

Navigating Collaborative Dual Credit Agreements for Student Success

January 2025



Panelists



Marissa Moreno, PhD
*Associate VP Transfer
& Educational
Partnerships*
Lee College



Susan Jackson
*Deputy Supt of
Curriculum & Instruction*
Goose Creek ISD



Karen McCarley
*Director of Counseling
and College Readiness*
Pasadena ISD



Sonia Townsend
*Dean of Dual Credit
Partnerships*
San Jacinto College

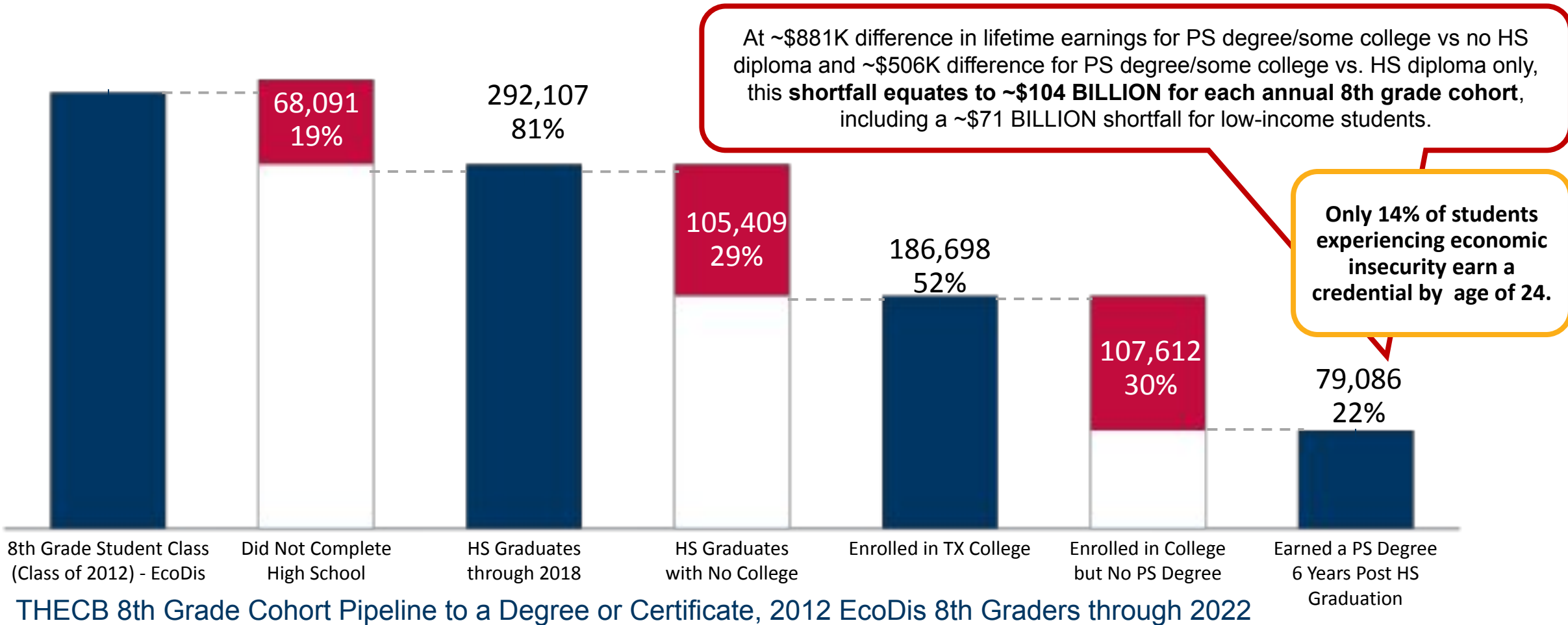
Takeaways

Dual credit partnerships often provide high school students with their first exposure to college-level coursework.

Both PK-12 school systems and community colleges can draw down state funding to support dual credit student success thanks to historic changes to public school finance through HB 3 (86th legislative session in 2019) and community college finance in HB 8 (88th legislative session in 2023).

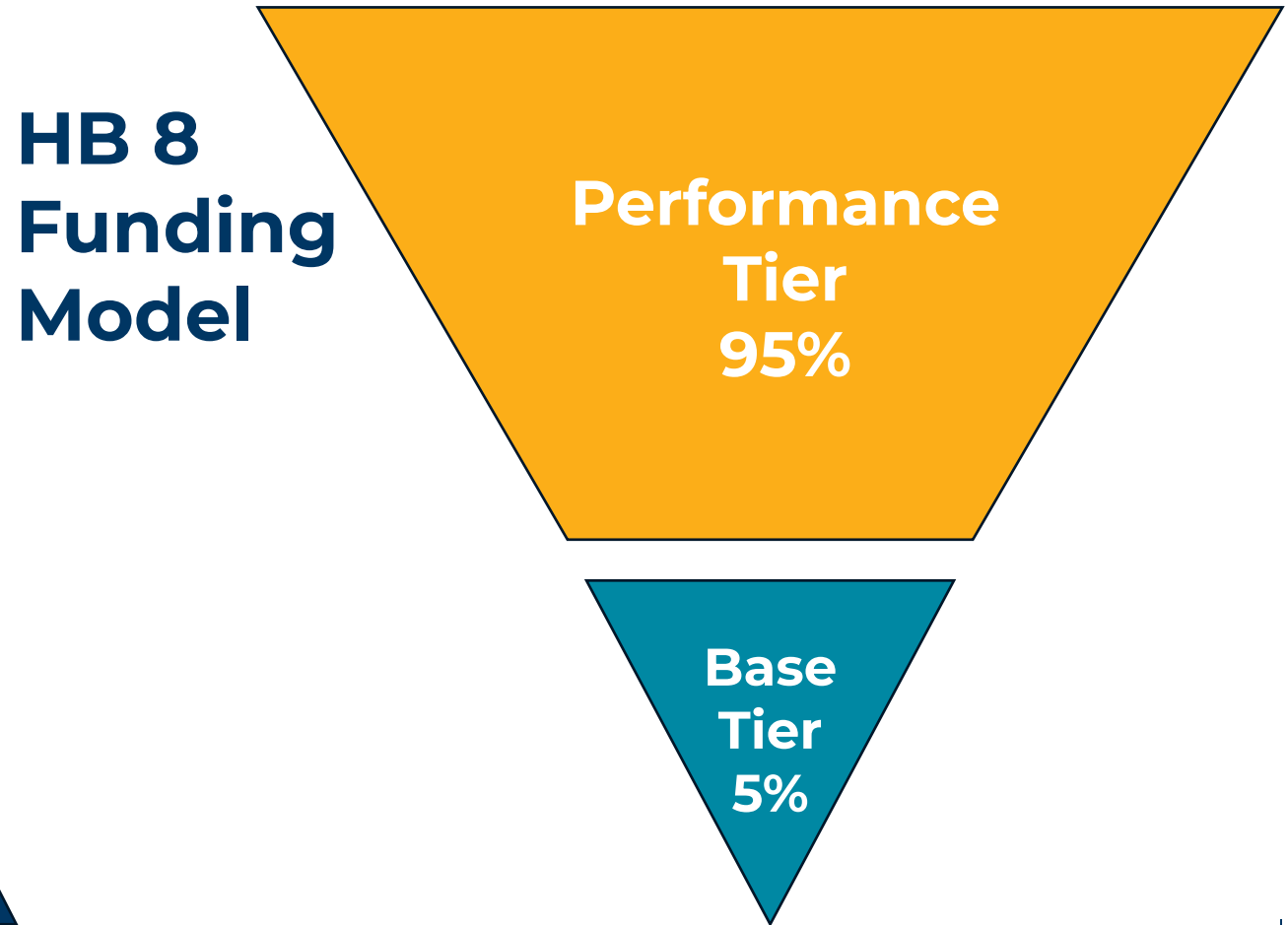
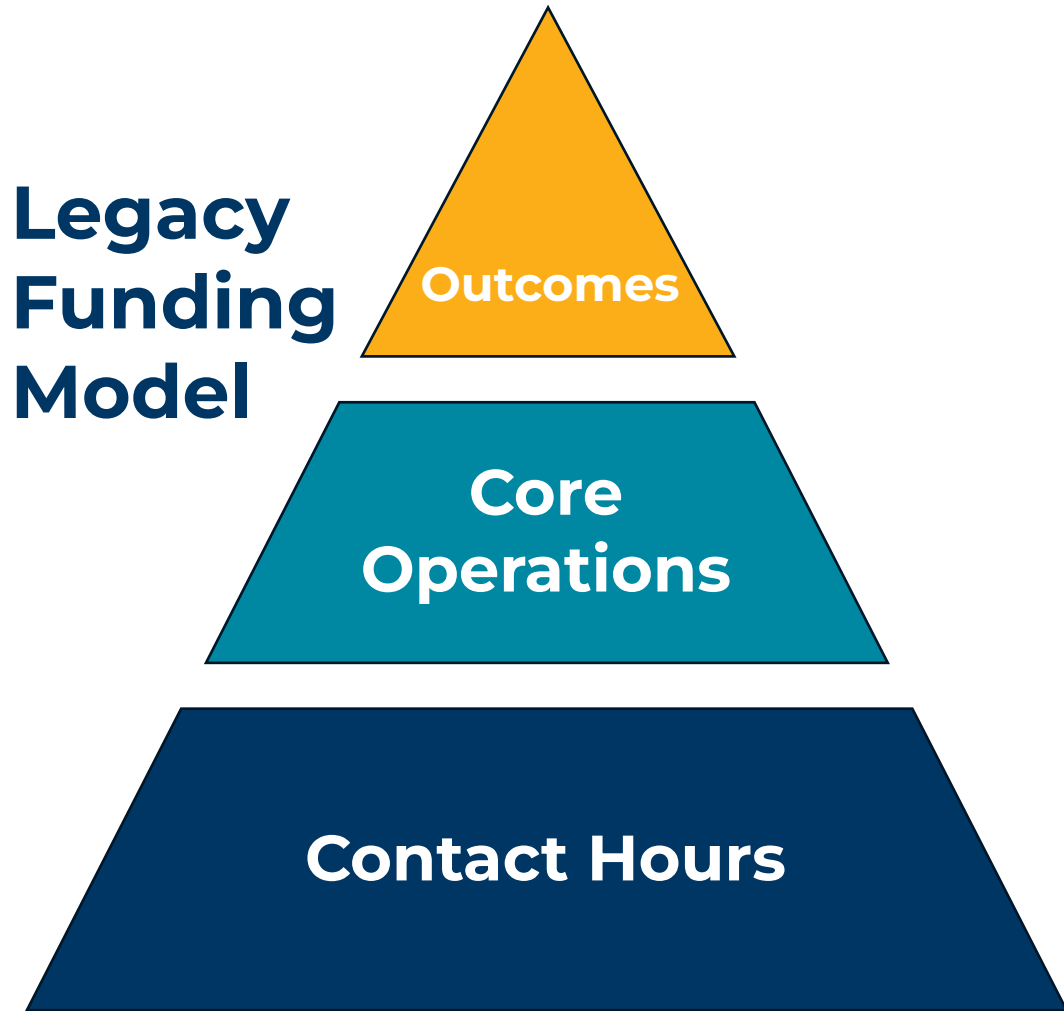
Strategic partnerships between school system and higher education institutions can maximize state funding **to reinvest into student supports.**

