

# CONCURRENT ENROLLMENT IN THE MIDWEST: A COMPARATIVE POLICY ANALYSIS

May 16, 2018



## Who we are

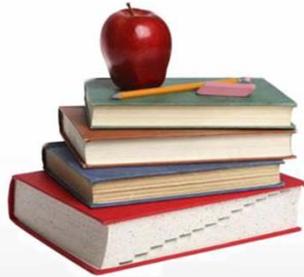
The **essential, indispensable** member of any team addressing education policy.



## What we do

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We believe in the power of **learning from experience** and we know informed policymakers create **better education policy**.



## How we do it

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RESEARCH

REPORT

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## Clarification of terms

- **Dual enrollment:** College courses offered to high school students for (typically) both high school and college credit, regardless of course location, instructor or modality
  - ◆ Traditional academic coursework
  - ◆ Career/technical education (CTE) coursework

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## Purpose of presentation

Teacher credentialing = access issue

States should be mindful of *other* access issues as we proceed through the day

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# Dual enrollment model policy components



## Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components

By Jennifer Dounay Zinth  
February 2014

Dual enrollment or concurrent enrollment programs allow eligible high school students to take postsecondary courses for college and, usually, high school credit. Programs are nearly ubiquitous — in 2014, courses for dual or concurrent enrollment credit are offered in every state and the District of Columbia. Statewide policies govern these programs in 47 states and D.C., and local policies or agreements oversee programs in **Alaska, New Hampshire and New York**.

While programs have various names in different states, the term “dual enrollment” will be used throughout this report. Findings are based on an ECS analysis of state dual enrollment policies and a review of relevant academic research.

What's happening in your state?  
Visit [ECS' 50-state database on dual enrollment policy](#)

Among some of the findings:

- The number of U.S. public high schools offering dual enrollment programs is growing, with 82 percent providing such opportunities in 2011-12, the most recent national data available.
- Academic research and state experience highlight the benefits of dual enrollment programs for improving college completion rates, particularly for minority and/or low-income students.
- However, with the possible exception of **Massachusetts**, minority and/or low-income students tend to be underrepresented in statewide dual enrollment programs. Recent analyses in **Illinois, Ohio** and **Washington** show white and/or more affluent students are overrepresented in these programs.

ECS identified 13 model state-level policy components that may increase student participation and success in dual enrollment programs. These components fall under four broad categories: access, finance, ensuring course quality and transferability of credit. Examples of state laws containing these components are incorporated throughout this report.

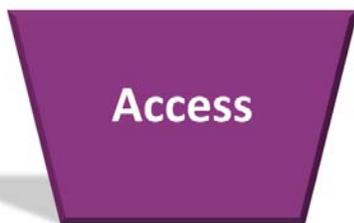
In this report	
<a href="#">Summary of 13 model state-level policy components</a>	<a href="#">p. 2</a>
<a href="#">Who participates in dual enrollment programs?</a>	<a href="#">p. 3</a>
<a href="#">Research findings on the benefits of dual enrollment</a>	<a href="#">p. 3</a>
<a href="#">Descriptions of the 13 components, including state examples</a>	<a href="#">pp. 4-15</a>
<a href="#">Breakout: Is dual enrollment “paying twice” for one course?</a>	<a href="#">p. 7</a>

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# 13 model policy components fall into 4 buckets



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## For each model policy component:

- What it is
- How MHEC states fare
- Range of responses in region
  - How do different states get to “yes”?
  - How do different states get a “partial”?

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## Interpreting model policy components maps

- **Green:** State policy fully aligned
- **Yellow:** State policy partially aligned OR two programs, one is not aligned
- **Red:** State policy contrary
- **White:** State policy silent
- **Black:** State policy unclear

