

Excerpt from the Minnesota Department of Education

Rigorous Course Taking 2017-2018 Report (pp. 27-32)

Concurrent Enrollment Program Participation

In 2017-2018, 325 districts and charter schools offered 76,223 concurrent enrollment courses to 32,608 students through 38 Minnesota colleges and universities for 261,829 college credits. Participation by public school students has increased eight percent from FY 16 to FY 18. The following table shows the total number of public school students participating in concurrent enrollment by student groups.

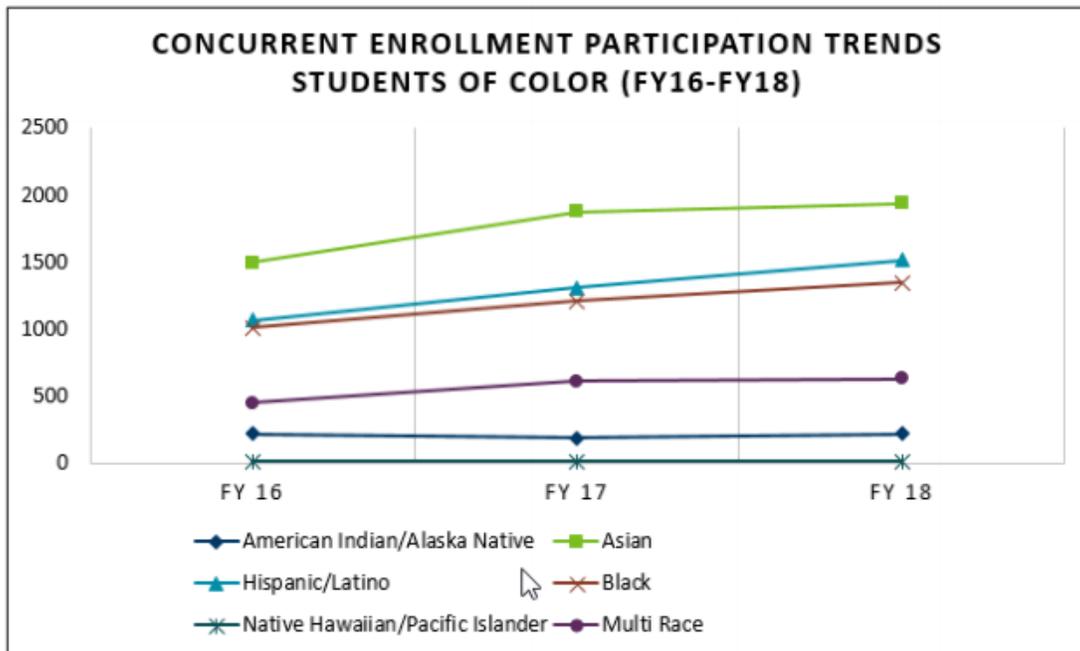
Concurrent Enrollment: Public School Participation by Student Group	FY 16	FY 17	FY 18	Percent of whole	% Increase (2016-18)
Female	17,542	18,323	18,660	57%	6%
Male	12,705	13,648	13,948	43%	10%
Special Education	603	652	726	2%	20%
English Learners	168	187	283	1%	68%
Free/Reduced-Price Eligible	5,408	5,793	6,148	19%	14%
Students of Color	4,269	5,217	5,667	17%	33%
Total Public School Students	30,247	31,917	32,608	--	8%

Participation increased by every student group, with the greatest increases by English Learners (68 percent), students of color (33 percent) and Special Education students (20 percent). The next table details the fluctuation of concurrent enrollment participation by public school students by race/ethnicity. Students of color account for only 17 percent of total public school students participating in concurrent enrollment. For a comparison, Minnesota public schools enroll 31 percent students of color in grades 9-12. Additionally, participation in PSEO by students of color is 26 percent.

Concurrent Enrollment: Public School Participation by Race/Ethnicity	FY 16	FY 17	FY 18	Percent of whole	% Increase (2016-18)
American Indian/Alaska Native	221	186	217	1%	-2%
Asian	1,500	1,875	1,942	6%	29%
Hispanic/Latino	1,068	1,312	1,519	5%	42%
Black	1,014	1,213	1,349	4%	33%
White	25,978	26,754	26,941	83%	4%
Native Hawaiian/Pacific Islander	17	17	12	--	-29%
Multi Race	449	614	628	2%	40%
Total Public School Students	30,247	31,917	32,608	--	8%

Participation in concurrent enrollment by black students has increased 33 percent since 2016; however, black students make only 4 percent of total participants. Participation by Hispanic students increased by 42 percent which is only 5 percent of total students. Participation by American Indian/Alaska Native students has decreased by 2 percent.