Less Than a Quarter of Texas 8th Graders Earned a Credential by the Age of 24



Source: THECB 2012 8th Grade Cohort. Information for Class of 2012 Outcomes for this cohort were tracked for 11 years, including the last year of middle school, and six years for higher education. Lifetime Earnings Calculation - Texas State Comptroller, difference in earnings from some college/associates degree.

Historic Shift from Funding TX Community Colleges Based on Enrollment to Primarily Dynamic Outcomes



Overview of FAST



Public higher ed institutions that opt-in will receive an allotment of funding equal to the FAST tuition rate for each semester credit hour (or equivalent) of dual credit coursework taken by an eligible student.



Maximum allowable tuition rate for dual credit courses is **\$56.87 per semester credit hour**. The rate is set annually by THECB and any dual credit student cannot be charged more than this amount.



IHE and public school district/charter school **must have an agreement in place** outlining how eligible students receive **access to dual credit at no cost** for the IHE to receive FAST funding.

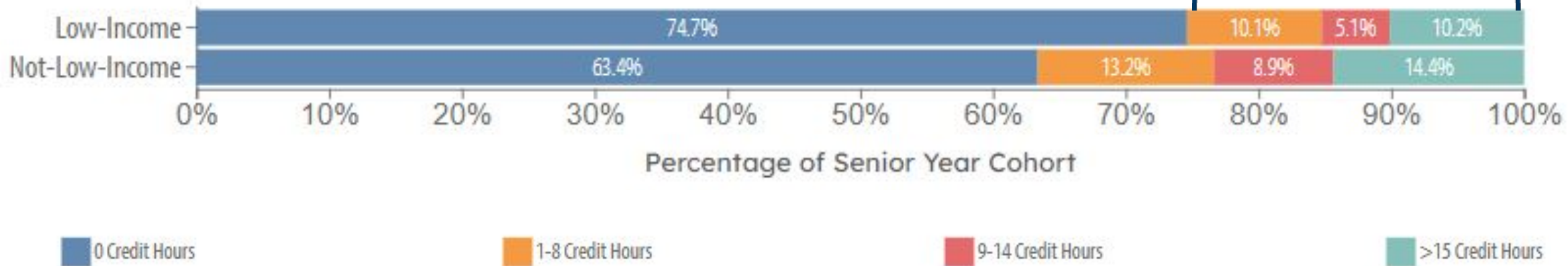


Students are eligible if qualified for **free reduced-price lunch (FRPL)** in any of the preceding four school years.

Why FAST? Previously TX students eligible for FRPL were less likely to earn dual credit

Dual Credit Hours Earned by Income, Senior Year Cohorts 2022, Texas

25% of low-income students participated in dual credit in 2022.¹ Done right, FAST will increase access for these students.



Source: E3 analysis of Dual Credit data at the UT Austin Education Research Center

2019 Legislative Session added bonus per-pupil funding for every student who graduates college & career ready

CCMR Accountability (A-F)

CCMR Outcomes Bonuses

College Ready

- Meets Texas Success Initiative Criteria; **OR**
- Earns dual course credits; **OR**
- Meets criteria on AP/IB exams; **OR**
- Earns an associate degree; **OR**
- Qualifies for OnRamps course credits



Career Ready

- Earns an industry-based certification; **OR**
- Graduates with completed IEP and workforce readiness; **OR**
- Graduates with an advanced degree plan and received special education services; **OR**
- Earns a level I or level II certificate



Military Ready

Enlists in the U.S. Armed Forces in the armed forces of the United States (including the Texas National Guard)

Enlists in the armed forces of the United States (including the Texas National Guard)

Outcomes Bonus Base Funding Award:
\$3K per successful student

Premium Funding (cumulative):
\$5K per successful economically disadvantaged student

Additional \$2K per successful special ed student

Misalignment between CCMR A-F and Outcomes Bonus Funding

While 70% of 2022 high school grads met at least 1 CCMR A-F criteria, the rates of OBF success are much lower across different student groups.

CCMR A-F Accountability

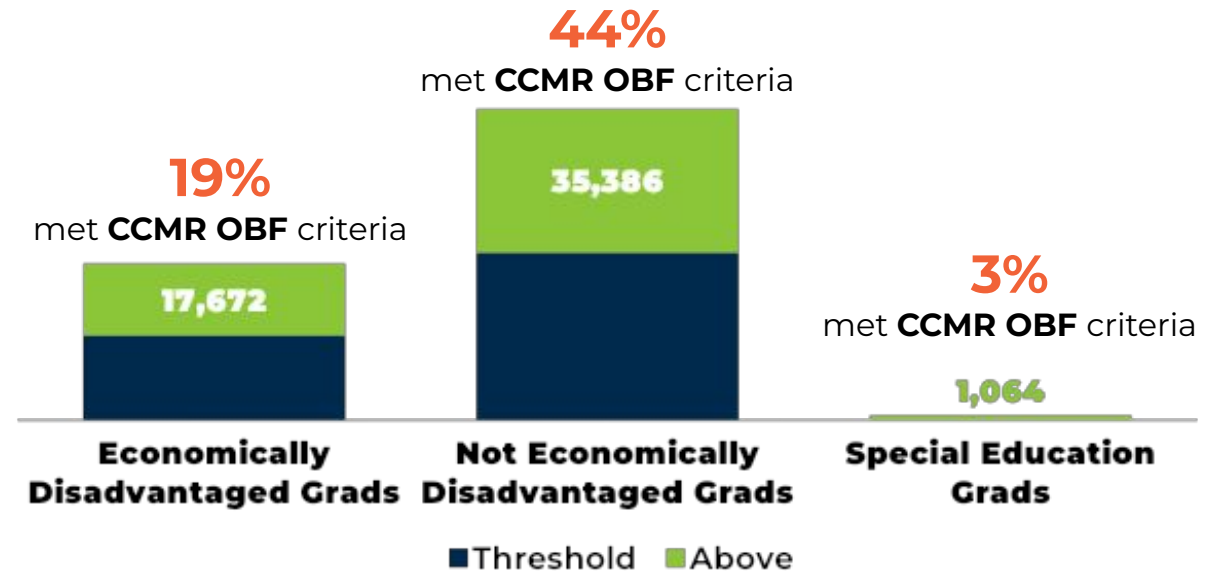
Share of Texas HS Grads Meeting CCMR A-F Criteria, Class of 2022

70%

of Texas HS grads met at least 1 **CCMR A-F** criteria

CCMR Outcomes Bonus Funds

Texas HS Grads Meeting CCMR OBF Criteria, Class of 2022



Accountability and Incentives related to Dual Credit

A-F CCMR Component	CCMR Outcomes Bonus Funds	Community College Finance + FAST
<p>Grads who meet CCMR readiness in one of the following ways...</p>	<p>Paid for accomplishments of grads above a threshold</p>	<p>Performance tier funds are paid for</p>
<p>Earn Dual Course Credits. A graduate completing and earning credit for at least three college credit hours in RLA or mathematics or at least nine college credit hours in any subject.</p> <p>Earn an Associate Degree. A graduate earning an associate degree by Aug 31 immediately following high school graduation.</p>	<p>College ready is defined as:</p> <ul style="list-style-type: none"> • Meets TSI criteria, and • Enrolls at a postsecondary institution immediately following high school; or earns an associate degree <p>Career ready is defined as:</p> <ul style="list-style-type: none"> • Meets TSI criteria, and • Earns an IBC; or earns a level I or level II certificate 	<p>Students completing 15 hours of dual credit (\$3,500/student)</p> <p>Students (including HS grads) completing certificate or associate degrees (ranges from \$1,000-\$4,500)</p> <p>Reimbursement for dual credit tuition and fees if participating in FAST</p>

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Lee College

Marissa Moreno, PhD

Associate Vice President

Transfer & Educational Partnerships

Lee College Dual Credit By the Numbers



63%

FAST Eligible Students



16%

**Enrollment
Growth from
Fall 2021 - Fall
2024**



165%

**Degrees / Certificates
awarded from
Fall 2021 - Spring 2024**

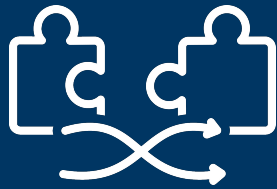
Lee College Dual Credit Partnerships

Educational Partnerships supports...



