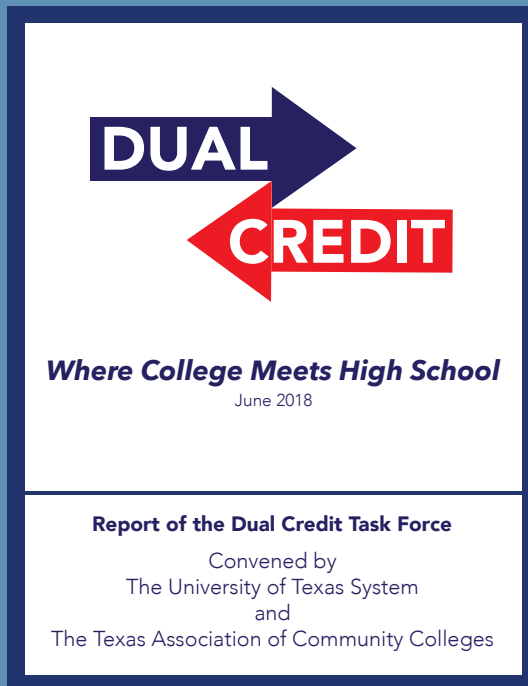


SHEEO

Higher Education Policy Conference 2019

Where College Meets High School: **Report of the Dual Credit Taskforce**



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Texas Dual Credit Policy Landscape

SB 31 (83rd) – limited dual credit to: (1) a course in the core curriculum, (2) a career and technical education course that applies to a certificate or associate's degree at the providing institution; and (3) a foreign language course. Does not apply to courses in an early college education program.

HB 18 (84th) – removed limits on the number of total dual credit hours a student can enroll in high school each semester or year, as well as limits on the total number of hours in which high school students can enroll.

HB 5 (84th) – a public junior college may enter into an agreement with a school district, organization, or other person that operates a high school to offer a course as provided by this section regardless of whether the high school is located within the service area of the junior college district.

HB 505 (84th) – allowed students in ninth grade through twelfth grade to take dual credit and removed the cap on the number of dual credit courses in which students can enroll in any given semester.

SB 1004 (84th) – Bracketed to Harris County and effects Houston Community College System, Lee College, LoneStar College System, and San Jacinto College. These colleges must enter into agreements with each ISD to offer at least one dual credit course. High school students within Harris County can choose courses offered at any of the four community colleges.

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Texas Dual Credit Bills: 2019 Session

SB 1324 (86th) – will require a student enrolled in dual credit to file a degree plan with the college no later than: (1) the end of the second regular semester immediately following the semester in which the student earned a cumulative total of 15 or more SCHs, (2) if the student begins the first semester at the college with 15 or more SCHs of course credit for dual credit courses successfully completed by the student, the end of the student's second regular semester at the college.

SB 1276 (86th) - expands the requirements for an agreement between a public school district and a public institution of higher education to provide a dual credit program to include requirements relating to the following:

- common advising strategies and terminology;
- the alignment of high school transcript endorsements offered by the district and dual credit courses offered under the agreement with postsecondary pathways and credentials and industry certifications; and
- the identification of tools to assist school counselors, students, and families in selecting endorsements and dual credit courses.

HB 3650 (86th) – will require any agreement made between a school district and a public institution of higher education to provide for a dual credit program to consider the use of free or low-cost open educational resources in courses offered under the dual credit. The bill applies only to agreements entered into or renewed on or after September 1, 2019. program.

Quick Facts on Dual Credit in Texas

185,255 high school students enrolled in dual credit

(Fall 2018)

10% of all high school students & **20%** of all high school graduates enrolled in dual credit

26% of all resident undergraduates have some dual credit courses

24% of all enrollment at community & technical colleges is through dual credit

(Fall 2018)

15% of all dual credit enrollments are in Career & Technical Education

The top **15** dual credit courses represent **75%** of enrollments and three courses (ENGL 1301, HIST 1301 & GOVT 2305) comprise almost one-half of all dual credit enrollments.

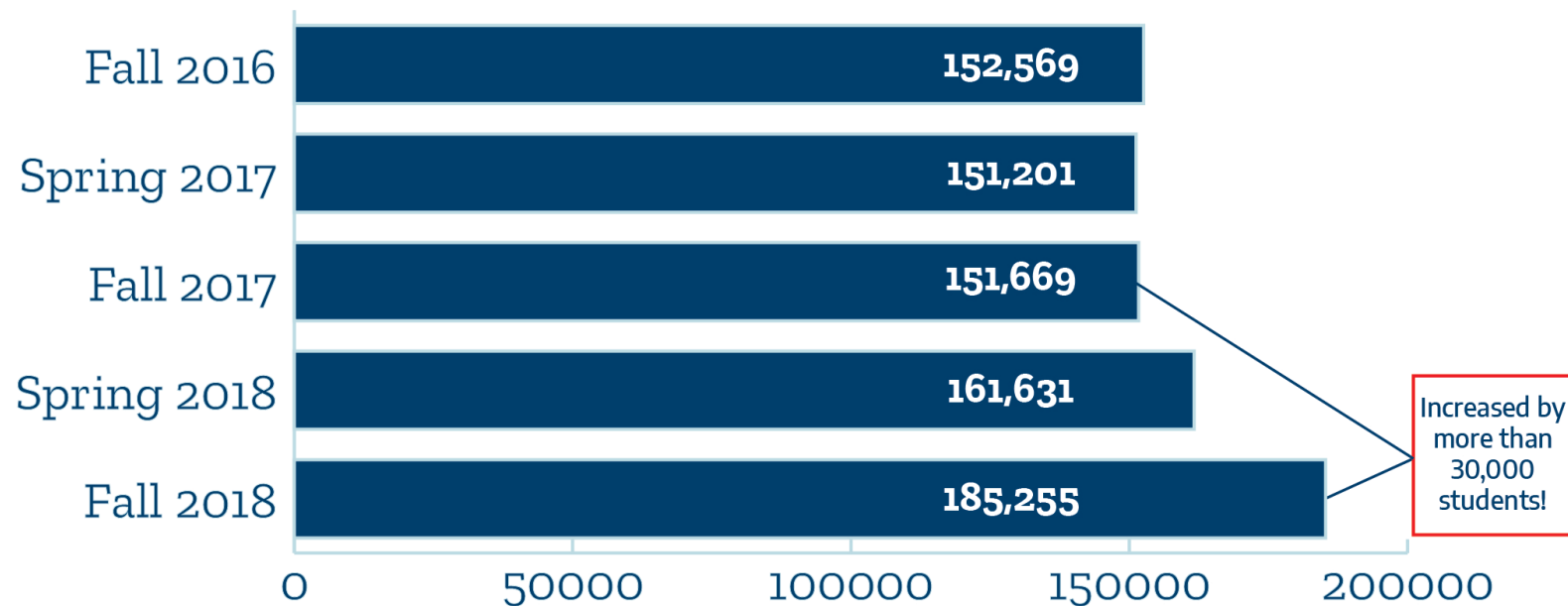
From fall 2008 to fall 2018, dual credit enrollment increased by **34%**

