

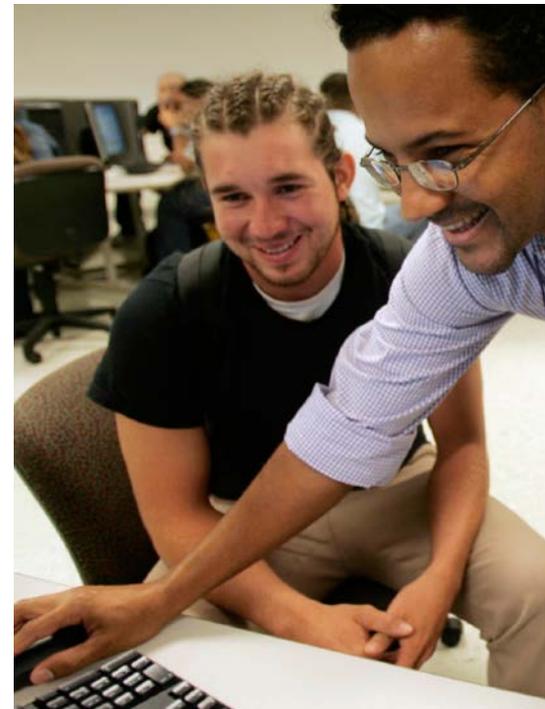
# PATHWAYS TO PROSPERITY

## State Policies and Strategies for Dual Enrollment & Student Success

**Kentucky Workgroup on Dual Credit/Enrollment**  
September 4, 2014

**Amy Loyd, Ed.L.D**

Executive Director, Pathways to Prosperity Network  
Jobs for the Future • Boston, MA



## **AGENDA OVERVIEW**

DUAL ENROLLMENT POLICY RECOMMENDATIONS

PATHWAYS TO PROSPERITY: NEED AND NETWORK

EMERGING STATE STRATEGIES/POLICIES FOR PATHWAYS

EARLY COLLEGE EVIDENCE BASE OF SUCCESS

## INTRODUCTION TO OUR WORK

- **Jobs for the Future** is a national nonprofit that works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today's economy.
- The **Pathways to Prosperity Network** seeks to increase the number of young people who **complete high school**, attain a **postsecondary credential with value in the labor market**, and get **launched on a career** in a **high-demand, high-wage occupation** that can also provide the basis to pursue further education and career advancement.
  - While in high school, pathways provide at least 12 college credits through **dual enrollment** to students, and a continuum of real-world **work-based learning** to get a leg up on college and career
  - “Early College + Career Academies”



- [HOME](#)
- [POLICY ELEMENTS](#)
- [STATE PROFILES](#)

Kentucky

### EXEMPLAR STATES

- [Colorado](#)
- [Florida](#)
- [New Mexico](#)
- [Texas](#)
- [Utah](#)

- [METHODOLOGY](#)
- [FEEDBACK](#)

## KENTUCKY



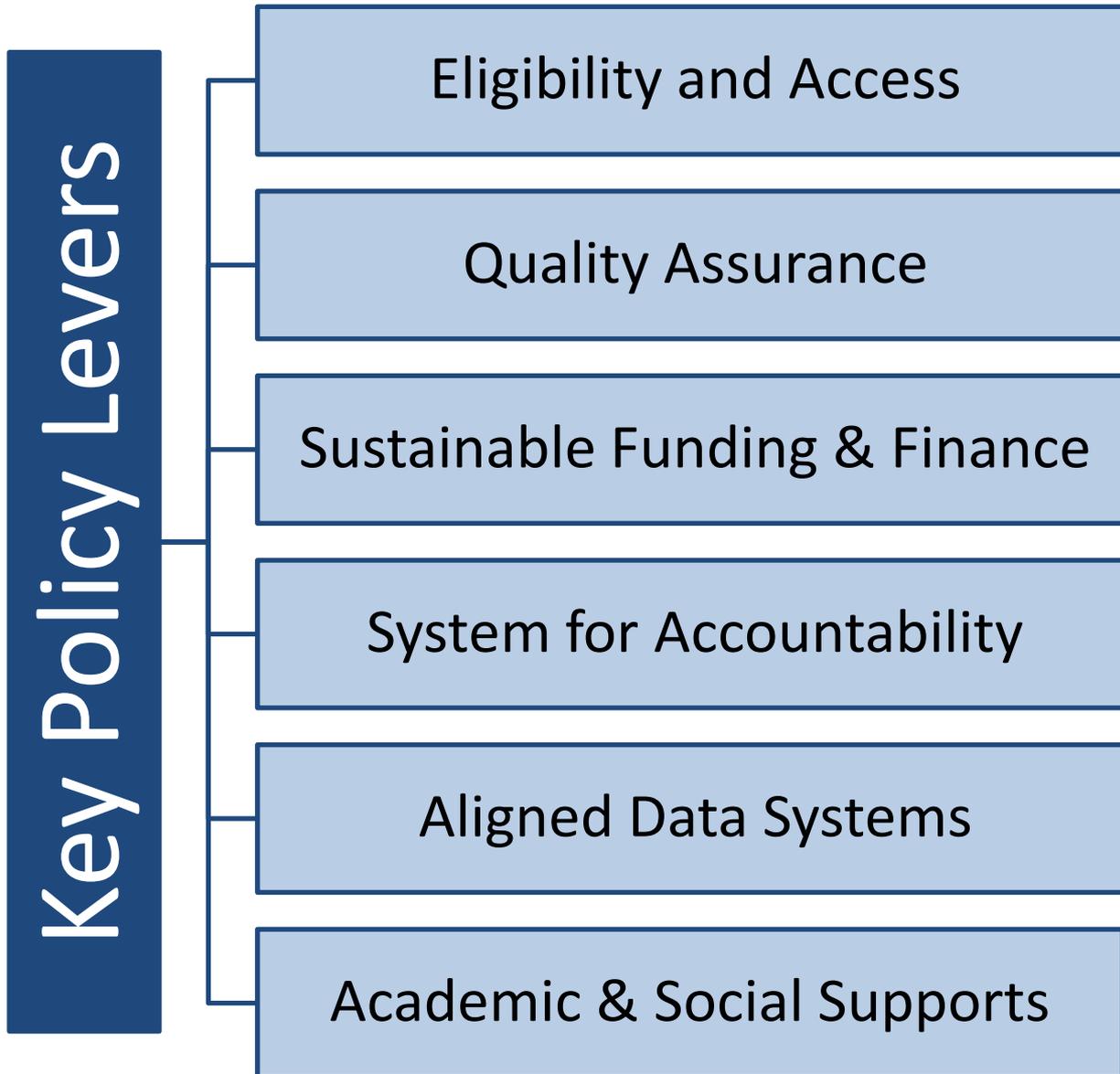
In 2012, the Kentucky Council on Postsecondary Education approved the Dual Credit Policy for Kentucky Public Postsecondary Institutions in order to "create a common definition for dual credit and outline the terms and conditions through which opportunities will be provided for secondary students to take college-level courses and receive both college and high school credit." Dual-credit courses can be delivered to high school juniors or seniors on the college campus, within the high school, in a digital or online format, or through some combination of these delivery methods. CPE worked with the Kentucky Community and Technical College System and the state's eight public universities to create the Dual Credit Policy. The policy becomes effective and will be implemented for dual-credit courses offered beginning fall 2013.

Under the new policy, postsecondary institutions are responsible for the academic integrity of the courses for which college credit will be awarded. Coursework and student learning outcomes must be equivalent to and consistent with courses that are taught to non-dual-credit students at the postsecondary institution. In addition, course requirements for high school students enrolled in dual-credit programs are the same as those required of college students at Kentucky public colleges.

The new policy requires that college courses in dual-credit programs be taught by either postsecondary faculty or high school teachers. In either case, they must be approved by a postsecondary institution and have the requisite credentials for college-level instruction according to university policy and the Southern Association of Colleges and Schools—Commission on Colleges Guidelines for Faculty Credentials.

Tuition and other fees for dual-credit programs are the responsibility of students and families, who are charged the regular tuition for college courses at public postsecondary institutions in Kentucky. Although colleges and universities must provide information to schools and students regarding available scholarships, grants, and tuition discounts, the absence of policies to support the cost of college course taking will make it less likely that low-income students participate in dual-credit courses at rates comparable to their higher income peers.

# EFFECTIVE DUAL ENROLLMENT POLICY



## KY: ELIGIBILITY AND ACCESS

*States should broaden eligibility requirements to permit students to participate in credit-bearing, college-level courses based on proficiency in those subjects even if they are not proficient in others. Student eligibility should also be jointly determined by secondary and postsecondary and use multiple measures: a combination of tests, end-of-course grades, teacher recommendations, and students' work portfolios. Policy elements include:*

- **Eligibility requirements are determined by the secondary and postsecondary sectors together.**
- **High school students can participate in college courses based on their proficiency in those subjects, even if they are not proficient in others.**
- **Eligibility is determined by a combination of tests, end-of-course grades, teacher recommendations, and student academic work.**
- **Eligibility requirements are determined by the secondary and postsecondary sectors together.**
- **High school students can participate in college courses based on their proficiency in those subjects, even if they are not proficient in others.**
- **Eligibility is determined by a combination of tests, end-of-course grades, teacher recommendations, and students' work.**

## KY: QUALITY ASSURANCE

*States should ensure that college courses offered to high school students use the same syllabi and exams as comparable courses taught on a college campus, and that dual enrollees can receive dual-credit so they earn both high school and college credits upon successfully completing courses. In addition, the postsecondary institution conferring credit should set the qualifications for faculty teaching dual-credit courses. Policy elements include:*

- **Students have the opportunity to take college courses for dual credit so they earn both high school and college credits upon successfully completing courses.**
- **College courses offered within secondary schools use the same syllabus and exams as comparable courses taught on a college campus.**
- **The postsecondary institution conferring credit sets the qualifications for faculty teaching courses taken for dual credit.**

*States should develop funding policies that allow high school students to take college courses free of tuition and non-course-related charges, and that allow both districts and postsecondary institutions to claim per-pupil funding allocations to support the cost of offering college courses for dual-credit. There should also be provisions or special appropriations to support the development of early college schools targeting students who are underrepresented in higher education.*

*Policy elements include:*

- **Funding policies to support dual enrollment in the state create incentives for school districts to partner with institutions of higher education to offer dual credit opportunities for students.**
- **Funding policies for dual enrollment support access for low-income high school students who are interested in taking college courses.**
- **Funding streams are flexible enough that funds can be used for professional development, books, lab fees, and student transportation.**

## KY: SYSTEM FOR ACCOUNTABILITY

*States should report annually on dual enrollment participation and impact and develop administrative structures to support program leaders and dual enrollment partnerships. States should also designate a state board or governing body as having the authority and responsibility to guide dual enrollment policy. Policy elements include:*

- **States should designate a state board or governing body as having the authority and responsibility to guide dual enrollment policy, and develop an administrative structure to provide support to program leaders and dual enrollment partners.**
- **States should report annually on dual enrollment participation and impact.\***
  - *The state can track dual-credit students in its data systems, but it does not report participation in these programs annually.*

## KY: ALIGNED DATA SYSTEMS

*States should develop unit-record statewide data systems that identify dual enrollees by demographic characteristics and monitor student progress longitudinally across the K-12 and higher education systems.*  
*Policy element:*

- **States should develop a unit-record statewide data system that identifies dual enrollees by demographic characteristics and monitor student progress longitudinally across the K-12 and higher education systems.**

