



# FINANCE DEEP DIVE

OR, EVERYTHING YOU EVER WANTED TO KNOW ABOUT DUAL ENROLLMENT  
FINANCE BUT WERE AFRAID TO ASK

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FOR CROSS-STATE COLLEGE IN HIGH SCHOOL WORKSHOP

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# READING THE ROOM...

Each participant, in  $\leq 30$  seconds, any of the following:

- Question you'd like answered by the end of this session?
- Specific information you'd like to receive by the end of this session?
- Concern or fear about changing dual enrollment funding model?
- Anything else to help make the most of our time together?

# FUNDING FOR EQUITY:

Designing State Dual Enrollment  
Funding Models to Close Equity Gaps


JENNIFER ZINTH | ZINTH CONSULTING, LLC | OCTOBER 2019





PROVIDES AN ANSWER TO THE AGE-OLD QUESTION...

“What’s the BEST dual enrollment funding  
model my state can adopt?”



# IDENTIFIES COMMON STATE FUNDING MODELS

1

**STUDENT PAYS  
NO TUITION**



State pays  
Combination of  
state & district pay  
District pays

2

**STUDENT PAYS  
REDUCED TUITION**



Costs split between  
state and student, or  
district and student

3

**STUDENT MAY  
PAY ANYWHERE FROM  
NO TO FULL TUITION**



Local decision

# FOR EACH MODEL, SETS FORTH

- Rationale
- Benefits/challenges
- Questions states need to ask themselves
- Best practices/lessons learned



# STATE PAYS

1

**STUDENT PAYS  
NO TUITION**



States with this model include:

Georgia<sup>1</sup> | Idaho<sup>2</sup> | Kansas<sup>2</sup> | Kentucky<sup>3</sup> | Louisiana<sup>4</sup> | Maine<sup>5</sup>  
Minnesota<sup>5</sup> | New Hampshire | New Mexico | North Carolina<sup>6</sup>  
Oklahoma<sup>6</sup> | South Carolina<sup>7</sup> | Tennessee<sup>8</sup> | Vermont