Dual Credit Increases Persistence to Graduation

Dual Credit Enrollment Continues to Increase

Dual Credit Enrollments Increased
By More Than 30,000 Students From
Fall 2017 to Fall 2018

Dual Credit Enrollments at Texas Public Institutions of Higher Education



SOURCE: THECB

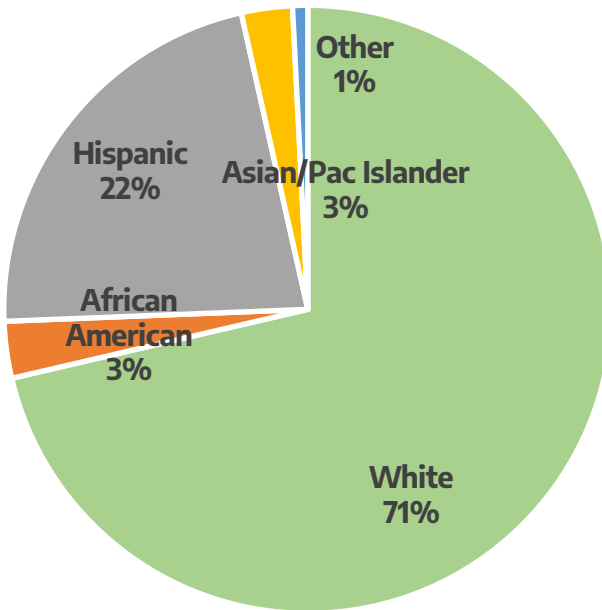


Dual Credit Works

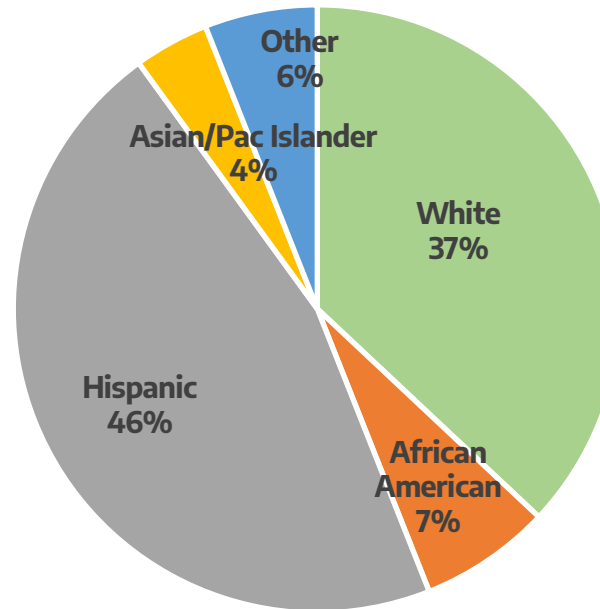
Dual Credit Profile at Texas Community Colleges

Dual credit enrollment has grown more diverse and increasingly reflects the population of Texas:

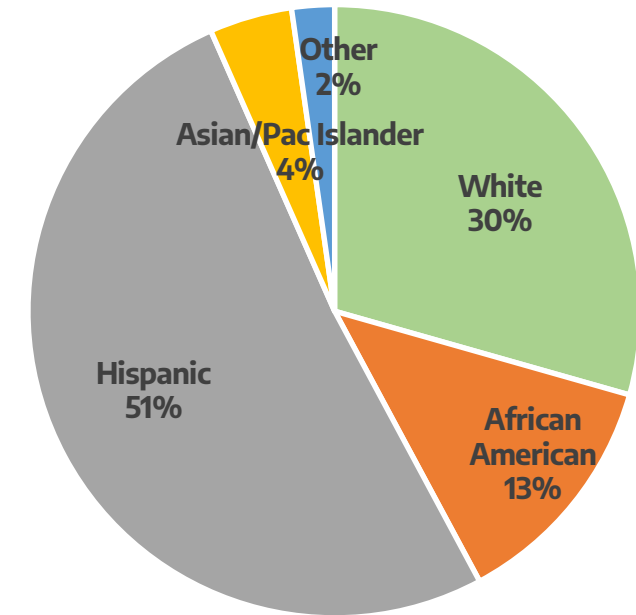
Dual Credit Enrollment by Ethnicity -
Fall 1999



