



# Perkins Application: Postsecondary Data, Dual and Concurrent Credits 4-19-21

Kansas State Department of Education  
CTE Team

A NEW Vision for Kansas ...



Kansas leads the **world** in  
the success of each student

# Why Postsecondary Credits?

State Plan and Definitions



# Perkins State Plan

## D. ACCOUNTABILITY FOR RESULTS

- 1) Identify and include at least one (1) of the following indicators of CTE program quality—
  - a) the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
  - b) the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
  - c) the percentage of CTE concentrators graduating from high school having participated in work based learning. *(Section 113(b)(2)(A)(iv)(I) of Perkins V)*

Kansas has chosen to measure the percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant CTE programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

- 2) Include any other measure(s) of student success in CTE that are statewide, valid, and reliable, and comparable across the State. *(Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.*

Kansas is not utilizing any additional program quality measure(s).

- 3) Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

5S2 – Postsecondary Credits Attained Numerator: Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year. Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.



# Concurrent Enrollment

Concurrent and Dual Enrollment partnerships and Early College Programs successfully transition students from secondary to postsecondary.

Concurrent enrollment is:

- The subset of dual enrollment courses taught **by college-approved high school teachers in a secondary environment.**

Concurrent enrollment is:

- a low-cost, scalable model for bringing college courses to students in urban, suburban, and rural high schools and secondary career centers.

- How students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.

Concurrent enrollment

- facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

Concurrent enrollment



- Differs from other models of dual enrollment because **high school instructors teach the college courses.**





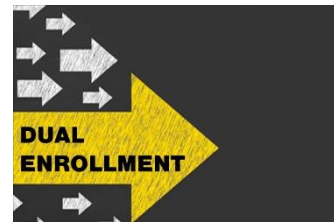
# Types of Dual Enrollment Coursework

Concurrent enrollment courses share some elements or characteristics with other dual enrollment models, such as programs in which:

- A high school **student** travels to the college campus. → 
- College **faculty** travel to the high school or secondary career center. ← 
- A high school **student** takes a course from a college instructor **via distance education**, either synchronous via interactive video or an asynchronous online platform.



# More Types of Dual Enrollment



## Distinct From Other Technical Course Alignment Mechanisms

- **Articulated credit** is provided when an individual college **retroactively assigns credit for high school coursework upon matriculation**.
  - In **concurrent and dual enrollment** courses, students receive a transcript based on performance in a college course.

## Different From Credit By Exam Options

- **Advanced Placement, International Baccalaureate, and Project Lead the Way are advanced high school courses** where standardized tests are used to assess students' knowledge at the end of a course. Some colleges and universities will place students out of entry-level courses and/or provide credit-by-exam based on students' performance on these exams.
  - Concurrent and dual enrollment courses are **actual credit-bearing college courses**.
  - Concurrent and dual enrollment students **earn a college grade** based on multiple and varied assessments throughout a course, not just from one high-stakes test.
  - Concurrent and dual enrollment students **earn transcribed college credit** at the time they successfully pass the course, **NOT** retroactively for prior learning.



# Concurrent and Dual Enrollment



## Concurrent Enrollment

- The subset of dual enrollment courses taught **by college-approved high school teachers in a secondary environment**
- Facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum
- Successfully transition students from secondary to postsecondary.

## Dual Enrollment

- A high school **student** travels to the college campus.
- College **faculty** travel to the high school or secondary career center.
- A high school **student** takes a course from a college instructor **via distance education**, either synchronous via interactive video or an asynchronous online platform.



# Dual Enrollment Programs

## Concurrent Enrollment:

*High school teacher provides college credit class on high school campus*

## Dual Enrollment:

*A high school student travels to the college campus.*

*College faculty travel to the high school or secondary career center.*

*A high school student takes a course from a college instructor via distance education, either synchronous via interactive video or an asynchronous online platform*

## Articulated Credit:

*Retroactively assigns credit for high school coursework upon matriculation*

## Credit by Exam (Advanced Placement, International Baccalaureate, and Project Lead the Way):

*Advanced high school courses where Standardized tests are used to assess students' knowledge at the end of a course.*

*Some colleges and universities will place students out of entry-level courses and/or provide credit-by-exam based on students' performance on these examinations.*

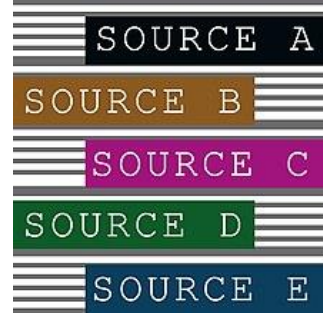


# Tracking Post Secondary Credits

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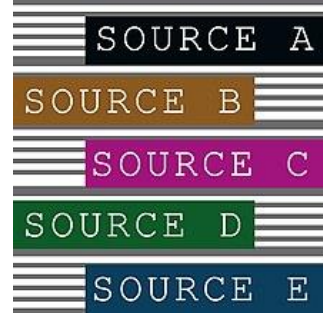
# Multiple Data Sources



- Local Data (Student Information System)
  - Post secondary dual or concurrent courses (including Technical School credits), IB credits, PLTW and Advanced Placement credits are typically identified as college credit-bearing by course code and title.
  - Work with your data staff to:
    - Identify courses qualifying for post secondary credit
    - Create and pull these reports in a comma delimited version
    - Create and maintain a database or spreadsheet of credits earned



# Multiple Data Sources Continued



- National Student Clearinghouse Data
  - NSC is a commonly used source of postsecondary education data.
  - NSC tracks college enrollment, persistence, and degree completion data for more than 3,600 colleges and universities, which include more than 99% of enrolled students in the United States
  - NSC partners with institutions to track more detailed data (see <https://www.studentclearinghouse.org/colleges/studenttracker/>).
  - Work with your Data staff to cross reference local data with NSC data to ensure you have consistent data



# Multiple Data Sources Continued



- Data from in-state 2- or 4-year colleges:
  - KSDE has a data sharing agreement with KBOR and this information is currently populating the Summary Report in the Pathways System. This is a new process, and unfortunately, the data reported on the detailed report is incorrect.



