Implementation of Dual Enrollment and Dual Credit Programs in Kentucky

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About REL Appalachia

Regional Educational Laboratories (RELs):

- Serve the needs of 10 designated regions, helping them improve education through evidence-based practice.
- Administered by the U.S. Department of Education, Institute of Education Sciences (IES).

We are here to partner with you.
About REL Appalachia

We produce:
- Practitioner-friendly Research
- Hands-on Workshops
- Technical Assistance
- Literature Reviews

Example Focus Areas
- Early Warning Systems
- College and Career Readiness
- Effective Data Use
- Literacy/Numeracy Instruction
- Classroom Technology

Data-Driven Practitioners and Policymakers
KY College and Career Readiness Alliance

- Member organizations:
  - 7 regional educational cooperatives, 147 districts, mostly rural
  - Kentucky Department of Education (KDE)
  - Council on Postsecondary Education (CPE)
- Goal: Improve students’ college and career readiness.
Definitions

• **Dual enrollment (DE).**
  – High school student enrolled in high school and college during the same academic term.

• **Dual credit (DC).**
  – Type of dual enrollment in which the student receives course credit from both the high school and college for the same course.
Why study dual enrollment and dual credit?

• Kentucky policies emphasize dual enrollment as a way to promote college readiness.
  – Senate Bill 1 (2009).

• Kentucky College and Career Readiness Alliance members asked about dual enrollment
  – Implementation across Kentucky.
  – Lack of information about how to develop dual enrollment and dual credit programs, especially in non-urban areas.
REL Appalachia Studies in Kentucky

1. **Statewide study: Student participation and completion**
   - Focus: Dual enrollment courses, including both general education and CTE offerings.
   - Data sources: KY longitudinal data system, including both postsecondary and K-12 data.

2. **District profiles: Programs and practices in six non-urban districts**
   - Focus: Dual credit, general education courses.
   - Data sources: Interviews, documents.
   - Study period: 2013/14.
About KCEWS Longitudinal Data Used

- Study uses longitudinal student-level data obtained from the Kentucky Center for Education & Workforce Statistics (KCEWS)
- Dataset included variables for individual HS students, secondary schools, post-secondary institutions, courses, and DE instructors
- A unique student identifier was used to link records across different levels of the education system
- The data system prepared a “flag” to identify students who were enrolled in both secondary and post-secondary institutions in each year studied; used as a basis for identifying students who participated in DE from within the entire state population
Key Findings: Statewide Participation

About one in five Kentucky students in grades 11 and 12 participated in dual enrollment courses annually.

- Rural: 25%
- Nonrural: 16%
- Appalachian: 26%
- Non-Appalachian: 17%
- Not Eligible for Free/Reduced-Price Lunch: 21%
- Eligible: 18%
- White: 21%
- Non-White: 12%
Key Findings: Completion

Students passed about **85 percent** of courses attempted.

- Rural: 87%
- Nonrural: 83%
- Appalachian: 82%
- Non-Appalachian: 88%
- Not Eligible for Free/Reduced-Price Lunch: 88%
- Eligible: 80%
- White: 85%
- Non-White: 78%
Key Findings: Nature of Course Subjects

- Number and percentage of academic courses have grown.
  - Academic vs. CTE courses: 38/52 percent → 61/23 percent.
Key Findings: Delivery Mechanism

- Courses taught at high schools and online have been steadily increasing.
Key Findings: Credits Earned

About one-quarter of students who took DE earned at least 12 college credits (a full semester’s worth) before graduation.
Questions?
Dual Credit Programs in Six Non-urban Districts

- 2 districts in Eastern, 2 in Central, 2 in Western Kentucky.
- Worked with regionally-based education cooperatives to identify a mix of districts with varying experience and conditions.
- Interviewees focused on academic/general education courses.
Central feature of college readiness efforts.

- All six districts reported dual credit as a key approach to improving college readiness.

Partnerships with both 2-year and 4-colleges in each district.

Predominant approach: On high school campus taught by high school teachers.

Limited availability of credentialed teachers.
Wide Variation, Across and Within Districts

Programs

- “Singleton” courses with no specific supports.
- Early college programs including transportation and transitions skills courses.

Courses

- From 8 to 40 courses across districts.
- From 11 to 28 courses across high schools in one district.

Costs

- Borne by students, districts, or universities.
- Districts subsidize to varying degrees.
Facilitators of Dual Credit Implementation

- Dedicated postsecondary staff to manage programs.
- Positive relations between district and postsecondary staff.
- Geographic proximity to postsecondary institutions.
Challenges to Address

- Instructor shortage
- Access, especially in remote, rural locations
- Participation of minority and low-income students
- Course completion for students from Appalachian and high-poverty schools
- Affordability for all students
- Course quality measures
- Personnel to manage dual credit programs
For more details, see...


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