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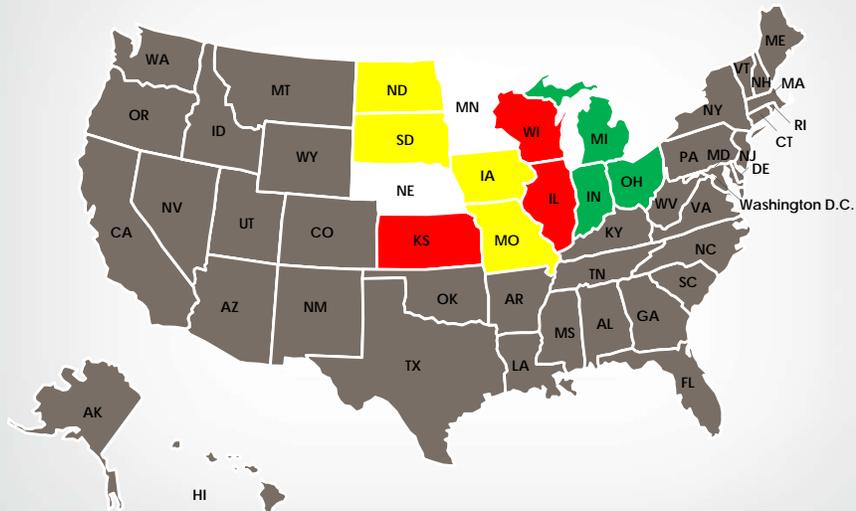


## 1. All eligible students are able to participate

Either:

- All HS or districts required to offer DE
- or
- PS institutions may not deny enrollment to student who meets admissions, placement reqts.

## 1. All eligible students are able to participate





### 3. Caps on the maximum number of courses students may complete are not overly restrictive

- Restrictive = low bar on # of courses student may access per:
  - ◆ Semester
  - ◆ Academic year
  - ◆ High school career

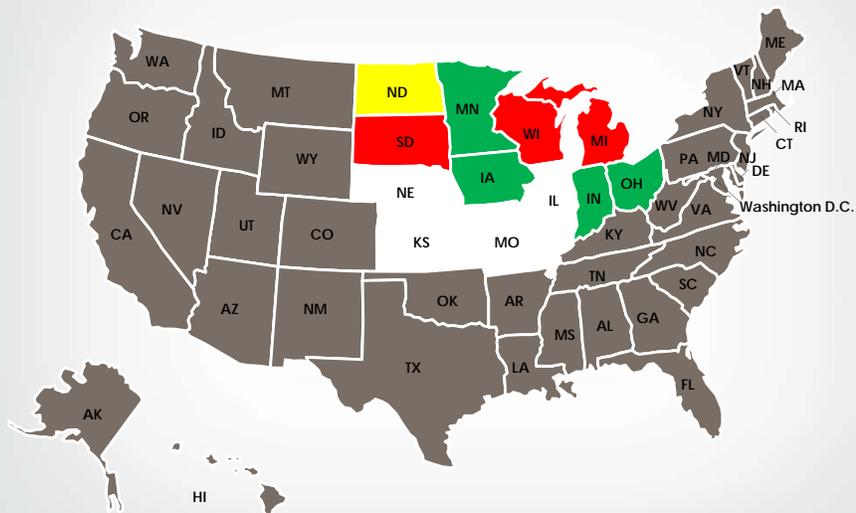
Low caps in some states 10 years ago have largely been pulled back.

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### 3. Caps on the maximum number of courses students may complete are not overly restrictive



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**4. Students earn both secondary and postsecondary credit for successful completion of approved PS courses**

Choosing what type of credit student receives makes course less than authentic PS experience

Requiring students to go through a process to earn both types of credit disadvantages students lacking ready access to an adult who can help them.

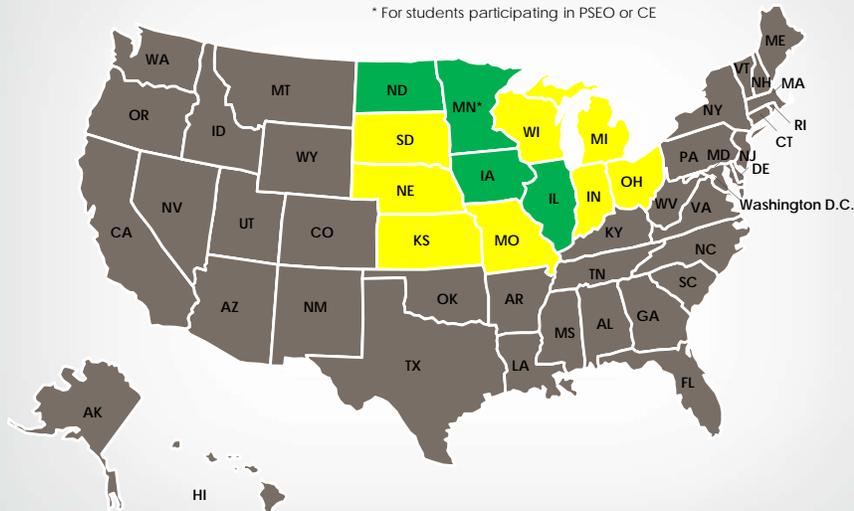
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**4. Students earn both secondary and postsecondary credit for successful completion of approved PS courses**

