



**Dual Enrollment
2008-09
Final Report**

Table of Contents

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I.	High School Reform Expectations in Pennsylvania	1
II.	Dual Enrollment: A High School Reform Strategy	2
III.	Dual Enrollment Funding	3
IV.	Dual Enrollment 2008-09: Overview and Highlights	4
	A .Dual Enrollment helps students prepare for postsecondary succeed by giving them firsthand exposure to college-level work.....	4
	B. Dual Enrollment supports students as they make the transition From high school to postsecondary education	4
	C. Dual Enrollment increases students’ access to postsecondary Education	5
V.	Dual Enrollment Specialty Program 2008-09 Overview and Highlight	6
	A. Early College High School	6
	B. Middle College High School	7
	C. Gateway to College	7
VI.	Challenges and Opportunities: Looking Ahead	8

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February 2010

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For more information about the Dual Enrollment program visit:
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Dual Enrollment 2008-09 Final Report

I. High School Reform Expectations in Pennsylvania

Expectations for Pennsylvania students are higher than ever before. These expectations, driven by the ever-increasing demands of our knowledge-based economy, flow out of the need to prepare all students to compete globally, not just with other states and regions of the U.S.

To be competitive all Pennsylvania students must graduate from high school prepared to enter college and the high-skills workforce. High schools must provide students a rigorous curriculum that prepares them to transition successfully from high school to postsecondary education and careers. Governor Rendell has introduced several initiatives aimed at reforming Pennsylvania's high schools to increase student achievement.

One of those initiatives is Dual Enrollment. The Dual Enrollment program encourages a broad range of diverse students to experience postsecondary coursework and its increased academic rigor, while still being supported in the high school environment. The program allows high school juniors and seniors to take college-level, credit bearing courses at postsecondary institutions and receive secondary and postsecondary credit.

A total of \$43 million has been allocated for the program since its inception in 2005. Twenty-two percent of funds are now targeted funds to support low-income students, and the program also provides the opportunity for specialized programming to enhance college and career readiness among at-risk students through the Early College High School, Middle College High School, and Gateway to College (EMG programs).

Consistently over the past few years of the program, the most significant benefit is the opportunity for seniors to experience the realities of college in their senior year. Students tell us that taking college courses has shown them how they need to accept responsibility for their academic work and to manage their time better. They also have mentioned that it is helpful to be familiar with a college syllabus and to receive feedback on their writing at the collegiate level. The primary impact on student achievement is that the students are highly motivated to do well in their college courses, which might not have been true for a typical senior year course. Students participating in Dual Enrollment courses experience the converse of senioritis! Teachers report being gratified that their students were prepared by Upper Darby High School to do well in a post secondary setting. Upper Darby School District Grant Coordinator.

II. Dual Enrollment: A High School Reform Strategy

Pennsylvania's Dual Enrollment Program allows high school students to earn high school and college credits for satisfactorily completing non remedial college courses. Dual Enrollment funding is distributed through a formula that allows the Pennsylvania Department of Education to meet the following goals:

- Prepare students for postsecondary success by giving them firsthand exposure to college-level work.
- Support students as they make the transition from high school to postsecondary education.
- Increase students' access to postsecondary education—especially those from underserved populations.
- Provide at-risk students supportive, academically challenging environments where they can get a fresh start on learning.

Besides the obvious benefit of being able to take a college class in high school, it was extremely beneficial to the students as a motivator by proving to them that they can do the work! Students were extremely proud of this fact and were motivated by possible savings when they go to college. Most importantly, they felt self worth in their abilities. Allentown City School District Executive Director of Secondary Education

The need for Dual Enrollment programs is clear:

- These programs are a proven method for increasing postsecondary participation rates among all students, particularly among underrepresented populations, including African American and Latino students.¹
- Approximately half of students entering college take remedial courses. Dual Enrollment programs help students better prepare for the rigors of college and decrease the need for remedial courses.
- As tuition costs have increased nationwide, low-income students are less likely to have the financial resources for higher education opportunities. Dual Enrollment programs help low-income students offset postsecondary costs and increase their ability to enter college and succeed.¹

