

How States and Systems Can Support Practitioner Efforts to Strengthen Dual Enrollment Webinar Series



Indiana's Blueprint for Strengthening Dual and Concurrent Enrollment Pathways



This presentation is being recorded.



Resources available on the MHEC website post-event.



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About us

Jennifer Zinth

Founder and Principal, Zinth Consulting, LLC

Former Director, Education Commission of the States

jennifer.zinth@gmail.com

Tari Lambert

Director of Curriculum Initiatives and Transfer Pathways, Ball State University

Former Director, Transfer Indiana, Indiana Commission for Higher Education

tglambert@bsu.edu

Definitions

National overview segment

- **Dual enrollment:** College courses delivered to HS students regardless of course location, modality, or instructor type (e.g., PS faculty or approved HS instructor)

Indiana focus

- **Dual credit:** Specific delivery model predominant in Indiana (college courses taught by approved HS teachers at the HS)

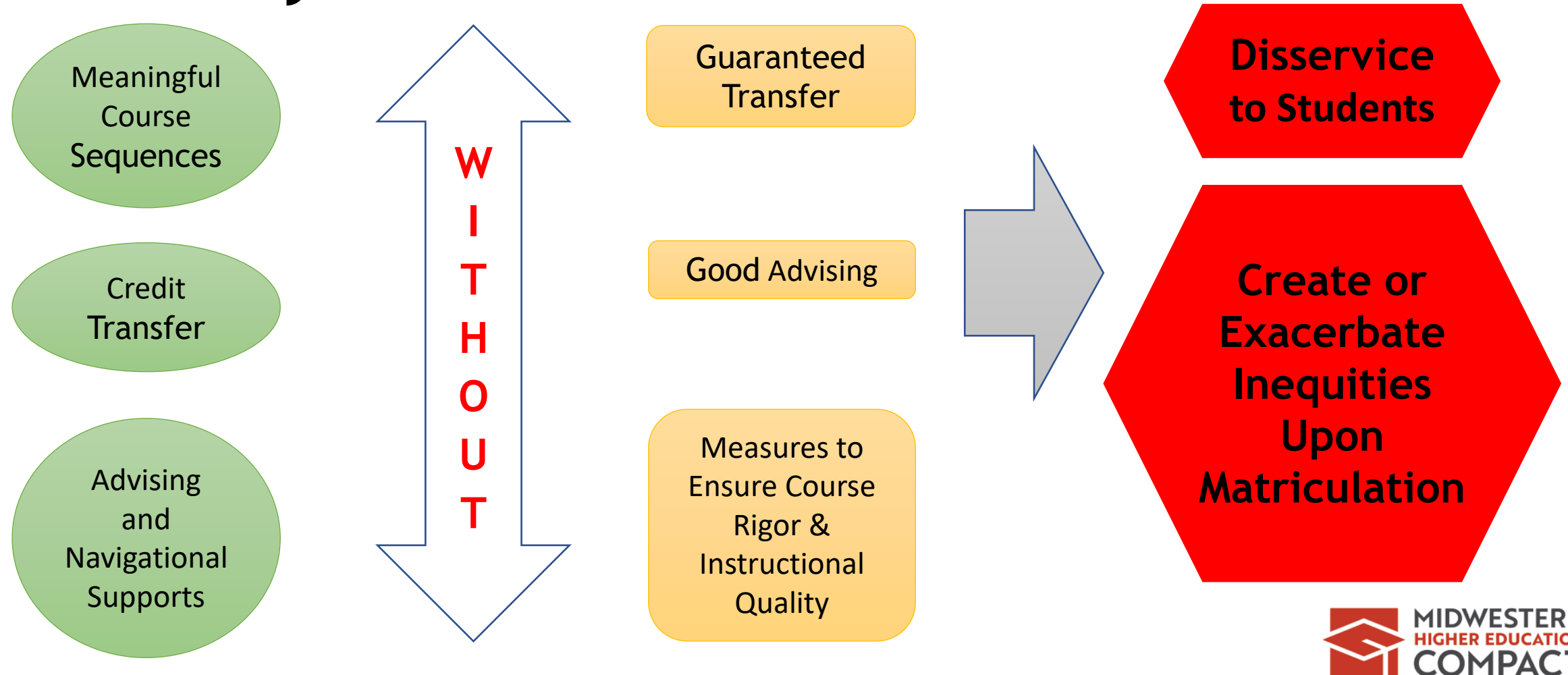
Where we're headed today

- National, regional pathways landscape
 - Laying the groundwork
 - Examples from states in and outside the MHEC region
 - Questions states, systems need to ask themselves
- Indiana pathways
 - Intentionality
 - Student success
 - College-going culture
 - Challenges and lessons learned
- Q+A (15 minutes)

Pathways action steps

- Establish, communicate meaningful course sequences
- Align and promote credit transfer
- Prioritize advising and navigational supports
- Promote FAFSA completion before HS graduation
- Provide support to strengthen the quality of instruction

All pathways approaches are interrelated, necessary



We need to make good on our promises

While pathways are intended to support DE access and equity...