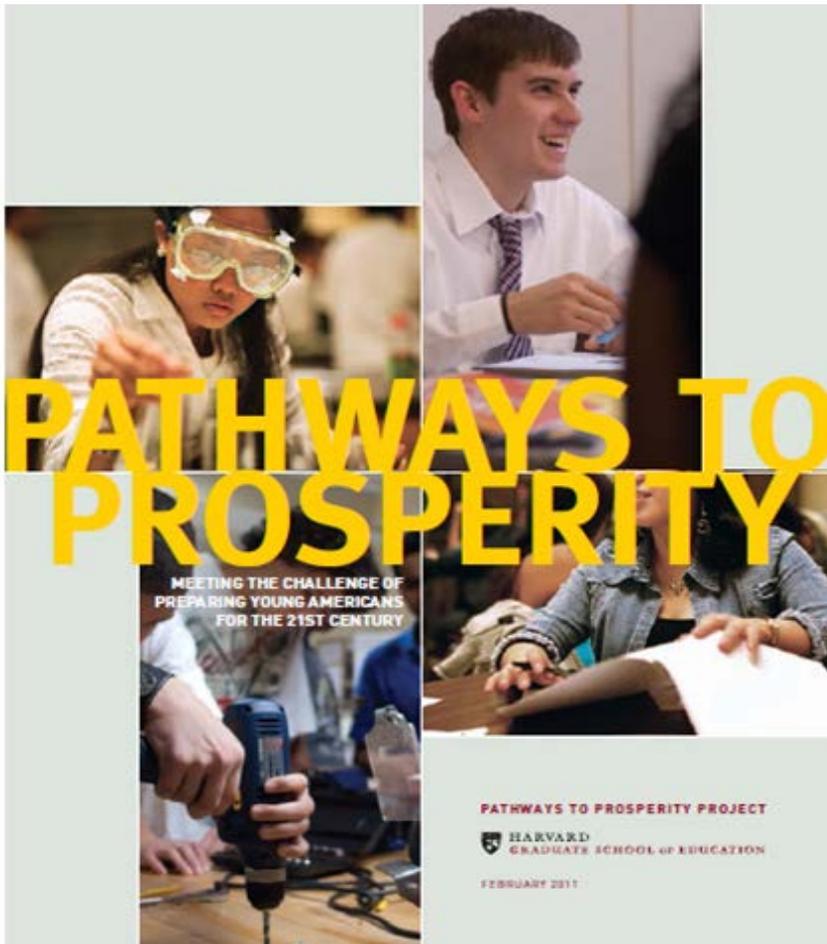
*States should require that districts and postsecondary institutions specify and document key roles and responsibilities in memoranda of understanding or cooperative agreements, including the provision of a college liaison for student advisement and support. States should also provide support and funding for programs designed to serve students who are over-age and undercredited, as well as youth who have dropped out of high school. Policy elements include:*

- **States should require that districts and postsecondary institutions specify and document key roles and responsibilities in a memorandum of understanding or cooperative agreement.**
- **States should require each dual enrollment partnership to provide a liaison between high school and college partners, with responsibilities for advising students, assisting with course scheduling, and linking students to support services.**

## SOME EXAMPLE PROPOSED APPROACHES

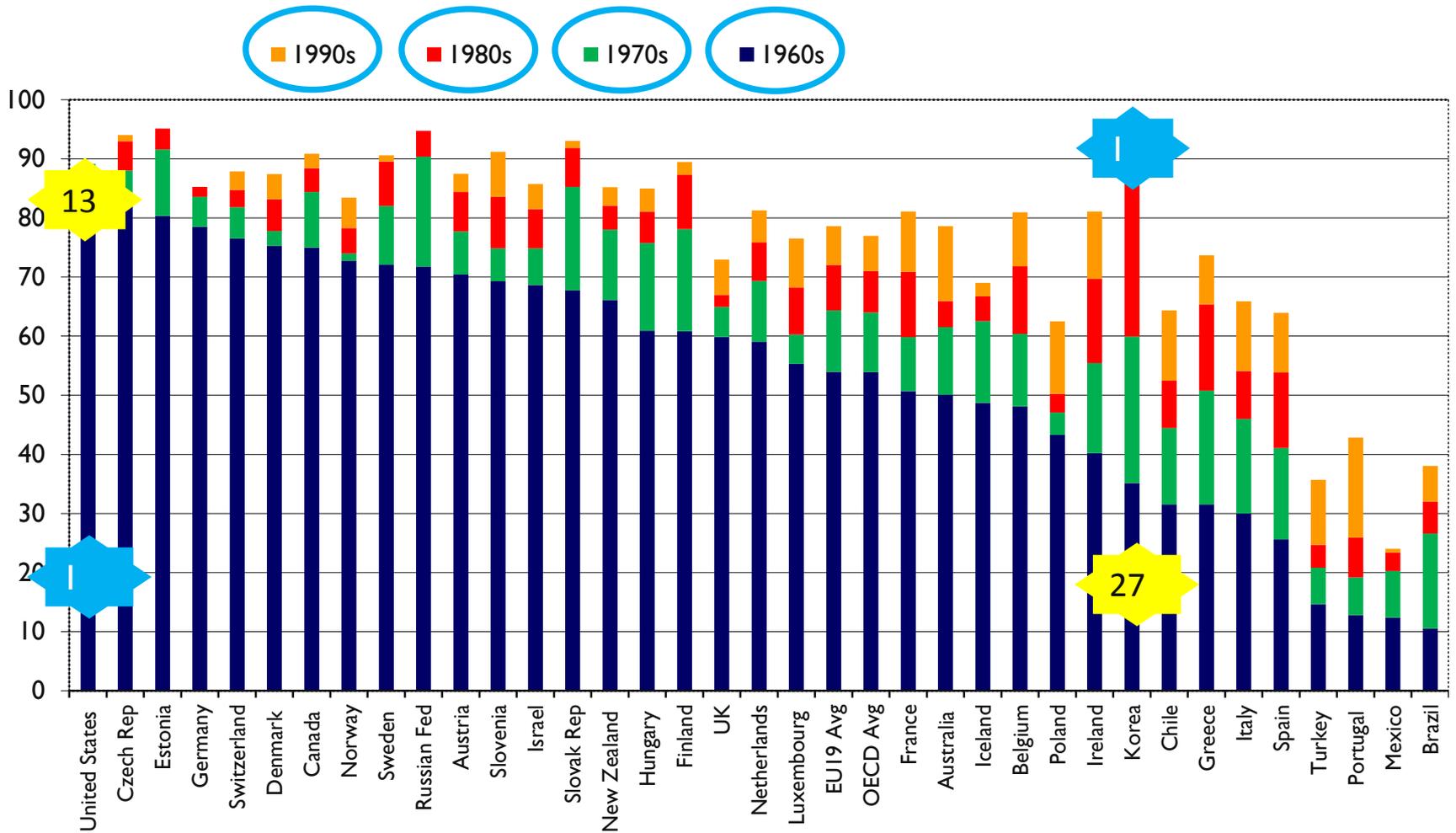
1. Define **small set of agreed-upon college courses** for dual enrollment
  - Consider math and English “gateway” courses
  - Guarantee transfer for general education or CTE program of study; also credited toward HS graduation, consider at least one non-elective HS credit requirement (e.g., 4<sup>th</sup> year of English)
  - Offer statewide, ensuring courses meet the crediting college’s standards and requirements
  - Encourage development and approval of online versions
2. Establish a plan for **increasing number of qualified instructors**
  - Routes for HS faculty to earn the qualifications needed
  - Models for HS faculty to support online college course delivery in a blended format or co-teach with a qualified college instructor
3. Offer a **college success course** in which all students may enroll for high school and college credit
4. Many more ideas...from JFF’s Pathways to Prosperity Network and Early College Design Services

# THE PATHWAYS TO PROSPERITY REPORT



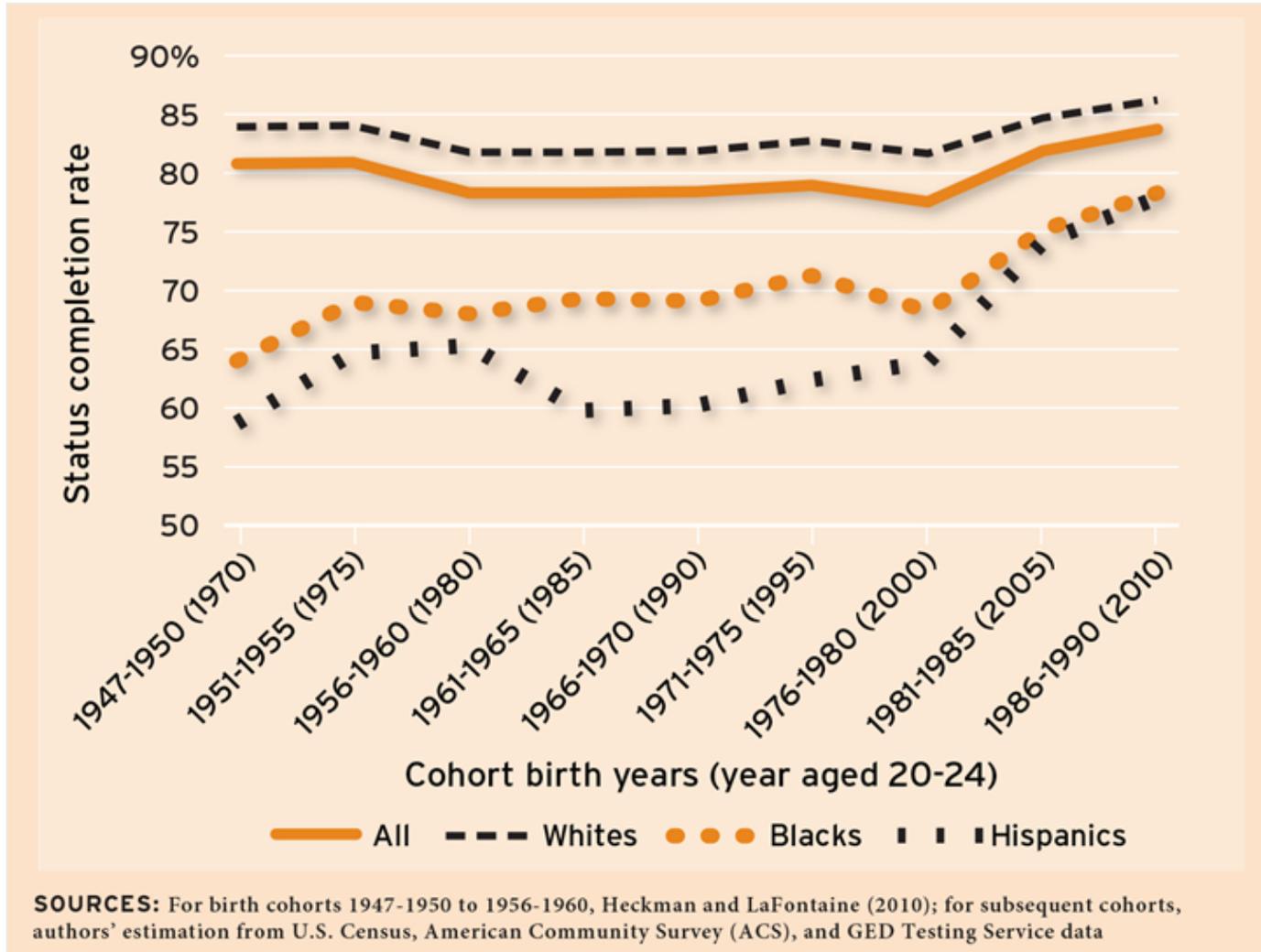
“The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society.”