13

Dual Credit
Partnerships



1

ECCHS
(Standalone Campus)



3

P-Tech



30

Homeschool
Students

Lee College Dual Credit Student Overview

3,246

Dual Credit Students

63%

FAST

37%

Non-FAST

82%

FAST

18%

NON-FAST

GCCISD Participants

Fall 2024 Dual Credit



GOOSE CREEK CISD

Susan Jackson
Deputy Superintendent of C&I



We are
Goose Creek CISD

We are
Goose Creek CISD

We are
Goose Creek CISD

Approximately 24,000 Students

- 3 Comprehensive High Schools
- 2 Early College High Schools
- 6 Junior High Schools
- 18 Elementary Schools
- 66% Hispanic, 16% African-American, 14% White, 4% other.

Located in Baytown (20 mi east of downtown Houston)

Oil and Gas Industry is our largest employer.

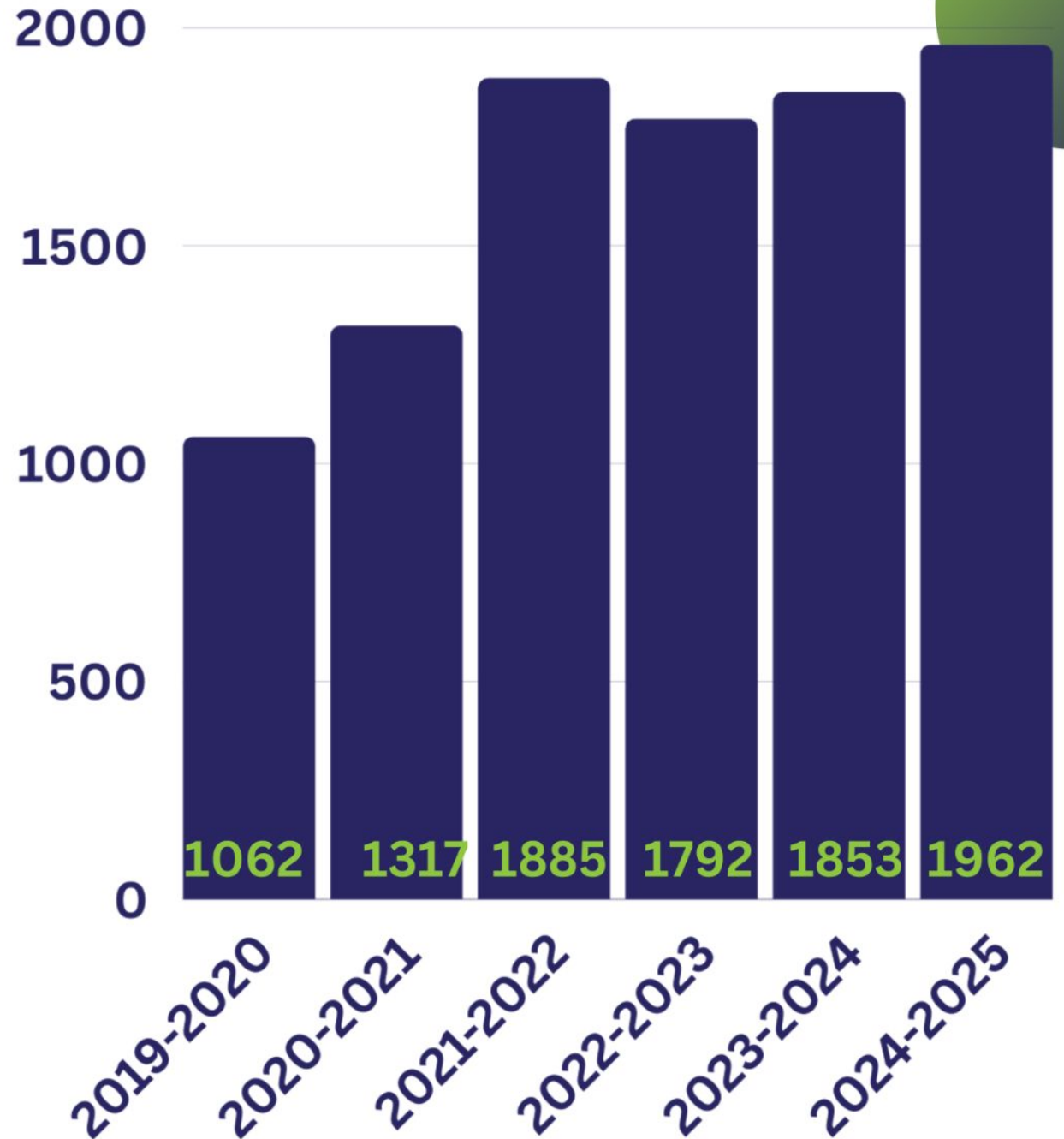
Lee College is the local IHE partner.





Historic Fall Dual Credit Enrollment

74%
District six
year growth in
dual credit





- ▶ Key Practices, Approaches, and Strategies
- ▶ Student Recruitment
- ▶ Faculty Recruitment
- ▶ Shared Partnerships
- ▶ Pathways

District Level Design



INSTRUCTIONAL FRAMEWORK

PLC PROCESS



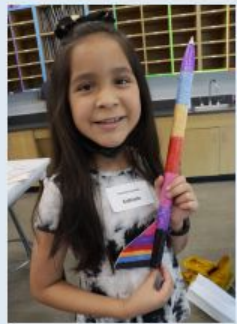
- ▶ Commitment to engagement in professional learning activities
- ▶ PLCs include norms, agendas, roles and responsibilities, evidence-based practices, and data review
- ▶ 4 critical questions drive all Professional Learning Communities
- ▶ Agendas and products will be collected and reviewed by administration bi-monthly
- ▶ Bi-monthly meetings for all teacher teams, at a minimum

Secondary

- ▶ AVID strategies evident in planning for secondary campuses
- ▶ Junior High ELA and math teachers address instructional needs for their intervention period, where students are scheduled every 9 weeks.
- ▶ Daily meetings for all EOC teachers
- ▶ Monthly meetings for Fine-arts, Athletics, CTE, and LOTE teachers (week 1-campus teams & week 2-district teams)

INSTRUCTIONAL ALIGNMENT

- ▶ Visible Learning Model - learning intention, learning progressions, and success criteria written in student academic language and posted in the classroom
- ▶ Implementation of Instructional Rounds
- ▶ AVID strategies utilized in all secondary classrooms
- ▶ Balanced literacy approach in PK-5
- ▶ All professional development will align with district goals and initiatives
- ▶ Before campus purchase or implementation, all curriculum materials, instructional resources, and professional development must be approved by the district program director
- ▶ Principals and assistant principals will actively participate in all campus-based staff development



- ❑ Commitment to AVID strategies in planning
- ❑ AVID instructional strategies utilized in classrooms



College, Career, Military Readiness

STRATEGIES

- ▶ Increase dual credit offerings at all high school campuses.
- ▶ Provide students opportunities to take college entrance exams.
- ▶ Incorporate test taking strategies in high school ELA classes for college entrance exams.
- ▶ Continue to implement the AVID system at all secondary campuses with fidelity.

GOOSE CREEK CONSOLIDATED SCHOOL DISTRICT

Strategic Planning

Memorandum of Understanding

between

Goose Creek Consolidated Independent School District

and

LEE COLLEGE

For Operation of the Dual Credit Programs Framework

Traditional Dual Credit / Early College High School / P-TECH Early College High School

(Effective January 1, 2024 through December 31, 2025)

The purpose of this agreement is to provide for the continuation of the partnership between LEE COLLEGE and Goose Creek CISD, which supersedes all previous agreements, and addenda concerning operation of the Dual Credit Programs Framework. This agreement describes the roles and responsibilities for governance and operation of these programs and is in alignment with HB 1638: Statewide Dual Credit Goals.

1. SCOPE OF AGREEMENT

The Parties will partner to provide the courses and programs in accordance with the general obligations and responsibilities of each party.