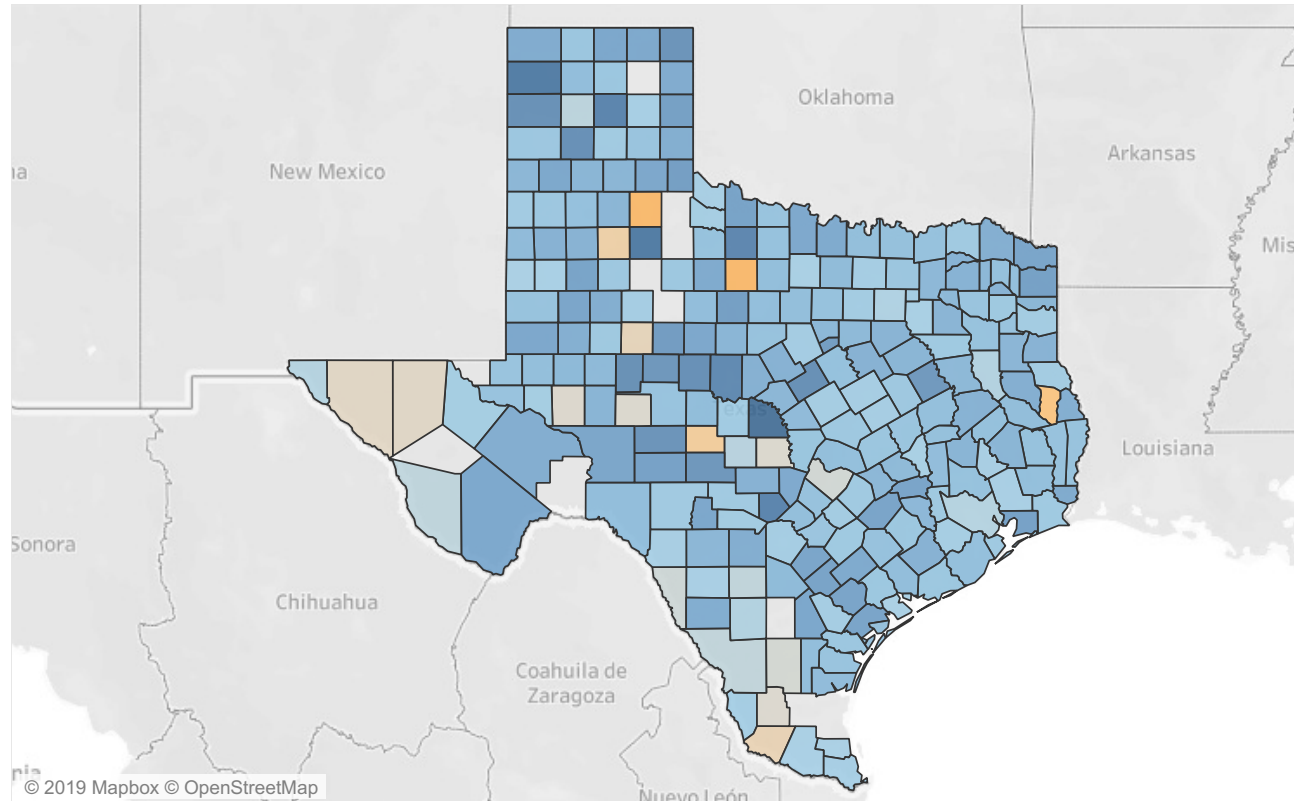
Dual Credit Enrollment by Ethnicity -
Fall 2017



Texas Public High School Enrollment by
Ethnicity - 2016-17



Dual Credit Participation Gap for Economically Disadvantaged Graduates (2017)



Percentage point difference in attaining dual credit college readiness standard (3 hrs Math or ELA or 9 hrs Other) between Economically Disadvantaged (TEA definition) and All public HS graduates by county.

Counties with insufficient data not shown.