# U.S. HIGH SCHOOL GRADUATION RATE STAGNATING

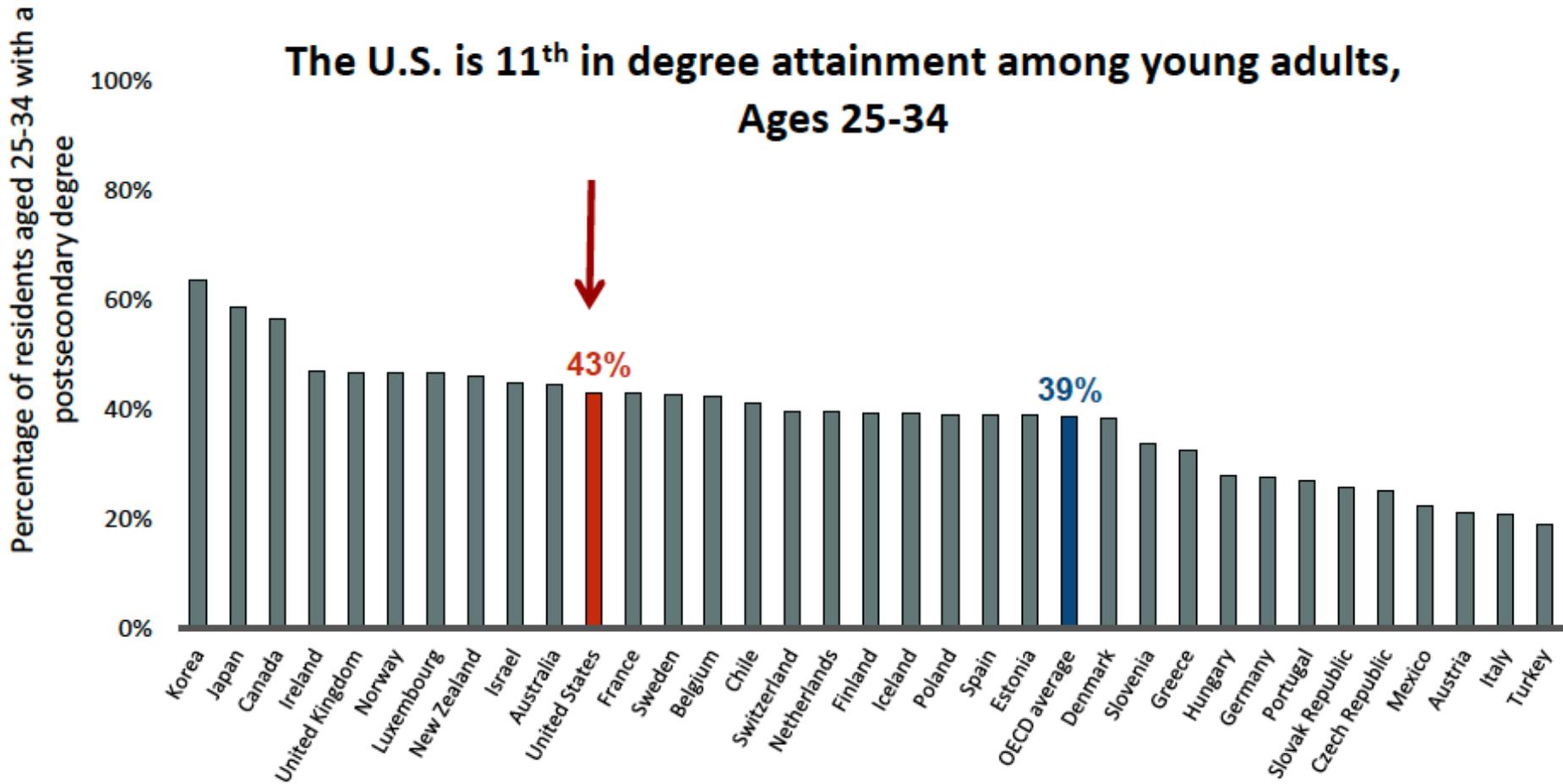


Source: Schleicher (2007) based on OECD data. Approximated by percentage of persons with high school or equivalent qualifications in the age groups 55-64, 45-55, 35-44, and 25-34 years

# 2000-2010 UPTICK IN H.S. GRADUATION RATES

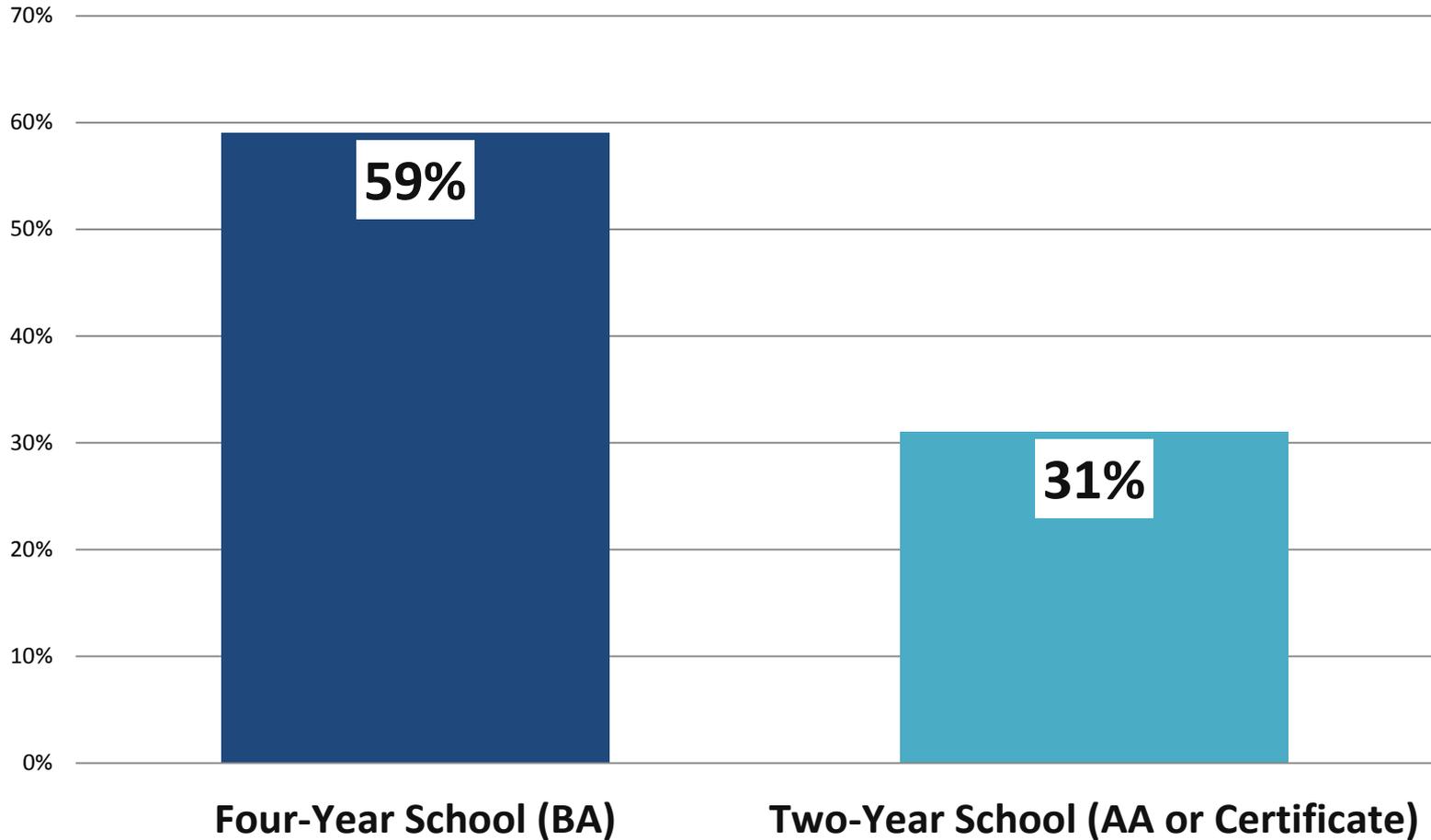


# THE U.S. LAGS IN COLLEGE COMPLETION



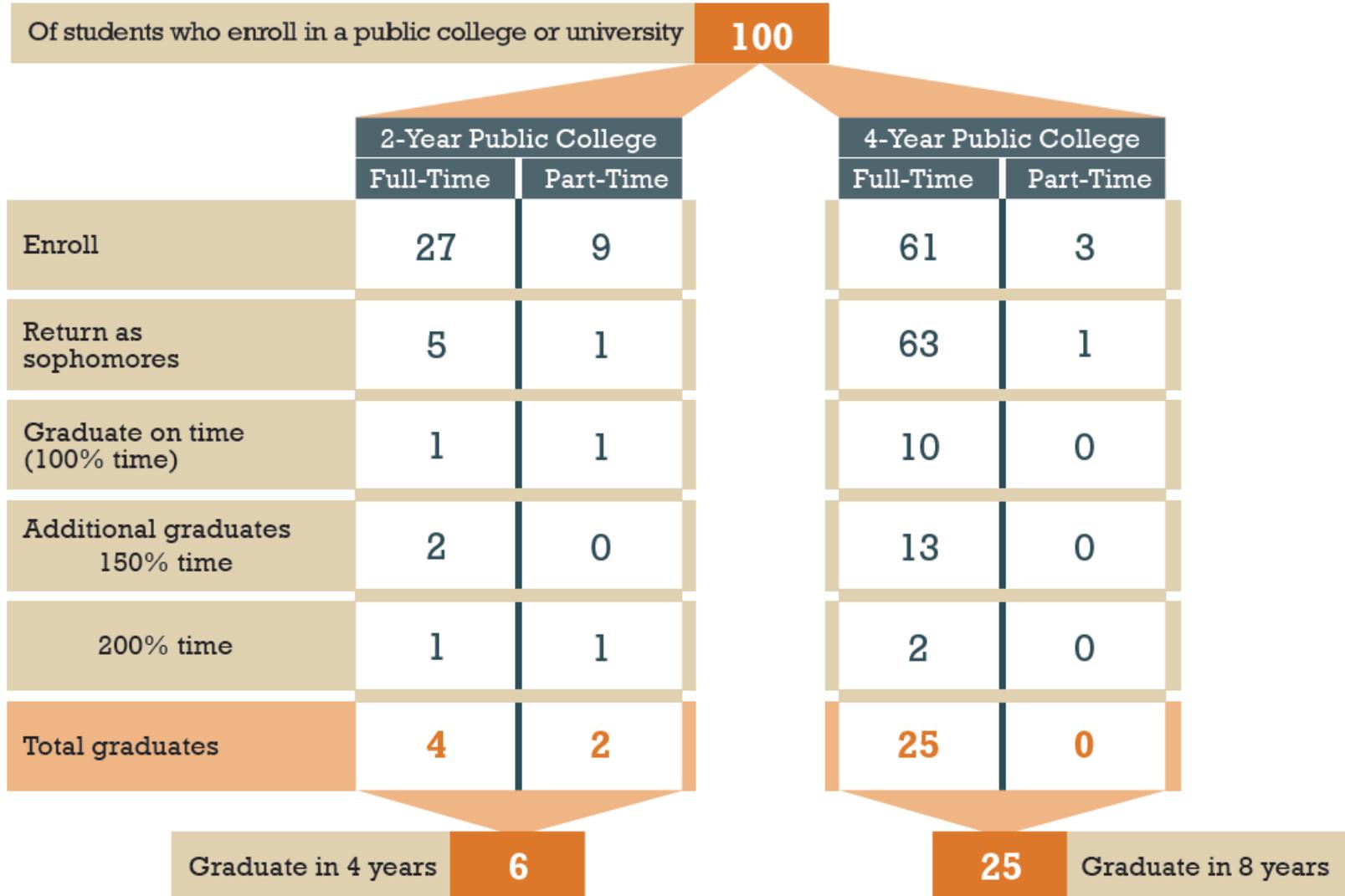
Source: Organisation for Economic Co-operation and Development, Education at a Glance 2013 (2011 data)

# COLLEGE COMPLETION ALARMINGLY LOW



Note: Four-year schools have a six-year graduation window; two-year schools have a three-year graduation window.  
Source: Condition of Education, NCES, 2013

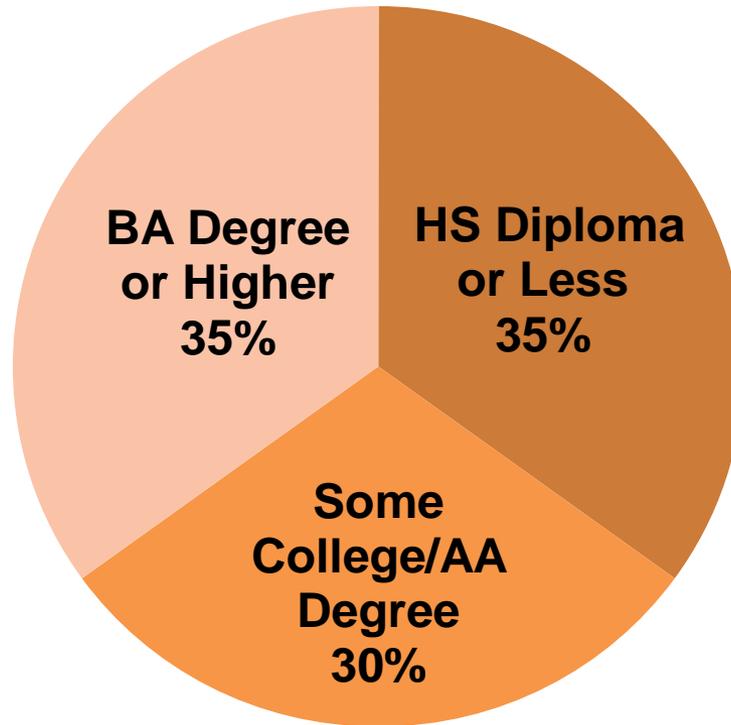
# COLLEGE COMPLETION IN KENTUCKY



From Complete College America (2011), <http://www.completecollege.org/docs/Kentucky.pdf>

# 2020 EMPLOYMENT PROJECTIONS

**Nationwide** →



**Kentucky** ↘

**For a strong economy, the skills gap must be closed.**

- 57%** By 2020, jobs requiring a career certificate or college degree
- 32%** Kentucky adults who currently have an associate degree or higher
- 25%** Skills gap

Data: See the Sources and Methodology section on our website.