¹ *The American Freshman - Forty Year Trends, University of California-Los Angeles. January 2008.*

- According to the U.S. Department of Education, college credits earned prior to high school graduation reduce the average time-to-degree and increase the likelihood of graduation for the students who participate in these programs. Time-to-degree average for students was 4.65 compared to 4.25 years for students who earned nine or more credits.^{2 and 3}
- The U.S. Department of Education also estimates that one in four students who earned a graduate degree earned nine or more credits through Dual Enrollment Program.
- Dual Enrollment Program can give the student a chance to experience college-level work while still in the supportive atmosphere of high school with the assistance of collaborating high school and college teachers.

III. Dual Enrollment Funding

The state's investment in Dual Enrollment is reaping results for students, families, educators and schools across Pennsylvania. The Dual Enrollment Program is enhancing access to postsecondary opportunities for Pennsylvania high school students, with an emphasis on those who might not otherwise pursue higher education.

Dual Enrollment has seen continued growth since the school year 2007-08. Ten million dollars of dedicated funds were invested for the 2008-09 school year. The percentage of growth over this one year period, as reported in the Final Expenditure Reports from the school districts, is as follows:

- A 24.2% increase in student participation, from 14,432 to 17,930.
- A 33% increase in the number of class enrollments, from 20,730 to 27,575.
- A 6.3% increase in the number of participating districts and Career and Technology Centers (CTCs), from 363 to 386.

Dual Enrollment funding is distributed to school districts and CTCs in a manner that is designed to provide funding for every student participating in the program while ensuring greater access for low-income students. In the 2008-09, school year Dual Enrollment funds were distributed as follows:

- \$6.6 million was provided in the form of Dual Enrollment grants to students in participating school districts and CTCs. Each school district's aid ratio was used to determine its share of the available resources. Because demand was greater than the amount of available funds, each school district and CTC received a prorated share of its request.
- \$2.2 million, or 22% of available funds, was used to provide supplemental Dual Enrollment grants on behalf of low-income students in accordance with the statute.
- \$600,000 was used to support students enrolled in the three innovative EMG programs. The Dual Enrollment enacting law limited these supplemental Dual Enrollment grants to 6% of all available funds.

² *Dual Enrollment: Policy Issues Confronting State Policymakers*. Carl Krueger. March 2006.

³ *On Ramp to College: A State Policymakers Guide to Dual Enrollment*. Hoffman et al. May 2008.

- \$600,000 was made available to provide Dual Enrollment grants on behalf of nonpublic, private, charter school and home education students through their district of residence, provided the district was a participating school district. The Dual Enrollment enacting law limited grants for these students to 6% of all available funds.

IV. Dual Enrollment 2008-09: Overview and Highlights

A. Dual Enrollment helps students prepare for postsecondary success by giving them firsthand exposure to college-level work.

Dual Enrollment continues to help more Pennsylvania students become ready to compete and succeed in postsecondary education and careers.

- 17,930 students participated in Dual Enrollment classes, occupying a total of 27,575 class enrollments in 2,484 different college courses, a 17.7% increase in student participation over the previous year and a 24.2% increase in the number of class enrollments.
- Approved institutions of higher education participating in Dual Enrollment included all 14 Pennsylvania community colleges and seven of their branch campuses, 13 state owned institutions and four of their branch campuses, four state-related institutions and 21 of their branch campuses, 53 private institutions and one out-of-state institution, Allegany College of Maryland, which is approved to offer instruction in Pennsylvania.

Providing the 11th and 12th grade students of the Chambersburg School District with an opportunity to attend at least one college course at a reduced cost exposes these students to the demands and challenges associated with college academics. This also helps prepare these students for the expectations of college course work and provides some marginal students with the "college experience" to assist them with their decision making process. We had one student who was economically disadvantaged who had the skills to attend college, but questioned whether she would be attending college. After successfully completing two college classes through the Dual Enrollment Program, she decided to apply to college. She ended up receiving a full academic scholarship to the Dual Enrollment college partner where she had taken these courses. Chambersburg School District Counseling Supervisor.