\* For students participating in PSEO or CE



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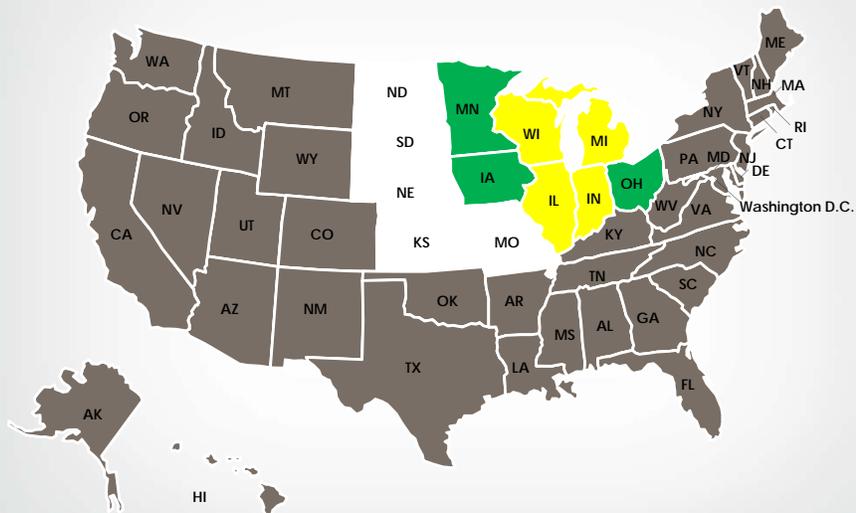
## 5. All students and parents are provided with program information

- All secondary students and parents

Not:

- Just students
- Just eligible students
- Students and parents who inquire

## 5. All students and parents are provided with program information



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

- Pretty much a yes/no question!

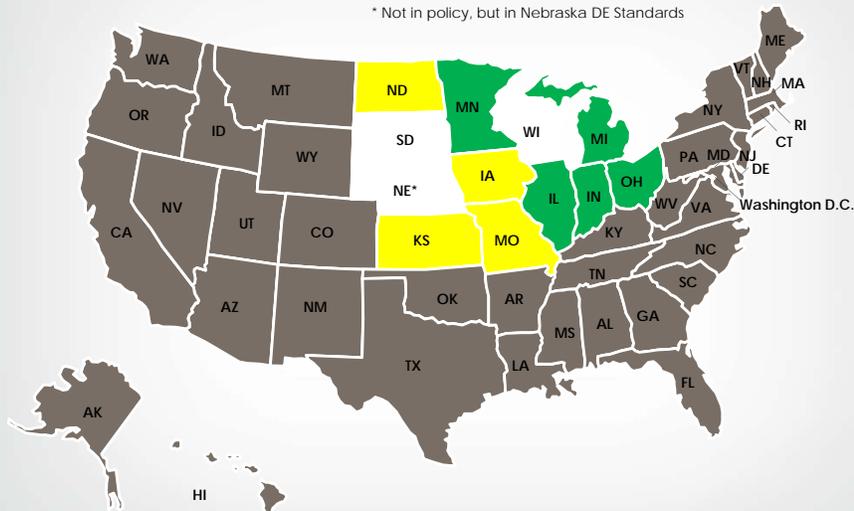
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## 6. Counseling/advising is made available to students and parents before and during program participation

\* Not in policy, but in Nebraska DE Standards



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## 7. Responsibility for tuition payments does not fall to parents

Various state models to reduce if not eliminate tuition costs for students and their families