# OCCUPATION MATTERS

- **43%** of young workers with Licenses and Certificates earn more than those with an Associate's degree
- **27%** of young workers with Licenses and Certificates earn more than those with an Bachelor's degree
- **31%** of young workers with an Associate's degree earn more than those with an Bachelor's degree



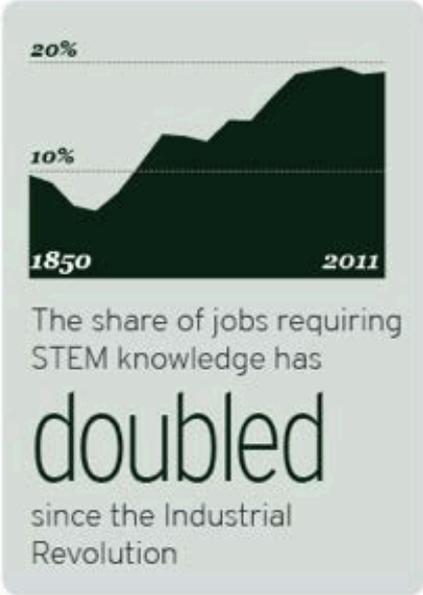
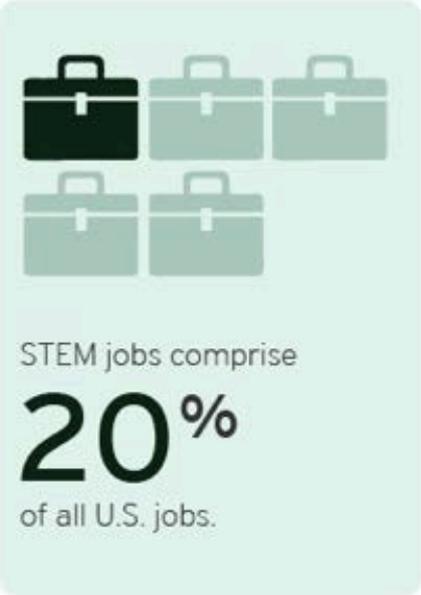
# STEM OPPORTUNITIES AROUND



Previous STEM studies have neglected the many blue collar and technical jobs that require considerable STEM knowledge. But this study finds that

**50%**  
 of STEM jobs **do not require** a bachelor's degree.

As a result, STEM knowledge plays a much larger role in our economy than previously thought:



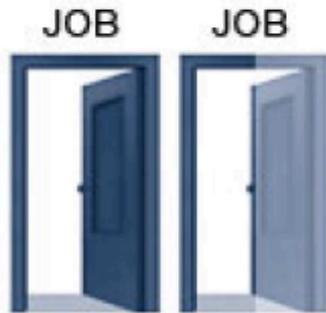
Source: *The Hidden STEM Economy*, Brookings, 2013.

# STEM OPPORTUNITIES IN KENTUCKY

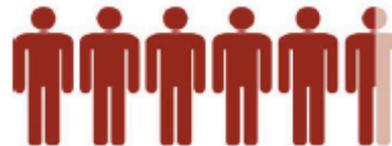
## STEM SKILLS ARE IN DEMAND

In Kentucky, STEM skills have stayed in demand even through the economic downturn.

**STEM:**  
**1.4 jobs** for every  
**1 unemployed person**



**Non-STEM:**  
**5.3 unemployed**  
**people** for every **1 job**



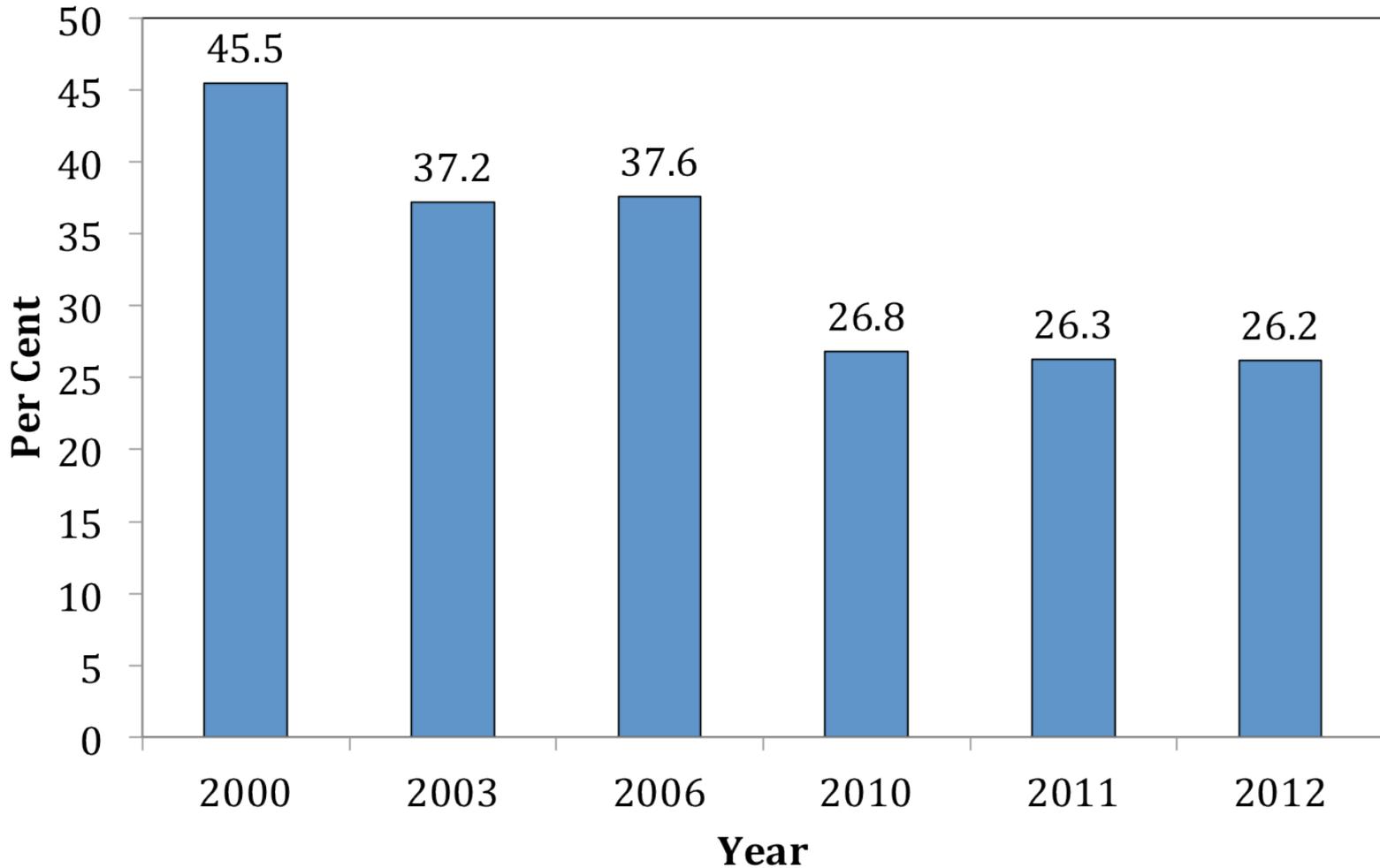
## INCREASING DEMAND, UNABLE TO KEEP UP

14 million people unemployed ↔ 3 million jobs vacant

In a 2011 McKinsey survey of 2,000 U.S. companies, **two thirds reported difficulty in filling job vacancies** for reasons including:

- insufficient job experience
- unsuitable work habits
- insufficient educational qualifications
- poor communication ability

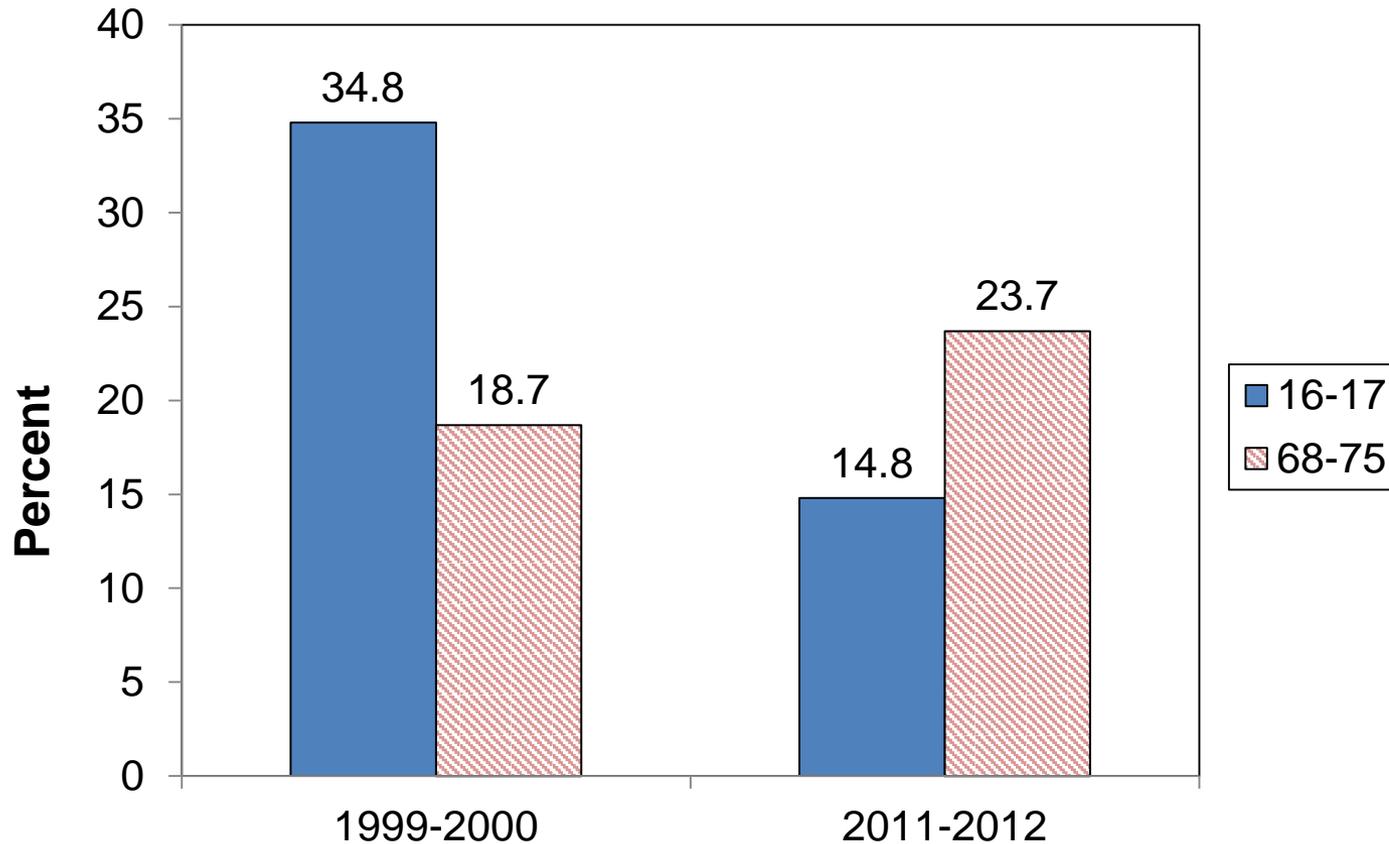
# TRENDS IN THE EMPLOYMENT / POPULATION RATIOS OF TEENS



Source: Andy Sum, *Key Findings on the Labor Market Experiences of Teens and Young Adults (16-24 Years Old) in the U.S. from 2000 – 2012: Implications for Pathways to Prosperity*, 2013

# U.S. EMPLOYMENT / POPULATION RATIOS

Comparisons of the Employment/Population Ratios of 16-17 Year Old Males and 68-75 Year Old Males in the U.S. in 1999-2000 and 2011-2012 (in %)