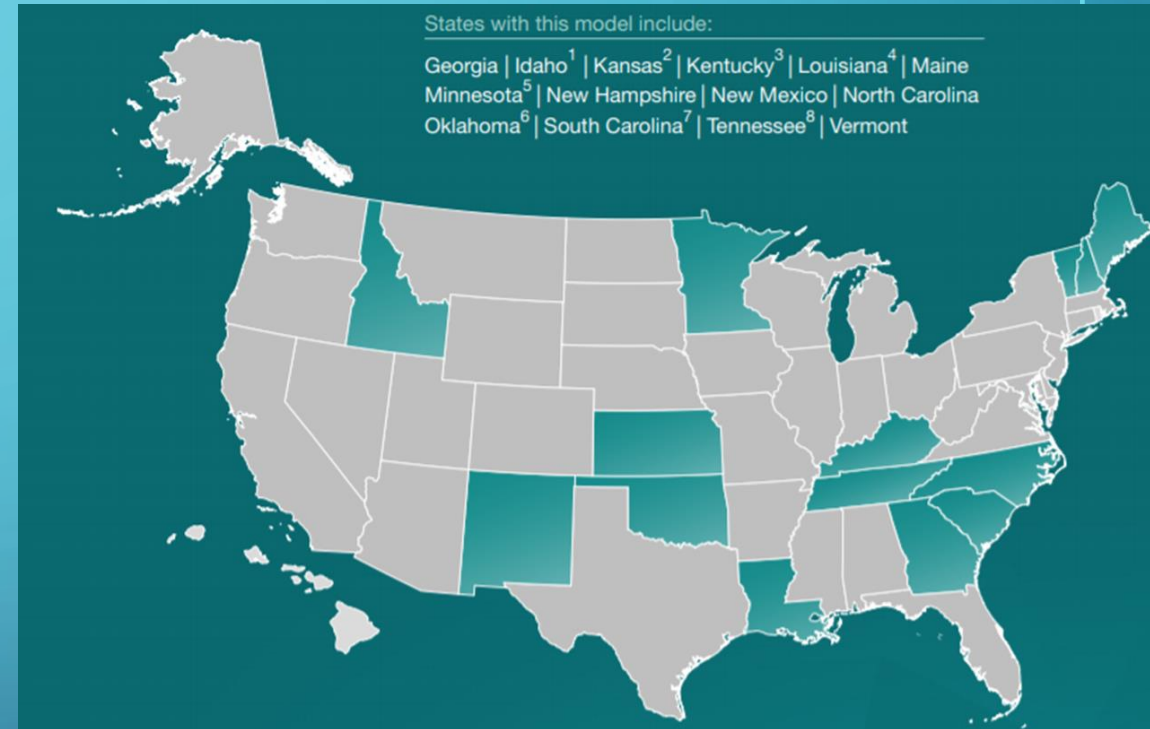


# OBSERVATIONS

- Many of these states have adopted “State Pays” approach in the last  $\leq 5$  years

## States vary in

- **Grade levels** that can access free DE tuition
- **Types of courses** that are tuition-free
- **# of free DE courses** students can access
  - The amount of tuition a student may be charged after completing the tuition-free courses





# STATE PAYS

## Benefits

- Students don't pay
- (Ideally) incentivizes participation for all students, districts
- Simplifies enrollment tracking, data collection
- For low-income students:  
Decreases paperwork, stigma

## Challenges

- (Often) lower tuition reimbursement rates
- Absent policies to ensure access, engagement: Can exacerbate equity gaps
- Challenging conversations on why same benefit for all kids
- Sustaining state leader buy-in

# STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

Questions across categories are applicable across funding models

## **Mandates on Course Offerings:**

- Are all public high schools or districts required to participate?
- Are all public postsecondary institutions required to participate?

# STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Course/Student Limitations:**

- How many courses will the state cover?
- What types of courses will the state cover?
- What student grade levels can access state-funded courses?
- Are only public-school students funded, or may private school or homeschool students participate under the state-funded rate?

# STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Funding Amounts and Processes:**

- What tuition or reimbursement amount will the state pay for each enrolled student?
- What mechanism will transfer tuition payments from the state to the institution/district in a timely manner?
  - Which agency is best equipped to process payments?
- Who pays non-tuition participation costs?

# STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Data Collection and Reporting:**

What data on program benefits to

- Students
- Districts
- Institutions

should the state collect and publicly report to indicate return on investment and support sustained financial commitment to the model?

# YOUR RESPONSES/REFLECTIONS...

- Might some version of “State Pays” be palatable in your state?
- Questions about the specifics of any state’s approach?
- How would the groundwork need to be laid for the potential adoption of the “State Pays” approach?
  - How might data from other states make the case for this approach?



