Expanding CTE Dual Enrollment

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Chat Storm

• How equitable is access to high-quality CTE early postsecondary opportunities in your state?
  • Very equitable
  • Somewhat equitable
  • Not equitable
  • Mostly inequitable
  • Very inequitable

• How important is expanding equitable access to high-quality early postsecondary opportunities for CTE learners in your state?
  • The most important priority
  • A top priority
  • Not very important
Agenda

- Discuss early postsecondary opportunities and Perkins V
- Share early findings from a 50-state survey on CTE early postsecondary opportunities
- Engage in cross-state discussion and sharing
Early Postsecondary Opportunities Everywhere!

Definitions (of CTE, career guidance & academic counseling, program of study)

Optional Program Quality Indicator

Permissible use of State Leadership Funds, Reserve Fund

Comprehensive Local Needs Assessment

Permissible use of local Funds

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Early Postsecondary Opportunities in Perkins over the Years

1990 – Tech Prep (Perkins II)

1994 – School to Work Opportunities Act

2006 – Programs of study (Perkins IV)

2018 – Program quality indicator (Perkins V)
AN ANALYSIS OF States’ Perkins V Priorities

OCTOBER 2020
Funding & Program Approval

• 61 percent of states built early postsecondary opportunities into requirements to receive local funds
  • Connecticut requires its eligible recipients that have a College Career Pathway or another similar articulation agreement to dedicate, at minimum, 5 percent of their local Perkins grant to support these efforts. Postsecondary eligible recipients in the state must use a minimum of $20,000 of their local Perkins grant in support of these partnership

• 55 percent of states require early postsecondary opportunities as part of program approval
  • In Montana, eligible recipients cannot receive Perkins funds if don't have dual enrollment courses in place. They are required both for locally developed/state approved programs AND statewide programs of study
  • In Texas, postsecondary institutions are required to have MOUs with LEAs on dual credit opportunities to receive Perkins funding
• **Indiana** is only counting learners who have earned at least nine postsecondary credits in a course that maps directly toward a postsecondary certificate or degree program

• **West Virginia** is only counting transcripted credit for this indicator
Reserve Fund

- 24 percent of states supporting early postsecondary opportunities explicitly with reserve fund
  - Wisconsin leverages reserve funds at both secondary and postsecondary levels
  - Vermont’s secondary-focused reserve funds go towards ensuring equitable access and participation of vulnerable populations and historically marginalized students in dual/concurrent enrollment offerings, especially rural areas.

- 18 percent of states are using reserve funds to support secondary and postsecondary collaboration and alignment
  - Kentucky requires that secondary and postsecondary apply jointly for reserve funds
State Examples

• **North Carolina** utilizes common course nomenclature, joint task forces and joint PD to support transitions from high school to community college.
  - Statewide agreements have provided opportunities for each of the community colleges to link with partnering public school and four-years.
  - Secondary students can earn college credit in over 1500 approved career pathways in 270 programs of study through the dual-enrollment program called Career and College Promise.

• **Rhode Island** is only making Perkins funds available only for transcripted credit rather than articulated credit to guarantee that students can transfer postsecondary credits throughout the state.
CTE Learners Offered a Range of EPSO Opportunities

Statewide EPSOs Offered in States

<table>
<thead>
<tr>
<th>Type of EPSO</th>
<th>General Education</th>
<th>CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide Dual Enrollment</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Statewide Concurrent Enrollment</td>
<td>27</td>
<td>27</td>
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<tr>
<td>Statewide Articulation Credit Agreements</td>
<td>17</td>
<td>26</td>
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<tr>
<td>Early College High Schools</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Industry Certifications that Articulates to College Level Examination Program</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>P-Tech</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>
CTE Concentrators Mostly Earn IRCs and Credits Toward Degrees

Credentials Earned by CTE Concentrators Participating in EPSOs

- Credit towards a two-year degree: 37 states
- An industry recognized certification or credential: 36 states
- Credits towards a four-year university degree: 33 states
- An associates degree: 27 states
- An occupational license: 25 states
EPSO Entrance Requirements Raise Equity Concerns

Common Entrance Requirements by State

Number of States

- Prerequisite Courses: 20
- GPA: 19
- Test Scores: 17
- Written Permission: 13
- Attendance: 8
- Behavior: 7
- Interview: 5
- Portfolio or Project: 3
States Still Have More Work To Do on EPSO Data