Dual Credit Gap

-6.5%

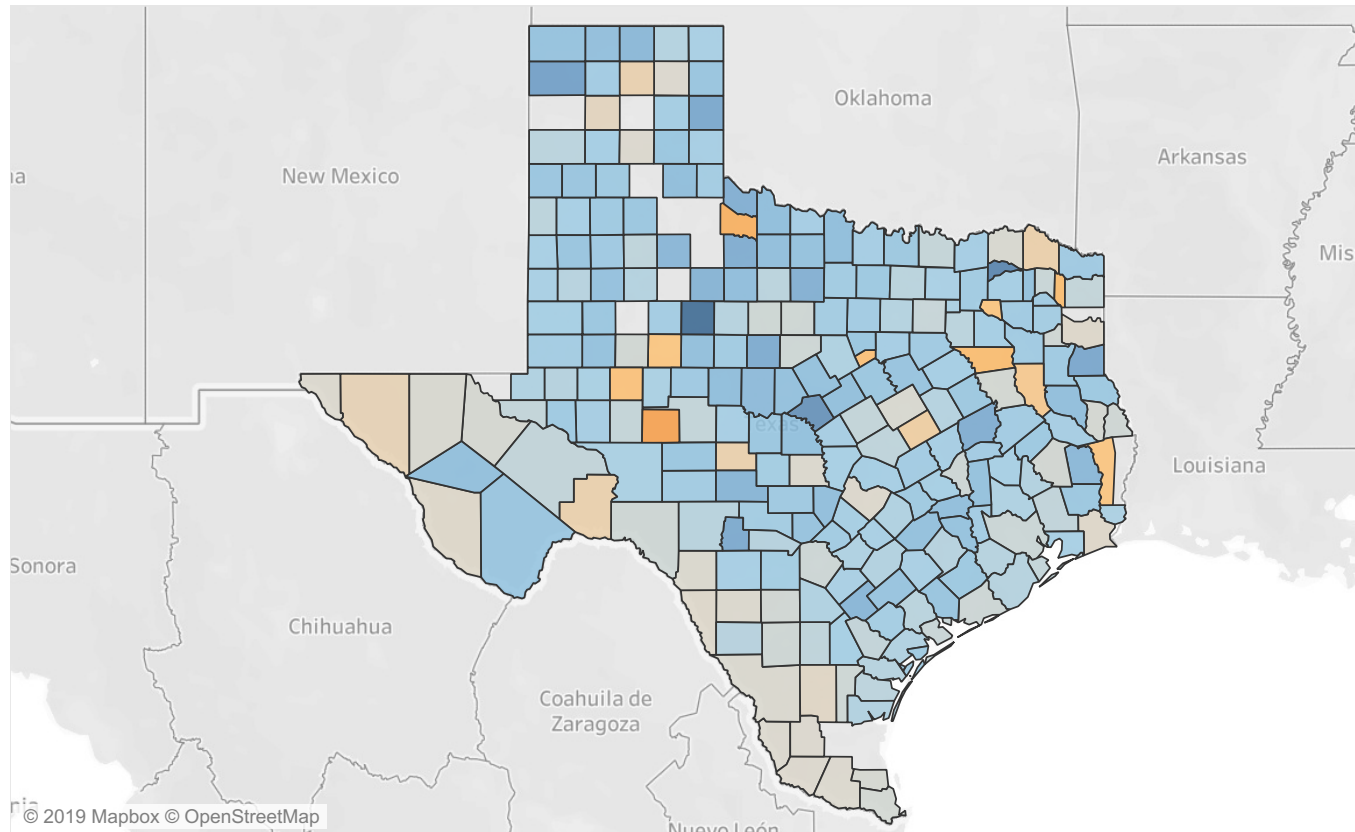


35.2%



**Texas Association of
Community Colleges**

Dual Credit Participation Gap for Hispanic Graduates (2017)



Percentage point difference in attaining dual credit college readiness standard (3 hrs Math or ELA or 9 hrs Other) between Hispanic and All public HS graduates by county.

Counties with insufficient data not shown.

Dual Credit gap

-16.6%

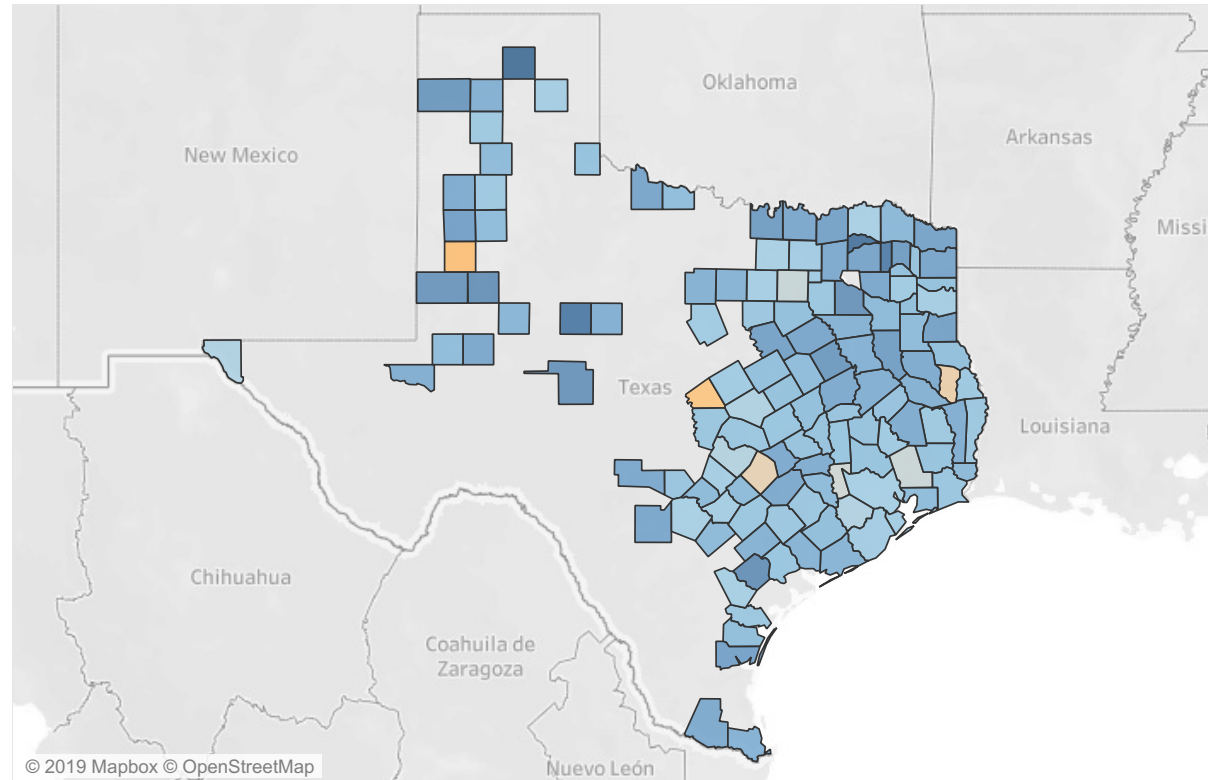


56.1%



**Texas Association of
Community Colleges**

Dual Credit Participation Gap for Black Graduates (2017)



Percentage point difference in attaining dual credit college readiness standard (3 hrs Math or ELA or 9 hrs Other) between Black and All public HS graduates by county.

Counties with insufficient data not shown.

Dual Credit Gap

-5.9%



46.1%



**Texas Association of
Community Colleges**

Dual Credit Task Force Report: *Where College Meets High School*

The University of Texas System and the Texas Association of Community Colleges co-convened a Dual Credit Task Force to assess the rapidly evolving landscape of dual credit in Texas.

The Dual Credit Task Force convened for one year, from January 2017 to January 2018, to bring together stakeholders from across educational and workforce sectors. Members were identified from K-12 school districts, community colleges, universities, university systems, several state agencies—including the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC)—and from non-profits and associations focused on education.