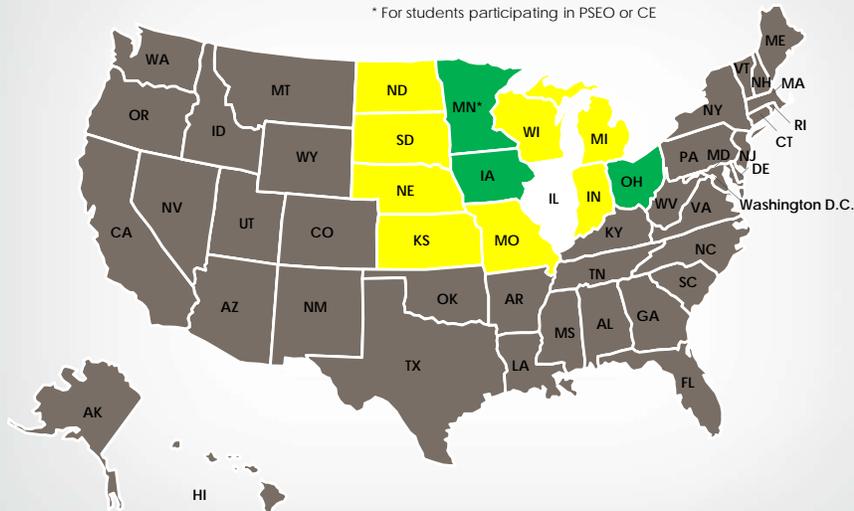
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## 7. Responsibility for tuition payments does not fall to parents

\* For students participating in PSEO or CE



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## 8. Districts and postsecondary institutions are fully funded or reimbursed for participating students

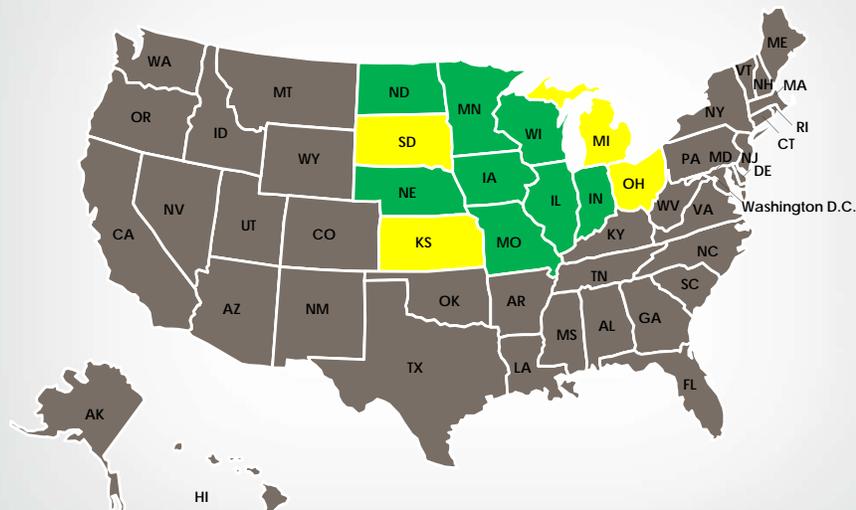
- Participating students **generate same K-12 and HE state aid** as “regular” HS or PS student (poss. not same tuition revenue).
- State funding models do not serve as disincentives for HS/districts or PS institutions to offer dual enrollment.

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## 8. Districts and postsecondary institutions are fully funded or reimbursed for participating students



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## 9. Courses have the same content and rigor regardless of where and to whom they are taught

States vary from very local control to very prescriptive.

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Focus in: Study up on important education policies.

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### DUAL ENROLLMENT COURSE CONTENT AND INSTRUCTOR QUALITY

Jennifer Couray Zith

Knowing that the majority of dual enrollment courses are taught on high school campuses by high school instructors, it is critical that mechanisms are in place to ensure the quality of the curriculum and the many components surrounding the curriculum – including textbooks, learning outcomes, course syllabuses, assignments, grading practices, periodic assessments and final exams, etc. It is also essential that colleges ensure high school instructors have a clear grounding in the curriculum and these course components, and have the knowledge and skills necessary to deliver postsecondary-level content.

Thirty-seven states have policies setting expectations for dual enrollment course content and instructor quality.

#### KEY TAKEAWAYS

The majority of dual enrollment courses today are delivered by high school instructors on high school campuses. This makes it critical for states to ensure that course content and instructor qualifications align with those for traditional postsecondary courses.

Policies fall across a wide spectrum, with those at one end placing all authority for ensuring course content and instructor quality with postsecondary institutions. Policies at the other end of the spectrum encourage or require postsecondary programs providing dual enrollment courses taught by high school instructors to be accredited by the NCEP.