# THE NEW VOCATIONAL EDUCATION IS OF HIGH VALUE TO STUDENTS

- Has **permeable pathways** through postsecondary technical education
- Includes modern occupations learned through simultaneous study of **sophisticated theory and application to real problems**
- **Requires STEM competencies**, complex problem-solving in messy situations, and expertise in communication, team work, and presentation
- Responds to needs of **adolescent development** (talent pipeline of young professionals)



PHOTOGRAPH © 2005 David Binder

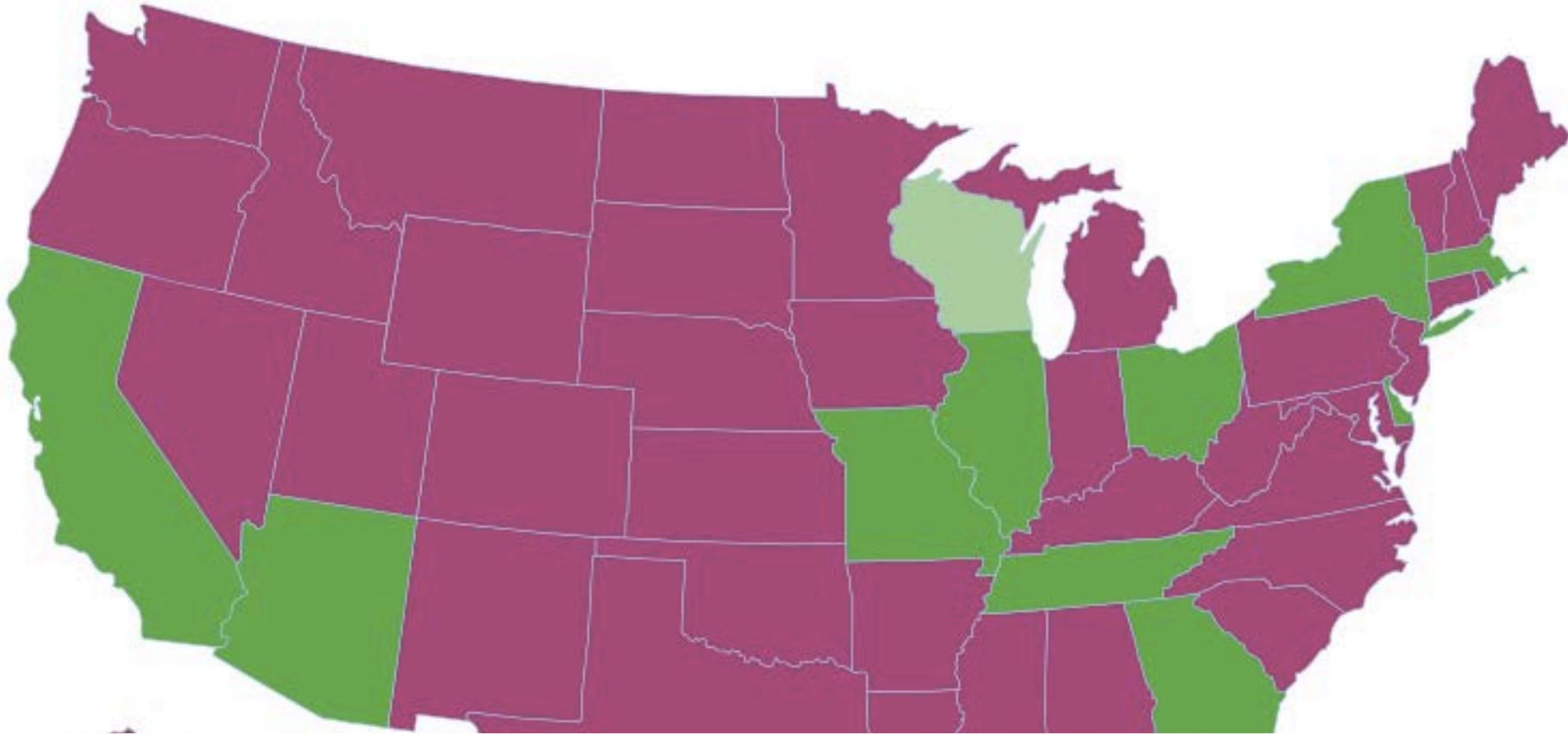
## QUALITY MARKERS THAT ASSURE THE YOUNG PROFESSIONAL'S SUCCESS



PHOTOGRAPH Metro Early College High School

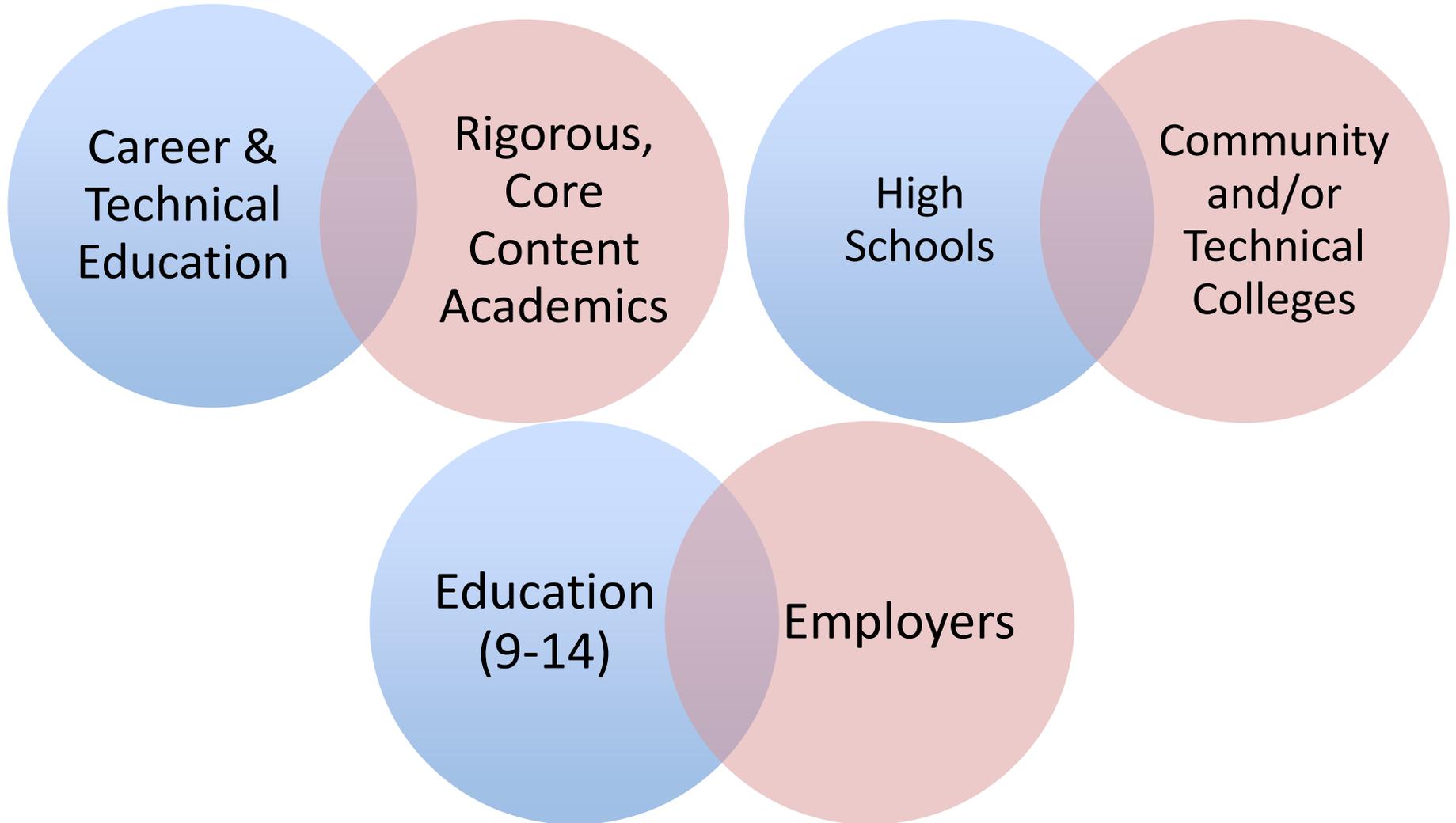
- **Qualifications** are transferable among companies
- The student “owns” his or her **skills** and can sell them in the market place
- Workplace **trainers** are **credentialed** to work with young people
- **Applied assessments** are given by teams of employers, unions & educators
- Apprenticeships are keyed to **needs of labor market** but employers must meet standards to participate

# THE PATHWAYS TO PROSPERITY NETWORK

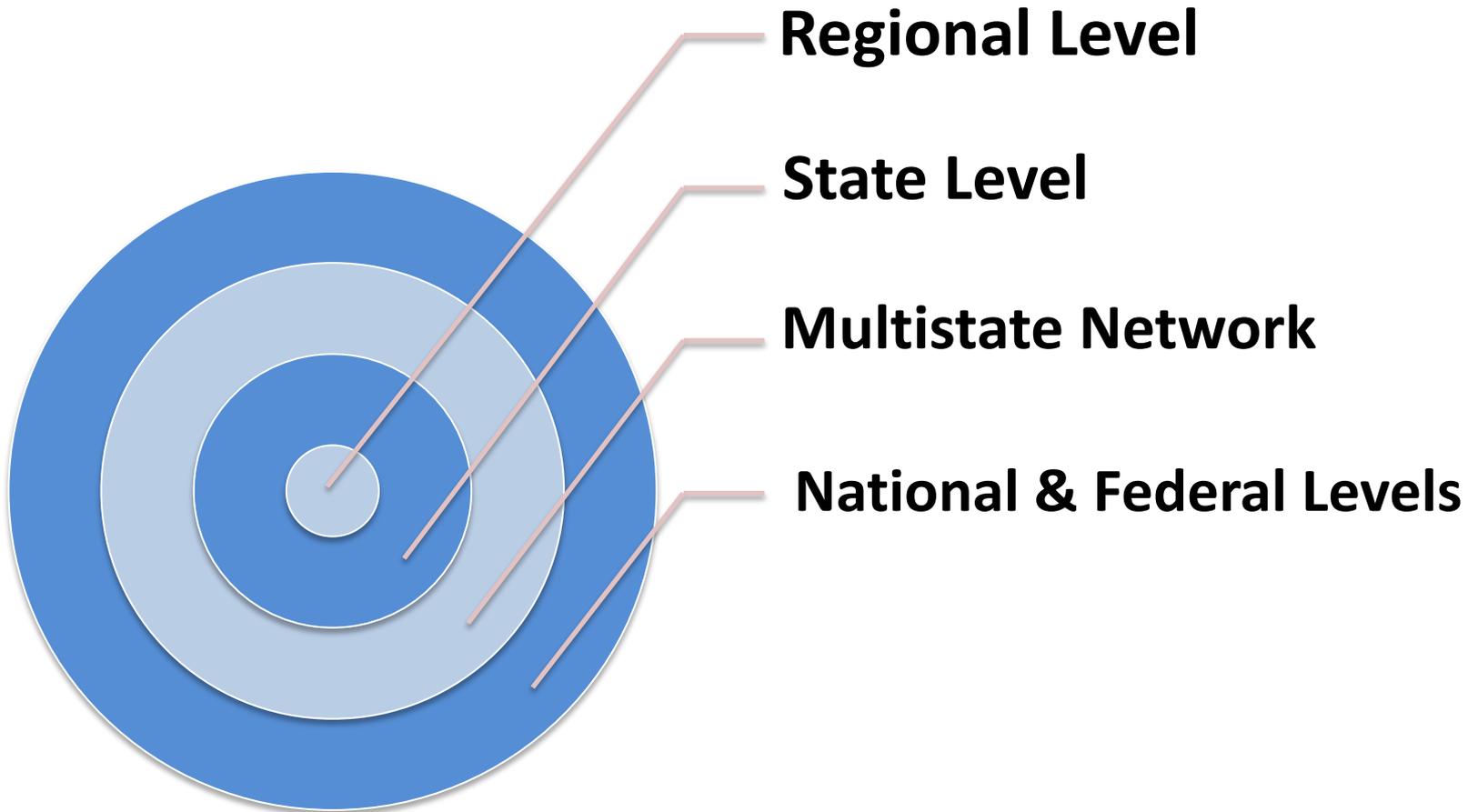


**Eleven states with ~30 regions, rural to urban, serving as starting places for demonstrating success, with a focus on scaling grades 9-14 integrated academic and career pathways statewide. Not a new program or add-on reform, but a strategic alignment and bolstering of existing initiatives to improve education, workforce, and economic outcomes.**