2. TERM

This MOU shall be in effect from January 1, 2024 to December 31, 2025. Lee College has the right to initiate a negotiated revision of this MOU prior to the start of each academic school year within this term. The college defines all deadlines and timelines for actions defined in this MOU and is communicated to the school district through the Lee College Dual Credit Programs Office.

3. OVERVIEW

The College is committed to serving local students and communities through collaborative work with school districts in the College's service area. The Lee College Dual Credit Programs Framework, a major initiative promoting a college-going and college graduation culture, complies with the rules set forth by the State of Texas [TAC title 19, Chapter 4, Subchapter D, Rule § 4.84 Section (a)] for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students.

The School District is committed to serving its students and communities through programs that support higher education including the opportunities provided by the College's Dual Credit Programs Framework.

The School District and the College recognize certain objectives in common:

Lee College + Goose Creek MOU and DSA Process

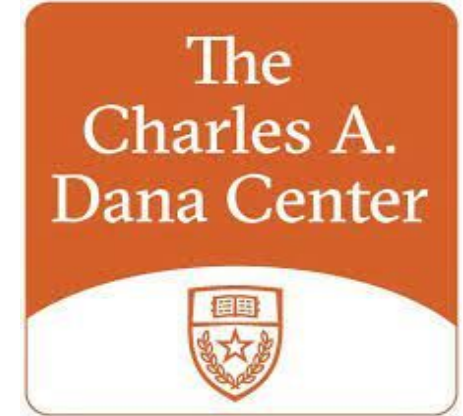
Focused Goals

- Associate Degrees - ECHS
- Certifications - AA, AS, P-Tech
- Core Complete for Transferability Traditional HS

Key Strategy

- Co-fund shared advisors with HS and College data access that are Lee College employees

State & National Innovation



Dual Credit Student Overview



The FAST program provides funding to participating public institutions of higher education

To offer dual credit courses to educationally disadvantaged students at no cost to the students

Lee College Implementation

FAST Program
Funding Allotment

Maximum Dual Credit
Tuition Rate

Partners Support
Learning Material Costs



PASADENA
INDEPENDENT SCHOOL DISTRICT

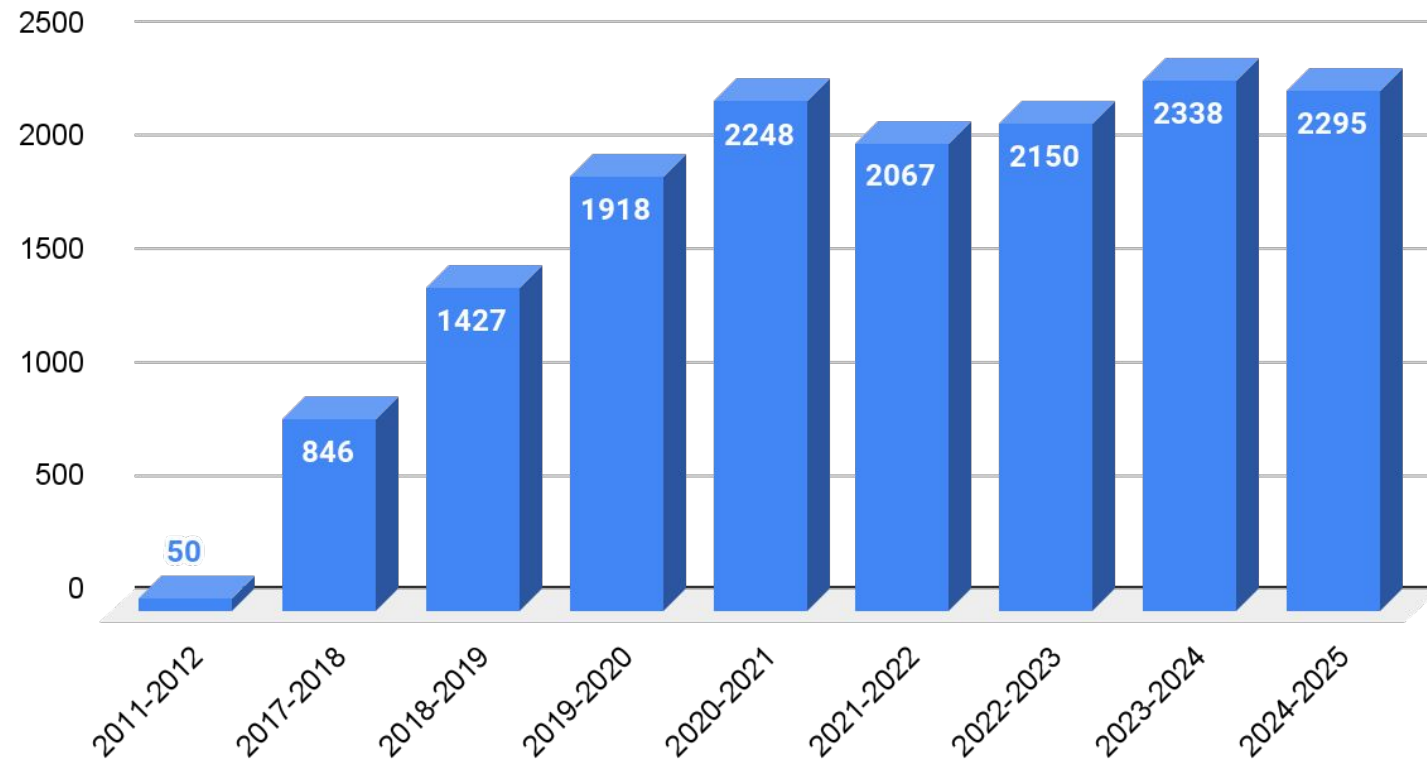
Passion for People - Pride in Our Work - Purpose Driven