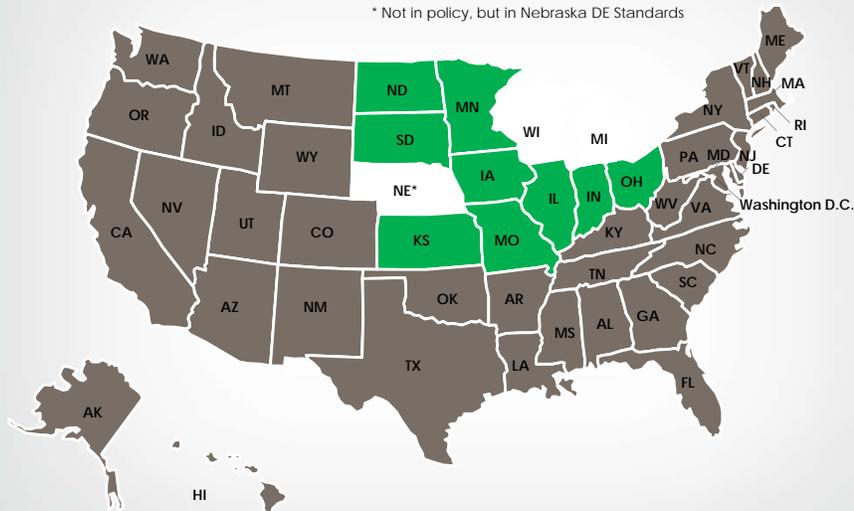
States have taken four distinct approaches within this spectrum, each with its potential benefits and drawbacks.

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## 9. Courses have the same content and rigor regardless of where and to whom they are taught

\* Not in policy, but in Nebraska DE Standards



**10. Instructors meet the same expectations as instructors of similar traditional PS courses, and receive appropriate support and evaluation**

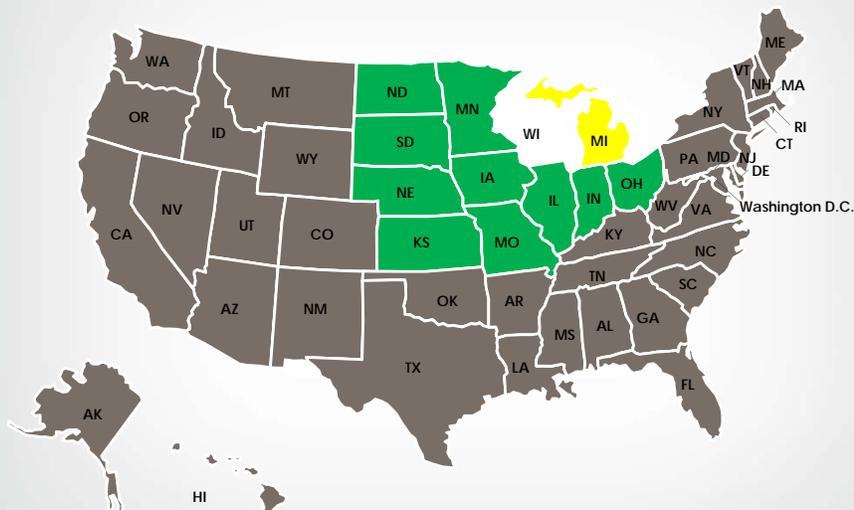
- States vary on spectrum from very local control to very prescriptive
- Having this in policy can help make it "real" for K-12 partners unaware of PS accreditation requirements.

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**10. Instructors meet the same expectations as instructors of similar traditional PS courses, and receive appropriate support and evaluation**



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## 11. Districts and institutions publicly report on student participation and outcomes

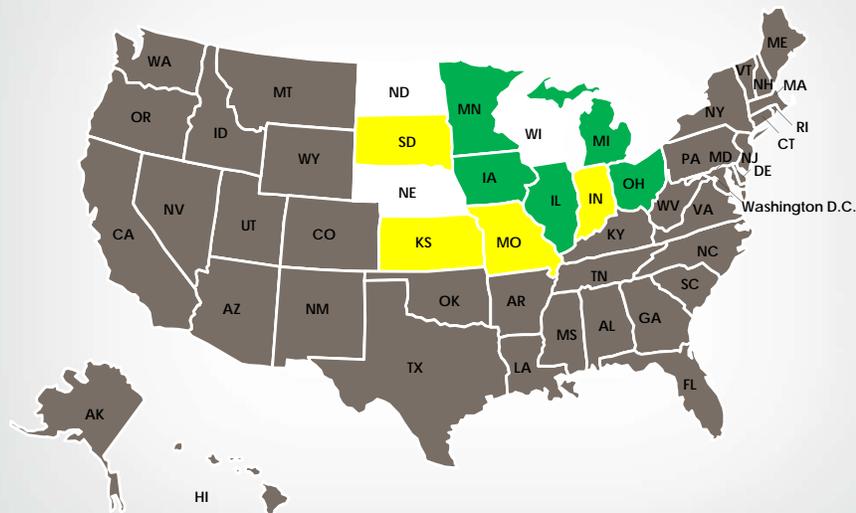
- Pretty much a yes/no question!
- Spectrum of what is reported varies considerably
- Not clear in all instances if reporting required by law is taking place