Do our policies *actually* streamline processes for underserved students and their families?

If not: DE pathways policies are doing more harm than the policies that preceded them

Making good on our promises: Questions for states and systems

Are my state or system's pathways policies designed and implemented in a way that, if I'm a student or parent of a student who is:

- First-gen
- Families less familiar with dual enrollment and/or how transfer works
- Newcomer to US (or even newcomer to state)
- English language learner
- Low-income
- Other underrepresented student population

...I'll know how to (or receive adequate guidance to) enroll in and complete transferable courses that apply to my POS?

Establish, communicate meaningful course sequences

Meaningful course sequences =

- Broadly transferable, applicable to gen ed requirements, or
- CTE program of study, professional programs of study
 - Local
 - Statewide or systemwide
 - Lead to a certificate or credential of value

Why set meaningful course sequences?

Not all dual enrollment courses are of equal value for all students!

- It's obvious when we say it but if it's so obvious, why do so few states and systems clearly define and communicate meaningful course sequences to students, parents, counselors, others guiding students' course selections?

Maximize use of

- State, school district, PS, student/parent [funds](#)
- Student time

Maximize program potential to reduce

- Cost and time to degree

Meaningful course sequences: The national, regional landscape

Approaches run across a spectrum from

- Primarily local control
- Local control within state-set parameters, e.g.,
 - Ohio ([R.C. § 3365.13](#))
- State-set, e.g.,
 - North Carolina [Career & College Promise Transfer Pathways](#)
 - Indiana College Core

Meaningful course sequences: Questions for states and systems

What parameters does my state or system set on the types of CTE courses, entry-level gen ed courses that can be offered for dual credit?

Meaningful course sequences: Questions for states and systems

Could my state or system

- **Establish** parameters defining meaningful DE course sequences?
- **Encourage** the establishment of state or local DE course sequences that fulfill state or local certificate or degree requirements?
- **Broadly communicate** such meaningful course sequences?
- **Provide financial incentives** for local partnerships to offer meaningful DE course sequences?
- **Collect and publicly report institution-level data** on enrollments, completion rates in courses applying to a meaningful DE course sequence (gen ed or CTE)?

Align and promote credit transfer

States need to ensure—and communicate to all state and local DE stakeholders—that it's **transfer *and* applicability**

- More common for gen ed courses
- Can be done for CTE courses!
- State-level postsecondary governance structures may prohibit or inhibit adoption of strategies most likely to facilitate transfer and applicability

Align and promote credit transfer: The national, regional landscape

Approaches include:

- Requiring DE courses to be recognized for transfer in the same manner as courses completed by matriculated students
- Identifying a set of courses that must be recognized for transfer **and apply** state or systemwide, regardless of age at which student earned course credit
 - Statewide gen ed transfer core
 - Statewide transfer library (gen ed and other courses)
- Limiting DE course offerings to broadly transferable, applicable courses (or creating incentives for partnerships to offer broadly transferable, applicable courses)

Credit transfer: This can be done for CTE courses!

- Ohio CTAGs (Career-Technical Assurance Guides) ([R.C. 3333.162](#))
- Washington State
 - Professional/Technical Common Courses ([P/TCC](#))
 - Apply to POS in the same manner across Washington community and technical colleges offering the POS
 - Community and technical colleges must award an equal amount of credit for a dual credit CTE course [RCW 28B.50.531](#)(4)
- Indiana Next Level Programs of Study

Credit transfer **and applicability**: Questions for states and systems

- What leeway does my state or system allow institutions for
 - Awarding transfer credit for PS credit earned in HS?
 - Requiring PS credit earned in HS to apply to gen ed, major, POS requirements in the same manner as transfer credit earned by matriculated students?
- Could my state or system
 - Require public postsecondary institutions to recognize DE coursework for transfer, applicability in the same manner as coursework completed by matriculated transfer students?
 - Establish a state library or repository of gen ed and CTE courses that apply for transfer across public PS institutions statewide?