# COMBINATION OF STATE AND DISTRICT PAY

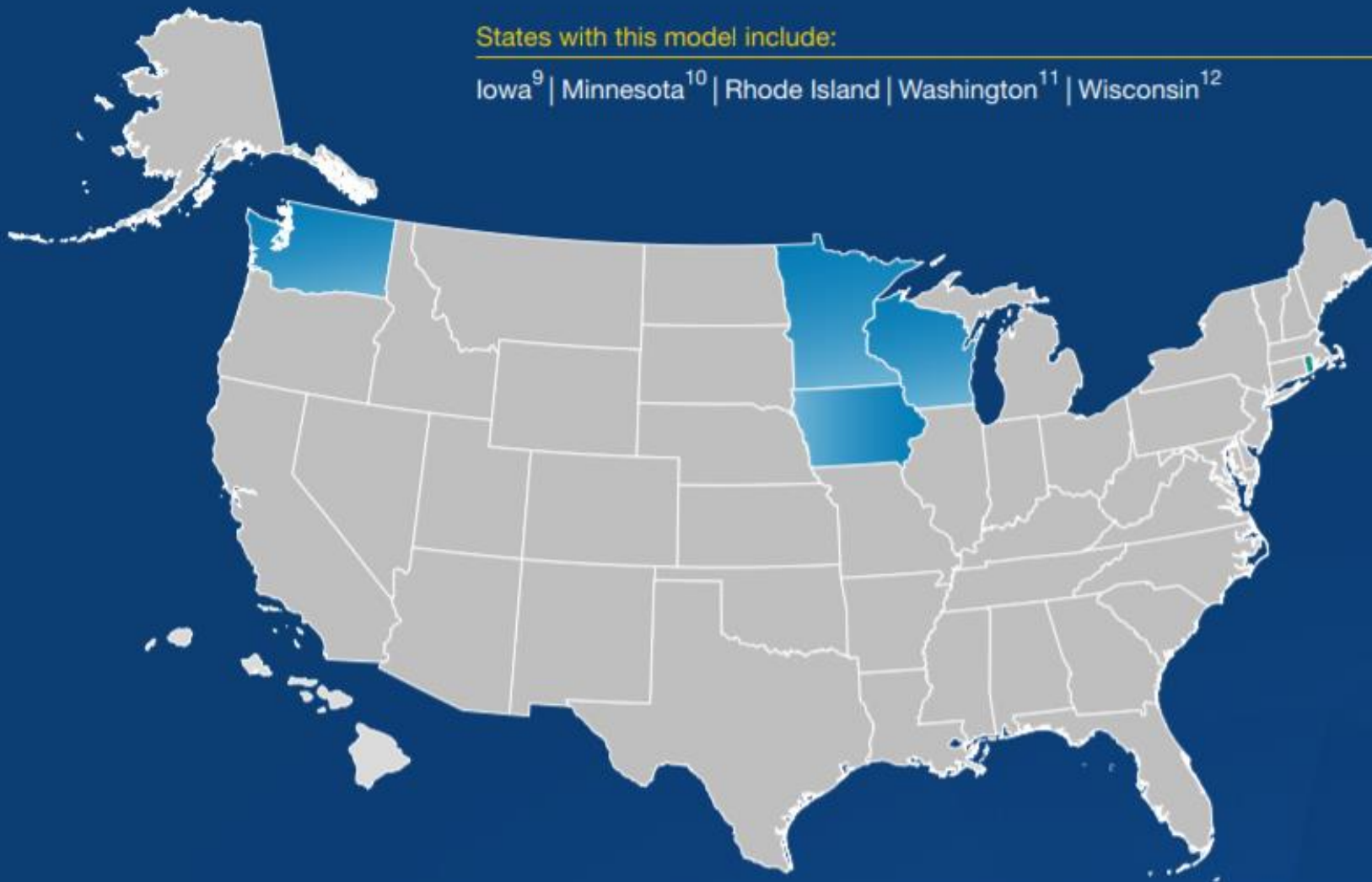
1

STUDENT PAYS  
NO TUITION



States with this model include:

Iowa<sup>9</sup> | Minnesota<sup>10</sup> | Rhode Island | Washington<sup>11</sup> | Wisconsin<sup>12</sup>



# COMBINATION OF STATE AND DISTRICT PAY

## Benefits

- Students don't pay
- (Ideally) incentivizes participation for all students, districts

## Challenges

- (Often) lower tuition reimbursement rates; district may not receive same \$ as it would for non-DE HS student
- Sustaining state leader buy-in

# COMBINATION OF STATE AND DISTRICT PAY: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Funding Amounts and Processes:**

- What tuition amount will the state and district respectively cover?
- Should tuition be paid by the district and partially reimbursed by the state, either at a flat rate or an appropriation?
  - Or use Iowa's approach – additional weight in K-12 funding formula?

# YOUR RESPONSES/REFLECTIONS...

- Might some version of “Combination of State and District Pay” be palatable in your state?
- Questions about the specifics of any state’s approach?
- How would the groundwork need to be laid for the potential adoption of the “Combination of State and District Pay” approach?
  - How might data from other states make the case for this approach?