The resulting report explores the issues most germane to dual credit in an era of state-wide expansion. It proposes areas for strategic attention to strengthen dual credit in Texas in order to position more students for success in college and the workforce.

Dr. Rebecca Karoff

Associate Vice Chancellor for Academic Affairs
University of Texas System

SCOPE OF STUDENT ACCESS AND EQUITY DIMENSIONS FOR DUAL CREDIT IN TEXAS

**Equity
by
Student
Population,
Demographics
and
Region:**

Access and Eligibility

- Availability of Offerings by Mode and Delivery
- Availability and Capacity of Offerings by Region, Including Small & Rural Districts vs. Urban and Proximity to IHEs, Digital Access and Availability of Quality Broadband
- Academic vs. CTE
- College Readiness/TSI Eligibility
- Tracking of Students into Academic DC vs. CTE
- Costs to Students and Families
- Availability and Hiring of Credentialed Instructors
- College-Level Student Support Services
- Counseling/Advising
- Accessibility Issues for Students with Disabilities

Enrollment and Participation

- Funding Variations
- Academic vs. CTE
- Model of Offering (e.g. ECHS, Traditional, School within a School, etc.)
- Delivery Mode (F2F, Online, Hybrid)
- Instructor Credentials
- Availability of Course Offerings
- Course-Taking Patterns
- College-Level Student Support Services
- Counseling/Advising
- Availability of Broadband and Digital Access
- Accessibility Issues for Students with Disabilities

Completion and Success

- Transferability vs. Applicability
- Course-Completion Patterns
- Major Enrollment Patterns
- Enrollment and Success in Further HE

Task Force Findings – Access and Equity:

Early data indicate that dual credit is an important contributor to successfully reaching the goals of the 60x30TX Plan. However, access to high-quality programs is not equitable. More specifically:

- State-wide equity gaps exist for certain student populations in terms of access, eligibility, enrollment, and participation.
- Regional equity gaps exist due to geographic variance in access to programmatic models, infrastructure and faculty, proximity to institutions of higher education (IHE), and availability of funding, with some gaps being more pronounced in rural parts of the state.
- The variability and level of funding available to school districts has an impact on the equity, quality, and availability of dual credit programs for the students who live in these districts.
- Career and Technical Education (CTE) programs have distinct equity challenges, and the quality and funding components are exacerbated because of their higher costs, especially the need for qualified teachers and industry partners.

Task Force Recommendations – Access and Equity:

Early data indicate that dual credit is an important contributor to successfully reaching the goals of the 60x30TX Plan. More specifically, **6 of 9 report recommendations relate to access and equity:**

- The Foundational Recommendation, to establish a statewide dual credit advisory committee with broad cross-sector and agency representation, included Access & Equity as one of its key areas of focus.
- Recommendation 2 called for establishing equity goals distinct to dual credit in and in support of the state's educational attainment plan, 60x30TX, and disaggregated by populations of opportunity.
- Recommendation 3 called for the state's higher ed and K12 agencies to provide disaggregated dual credit participation data to school districts and post-secondary institutions to track and close opportunity and achievement gaps.
- Two funding recommendations around OER and need-based grants to address economic inequities.
- Other 3 relate to what we called Alignment, which includes addressing transferability, applicability and advising challenges.

Sue McMillin

President & CEO
Greater Texas Foundation

Philanthropy Perspectives on Dual Credit

Greater Texas Foundation's Mission

Greater Texas Foundation supports efforts to ensure all Texas students are prepared for, have access to, persist in, and complete postsecondary education. We put particular focus on helping underserved and disadvantaged populations.

We pursue our mission by forming partnerships, supporting research, sharing knowledge, and making grants.

Why Are We Interested?

- Dual credit is very aligned to our mission and funding priorities and has been shown to increase access to, persistence in and completion of postsecondary credentials.
- Dual credit helps to facilitate smooth high school to postsecondary transitions.
- Many dual credit programs are increasingly focused on traditionally underserved students – but students of color do not always benefit to the same degree as affluent and white students. How can this be improved upon?
- Opportunities for collaborative funding to scale what works.

Examples of GTF's History in Funding Dual Credit Initiatives

Preparation

➡ **Brownsville Early College High School (ECHS)**

➡ **Northwest ECHC (Canutillo, Texas)**

Access

➡ **Clint Early College Academy (El Paso County)**

➡ **Pharr San Juan Alamo (PSJA) College for All Model**

Persistence

➡ **Roscoe Collegiate ISD**

➡ **GTF Scholars – GTF's Signature Scholarship Program
(serves graduates of ECHS)**

Completion

➡ **Research – Dual Credit Education Programs in Texas: Phases I & II**

Equity and Dual Credit: Unfinished Business



Thank you!

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Additional Background Information

Studies Find Dual Credit Works for Students



A research study of dual credit in Texas found that a 10% point increase in high school students earning dual credit caused the share of students earning an associate degree within 2-years after high school to grow by 25% and the share of students earning a bachelor's degree within 4-years of high school graduation to grow by 7%.

Villarreal (2018)
"Achieving 60x30: A Dual Credit Strategy"



The University of Texas System conducted an extensive examination of dual credit programs and outcomes among its institutions. Regression analyses demonstrated that students who enter UT System institutions with dual credit are more likely to be retained and to graduate; have higher 1st, 2nd, and 3rd-year GPAs; and have fewer [excess] semester credit hours at the time of graduation.

Troutman, Hendrix, Creusere, and Mayer (2018)
"Dual Credit and Success in College"



The AIR study concluded that dual credit courses and college courses have similar academic rigor. Examining courses in College Algebra and English Composition, the study found no discernible differences in the content covered, the level of cognitive complexity demanded by student assignments, and the way in which instructors graded student work.

