Improve the Educational Outcomes of High School Students](#)
 - http://www.act.org/research/policymakers/pdf/UsingDualEnrollment_2015.pdf
- [50-state dual enrollment policy database](#) (2016 update is pending release)
 - <http://www.ecs.org/dual-concurrent-enrollment-policies/>
- [State approaches to funding dual enrollment](#) (May 2015)
 - <http://www.ecs.org/clearinghouse/01/18/92/11892.pdf>
- [Dual enrollment course content and instructor quality](#) (February 2015)
 - <http://www.ecs.org/clearinghouse/01/17/16/11716.pdf>
- [Rural dual enrollment](#) (June 2014)
 - <http://www.ecs.org/clearinghouse/01/17/16/11716.pdf>
- [CTE dual enrollment](#) (March 2014)
 - <http://www.ecs.org/clearinghouse/01/11/50/11150.pdf>
- [Model Policy Components brief](#) (February 2013)
 - <http://www.ecs.org/clearinghouse/01/10/91/11091.pdf>

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Thank You!



Thank you for attending the ‘Advancing Academic Rigor Through Quality Dual Enrollment Programs and Partnerships’ workshop session.

- To download materials used during this session, please visit *www.edpartnerships.org/materials*