# DISTRICT PAYS

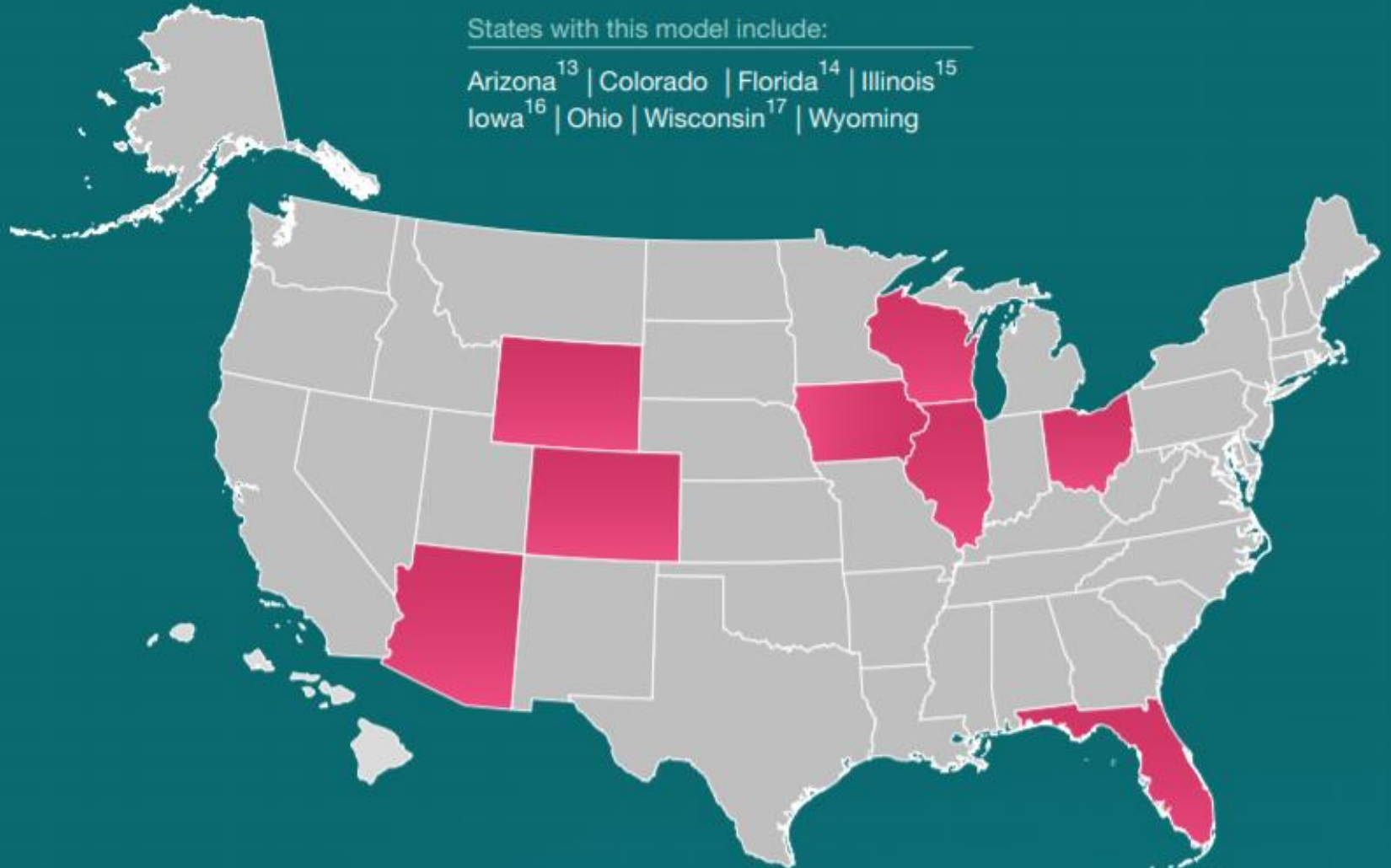
1

**STUDENT PAYS  
NO TUITION**



States with this model include:

Arizona<sup>13</sup> | Colorado | Florida<sup>14</sup> | Illinois<sup>15</sup>  
Iowa<sup>16</sup> | Ohio | Wisconsin<sup>17</sup> | Wyoming





# DISTRICT PAYS

## Benefits

- Students don't pay

## Challenges

- Adding programming that draws from already strained district resources can be unpopular
- This approach can particularly strain under-resourced districts
- Placing tuition burden entirely on districts may:
  - Generate ill-will toward the program among some decisionmakers
  - Force tough decisions to meet participation demands



# DISTRICT PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Funding Amounts and Processes:**

- What tuition amount will the district pay for each enrolled student?
  - Flat statewide rate?
  - Locally determined rate within state-set parameters?
  - Differing tuition levels, depending on where and by whom a course is taught?
  - Differing tuition levels, depending on institution type (2- or 4-year, public or private)?

# DISTRICT PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Local Agreements Between K-12 and PS Partners:**

- To what extent should the state specify the content and parameters of local agreements?
- Should the state require K-12 and PS partners to annually submit their DE partnership agreements to a state agency for review?

# YOUR RESPONSES/REFLECTIONS...

- Might some version of “District Pays” be palatable in your state?
- Questions about the specifics of any state’s approach?
- How would the groundwork need to be laid for the potential adoption of the “District Pays” approach?
  - How might data from other states make the case for this approach?

# COSTS SPLIT BETWEEN STATE AND STUDENT OR DISTRICT AND STUDENT

2

**STUDENT PAYS  
REDUCED TUITION**



Costs split between  
state and student, or  
district and student

States with the State/Student split model include:

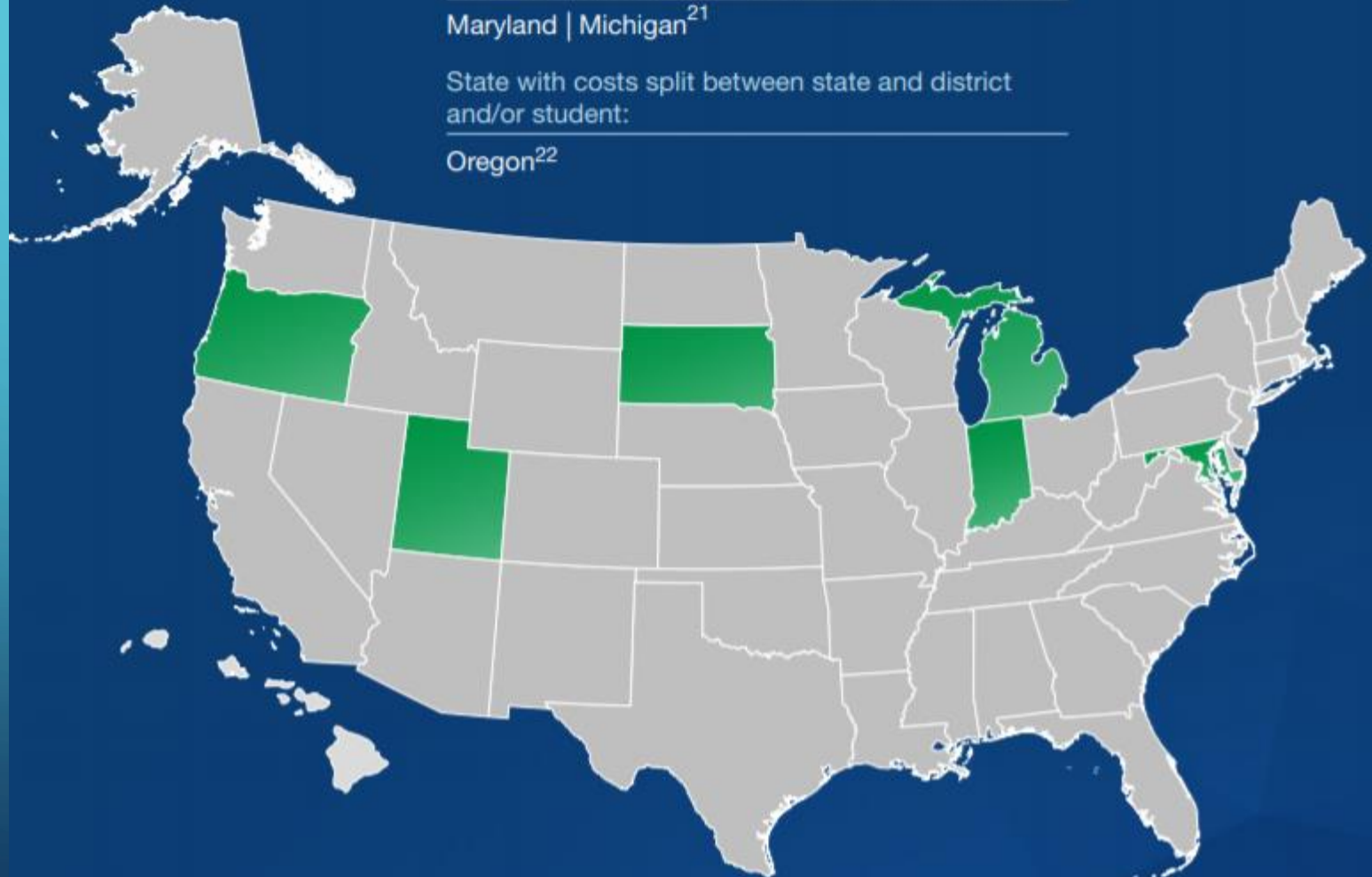
Indiana<sup>18</sup> | Michigan<sup>19</sup> | South Dakota<sup>20</sup> | Utah