Miller *et al.* (2018)
"Dual-Credit Education Programs in Texas: Phase II"

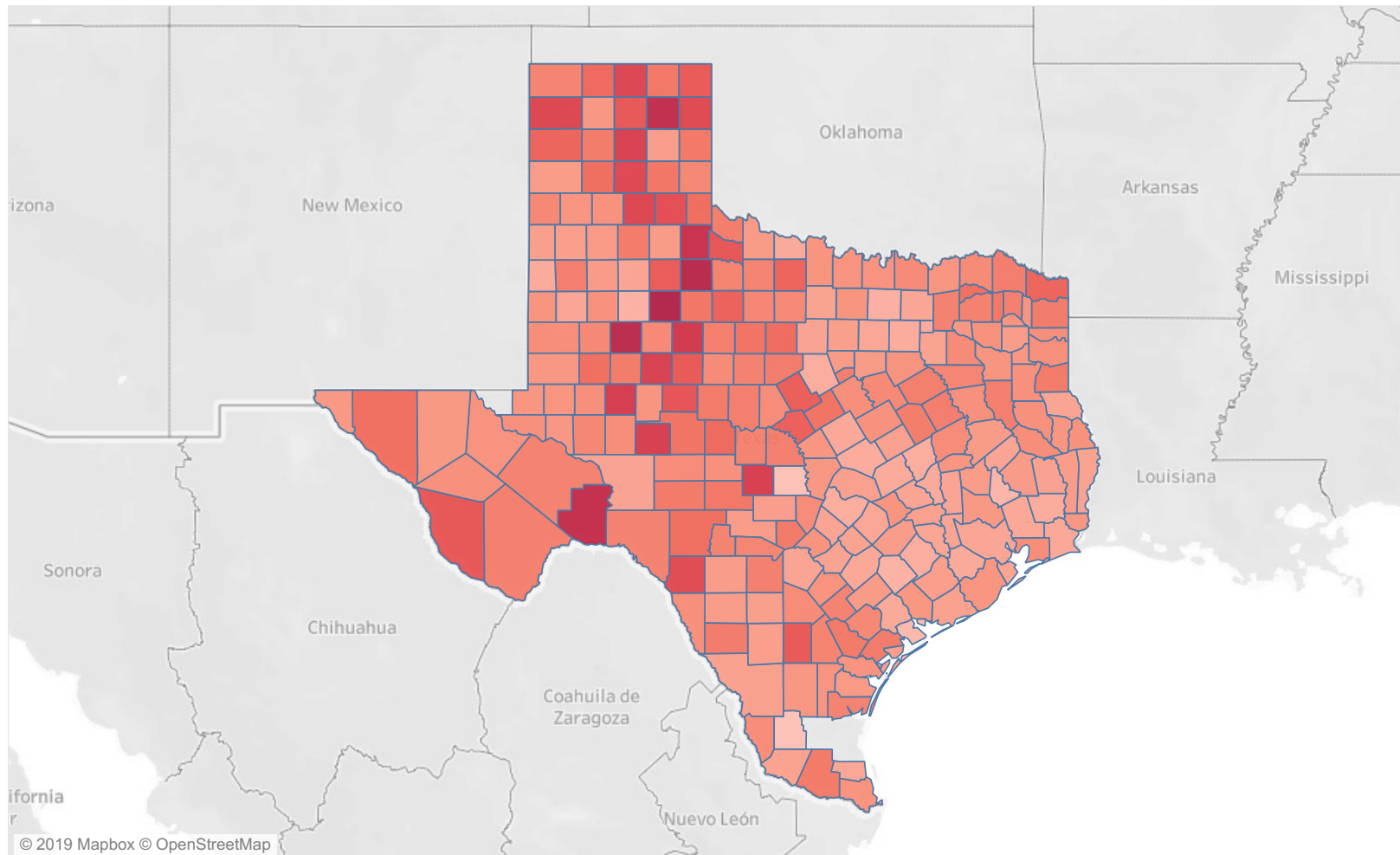
Summary of Dual Credit Recommendations of Texas Studies and Reports



This matrix was prepared by the University of Texas System and the Texas Association of Community Colleges to illustrate alignment among recommendations and goals issued in 2018 by: the report of the Dual Credit Task Force, Where College Meets High School; the UT System Dual Credit Study, Dual Credit and Success in College; the Dual-Credit Education Programs in Texas Phase II 2018 AIR Study; and the statewide dual credit goals issued by the THECB and TEA in response to House Bill 1638.

Stakeholder Engagement		Access & Equity	Funding	Alignment	Advising	Data/Other	Communication	Quality/Rigor
DUAL CREDIT TASK FORCE 2018	Establish and fund a dual credit advisory committee with stakeholders from K-12, higher education, and workforce, including TEA, THECB and TWC.	The dual credit advisory committee should establish equity goals distinct to dual credit and in support of the targets and strategies in 60x30TX, specifically for economically-disadvantaged, African-American, Hispanic and male students.	The Legislature should create a new need-based grant program to make financial aid awards to eligible students enrolled in dual credit programs.	High schools and IHEs should align dual credit courses to endorsements, established by HB 5 (2013 Legislative Session), as well as Field of Study Curricula for academic transfer courses, and Programs of Study for career and technical courses.	Require colleges to provide advising to dual credit students upon entry and at 15 SCH.	THECB and TEA should provide disaggregated dual credit participation data to school districts and IHEs through an existing reporting mechanism, such as The Texas Public Higher Education Almanac or Texas Public Education Information Resource (TPEIR), to identify and measure opportunity and achievement gaps.	THECB, TEA, and TWC should develop online and print resources for counselors, students and families that clearly communicate types of dual credit (CTE and academic), eligibility requirements, and the costs and benefits of participating in dual credit programing.	
		Incentivize IHEs to adopt open educational resources (OER) to eliminate or significantly reduce the high costs of college textbooks.	Increase Career and Technical Education (CTE) funding for equipment, faculty training, and workforce alignment.					
UT SYSTEM STUDY 2018	Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Communication	Continue to monitor and research the relationship between dual credit and student success.		Improve dual credit program alignment among high schools, two-year and four-year institutions.		Improve student record-level data collection for students participating in Texas dual credit programs.	Enhance dual credit communication with students and families to enable informed decisions. Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Stakeholder Engagement	Encourage UT System academic institutions' dual credit programs to conduct program evaluation.
AIR STUDY 2018		Continue to close the gaps in dual-credit participation rates across race and ethnicity.	Strive to guarantee that costs neither serve as a barrier for students to participate in dual-credit education nor inhibit higher education institutions from offering affordable and high-quality dual-credit education programs.		Improve the advising processes and ensure equitable access to high-quality advising for dual-credit students.			Encourage institutions to continue developing and implementing processes to ensure dual-credit courses remain as rigorous as college-only courses. Ensure that students are adequately prepared to succeed in and have the necessary supports to benefit from dual credit education programs delivered in traditional high schools.
THECB/ TEA GOALS	ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Data/Other			Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.	All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.		ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Stakeholder Engagement	The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