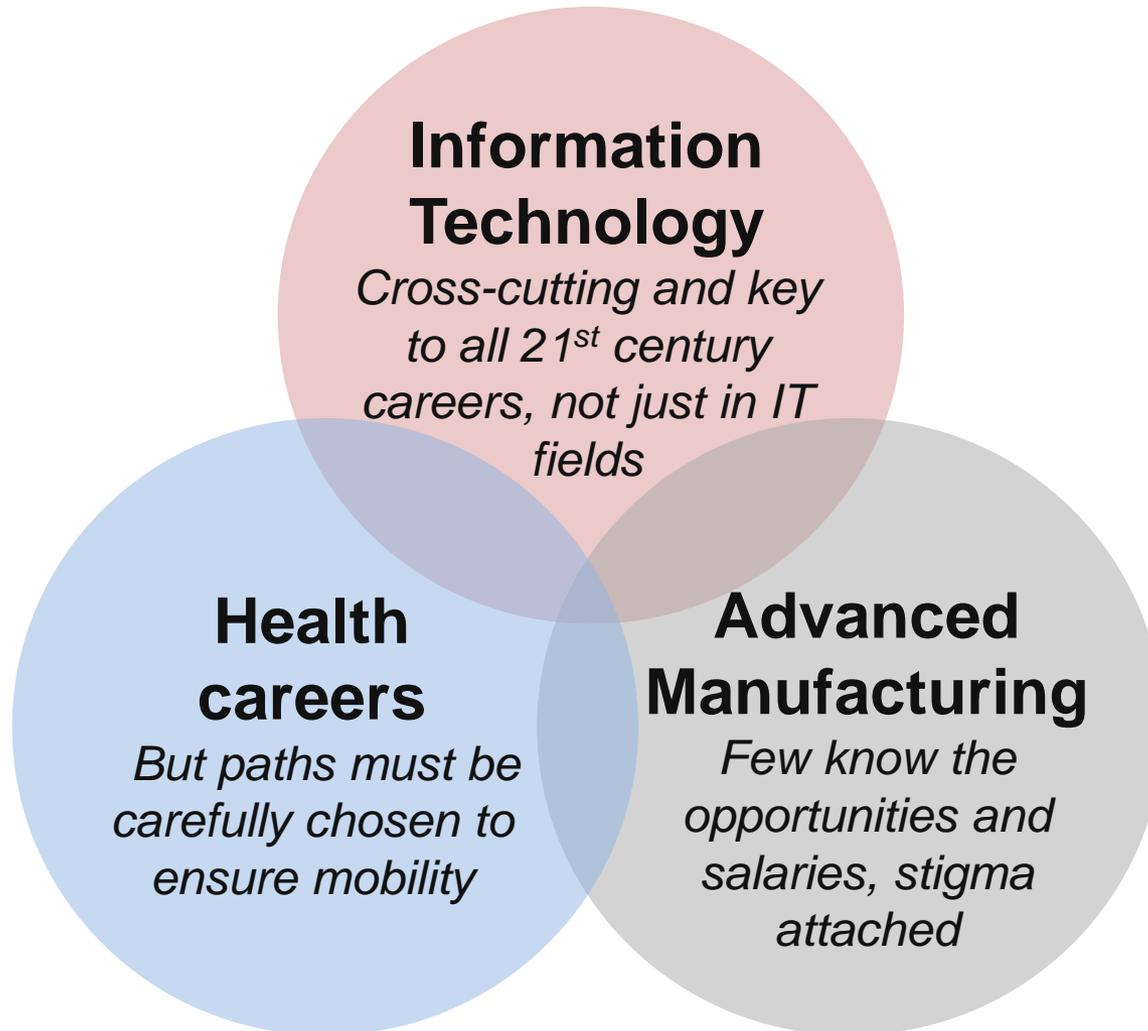
# INTEGRATING & ALIGNING THREE SYSTEMS



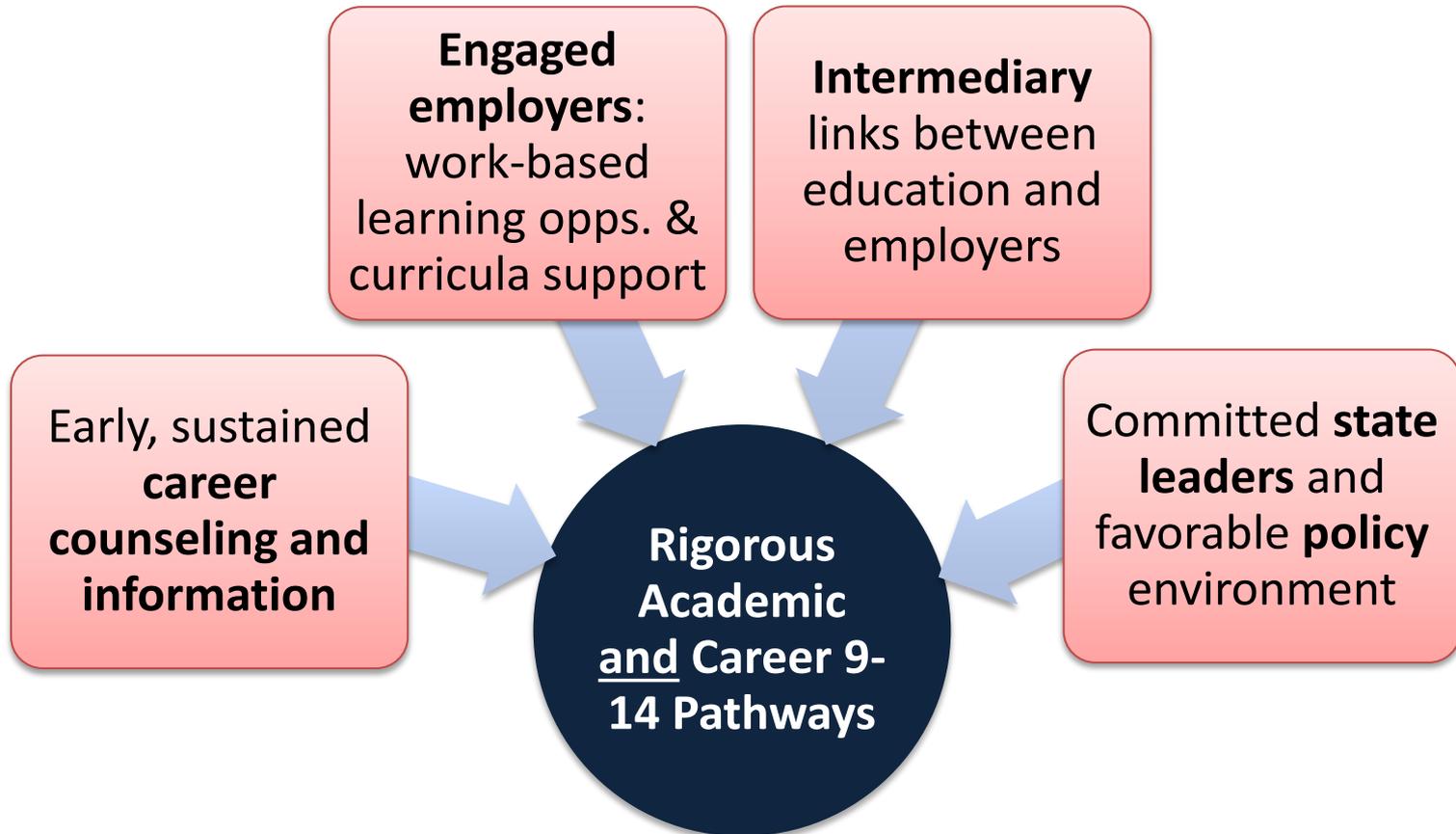
# FOUR LEVELS OF PATHWAYS WORK



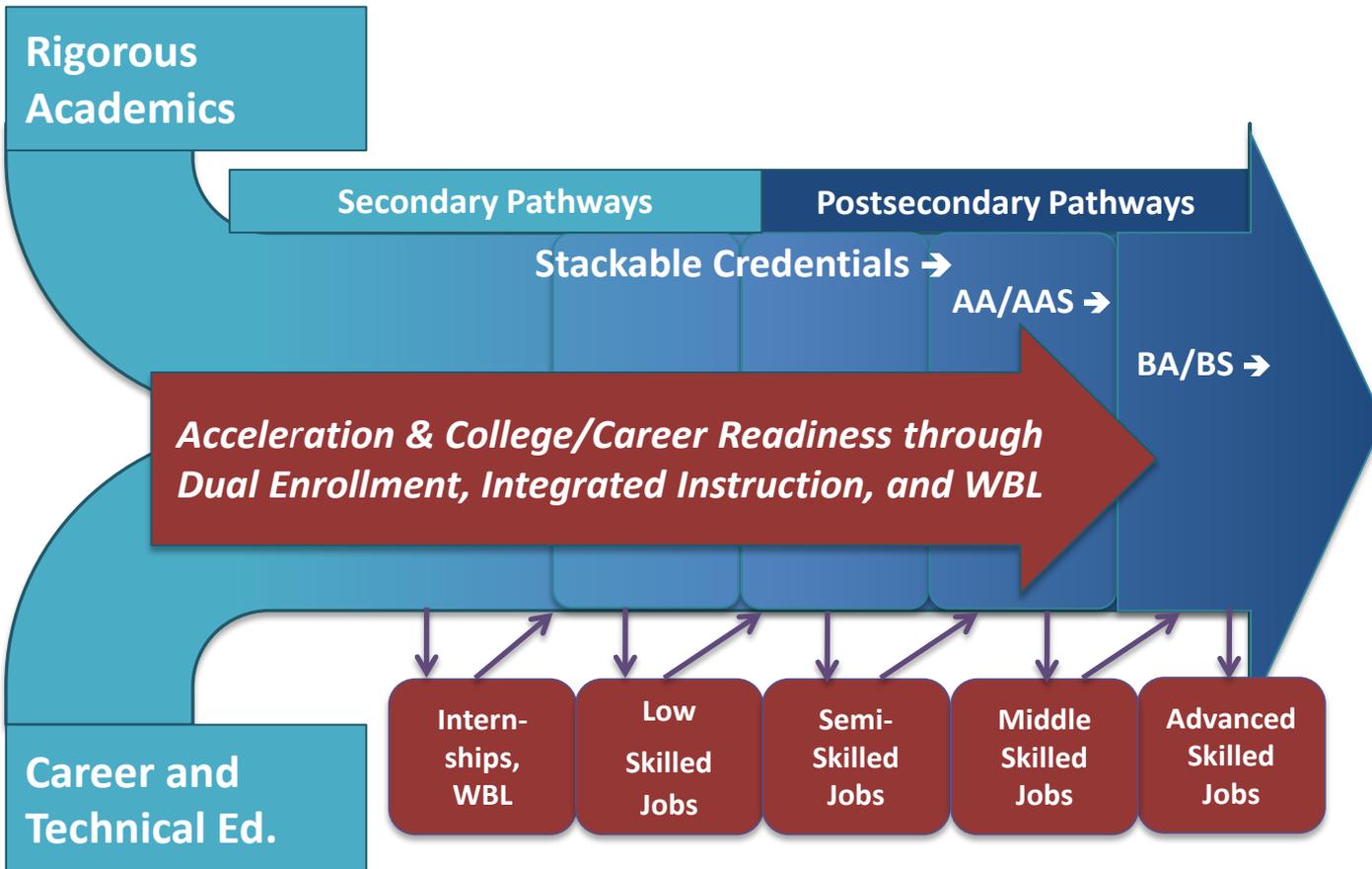
## MOST PREVALENT CAREER AREAS OF FOCUS BASED ON REAL-TIME LABOR MARKET DATA



# KEY PATHWAYS IMPLEMENTATION LEVRS



# GRADES 9-14 INTEGRATED PATHWAYS



**System Outcomes:**

Financially sustainable, aligned and integrated 9-14(+) career pathway systems

Increased number of skilled young professionals with credentials of value to the labor market