The following chart illustrates PSEO participation trends over the last three years by students of color, which include the following groups: American Indian/Alaska Native, Asian, Hispanic/Latino, Black, White, Native Hawaiian/Pacific Islander, and Multi Race.



Concurrent Enrollment CTE Program Participation

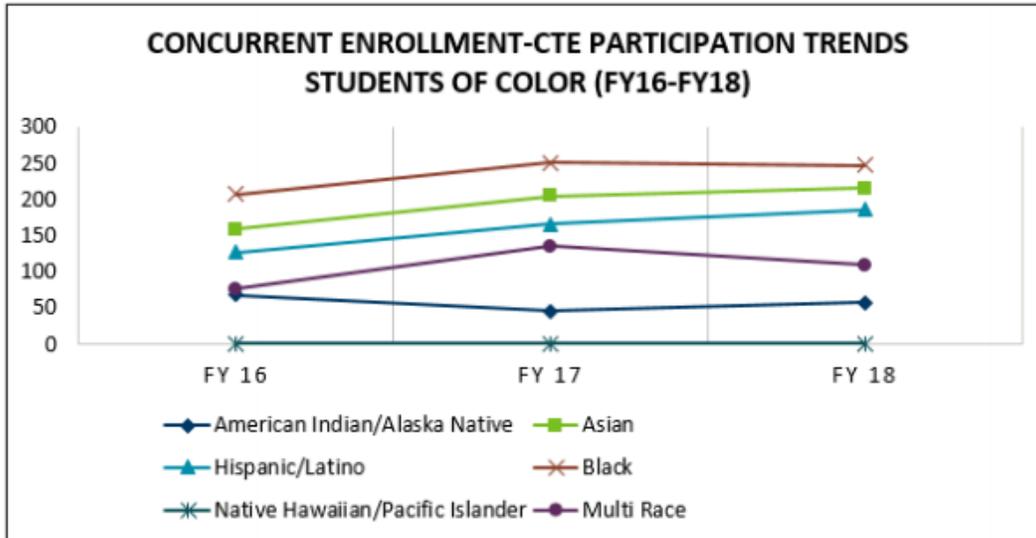
This section details public student participation in career and technical education (CTE) courses offered through concurrent enrollment. In 2017-2018, 150 districts and charter schools offered 7,349 CTE concurrent enrollment courses to 4,666 students for a total of 17,639 college credits. The following table shows the total number of public school students participating in CTE concurrent enrollment courses by student groups.

Concurrent Enrollment-CTE: Public School Participation by Student Group	FY 16	FY 17	FY 18	Percent of whole	% Increase (2016-18)
Female	2,044	2,204	2,422	52%	18%
Male	1,922	2,181	2,244	48%	17%
Special Education	233	217	256	5%	10%
English Learners	35	44	57	1%	63%
Free/Reduced-Price Eligible	971	1,060	1,082	23%	11%
Students of Color	644	809	820	18%	27%
Total Public School Students	3,966	4,385	4,666	--	18%

From FY 16 to FY 18, the total number of public school students participating in CTE courses through concurrent enrollment has increased 18 percent. These 4,666 students account for 14 percent of all public school students participating in concurrent enrollment courses. The groups with the most significant increases in participation were English Learners (63 percent) and students of color (27 percent). The next table details the fluctuation of CTE concurrent enrollment participation by public school students by race/ethnicity. Students of color account for 18 percent of the total.

Concurrent Enrollment-CTE: Public School Participation by Race/Ethnicity	FY 16	FY 17	FY 18	Percent of whole	% Increase (2016-18)
American Indian/Alaska Native	69	47	58	1%	-16%
Asian	160	206	216	5%	35%
Hispanic/Latino	128	167	187	4%	46%
Black	208	252	248	5%	19%
White	3,322	3,576	3,846	82%	16%
Native Hawaiian/Pacific Islander	2	1	1	--	-50%
Multi Race	77	136	110	2%	43%
Total Public School Students	3,966	4,385	4,666	--	17.65%

The following chart illustrates PSEO participation trends over the last three years by students of color, which include the following groups: American Indian/Alaska Native, Asian, Hispanic/Latino, Black, White, Native Hawaiian/Pacific Islander, and Multi Race.