Percentage of 2016-17 High School Graduates Who Met the College Readiness Standard Through Dual Credit



% Dual Credit

0.0%



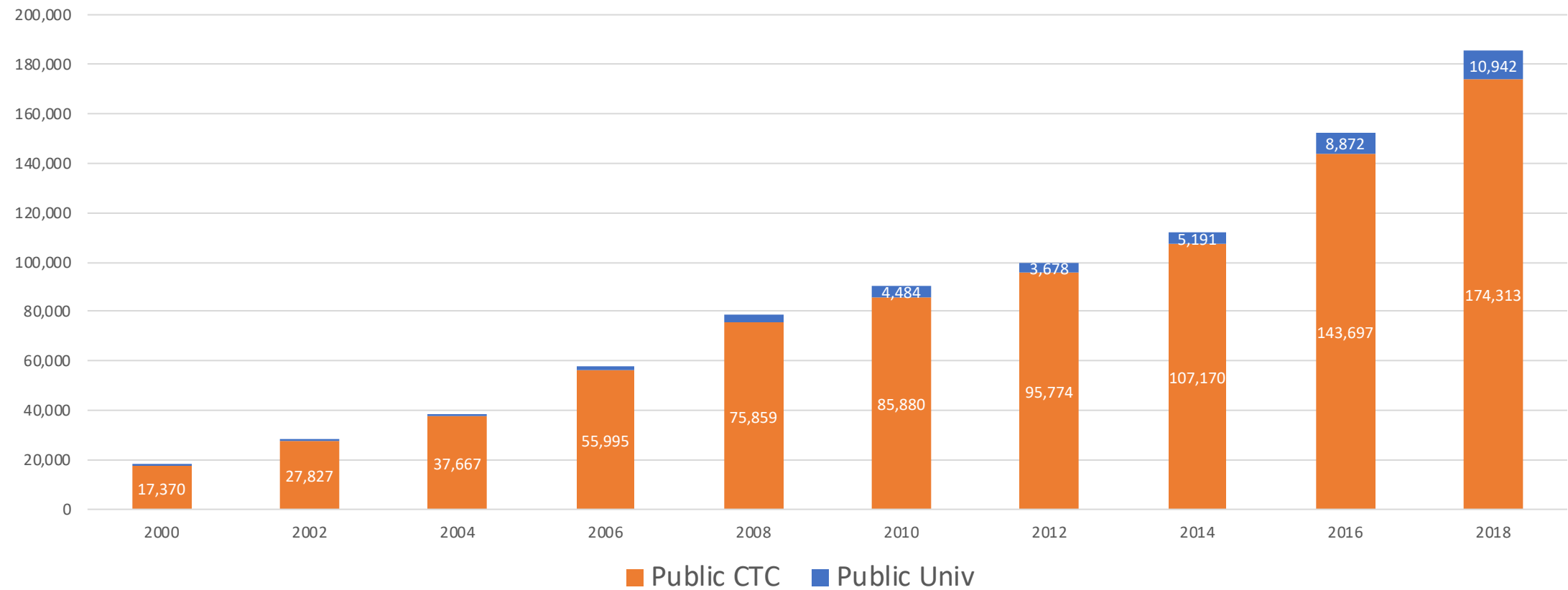
85.7%



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Two-Year Colleges Provide the Majority of Dual Credit