CCMR in Pasadena ISD

Karen McCarley - Director of Counseling and College Readiness

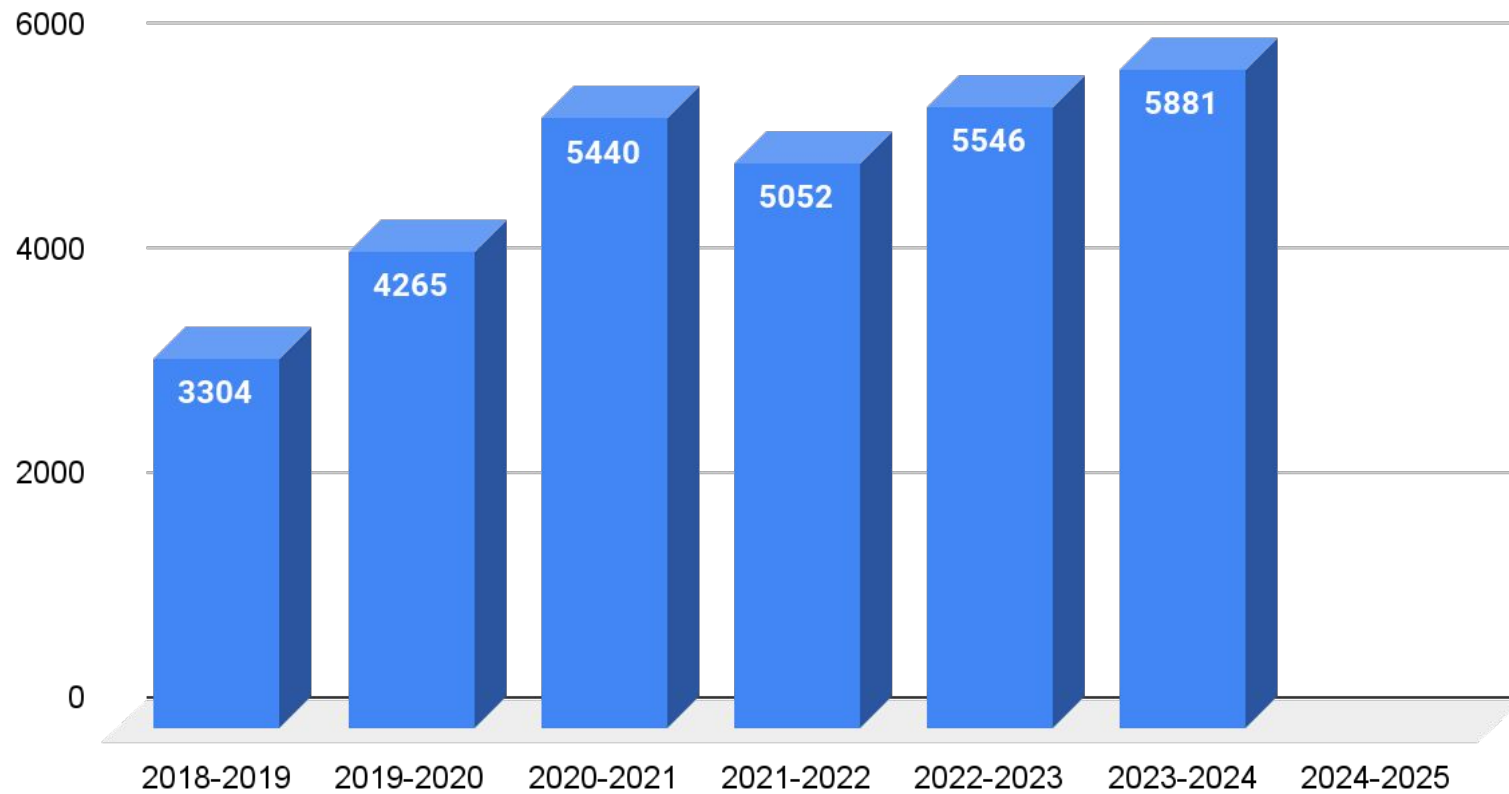
Dual Credit/ECHS Outcomes

ECHS Enrollment Over Time



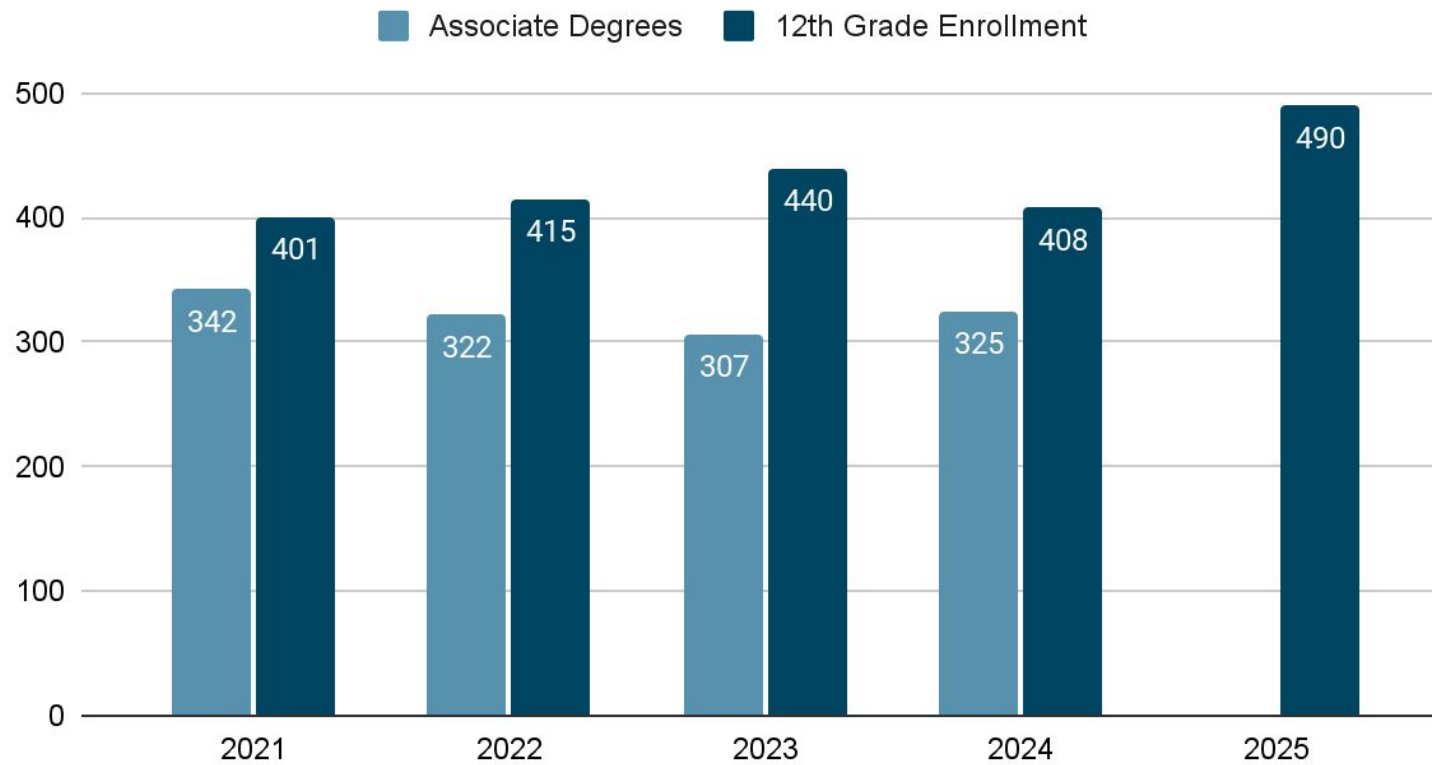
Dual Credit/ECHS Outcomes

Dual Credit Enrollment Over Time



Dual Credit/ECHS Outcomes

12th Grade Enrollment and Associate Degrees Earned



Dual Credit/ECHS Outcomes

New Texas ECHS Blueprint – Outcomes Based Measures Three Required Data Indicators

- ★ **Access** – student representation in the ECHS program
- ★ **Achievement** – high school academic based opportunities
- ★ **Attainment** – reaching postsecondary milestones

How Students Are Supported

Argos (SJC Report)

Pasadena ISD has portal access, view courses and academic history

Pasadena ISD Internal CCMR/CR Dashboard

District Level - CCMR/CR and anticipated bonus

Campus level - CCMR/CR by subject level, projected growth, adjustable target

Student level - individual support of students who have not met CCMR

PISD Staff Supporting Students

ECHS staff - Dean, Counselor, AVID

Campus - College Now, Advise Texas, San Jacinto College staff

District - Director, Counselor Cabinet members

Key Aspects of Partnership

Argos (SJC Report)