Data and CTE EPSOs

- The state collects data on CTE concentrators who complete EPSOs: 30 states
- The state collects data on the outcomes of CTE concentrators who complete EPSOs: 22 states
- The state disaggregates data on CTE concentrators who complete EPSOs: 19 states
- The state disaggregates data on the outcomes of CTE concentrators who complete EPSOs: 15 states
- The state makes data on CTE EPSOs available and easily accessible to the public: 4 states
Recruiting CTE EPSO Instructors Continue to be Challenge

Minimum Qualifications for CTE EPSO Teachers

- Apply through the Partnering Postsecondary Institution: 19
- Have a special license or certification: 14
- Have Demonstrated Prior Experience Working in the Industry in which they are Teaching: 13
- Bachelors Degree: 11
- Graduate Degree: 10
- Have an IRC in the relevant subject area: 10
- Have a Certain # of Years Teaching Experience: 3
Salary Scales Top Barrier to Instructor Recruitment

Barriers to States Recruiting and Training Qualified CTE EPSO Instructors

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary/Pay Scales</td>
<td>26</td>
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<tr>
<td>Licensure Requirements</td>
<td>15</td>
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<tr>
<td>Accreditation Requirements</td>
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<tr>
<td>Lack of capacity to recruit</td>
<td>14</td>
</tr>
<tr>
<td>Lack of funding to invest in training</td>
<td>12</td>
</tr>
<tr>
<td>Lack of funding to invest in recruitment</td>
<td>11</td>
</tr>
<tr>
<td>Costs to the Teacher</td>
<td>9</td>
</tr>
<tr>
<td>Lack of capacity to train</td>
<td>9</td>
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</tbody>
</table>
Most States Admit EPSO Access Inequitable

Equitable Access to High-Quality CTE EPSOs Across States

- Somewhat Equitable: 46.2%
- Not Equitable: 33.3%
- Mostly Inequitable: 15.4%
- Very Inequitable: 5.1%

BUT… 84% of states say expanding equitable access to high-quality EPSOs for CTE learners is the most important or their top priority.
Learning that Works Resource Center

We would like your feedback! Complete a brief survey here.

Dual Enrollment, Articulation and Transfer

Resources on topics such as dual and concurrent enrollment, articulation and transfer, credit and non-credit course transfer and early college high schools

Intentional Acts of Dual Enrollment: State Strategies for Scaling Early Postsecondary Opportunities in Career Pathways

May 2021 — This Advance CTE policy brief offers strategies and best practices for designing strong statewide policies that remove barriers for participation in early postsecondary education opportunities in postsecondary credential and degree programs.

The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students

October 2020 — The resource offers a playbook of lessons learned from school districts and colleges that are successfully delivering equitable access to and success in high-quality dual enrollment programs by pairing intentional strategy with innovation and commitment.

Accelerating Students from High School to College and Careers

April 2020 — This report from ExcelinEd explores college acceleration opportunities to illustrate how such opportunities can accelerate learners’ progress through their educational and career pathways.

Make it Count: Recognizing Prior Learning for Workforce Development (2020)

March 2020 — This report from the Association of Community Colleges demonstrates how community colleges can use...
Discussion Questions

- **REACTIONS**
  - Are there any quick reactions to the data shared? Or other questions you have based on what we presented?

- **EQUITY:**
  - Based on your role, where are you seeing successes and opportunities for equitable dual/concurrent enrollment participation in CTE?
  - Where do you have barriers to scaling equitable dual/concurrent enrollment within CTE pathways?

- **SCALE/ALIGNMENT:**
  - What are effective strategies for ensuring CTE dual/concurrent enrollment is integrated into the broader statewide EPSO strategy around?
  - How can the CTE system and infrastructure be leveraged to further expand high-quality and equitable dual/concurrent enrollment?
Three Actions

1. Engage your **state CTE director** to learn about how they have prioritized dual/concurrent enrollment and where collaboration is possible.

2. Conduct a root cause analysis to identify any barriers to access or success, drawing on quantitative and qualitative data to find out how many dual/concurrent credits are earned in CTE and by which learners, and work to eliminate such barriers wherever possible.

3. Learn about and leverage the upcoming Perkins V comprehensive local needs assessment process to advance equitable dual/concurrent enrollment in CTE.
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https://careertech.org/resource/state-cte-perkins-v