Prioritize advising & navigational supports

Refers to communications to students and parents on

- Benefits and implications of DE participation
- Academic supports
- Non-academic supports

The best state pathways and transfer policies are inadequate without guidance and supports on if and/or how DE credits apply to

- Gen ed
- Major
- CTE POS requirements

Prioritize advising & navigational supports: The national, regional landscape

Arguably the hardest DE policy topic to implement with fidelity

Requiring all students *and* their parents to be

- Annually notified of the availability and benefits of, requirements and processes for DE participation
- Offered opportunities each year to meet with local PS DE program staff
Ohio [R.C. 3365.04](#)(D)
- Provided information on the transfer and ***applicability*** of DE coursework prior to course enrollment [F.S.A. 1007.271](#)(15)

Requiring meaningful and informed advising before and during course enrollment

- Ohio: All DE students must be assigned to, meet with an academic advisor before course drop date [R.C. § 3365.05](#)(F)

Prioritize advising & navigational supports: Questions for states and systems

Does my state or system

- Require **all** students **and** parents to be annually notified of the availability, benefits, and requirements of DE participation?
 - If so, is this notification requirement met by simply posting information on a district website, or must students and parents be directly notified?

Could my state or system

- Require public postsecondary institutions to recognize DE coursework for transfer, applicability in the same manner as coursework completed by matriculated students?
- Establish a state library of gen ed and CTE courses that apply for transfer across public PS institutions statewide?

Promote FAFSA completion before HS graduation

- FAFSA completion increasingly tied to HS grad reqts
- **Must be paired with effective advising and communication with families**, esp. for underrepresented students
 - Risk of college-student academic undermatch
 - Information must be provided in students', parents' primary language
 - Messaging to ease parents' concerns about sharing personal information

Further research needed on link between FAFSA completion and matriculation and PS completion rates, not matriculation rates alone, for underserved student populations in states with FAFSA-for-all requirement

Provide support to strengthen the quality of instruction

- Defined as standards to ensure instructor credentials, match between on-campus rigor and expectations and those at HS delivery site
 - Requiring or encouraging NACEP accreditation
 - Codifying NACEP standards in policy
- Focus of the July 31 webinar in this series!
- Indiana efforts
 - Intentionality

Indiana's Intentional Dual Credit



Intentionality - Based on 6 Pillars



The diagram consists of six vertical cylinders of equal height, arranged in a horizontal row. Each cylinder is a different color and contains a white text label. From left to right, the colors are blue, yellow, orange, green, red, and purple. The labels are 'Legislation', 'Policy', 'Infrastructure', 'Funding', 'Technology', and 'Data' respectively.