Concurrent Enrollment Aid

[Minnesota Statutes, section 124D.091](#) provides funding to districts and charters to help defray the cost of offering college and/or university courses in high schools. Districts and charters are eligible for this state funding if the partnering postsecondary institution is accredited by NACEP, in the process of being accredited, or provides clear evidence of comparable standards. Minnesota Department of Education monitors compliance with this statute by requiring non-NACEP-accredited programs to sign a letter of assurances indicating the program meets this requirement and is an eligible institution as defined by [Minnesota Statutes, section 124D.09, subdivision 2](#).

The concurrent enrollment appropriation of \$4 million supports funding of up to \$150 per student to districts and charters that offer a concurrent enrollment course according to an agreement under Minnesota Statutes, section 124D.09, subdivisions 10 and 16. It is important to note that reimbursements are prorated based on total concurrent enrollment participation across the state. In FY 2018, the prorated reimbursement was \$52.48/student/course.

Concurrent Enrollment: Credits, Courses, Aid Paid to Districts	FY 16	FY 17	FY 18	% Increase (2016-18)
Total Credit Count	245,956	255,257	261,829	6%
CTE Credits	14,905	16,348	17,639	18%
Total Course Count	71,055	74,059	76,223	7%
CTE Courses	6,694	5,792	7,349	10%
Total Students	30,247	31,971	32,608	8%
CTE Students	3,966	4,385	4,666	18%
Prorated Reimbursement Per Course	\$56.29	\$54.01	\$52.45	-7%
TOTAL AID	\$4,000,000	\$4,000,000	\$4,000,000	--
TOTAL CTE AID	\$376,835	\$312,827	\$385,658	2%

Note: CTE credit counts, course counts, students and aid payments are a subset of the total concurrent enrollment counts, credits, students and aid payments.

[Refer to Appendix G: Concurrent Enrollment Aid Expenditures by District FY 2018.](#)

[Refer to Appendix H: Concurrent Enrollment Total Number of Credits and Courses by Institution FY 2018.](#)

Recommendations

Concurrent enrollment is an increasingly popular option for Minnesota high schools seeking to offer postsecondary opportunities for their students on the high school campus. Greater efforts need to be made to increase the enrollment and success of students of color in these classes. The ability to offer high-quality, concurrent enrollment courses to high school students requires effective communication, targeted strategies

and partnership between systems. Strategies to support and expand the necessary collaborative professional development between high school and postsecondary faculty should be sought. Additional efforts to promote and support these innovative initiatives are needed.

Specific recommendations for enhancing the Concurrent Enrollment opportunities for students include:

- Require that Concurrent Enrollment courses are identified in the Common Course Catalog.
- Continue to require concurrent enrollment program administrators as well as appropriate system-level administrators from Minnesota State or the University of Minnesota to sign a letter of assurances indicating the program meets standards comparable to NACEP Accreditation Standards and Higher Learning Commission Accreditation Criteria in order to provide for greater oversight of non-NACEP-accredited concurrent enrollment programs. This mirrors NACEP's accreditation process which requires official letters verifying compliance with certain standards.
- Provide funding to convene a Concurrent Enrollment Advisory Board to develop recommendations for systematically addressing the shortage of high school teachers that currently meet the qualifications to teach college/university courses through concurrent enrollment. The board should include, at a minimum, representatives from graduate teacher programs, the Minnesota Board of Teaching, Minnesota State, University of Minnesota, concurrent enrollment programs, and Minnesota Concurrent Enrollment Partnerships (MnCEP).
- Provide increased funding for concurrent enrollment aid to the prorated reimbursement for districts, teacher training and credentialing.
- Ensure that eligibility criteria for participating in concurrent enrollment includes multiple indicators of a student's ability to succeed in a postsecondary course or subject, rather than relying solely on indicators of overall academic standing such as GPA or class rank.
- Require that all higher education institutions need to comply to both the Office of Higher Education determination meeting the standards, as well as NACEP.