Data Sharing Agreement and Dual Credit/ECHS MOUs

Collaborative Meetings

ECHS

College Now

San Jacinto College Promise Scholarship

CCRSM Conference

IHE Comprehensive District-Wide Support



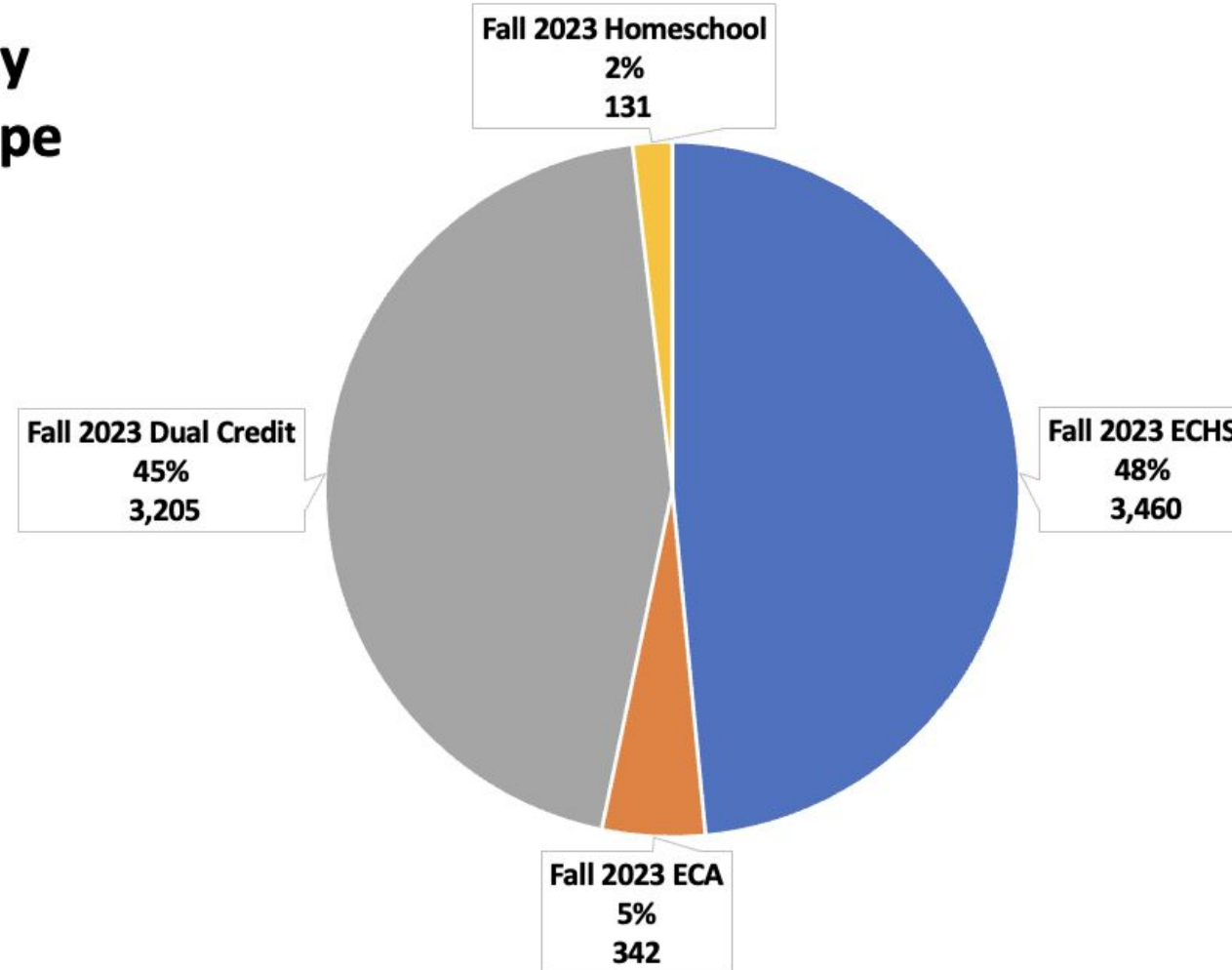
Dual Credit Overview

Sonia Townsend, Dean of Dual Credit Partnerships

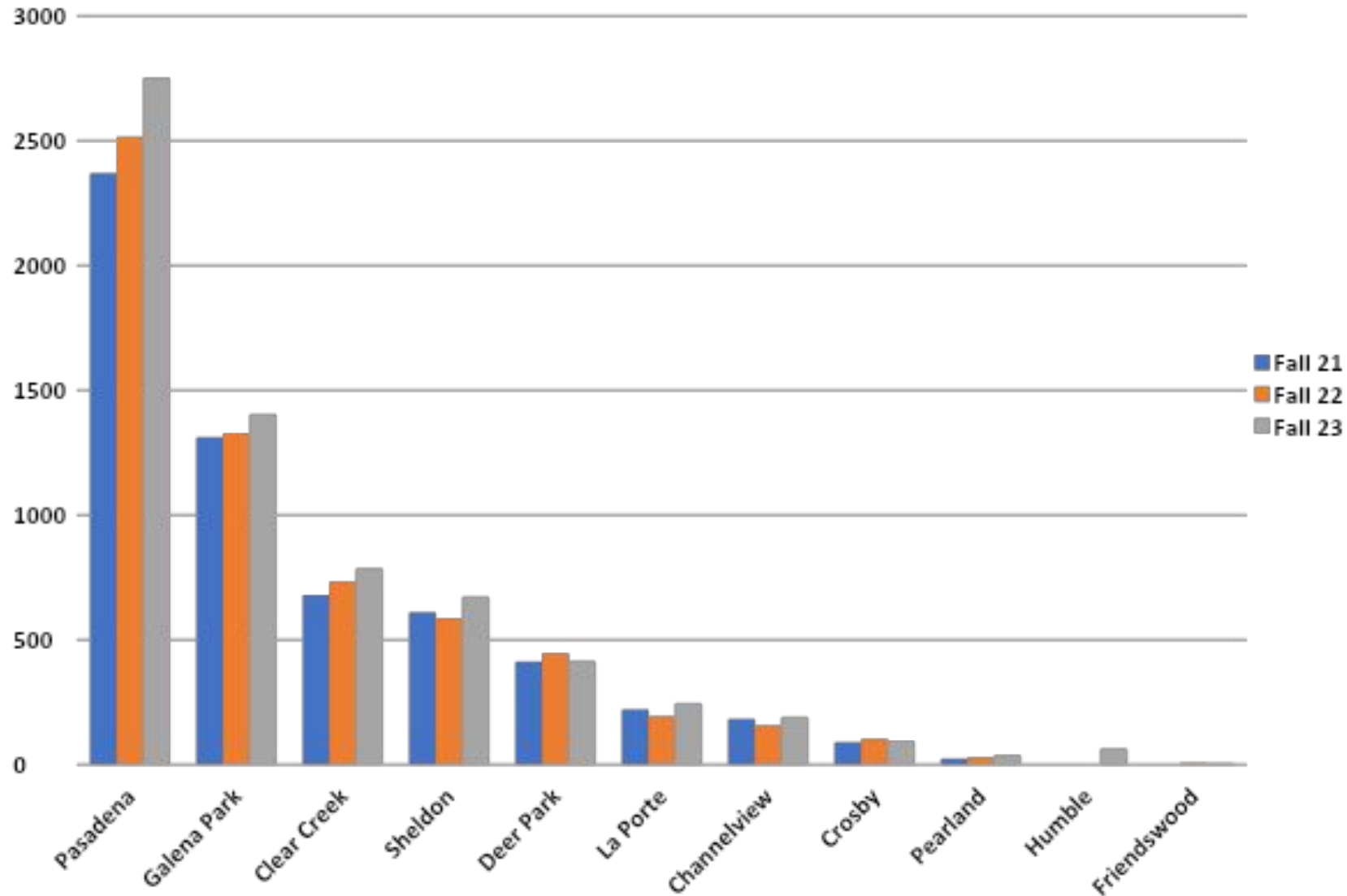
 SAN JACINTOSM
COLLEGE

Fall 2023 Enrollment

Headcount by Dual Credit Type



Dual Credit Enrollment by ISD



FAST Implementation



Implemented Fall 2023

FAST Council

FAST MOUs

Update Argos Reports

Hired FAST Specialist

Hire FAST IT support

FAST Council Purpose

1. Identify dual credit issues related to FAST.
2. Review communications sent to students regarding outstanding balances.
3. Foster opportunities for collaborative problem-solving, idea sharing, and planning among the constituent groups represented on the Council.

Shared Student Advising

The Argos software tool integrates with Banner in real-time, **enabling ISDs to access student information**, including admissions status, registration status, and PEIMS data.

Main AllApp PEIMS Data Sharing

SAN JACINTO COLLEGE
Your Goals. Your College.

Dual Credit Students - Registered

Required Parameters

Term: Fall Semester 2024-Credit

ISD: Lutheran South Academy
Pasadena
Pasadena ISD
Pearland ISD
Sheldon ISD
Texas Connections Academy

High School: ALL
SJ0084 - Beta Academy

Campus: Central Campus (003609)
Generation Park (012713)
Maritime Center (003609)
North Campus (012713)
South Campus (000090)

Student Type: Early Admission Senior
Early Admission Junior
Dual Credit Sophomore
Dual Credit Senior
Dual Credit Junior
Dual Credit Freshman

Student ID:

You must agree to the security statement in order to view Dual Credit ISD information. Student education records shared between high school partners and SJCD shall be maintained in accordance with the Family Educational Rights and Privacy Act ("FERPA") and will be kept confidential.

Agree

Student List

HS Code	High School	Id	PEIMS Uid	Last Name	First Name	Student Email	Personal Email	CRN	Subject	Course Num	Section	Instruction Meth	Course Campus	Open Book	Meeting Day	Meeting Time	Part of Term	POT
0 items																		

FAST Funding

Term	Total Enrollment	Dual Credit Enrollment	% of DC Students	FAST Eligible Students	% of FAST Eligible DC Students
Fall 2023	31,494	7,012	22.2%	5,293	75.5%
Spring 2024	28,770	6,843	23.8%	5,236	76.5%
Summer 2024 (Estimated)	15,885	2890	18.2%	1661	57.5%

Challenges



Fast Growing

- Limited Staff



Manual Processes



Funding

- Census Dates
- 15 Hours vs CCMR



Policy and Regulatory Compliance

Appendix

Funding Model Focused on Successful Student Outcomes

Outcomes aligned with workforce needs

- **Credentials of value:** degrees, certificates, and other credentials from credit and non-credit programs with weighting for **high-demand fields**
- **Transfer success:** students who transfer to 4-year universities
- **Dual credit:** completion of courses that apply towards academic or workforce program requirements at the collegiate level

Guaranteed instruction and operations funding

- Addresses drastic differences across the state in local funding ability by providing **state funding for colleges with low taxable valuation** so that a student's zip code will no longer determine their access to affordable, high-quality educational opportunities
- Weighting for small colleges without benefit of economies of scale

Weighted by student type

- Allows for additional supports needed to improve outcomes for certain student groups:
 - **economically disadvantaged**
 - **academically underprepared**
 - **adult learners**

FY25 Formula Funding Updated Rates

Performance Tier Input	Standard Value	High-Demand Field Value
<i>Dollars per Weighted Outcome Completion</i>		
15 SCH Dual Credit	\$3,500	N/A
GAI Transfer with 15 SCH	\$3,500	N/A
GAI Co-Enrollment with 15 SCH	\$3,500	N/A
Institutional Credential Leading to Licensure or Certification (ICLC)	\$1,000	\$1,250
Occupational Skills Award	\$1,000	\$1,250
Certificate	\$1,750	\$3,500
Advanced Technical Certificate	\$1,750	\$3,500
Certificate COV Premium	\$437	N/A
Associate Degree	\$3,500	\$4,500
Associate Degree COV Premium	\$875	N/A
Bachelor's Degree	\$3,500	\$4,500
Bachelor's Degree COV Premium	\$875	N/A

Outcome Completion Weights	
Academic Disadvantage	0.25
Economic Disadvantage	0.25
Adult Learner	0.5

Numerous Provisions within HB 3 Are Critical To Improving Outcomes

Select HB 3 Provision

Why Critical to COVID Recovery?

Teacher Incentive Allotment

- Critical to keep highly-stressed educators in the classroom
- Financial tool to bring best educators to students who need them most

Early Education Allotment

- Only 40% of state met TX reading std. pre-COVID
- COVID-learning loss is more severe for eco-dis students
- Enables funding of full-day PreK + reading intervention strategies

Additional Days School Year

- Students facing up to ~1 yr worth of unfinished learning
- Achievement/opportunity gap only exacerbated

CCMR Outcomes Funding

- Only 13% of eco-dis students complete P.S. degree by age of 24
- Community college enrollment down ~13% for Fall 2021
- Adults with more than HS Diploma are less likely to have lost jobs during COVID

Required FAFSA Completion

- State leaves \$400mm+ in U.S. Pell grants on the table for each annual cohort
- <50% of 8th graders enroll in college 4 yrs. later

Texas Success Initiative (TSI) Updates

TSI Exemptions in Texas Administrative Code:

- ACT, SAT, GED, HiSET
- STAAR End of Course Test: A student who achieves a minimum score of 4000 on STAAR English III EOC or a minimum score of 4000 on STAAR Algebra II EOC shall be exempt

Dual Credit Eligibility:

A high school student is eligible to enroll in dual credit courses if the student:

- Is not a degree-seeking student
- Demonstrates that he or she is exempt under TSI or demonstrates college readiness by achieving the minimum passing standards under TSI
- Meets the eligibility requirements for a Texas First Diploma



Major Takeaways:

EOC exams will no longer be allowed as an acceptable TSI exemption.

