



October 29, 2021

Technical Education and Concurrent Enrollment in High School

Priority: Access

Strategy: Ensure high school students are meaningfully informed on scholarships, dual enrollment (concurrent enrollment and technical education) opportunities, financial aid, and higher ed pathways.

Tactic (DG, TE, or both): (DG & TE) Make CE and TE accessible for all secondary students by standardizing processes and communicating options to students.

1) COLLABORATIVE START: ASSESS (*Executive Staff*)

Narrative- Long-term Vision for Tactic (What is it that we want to accomplish with this tactic overall? Where are we now? What does success look like?):

Standardize structural and systemic processes to ensure access of CE and TE in high school

Objectives (Specific outcomes that will accomplish the long-term vision):

1. Identify processes and policies of college credit in high school (CE and TE), including co-transcript creation, outreach and communication to students, admissions processes, and data collection (tie to audit for “Simplify Application Process” tactic).
2. Ensure access across the state to courses aligned with Opportunity Scholarship and PRIME eligibility; work with LEAs and institutions to ensure adequate TE and CE course offerings.
3. Connect and advise high school students on dual enrollment opportunities
 - a. Partner with LEAs to use Hillcrest Model to recruit underrepresented students to take advanced coursework
 - b. Partner with USBE to develop and offer a statewide CE Career and College Success course
 - c. Partner with USBE on dual enrollment messaging, recruitment, and expectations
 - i. Education Coordinating Committee conversation on the importance of closing attainment gaps in CE/TE)
 - ii. Provide information and materials on dual enrollment for high school counselors on dual enrollment and expectations

High-level Timeframe (What objectives can we accomplish now? Next? Later?):

- December 2021: Identify processes and policies of college credit in high school (CE and TE), including co-transcript creation, outreach and communication to students, admissions processes, and data collection (tie to audit for “Simplify Application Process” tactic).
- Create and implement processes for tracking and ensuring access across the state to courses aligned with Opportunity Scholarship and PRIME eligibility; work with LEAs and institutions to ensure adequate TE and CE course offerings.
 - Spring 2021: Work with CE Directors to assess coverage of Opportunity Scholarship courses
 - Fall 2022: Work with Technical Colleges to assess coverage of TE opportunities
 - Fall 2022/Spring 23: Track offerings of CE Opportunity Scholarship courses in high schools; reach out to high schools not offering three CE courses required by scholarship
 - Fall 2022: Engage TE in USHE-USBE CE/TE alignment process
 - July 2023: Report both CE and TE for AY23 to the Board
- Partner with LEAs to use Hillcrest Model to recruit underrepresented students to take advanced coursework
 - Fall 2021: Develop model for selecting high schools to participate in recruitment efforts of non-self-selecting students (past pilots suggested these students will be predominantly underrepresented populations); secure funding for participating high schools if needed.
 - Spring 2022: USHE institutions identify pilot high schools; high schools work to identify students to recruit into CE
 - April 2022: High schools have recruited and enrolled target students into CE course(s) for the upcoming school year
 - AY2022-2023: First cohort of students enrolled in CE through the recruitment efforts
 - July 2023: Recruitment efforts included in CE General Report and shared with the Board
- Partner with USBE to develop a statewide college and career readiness course paired with a CE college success course.
 - USBE curriculum specialists develop a college and career connections (CCC) curriculum for high school students with the intent of offering course for CE credit
 - December 2021: CCR course approved by the Board
 - December 2021: USHE institutions submit courses for approval of CE alignment effective Fall 2022. Aligned courses included in SY23 CE Master List
 - Fall 2022: CE Career and College Success course offered in high schools
- Partner with USBE to ensure consistent messaging around CE and TE opportunities and expectations, student eligibility and indicators of readiness for college-level instruction, and benefits of post-secondary opportunities

- Fall 2021: Education Coordinating Committee conversation on importance of closing attainment gaps in CE/TE
- Spring 2022: Coordinate with USBE to provide system-level advising materials (such as CE Math placement guidance) for school counselors

Levers required:

- Funding
- Research/analysis
- Legislation/policy
- Board involvement/external stakeholder involvement

Project Developers: Julie Hartley, Cyd Grua, Kim Ziebarth, Melanie Heath

2) COLLABORATIVE DEVELOPMENT: EXAMINE DATA, ENGAGE & PLAN (*Project Developers*)

Narrative- Shorter-term Project Plan (What objectives can be accomplished within the next 12 months?):

Examine the processes used for the two college-in-high-school programs overseen by the Board of Higher Education, TE and CE, and ensure that they are as parallel and as standardized as possible.

Ensure students have access to the TE and CE programs needed for eligibility in the PRIME program and Opportunity Scholarship.

Proactive coordination with USBE and school counseling programs to communicate TE/CE opportunities, requirements, and recruitment efforts.

Office resources needed: (personnel (detailed), consultant, etc.)

Lots and lots of staff time and attention; strong partnerships with institutions, USBE, and LEAs.

Timeline, with milestones for each objective, within the next 12 months (when will the levers need to be “pulled?”):

- Fall 2021: Create and implement processes for tracking and ensuring access across the state to courses aligned with Opportunity Scholarship and PRIME eligibility; work with LEAs and institutions to ensure adequate TE and CE course offerings
- Spring 21: Work with CE directors to ensure coverage of Opportunity Scholarship courses; work with technical colleges to ensure coverage of TE opportunities

- Fall 21/Spring 22: Track offerings of CE Opportunity Scholarship courses in high schools; reach out to high schools not offering three CE courses required by scholarship
- Fall 2021: Develop and publish model for selecting high schools to participate in recruitment efforts of non-self-selecting students (past pilots suggested these students will be predominantly underrepresented populations); secure funding for participating high schools if needed
- January 2022: Schools use data to identify students to recruit into CE
- April 2022: Schools have recruited and enrolled target students into CE course(s) for the upcoming school year

Benchmarks/measures (How are we measuring success for each objective? That it was “Completed”? A change in specific rate? Any indicators that we are “off track?”):

- CE and TE courses for Opportunity Scholarship and PRIME eligibility available at most high schools
- Hillcrest Pilot for recruiting non-self-selecting students into CE has expanded to first cohort of high schools and students
- CE College and Career Success course available for students