B. Dual Enrollment supports students as they make the transition from high school to postsecondary education.

Participating students meet the challenge of Dual Enrollment courses and are on the path to high school and postsecondary success.

- Students passed 89.5% of the Dual Enrollment courses in which they were enrolled.
- 315 districts/CTCs (82% of those participating) allowed Dual Enrollment courses to be counted as core academic credits toward high school graduation.
- 213 districts/CTCs (55% of those participating) are keeping track of their participating students as they enter college and postsecondary careers.
- Dual Enrollment students took a wide variety of courses covering a range of subject areas, including Social Sciences (39%), Science and Math (31%), English/Language Arts (25%) and World Languages (5%). Some of the more specialized course work included:
 - Climate Change, Energy and Biodiversity
 - Human Body: Form and Function
 - Mandarin Chinese
 - Arabic
 - Ordinary and Partial Differential Equations

C. Dual Enrollment increases students' access to postsecondary education.

Participating districts and CTCs structured programs to encourage a broad range of students to participate and achieve in their courses.

- 3,654 participating students (20.4% of participants) were from low-income families. The majority of these students were from high-poverty districts that would be unable to support students' postsecondary experiences without the help of the Dual Enrollment Grant Program. Although low-income student participation as a percentage of total program enrollments was 2% lower than the previous year, the number of low-income students enrolled was actually 12.5% higher than the previous year.
- Courses took place at various times of the day; during school, after school and on weekends.
- 71% of courses took place on campuses of postsecondary institutions, 24% took place on high school campuses and 5% took place in other venues or formats, including online courses and via distance learning.
- 38% of courses were offered by local community colleges, 27% were offered by private institutions, 19% were offered by state-related institutions, 14% were offered by state owned institutions, and 2% were offered by the one out-of-state institution that serves participating school districts.

V. Dual Enrollment Specialty Programs 2008-09 Overview and Highlights

Dual Enrollment specialty programs provide at-risk students supportive and academically challenging environments.

In addition to regular Dual Enrollment courses, grants also supported specialized programming for students who were underperforming or who had disengaged from their own high schools to become re-engaged in learning, earn their diplomas and pursue postsecondary education and careers. In the school year 2008-09, a total of \$600,000 was dedicated to these programs, with a total of 448 students participating. Districts participating in the Early College High School, Middle College High School and Gateway to College programs have cited the following reasons for success:

- Smaller learning environments with an adult hands-on focus
- Free from traditional high school popular culture
- More focused and individualized instruction provided by postsecondary instructors
- Increased autonomy, combined with enhanced learning support, helped motivate students who previously lacked motivation
- Advantages of a campus setting removed from the traditional high school environment
- Credit earned toward a postsecondary credential serves as a future-oriented motivator

A Middle College graduate contacted one of our district teachers this year. Her words express the profound positive impact a program like this can have on a young person: "I remember when you came to my meeting at my outpatient program..... You and (my school counselor) told me that I would be attending Middle College. Going to that school was the best opportunity; I am so thankful that you were able to help me get to that point. ... I can't believe I am a college student. I was responsible enough to make it on my own and get good enough grades to be admitted full-time...." Tredyffrin-Easttown School District

A. Early College High School

- Early College High Schools (ECHS) are designed so low-income youth, first-generation college students, English Language Learner students, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a tuition free Bachelor's degree.

- ECHS programs are based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges.
- ECHS blends high school and college in a rigorous yet supportive program by compressing the time it takes to complete a high school diploma and courses necessary in the first two years of college.
- Since 2002, almost 160 schools in 24 states and the District of Columbia were involved in ECHS.

B. Middle College High School

- Middle College High Schools (MCHS) focus on academically able but, underachieving students, who are at risk of dropping out and often have high absenteeism.
- MCHS serve a segment of the student population that does not function optimally in a traditional high school environment and are not identified with Individualized Education Plans.
- Of the 30 middle colleges nationwide, two are in Pennsylvania: Delaware County Community College and the Community College of Allegheny at its Boyce Campus in Monroeville.
- Twenty districts participated in two Middle College High College programs operated by the Community College of Allegheny County and the Delaware County Community College.