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## 11. Districts and institutions publicly report on student participation and outcomes



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## 12. Programs undergo evaluation based on available data

- Pretty much a yes/no question!
- Different evaluation mechanisms across states
- Not clear in all instances if reporting required by law is taking place

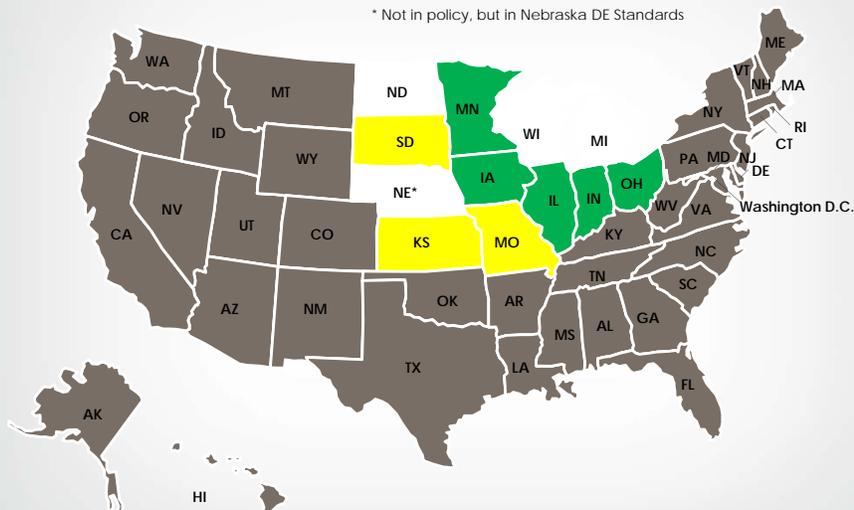
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## 12. Programs undergo evaluation based on available data

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### 13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit

Various models ensure DE credits transfer:

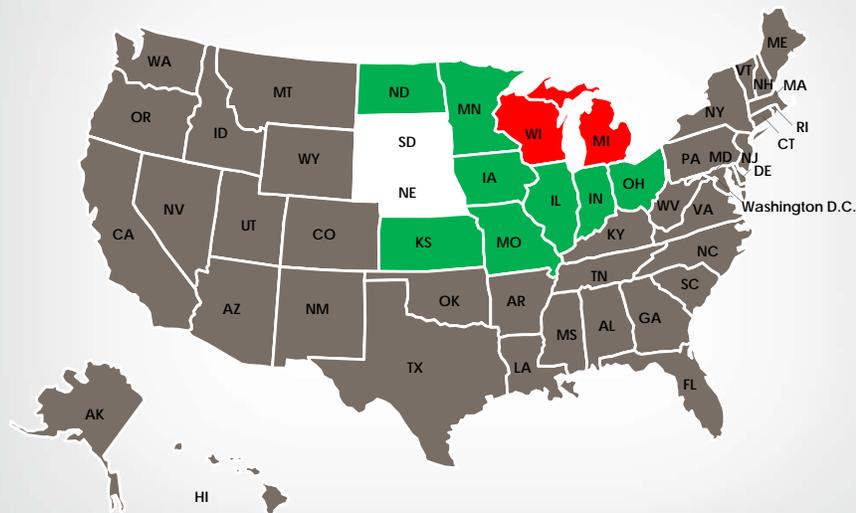
- Bank of statewide transferable courses
- Statewide course numbering system
- MN: Courses offered by NACEP-accredited programs must transfer
- Blanket transfer statement
- TN: Dual credit challenge exams

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### 13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit



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## State gap analyses!

- To be posted to meeting website
- Can email to attendees post-meeting
- Please share with colleagues in your state

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## More to come!

- 2018 update to MHEC/ECS teacher credentialing report: June
- STEM dual enrollment model policy components: 6/19
- 2018 dual/concurrent enrollment 50-state comparison: 9/25
- 2018 refresh: model policy components: 9/25

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Questions?  
Discussion

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[jzinth@ecs.org](mailto:jzinth@ecs.org)

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