# KCMS

College/ Career Field in KCCMS	(.5) Funded	Approved in Pathway (KCAN record needed)	Earns College Credit
C	Yes	Yes	Yes
F	Yes	Yes	No
L*	No*	Yes	Yes
R*	No*	No	Yes
X	No	Yes	No
T	No	No	No

\*Can receive funding based on Excel in CTE (formerly Senate Bill 155)

KCCMS Course Code	Funded?
X- Introductory course in an approved Pathway	NOT FUNDED
F- All technical and application level courses in an approved Pathway in which <b>only</b> high school credit is earned by the student.	FUNDED
C – All technical and application level courses in an approved Pathway that are <b>NOT</b> Excel in CTE eligible, but <b>DO</b> earn Dual Credit.	FUNDED
L*- Any course from the <b>Excel in CTE</b> list that is selected in an approved Pathway (Introductory, Technical or Application Level) in which high school credit and college credit is earned.	NOT FUNDED
R* - CTE course <b>NOT</b> part of an approved Pathway (introductory, Technical, or Application level) in which high school credit and college credit is earned.	NOT FUNDED
T- CTE course <b>NOT</b> part of an approved Pathway in which only high school credit is earned.	NOT FUNDED

(\*state aid is provided for these courses in the form of tuition reimbursement for high school students from KBOR to the post-secondary institution offering the college credit. See Excel in CTE (Old SB155))





# Sample Post Secondary Tracking Document

Sample Post Secondary Tracking - Excel

File Home Insert Draw Page Layout Formulas Data Review View Help ACROBAT Tell me what you want to do

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	A	B	C	D	E	F	G	H
	Student Name	Student Grade	Student ID	Pathway	Course #	Course Title	Credits	Institution
1								
2								
3								
4								
5								
6								
7								
8								
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SP 2020 F2020 SP2021



# FY22 Perkins Application

Five Principles to Advance Equity in High-Quality Dual  
Enrollment





# EQUITY- Set A Shared Vision And Goals That Prioritize Equity

- The most equitable dual enrollment programs are driven by clear and thoughtful vision, strategy, and goals, and they have made the success of all students a priority.
- College presidents, K-12 superintendents, and high school principals make clear why they are committing to equity in dual enrollment and communicate that vision to stakeholders.
- Where dual enrollment succeeds, it's also because leaders have considered all the policy and revenue implications, committed to doing what is best for students, and allocated resources accordingly—even when faced with financial disincentives.



# EQUITY- Expand Equitable Access

- Colleges and high schools with equitable dual enrollment programs build cultures in which all students—especially students of color—see college and college acceleration as viable, desirable options.
- Often eligibility is limited to students who are prepared to pass high-stakes placement tests, secure their own transportation to campus, and pay tuition and fees.
- Partnerships that have narrowed equity gaps work tirelessly to remove these barriers. They make acceleration the default, encourage all students to enroll, and revamp systems to increase the number of eligible students and support them in participating.





# EQUITY- Provide advising and supports that ensure equitable student outcomes

- The best dual enrollment systems systematically offer excellent advising, going above and beyond to nurture students.
- They help students understand the degrees and pathways that match their life goals and may lead to well paying careers.
- They help students design course plans that meet their high school requirements and set them up to fulfill their college and career goals.
- College and high school teams coordinate with one another on each student's progress and provide extra help to students who need it.



# EQUITY- Provide High-quality Instruction That Builds Students' Competence And Confidence



- College work can be difficult even for students who took advanced courses in their K-12 schools, and dual enrollment providers who are committed to equity mindfully bridge this gap.
- They orient college faculty to teaching students new to college learning, and when dual enrollment is taught in high schools, they help high school teachers teach to college-level expectations.
- They collaborate to ensure that dual enrollment courses meet quality standards no matter where or by whom they are taught, that students are oriented to college style teaching and norms, and that curricula are culturally responsive to all populations.





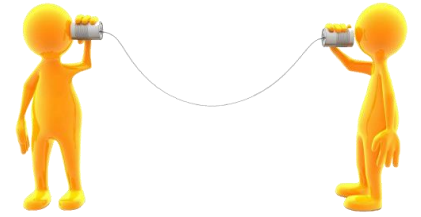


## EQUITY- Organize Teams And Develop Relationships To Maximize Potential

- A dual enrollment program can achieve equitable outcomes only when leaders and practitioners at the high school, district, and college trust each other and are similarly committed to equity-oriented goals.
- They work together to solve shared problems, including lower participation and success rates of students of color. They prioritize innovations that remove barriers to participation for these students and support them to ensure they're successful.
- They regularly talk through challenges in their work, and they exchange data to assess programs, monitor equity gaps, and make improvements.



# Create Opportunities to Communicate



- Build a positive relationship with the schools with which your students are earning dual credit
- Improve communication by coordinating quarterly meetings with college staff involved with the dual credit process:
  - Post secondary and high school dual credit coordinators
  - Post secondary admissions and enrollment staff
  - High School counselors and administrators
  - High School administrators/ department heads and Postsecondary department heads
  - college and/or high school placement testing staff



# Questions?



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