States with the District/Student split model include:

Maryland | Michigan<sup>21</sup>

State with costs split between state and district  
and/or student:

Oregon<sup>22</sup>



# COSTS SPLIT BETWEEN STATE AND STUDENT OR DISTRICT AND STUDENT

## Benefits

- Potential to increase program reach, by reducing \$ strain on a single entity
- Students have skin in the game—may make them take course selections, courses more seriously
- May reduce potential disparities in program offerings in under-resourced districts

## Challenges

- Without parameters on tuition that may be charged (incl. tuition waivers for low-income students), access and equity may be compromised
- Program sustainability may be compromised without
  - Parameters on eligible courses
  - Ongoing communication to state leaders on program rationale, ROI

# COSTS SPLIT BETWEEN STATE AND STUDENT OR DISTRICT AND STUDENT: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Funding Amounts and Processes:**

- Does the student and/or district or state pay the same cost regardless of
  - Instructor type
  - Institution type (2- or 4-year? Public or private?)
  - Course location or modality?
  - The # of courses a student has completed?



# COSTS SPLIT BETWEEN STATE AND STUDENT OR DISTRICT AND STUDENT: QUESTIONS STATES NEED TO ASK THEMSELVES

## **Funding Amounts and Processes (cont'd):**

- How can policy create an equitable balance of district- or state- and student-borne costs?
- What, if anything, do low-income students pay?

# YOUR RESPONSES/REFLECTIONS...

- Might some version of “Costs Split Between State and Student or District and Student” be palatable in your state?
- Questions about the specifics of any state’s approach?
- How would the groundwork need to be laid for the potential adoption of the “Costs Split Between State and Student or District and Student” approach?
  - How might data from other states make the case for this approach?

# LEVERAGING FUNDING TO SUPPORT CTE-FOCUSED PROGRAMS

## Indiana:

- Institutions receive \$ for each approved CTE course completion
- Students pay no tuition for approved CTE courses

## Iowa:

- Districts receive additional .7 weight for CTE course completion
- Regional centers facilitate offerings across multiple districts

## Kansas:

- Students pay no tuition or credentialing exam fees
- Eligible programs of study annually approved by KS Department of Labor

The background is a blue gradient with decorative white circuit-like lines in the corners. These lines consist of straight segments and small circles, resembling a stylized electronic circuit board.

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