State and regional economies develop talent pipelines in key industry sectors

GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES			CREDENTIAL CERTIFICATE DIPLOMA DEGREE	SUGGESTED OCCUPATIONS
					RECOMMENDED ELECTIVE COURSES	OTHER ELECTIVE COURSES	CAREER AND TECHNICAL EDUCATION COURSES		
9	English I	Algebra I	Science	Social Studies	Computer Literacy - IT	Fundamentals of IC3		STRATA Fundamentals	PC Repair Technician
10	English II	Geometry	Science	History of Art	CompTIA A+	Introduction to Networking	Network +	Comptia A+	Networking Associate
11	English III	Algebra II	Health & PE	Social Studies	Network+	Approved Networking Elective		CCENT Comptia Net +	Telecom Cable Technician
12	English IV	Math Elective	Science	Social Studies	Security +	Approved Networking Elective		Security + Server + Linux + KOSSA Networking	Network Cable Installer
13: 1st Semester	Gen Ed - ENG 101 Writing I (3)	Gen Ed/Prereq - MT 150 College Algebra (3)			CIS 120 Program Design (3)	CIS 107 Database Apps (1 hr)	IT 130/132 Web Page Dev (4/3)	CIW Foundations	Networking Security Technician
13: 2nd Semester	Gen Ed - ENG 102 Writing II (3)	Gen Ed - Science with a lab (4)			IT 170 Intro Database (3)	Beginning Programming (3)	CIS 130 Micro Apps (3)		Network Administrator
14: 1st Semester	Gen Ed - Oral Communications (3)	Gen Ed - Social Interactions (3)			Networking Sequence I (3)	Networking Sequence II (3)	IT 250 Intro to Security (4)	Comptia Security +	
14: 2nd Semester	Gen Ed - Heritage / Humanities (3)			Security Elective (3)	Networking Sequence III (3)	IT 252 Attacks and Exploits (4)	IT 254 Firewalls & Perimeters (4)	Associate of Applied Sciences (AAS) KCTCS A+ Certification IT Fundamentals Certificate KCTCS Security Certificate	

Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2)  
(Includes High School to Comm. College; Comm. College to 4-Yr Institution; Opportunity to test out)

**Example pathway in IT: Network Administration/Information Security**, adapted from

<http://education.ky.gov/cte/cter/pages/ctecareerpathways.aspx>; funded by the U. S. Department of Education (VO51B020001)

**JFF/HGSE works with each Pathways to Prosperity Network state and region to prioritize needs and tailor technical assistance and supports to advance the state’s vision and goals:**

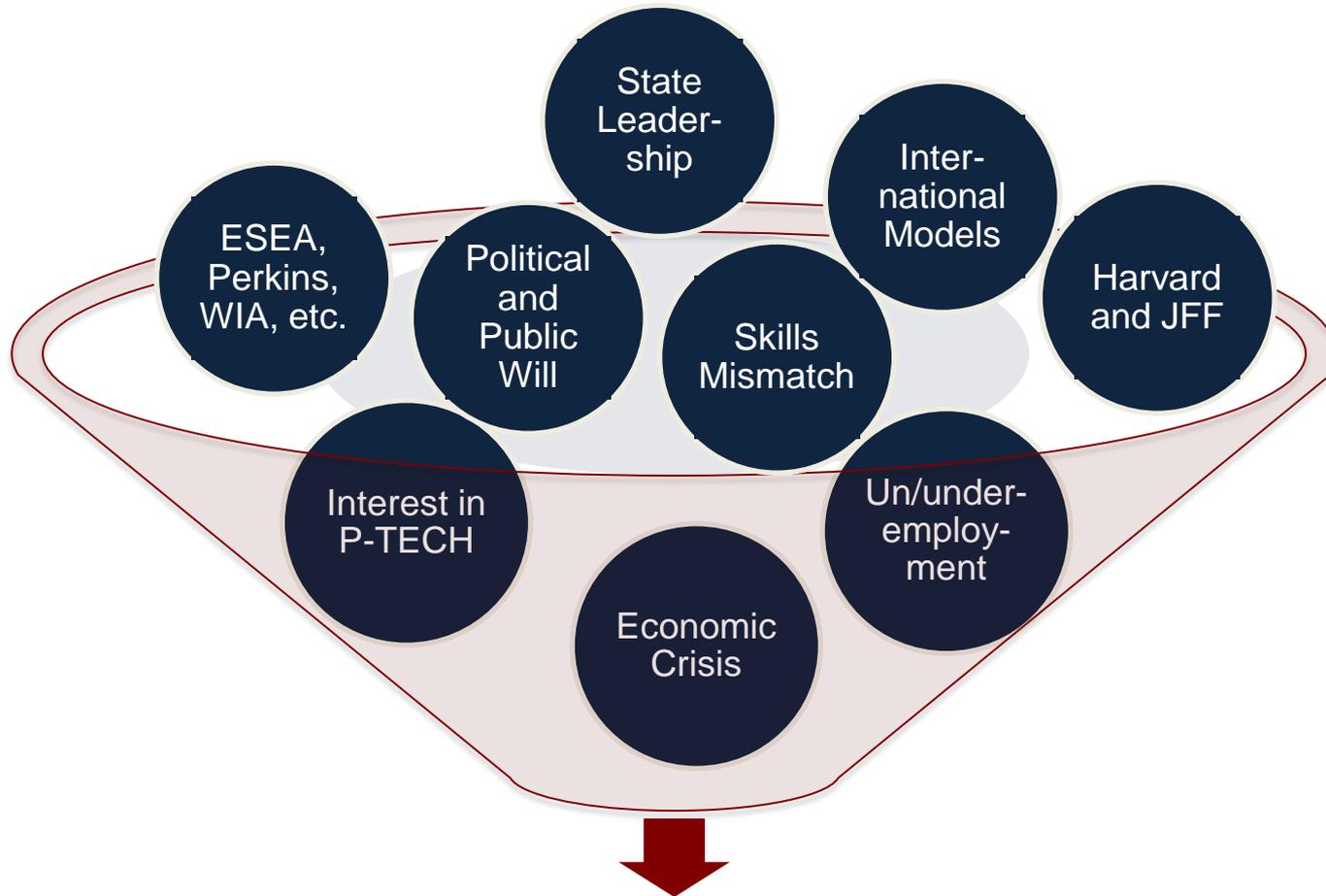
- State Leadership Development
- Asset Mapping
- Regional Pathways Design and Mobilization
- Policy Development
- Communications and Marketing
- Fundraising
- Other JFF Services, which may include:
  - labor market information consulting, early college design services, student-centered learning strategies, instructional improvement coaching, teacher/leader professional development, and others

**Our challenges and emerging successes highlighted in report:**

<http://www.jff.org/sites/default/files/publications/materials/Pathways-to-Prosperity-for-Americas-youth-080514.pdf>



# CONTRIBUTING FACTORS TO “WHY NOW?”



**Potential for systemic transformation & improvement across education and workforce outcomes**

## Composition of leadership team

- Cross-agency leadership
- Home within single agency
- Examples
  - IL Pathways
  - MA Office of College and Career Readiness
  - TN State Planning Team
  - CA partnership among legislature, DOE, and Irvine Foundation
- **What works? Advice, challenges?**

## Jumpstarting regional initiatives

- Funded competitive initiatives requiring all levers
- Examples
  - CPT CA
  - Straight As OH
  - YCC MA
  - Innovation Campuses MO
  - P-TECH replication, NY
    - TN Perkins reserve
- **Challenges in design?**

## LEVER II: 9-14 PATHWAYS POLICIES

### Supportive dual enrollment policies

- Policies in all PtoP states except NY and MA
- New developments of interest
  - TN SAILS
  - TN Promise
  - OH College Credit Plus
- **Barriers, challenges, additions to support pathways? Waivers needed?**

### Supportive CTE policies

- Integration of CTE and college and career readiness standards
- Integration of academic and technical curricula
- Articulation agreements with postsecondary
  - Examples of CTE programs of study and course revisions—high school to postsecondary
    - GA and TN 2012-14

## LEVER III: CAREER INFORMATION AND ADVISING SYSTEMS OPPORTUNITIES

### Student learning plans (SLPs)

- Required in 23 states
- Formalized plan in which students set learning goals based on interests
- Begins in the early grades and continues throughout high school
- Close support of teachers, counselors and parents
- **Could be helpful?  
Challenges?**

### Mandates for school counseling

- Required in 29 states, including CA, GA, MO, and TN
- Certified/licensed educators with a master's degree in school counseling, qualified to address all students' academic, career and personal/social development needs
- **Could be helpful?**
- **Challenges?**

### Community College Career services

- Widely available
- Often support internship placements
- **A matter for state or systems policy?**
- **Other higher ed options to improve student choices through policy?**

## LEVER IV: WORK-BASED LEARNING AND EMPLOYER ENGAGEMENT OPPORTUNITIES

### Employer-targeted policies to incentivize WBL

- Direct subsidies
- Tax breaks
- Training levies
- State supported internships in high demand fields
- Examples
  - MO Youth Opportunity
  - NY Youth Works
  - MA community college internships
- **Not wide spread, potential??**

### Education targeted policies to incentivize WBL

- Expanded learning time
- Credit for work-based learning
- Endorsements, honors, or seals for CTE program of study requiring WBL
- Teacher externships
- Examples
  - ELT in MA
  - OH CTE endorsement
- **Not wide spread, potential??**

## Developing and aggregating WBL opportunities

- KEY INTERMEDIARY TASKS
  - Brokering and distributing WBL opportunities
  - Developing WBL sequences and workplace experiences
  - Providing links to resources
  - Reaching a wide range of in school youth
- Policy Example:
  - IL Learning Exchanges
  - Other state-led examples???

## MA Connecting Activities: Unique Policy Set

- Enables intermediaries (WIBs) to:
  - recruit employers;
  - prepare and place students in work-based learning opportunities;
- Requires use of MA Work-Based Learning Plan.
- RESULT: More learning hours—classroom extended to the workplace; more adults supporting young people.
- Line item in the MA budget since late 1990s
- <http://www.doe.mass.edu/connect/ConnectingActivitiesReport.pdf>

# **DRAWING FROM THE EVIDENCE BASE: EARLY COLLEGE HIGH SCHOOLS**

MAKING THE CASE FOR DUAL ENROLLMENT AS A STRATEGY FOR COLLEGE ENROLLMENT, PERSISTENCE, AND COMPLETION FOR UNDERREPRESENTED STUDENTS