PSAT can no longer be used for dual credit eligibility.

Pop Quiz

Students must
meet TSI
requirements to
enroll in dual
credit courses?

True / False

False



*If a **student is 'non-degree seeking'** (i.e. **less than 15 hours**) the student does not need to be TSI met to enroll in a dual credit course.*

However, it's strongly advised the student is offered additional supports such as through a College Connect model.

*If a student has earned 15 or more hours, they may still take a **math or communications course** via the College Connect model.*

Texas Education Agency
2020-21 CCMR Outcomes Bonus
DALLAS ISD (057905) - DALLAS COUNTY

	State	Region 10	District	Met Texas Success Initiative Criteria	Met CCMR OB Criteria - College Ready	Met CCMR OB Criteria - Career Ready	Met CCMR OB Criteria - Military Ready	Met CCMR OB Criteria	Threshold	Met CCMR OB Criteria Above Threshold
Class of 2021										
Count of Graduates										
Economically Disadvantaged	183,672	27,714	6,310	1,296	1,402	265	++	1,442	694	748
Non-Economically Disadvantaged	173,905	29,839	1,693	713	663	105	++	685	406	279
Special Education	30,880	4,600	660	20	24	1	++	24	0	24
Percentage of Graduates										
Economically Disadvantaged	51.4%	48.2%	78.8%	20.5%	22.2%	4.2%	++	22.9%	11.0%	11.9%
Non-Economically Disadvantaged	48.6%	51.8%	21.2%	42.1%	39.2%	6.2%	++	40.5%	24.0%	16.5%
Special Education	8.6%	8.0%	8.2%	3.0%	3.6%	0.2%	++	3.6%	0.0%	3.6%
Class of 2020										
Count of Graduates										
Economically Disadvantaged	186,584	27,729	6,214	1,402	1,223	213	++	1,256	683	573
Non-Economically Disadvantaged	172,367	29,606	1,983	774	648	52	++	656	475	181
Special Education	28,879	4,362	597	18	16	3	++	16	0	16
Percentage of Graduates										
Economically Disadvantaged	52.0%	48.4%	75.8%	22.6%	19.7%	3.4%	++	20.2%	11.0%	9.2%
Non-Economically Disadvantaged	48.0%	51.6%	24.2%	39.0%	32.7%	2.6%	++	33.1%	24.0%	9.1%
Special Education	8.0%	7.6%	7.3%	3.0%	2.7%	0.5%	++	2.7%	0.0%	2.7%

++ Not applicable until class of 2023.

* Indicates results are masked due to small numbers to protect student confidentiality.

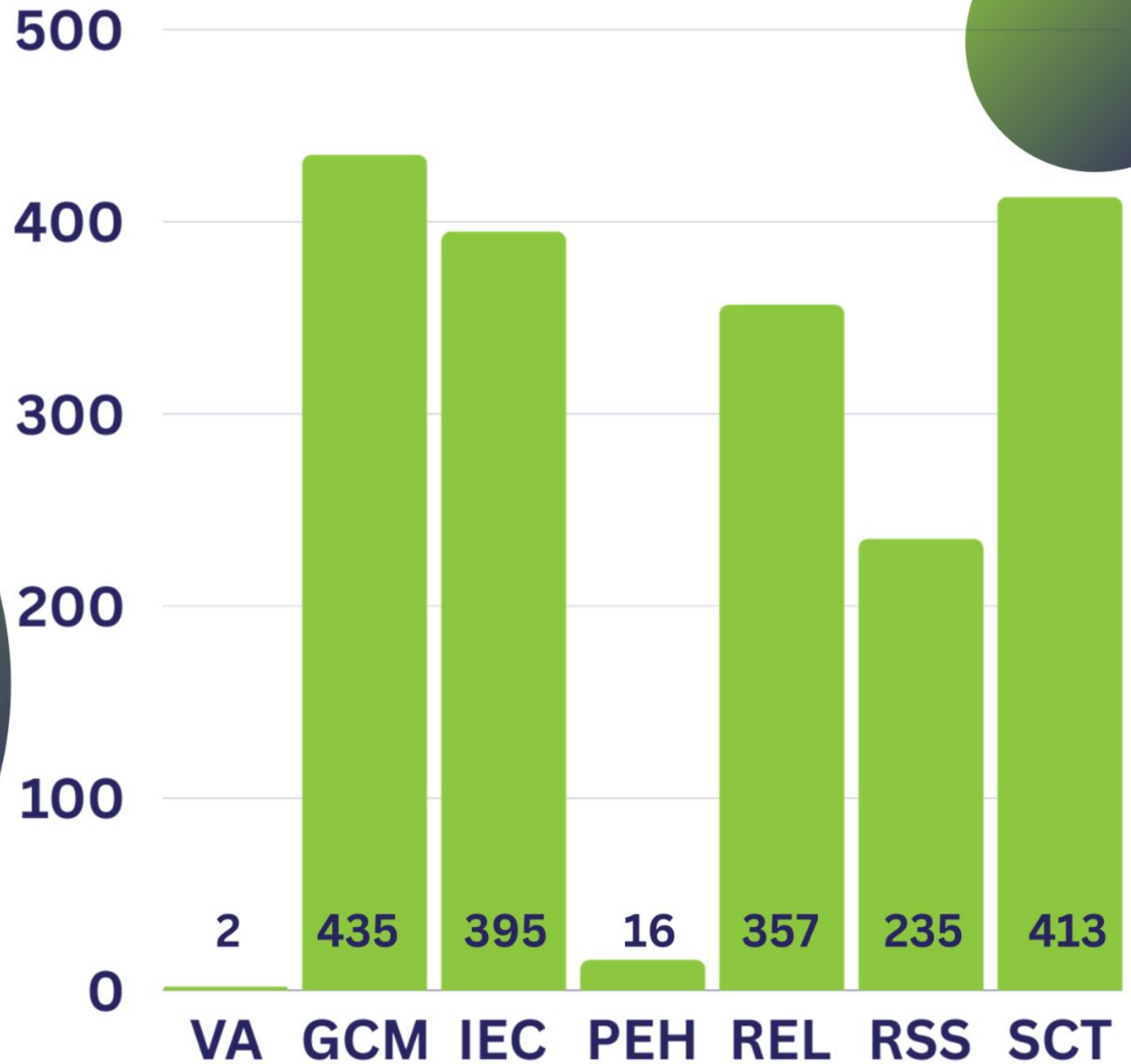
- Indicates there are no students in the group.