C. Gateway to College

- Gateway to College programs serve at-risk youth, 16-20 years old, who have already dropped out of school.
- Gateway to College gives students an opportunity to earn a high school diploma at the same time they are earning college credits.
- Students simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate from the postsecondary institution.
- Philadelphia School District participated in the state's only Gateway to College Program in collaboration with the Community College of Philadelphia.

VI. Challenges and Opportunities: Looking Ahead

The Dual Enrollment Program provides thousands of Pennsylvania students the financial support necessary to experience college level course work before leaving high school. For the 2009-10 school year, funding for the Dual Enrollment Program was reduced to \$8 million. Consequently three school districts cancelled the Dual Enrollment Program altogether. Other school districts had to make adjustments, resulting in cancellation of either the fall or spring semester. The reduction in overall funding likewise resulted in a dramatic decrease in the percentage of funding to all grant categories, including low-income supplemental grants, the EMG specialty programs, and funds for private, nonpublic, charter school and home education students.

Due to the extraordinary demand and interest on the part of students, this funding was outpaced by an increase in requests for Dual Enrollment funds, as can be seen in the chart below.

	Requested Amount	Funded Amount	% Funded
2005-06	\$11.2 million	\$5 million	45%
2006-07	\$16.0 million	\$8 million	50%
2007-08	\$17.3 million	\$10 million	58%
2008-09	\$28.0 million	\$10 million	36%
2009-10	\$37.7 million	\$8 million	21%

The level of reimbursement students receive directly affects their participation in the program, especially for low-income students. The number of low-income students participating in 2008-09 reached an all-time high of 3,654; however, total participation requests increased 24% even as the level of funding remained constant at \$10 million. This means that the amount of funds available to each participating student was less than in the previous year. Thus, while low-income students comprised 21.4% of total participants last year (almost at the 22% low-income supplement maximum), the percentage as a fraction of total participation dropped to 20.4% in 2008-09.

Low-income students rely upon the state subsidy that covers tuition, books and transportation. When the subsidy is reduced or redistributed due to a higher number of overall participants, these students are not able to make up the difference financially. It is likely that some low-income students chose not to participate at all due to the fact that the state subsidy would not cover as much of their costs as in the previous years. Low-income students who did choose to participate were more likely to take fewer Dual Enrollment courses than students who were not identifies as low-income. In 2007-08, low-income students and non-low-income students both took, on average, approximately 1.4 Dual Enrollment courses during the school year. In 2008-09, however, low-income students took an average of 1.3 courses, while non-low-income students took an average of 1.6 courses.

In all probability, the situation will not improve during School Year 2009-10, in which \$8 million was been appropriated for the Dual Enrollment Program (\$2 million less than in

2008-09). With student demand continuing to increase, combined with the reduction in funding, only 21% of districts' initial requests could be funded. As funds are further reduced by the growing number of students participating, students with the most need may be among the first to defer participation.

One fact is certain, however: Pennsylvania students want to participate in challenging opportunities like Dual Enrollment, and when they participate, they succeed beyond all expectations. The Dual Enrollment program is an investment that benefits today's students and families, and will reward all Pennsylvanians for generations to come.

This Final Report meets the requirement of 24 P.S. Section 1603-B (f) which requires that the Pennsylvania Department of Education report to the members of the General Assembly. The department shall produce an annual report on concurrent enrollment programs using the reporting information submitted by school entities under Section 1611-B (b). The annual report shall be provided to:

1. the chairman of the Appropriations Committee of the Senate.
2. the minority chairman of the Appropriations Committee of the Senate.
3. the chairman of the Appropriations Committee of the House of Representatives.
4. the minority chairman of the Appropriations Committee of the House of Representatives.
5. the chairman of the Education Committee of the Senate.
6. the minority chairman of the Education Committee of the Senate.
7. the chairman of the Education Committee of the House of Representatives.
8. the minority chairman of the Education Committee of the House of Representatives.

The report shall be published on the department's publicly accessible website.