Legislation

Policy

Infrastructure

Funding

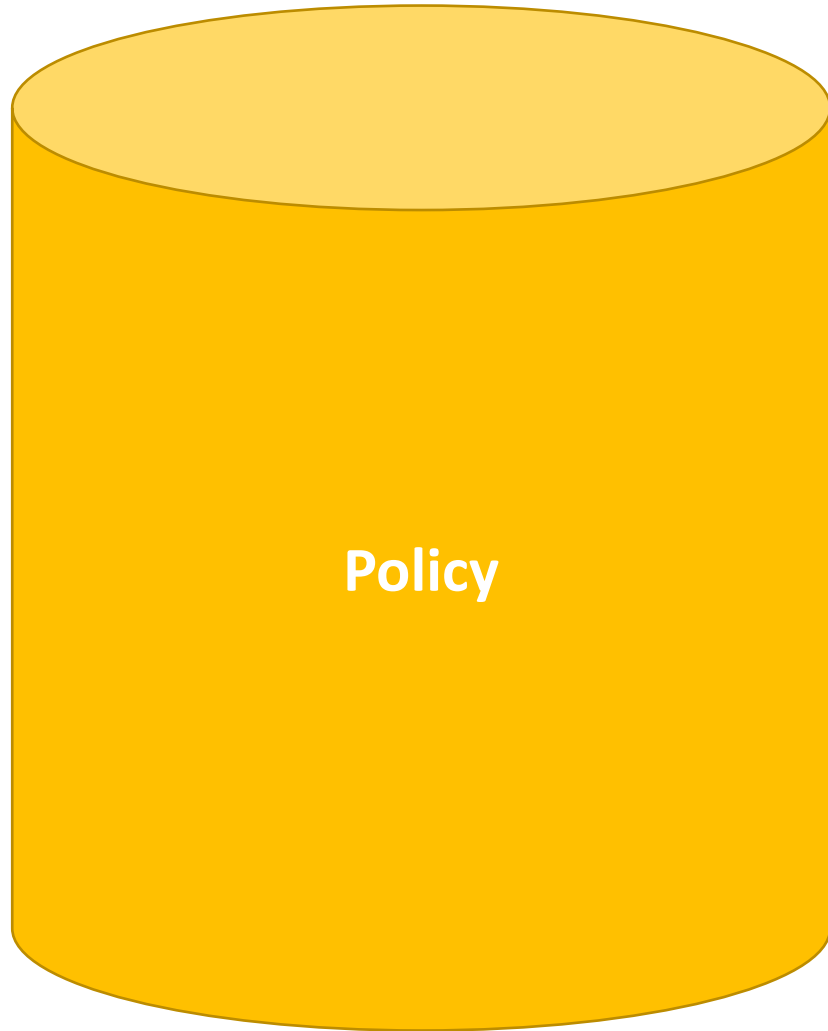
Technology

Data



Legislation

- 2005 – Core Transfer Library
- 2006 – All Indiana High Schools must offer 2 Dual Credit and 2 Advanced Placement (AP) Courses
- 2010 – AP – Score of 3 or Above = Meaningful College Credit
- 2012 – Indiana College Core
- 2013 – Transfer Single Articulation Pathways
- 2023 – FAFSA - High School Seniors Required
- 2024 – All Indiana High Schools – Offer the Indiana College Core



- Transfer Legislation and Policies
 - Apply to dual credit courses
 - Ensure transfer **and** applicability of the courses
 - Encourages completion and “stackability” of credentials
- Academic and Fiscal Policies
 - Support intentionality – encourage schools to offer most transferable **and** applicable courses
 - Provide more equity for underserved students

A large orange cylinder with a lighter orange top face. The word "Infrastructure" is written in white text on the side of the cylinder.

Infrastructure

- Statewide Committees
 - Transfer – Statewide Transfer and Articulation Committee (STAC)
 - Core Transfer Library Subcommittee
 - Indiana College Core Working Group
 - Transfer Single Articulation Pathways Committees
 - Dual Credit Advisory Council
 - Dual Credit Coordinators
- Communities of Practice



- Line-item funding for public postsecondary institutions – reimbursement
 - Reduced Tuition - \$25 per credit hour for priority courses
 - Free Tuition – Student qualifying for Free and Reduced Lunch
- Certificate completion funding for 2-year institutions
- Crossing the Finish Line – Summer credential completion program
- Secondary Academic Performance Grants – dual credits, ICC, degrees
- Funding for dual credit teachers to earn graduate credentials



Technology

Websites – Transparency and Guidance

- [TransferIN.net](https://www.transferin.net)
 - Core Transfer Library – Database
 - Indiana College Core
 - Transfer Single Articulation Pathways
 - Advanced Placement, Cambridge, CLEP – Equivalency Databases
- [My College Core](https://mycollegecore.org)
 - Guidance
 - Planning Tool
- Indiana e-Transcript Program
 - High School-to-College
 - College-to- College



- Data collection
 - Dual credit courses taken
 - Credential completions
 - High Schools – Indiana College Core
 - Dual credit teacher – faculty qualifications
 - Matriculation
 - College success benchmarks
 - College completion
- Utilizing data to make policy decisions and funding requests

Pillars Support Intentionality, Pathways and Student Success

- Priority Liberal Arts Courses
 - Subset of the Core Transfer Library (Course-to-Course transfer)
 - Most transferable and applicable toward general education requirements
 - Meet the six competency areas of the Indiana College Core (30 hour block)
- Next Level Programs of Study - CTE Priority Courses
 - Developed to enable students to earn short- or long-term postsecondary certificates/degrees or workforce credentials of value

Pillars Support College-Going Culture

- FAFSA - Legislatively required for all seniors to complete
 - Indiana's Goals
 - 60% Completion
 - Be a top 10 state for FAFSA completions
 - Increase overall state increase in FAFSA completions
- Indiana Pre-Admissions
- Endorsed Early College High Schools
 - State partnership with Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis
 - Endorsement based on core principles - including college-going culture

Still...Ongoing Challenges

- Growth of dual credit course taking
 - Dual credit teacher pipeline
 - Diversity, equity, inclusion and access
- Education around dual credit and credentials
 - Secondary audience
 - How transferability and applicability work
 - Postsecondary audience
 - College credit in high school is not a threat
 - Students are more prepared, persist and complete
 - Legislators/Funders
 - Dual credit has college rigor and learning outcomes
 - Meaningful credentials are being earned
- Complexity and cost of ordering transcripts

Lessons Learned (and Learning)

- Caution - Setting Aspirational Goals
 - Need for strategic alignment
 - Secondary and postsecondary
 - Understand the current landscape
 - Answer the “why”
 - Guidance and implementation
- Avoid Unintended Consequences
 - Balance flexibility with structure
 - Consider the impact on alignment with current policies and systems
- Don't Set Yourself Up for Failure
 - Unfulfilled promises
 - Disappointed students
 - Falling short of expectations

Final Thoughts

- Provide a strong foundation to balance:
 - Legislation
 - Policy
 - Infrastructure
 - Funding
 - Technology
 - Data
- Stay focused on student outcomes and success
- Develop and use pathways and stackable credentials
- Evaluate and improve - fluid ecosystem - always changing

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Questions and Answers