Fall 2023 Dual Credit Enrollment

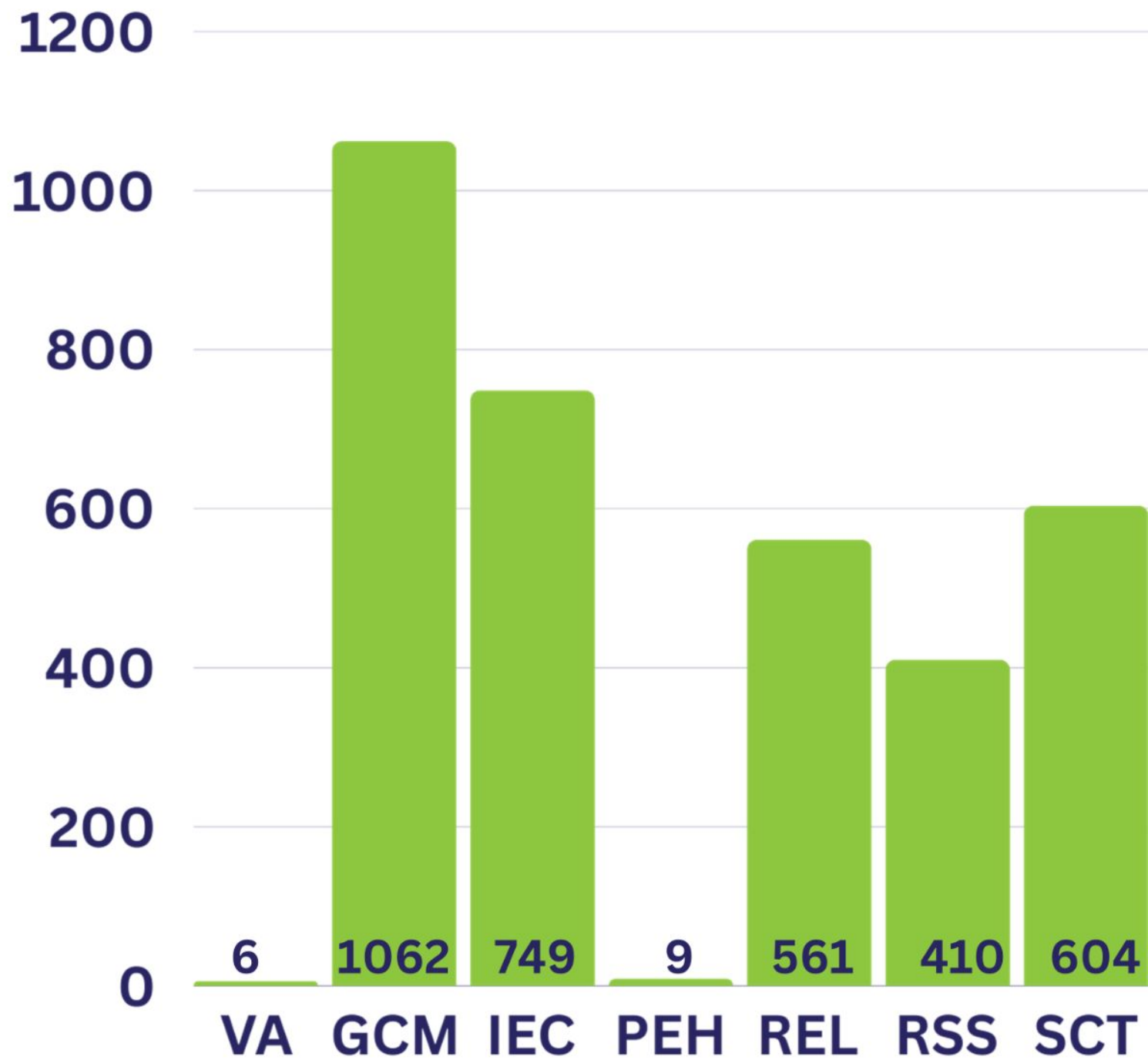
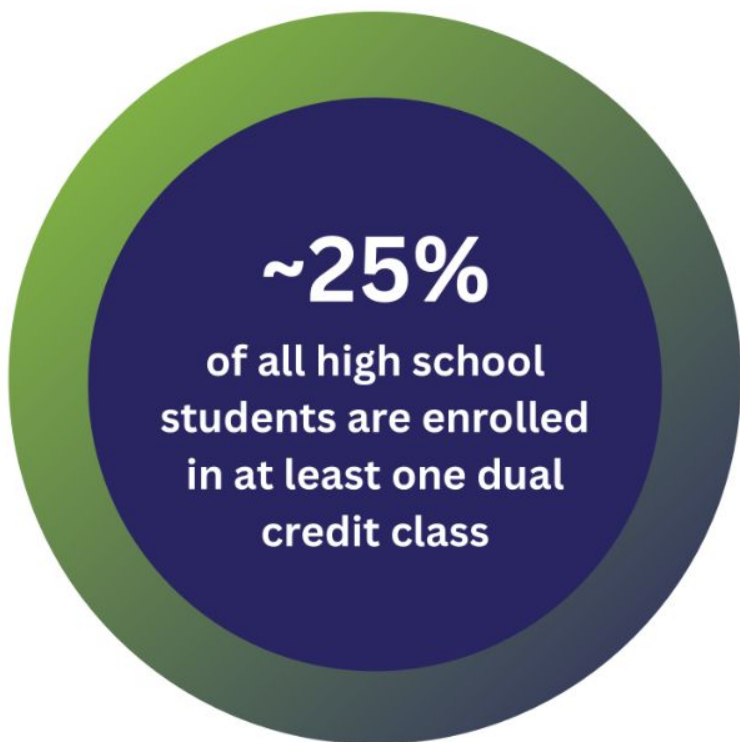
25%

of all high school
students are enrolled
in at least one dual
credit class





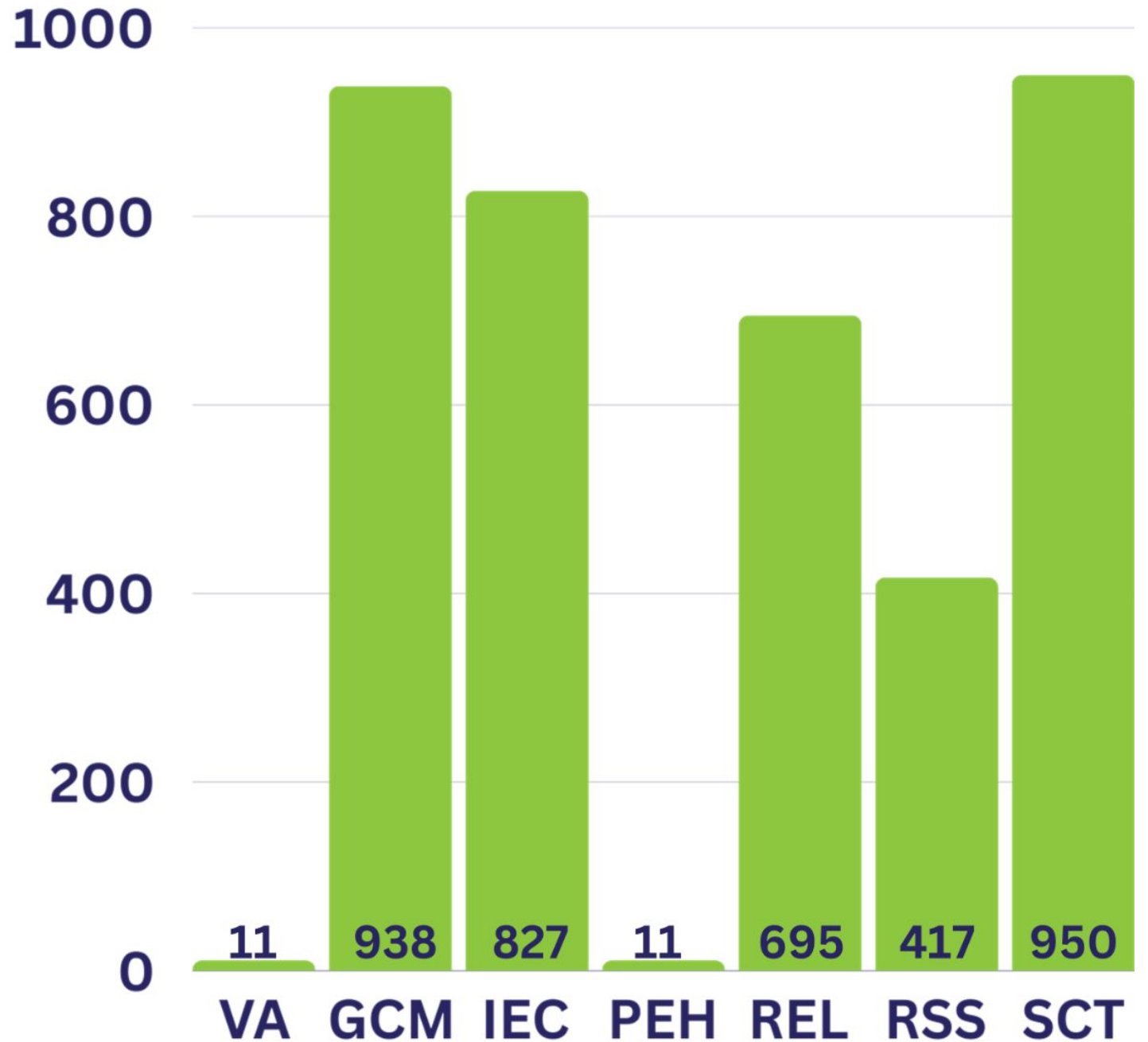
Spring 2024 Dual Credit Enrollment





Fall 2024 Dual Credit Enrollment

~28%
of all high school
students are enrolled
in at least one dual
credit class



Dual Credit/ECHS Outcomes

Texas ECHS Blueprint – Access Outcomes Based Measures

<u>Data Indicator</u>	<u>Designated</u> (meet 2 targets)	<u>Designated with Distinction</u> (meet 2 targets)
At-Risk	No more than 25% below district	No more than 20% below district
Economically Disadvantaged	No more than 10% below district	No more than 5% below district
Emergent Bilingual	<i>Not considered</i>	No more than 10% below district
Students with Disabilities	<i>Not considered</i>	No more than 10% below district

Dual Credit/ECHS Outcomes

Texas ECHS Blueprint – Achievement Outcomes Based Measures

<u>Data Indicator</u>	<u>Designated</u> (meet 3 targets)	<u>Designated with Distinction</u> (meet 3 targets)
“MEETS” on Algebra 1 EOC by end of 9th grade	70%	80%
“MEETS” on English II EOC by end of 11th grade	70%	80%
College readiness on TSIA Math <i>(or TSI Exemption based on Algebra 1 EOC)</i> by end of 9th grade	60%	70%
College readiness on TSIA Reading <i>(or TSI Exemption based on English 2 EOC)</i> by end of 11th grade	70%	80%
4-Year HS Graduation rate	Within 5% of state	Exceeds the state
Meets SAT or ACT CCMR targets	40%	50%

Dual Credit/ECHS Outcomes

Texas ECHS Blueprint – Attainment Outcomes Based Measures

<u>Data Indicator</u>	<u>Designated</u> (meet 3 targets)	<u>Designated with Distinction</u> (meet 3 targets)
Earn 9 College Credits by end of 10th grade	30%	40%
Earn 3 College Credits in ELA or Math by end of 11th grade	40%	50%
Earn 15 College Credits by graduation	50%	60%
Core Completion by graduation	50%	60%
Earn Associate Degree by graduation	50%	60%
Persistence from 9th to graduation	75%	85%