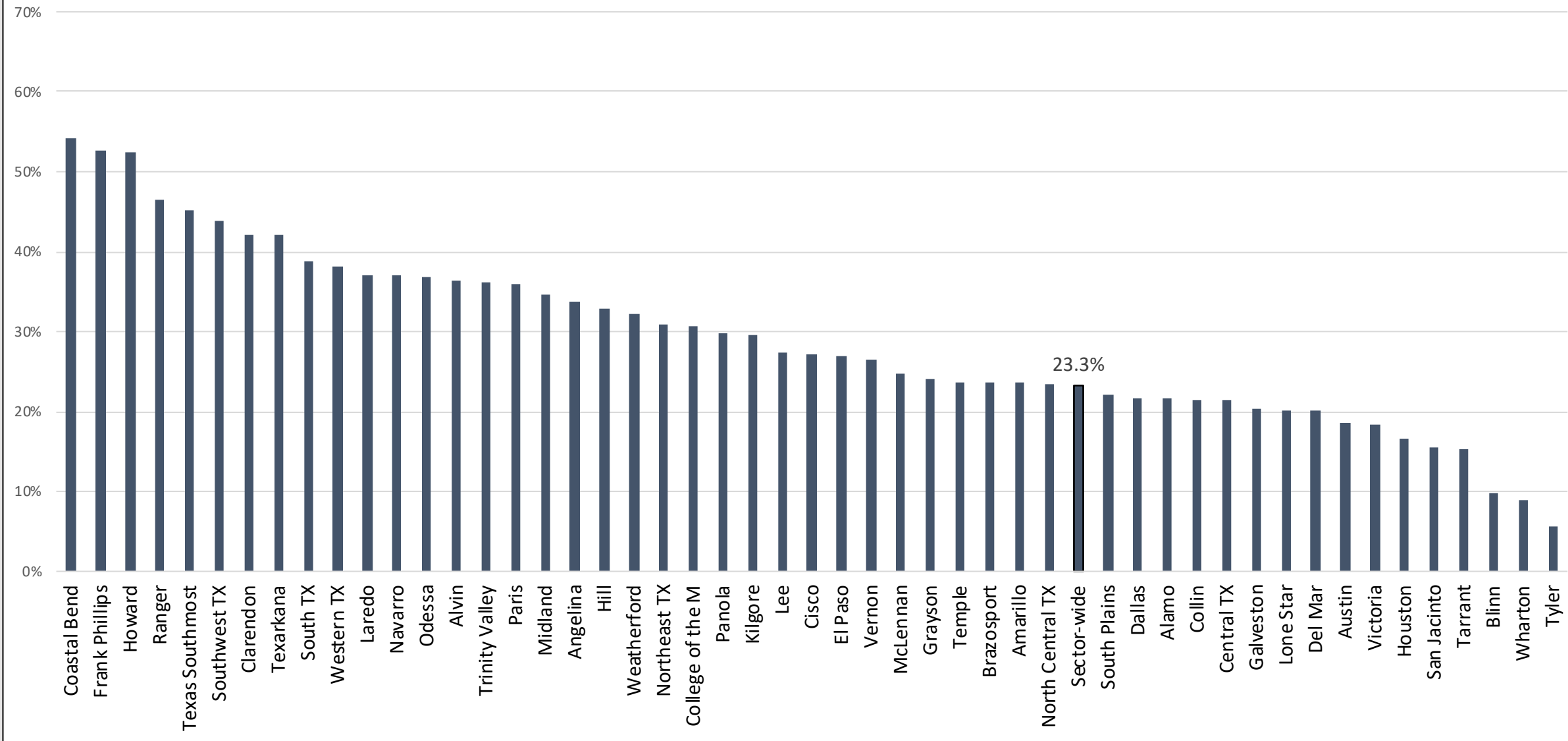
Fall Enrollment Dual Credit – Community/Technical Colleges and Public Universities



Source: THECB, March 2019

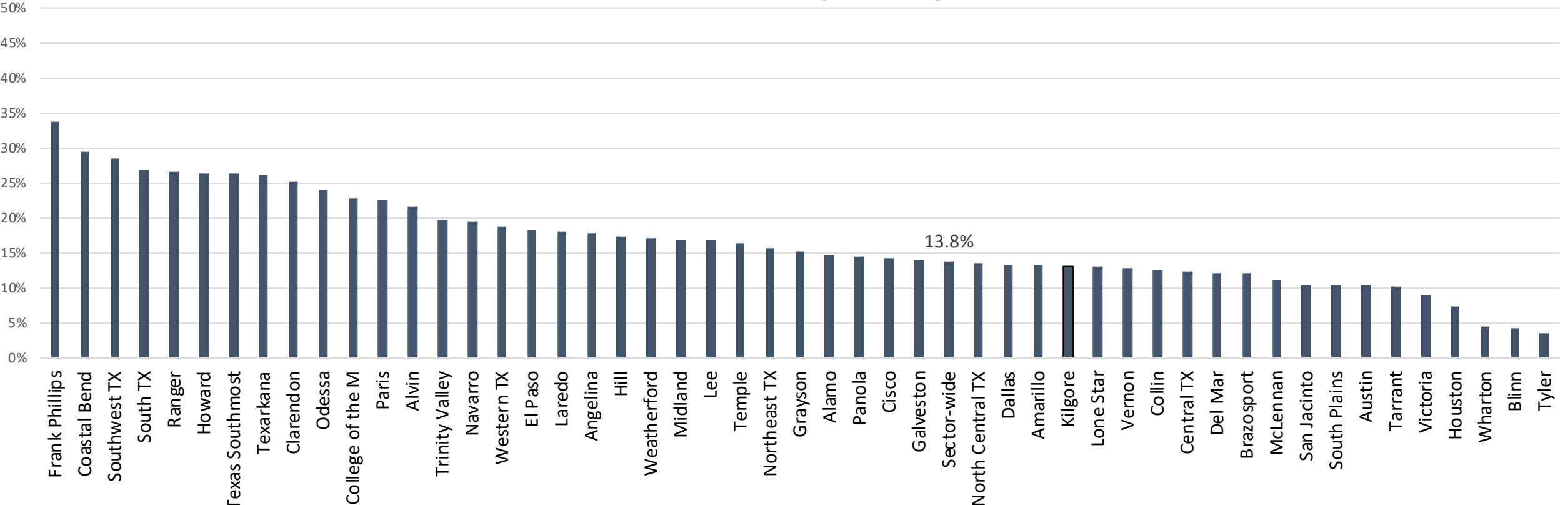
Dual Credit Enrollment as Percentage of Total Enrollment at TX Community Colleges

Fall 2018



Source: TACC analysis of THECB data

Estimated* Dual Credit Full-Time Student Equivalents as Percentage of Total FTSE at TX Community Colleges (2018)



*Ratio of doubled Fall 18 dual credit semester credit hours divided by 30 to FY 18 full year FTSEs (30 SCH) for each college.
Source: TACC analysis of THECB data. For inquiries, please contact Chris Fernandez: cfernandez@tacc.org