FLOYD COUNTY'S EARLY COLLEGE ACADEMY AS EMERGING KENTUCKY EXAMPLE

# EARLY COLLEGE TODAY

## Fast Facts: Early College High Schools, 2013-14

**Schools:** 280, including grades 9-12, 9-13, and 6-12 schools

**States:** 32

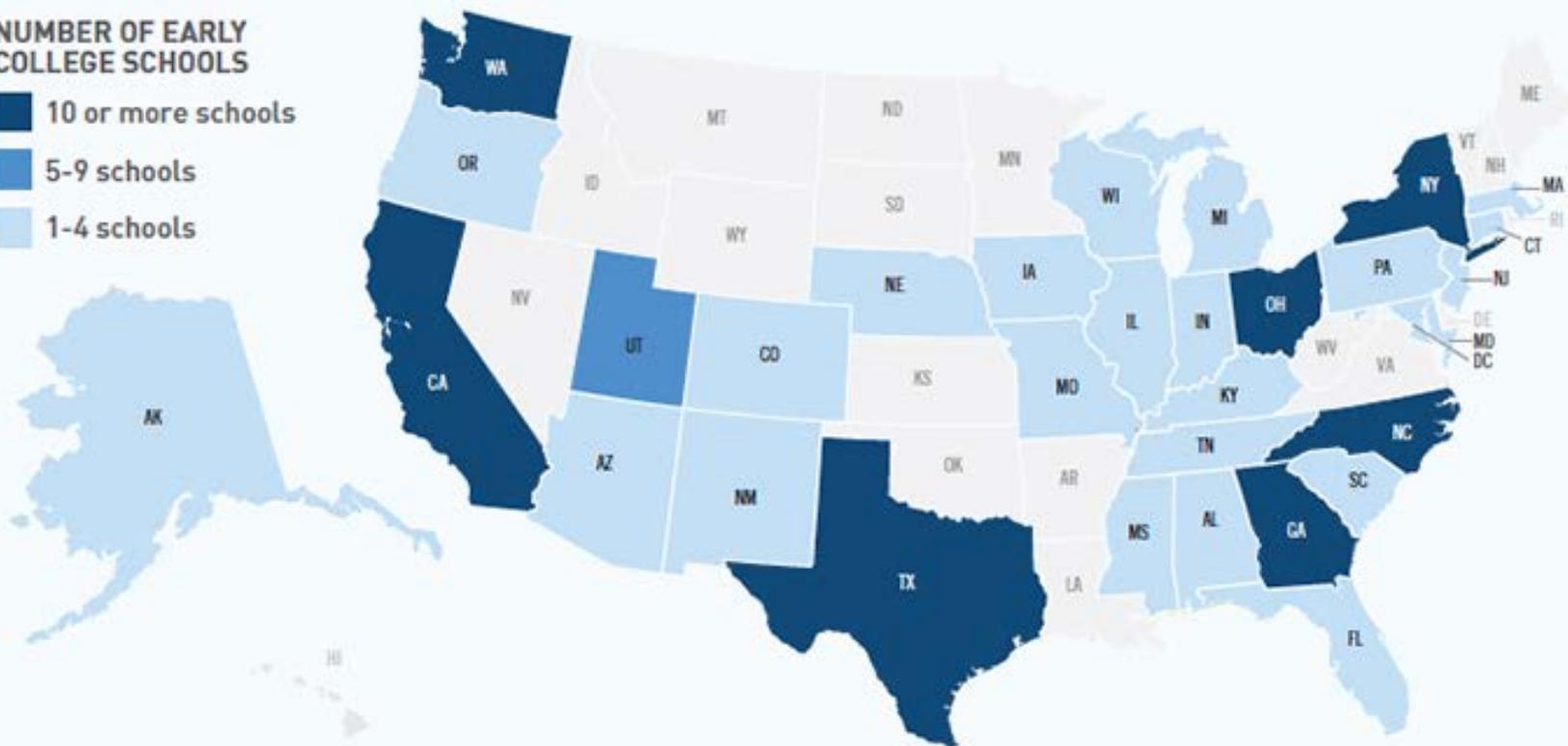
**Students:** 80,000+

**Graduates:** 5,880\*

**New early college schools under development by JFF and partners:** 56

### NUMBER OF EARLY COLLEGE SCHOOLS

-  10 or more schools
-  5-9 schools
-  1-4 schools



## EARLY COLLEGE CORE BELIEFS

- Early College High Schools have **high expectations for all students**
- Every student is **capable of college-level work** or college and career readiness.
- Students need **acceleration**, not remediation.
- Students learn best when **challenged and engaged** by instruction and **rigorous** academic work.

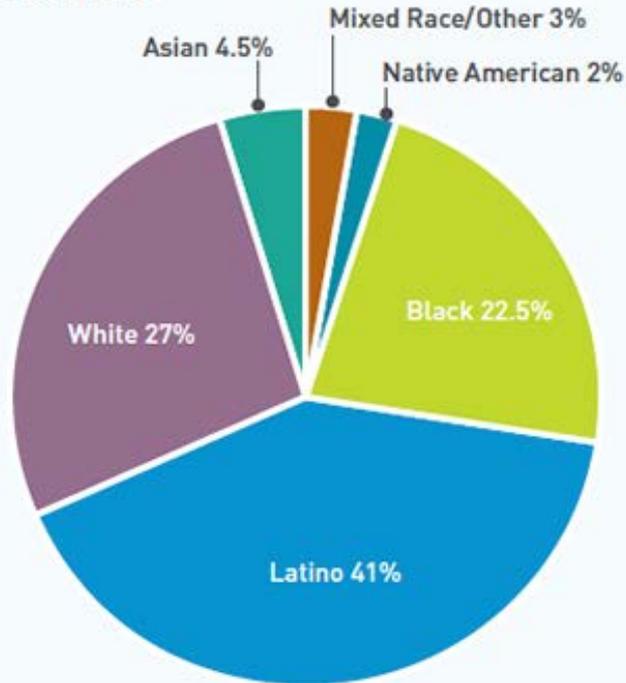


# EARLY COLLEGE STUDENT DEMOGRAPHICS

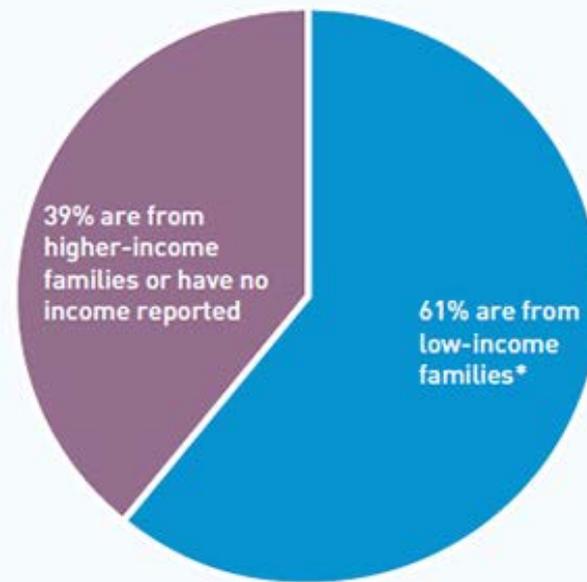
## Who Attends Early College Schools?

Early college schools are committed to serving students from backgrounds underrepresented in higher education.

### RACE AND ETHNICITY OF EARLY COLLEGE STUDENTS



### FAMILY INCOME OF EARLY COLLEGE STUDENTS



56% of early college students are the first in their immediate families to attend college.



# DESIGNING FOR SUCCESS: SUPPORTS FOR ALL, COLLEGE FOR ALL

- College for All Culture
- Engaging Instruction
- Support Services

## **Examples of Student Support Strategies:**

- Formal tutoring program
- AVID college readiness system
- Advisories, houses
- College skills center
- Mentoring
- Summer bridge courses/programs
- College readiness/skills/success classes
- Cohorts of students receiving common supports together
- Parallel courses at the high school for college courses being taken by students
- Test prep (graduation, SAT, PSAT, ACT, college placement tests)



## DESIGNING FOR SUCCESS: COLLEGE IMMERSION VARIATIONS

**Early college high school is on a college campus**  
(44% of schools)

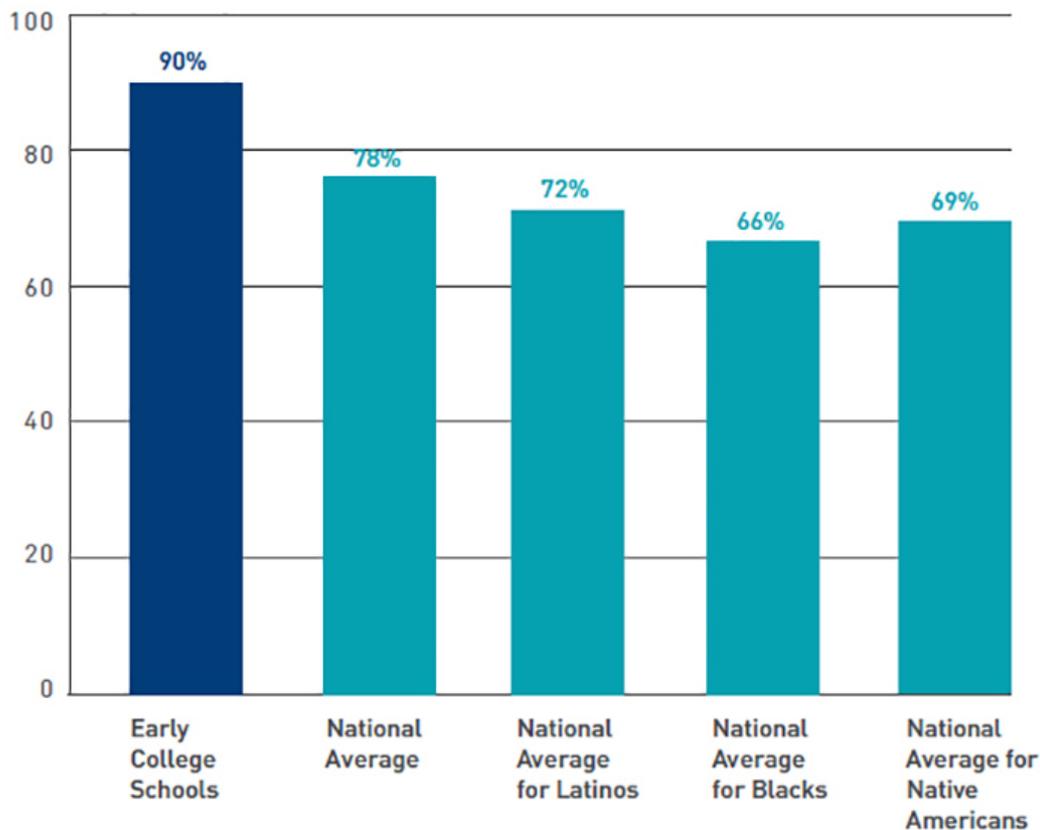
**Students take college classes on a college campus, early college high school is physically separate.**

**Students take college classes in their early college high school building, with college faculty coming in, or high school instructors are adjunct college faculty.**  
(<25% of schools)

# A DECADE OF SUCCESS: INCREASING HIGH SCHOOL GRADUATION RATES

**Key finding: Early college students are more likely to graduate high school.**

Four-year High School Graduation Rates



# A DECADE OF SUCCESS: INCREASING COLLEGE CREDIT COMPLETION

**Key finding: Early college students are more likely to earn substantial college credit in high school.**

## College Credits Earned in High School



### Early College High Schools

**94%** of early college students earn college credit in high school

versus



### High Schools Nationwide

**10%** of high school students nationally earn college credit in high school

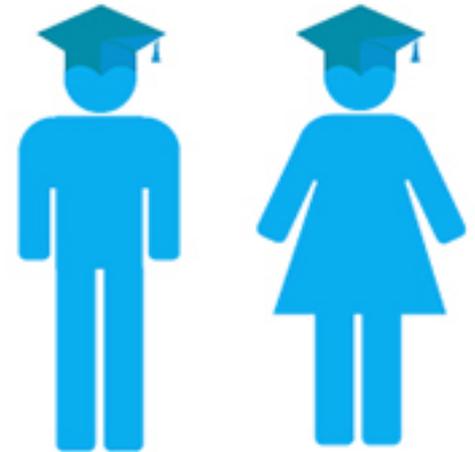
# A DECADE OF SUCCESS: INCREASING POSTSECONDARY CREDENTIAL ATTAINMENT

**Key finding: Early college students are more likely to earn an Associate's degree or other postsecondary credential in high school.**

## College Credentials Earned in High School



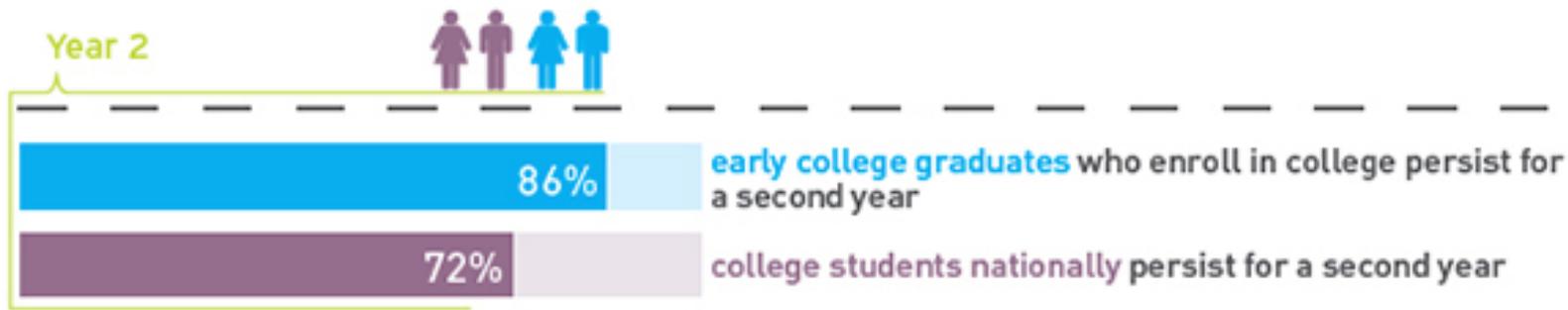
about **1** in every **3** early college students  
earn an Associate's degree  
or other postsecondary credential  
prior to graduating from high school



# A DECADE OF SUCCESS: INCREASING POSTSECONDARY PERSISTENCE

**Key finding: Early college students are more likely to return to college for a second year, a major factor in postsecondary persistence**

## College Persistence





## **JOBS FOR THE FUTURE**

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