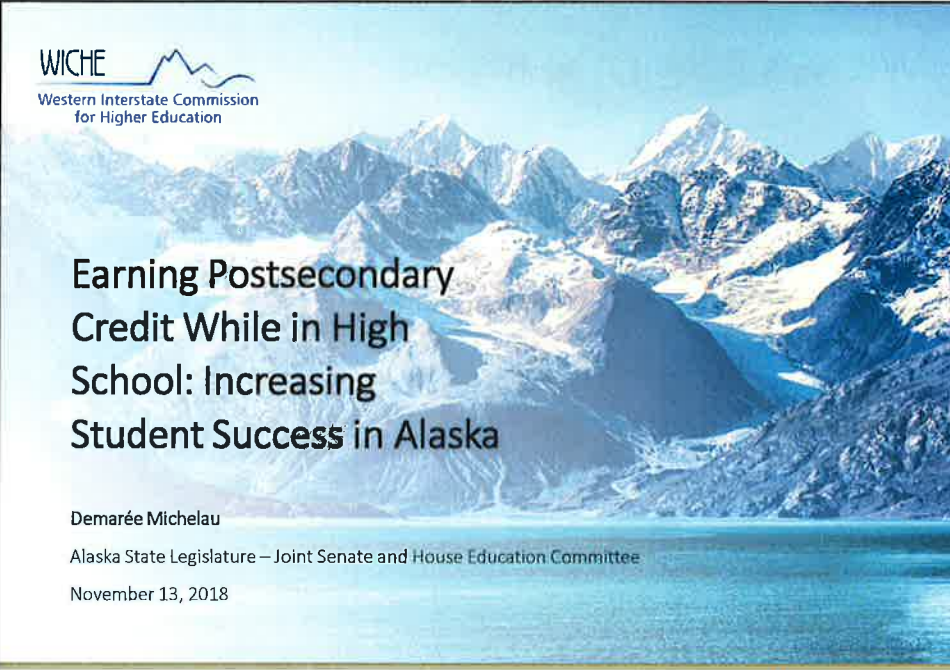


**WICHE**  
Western Interstate Commission  
for Higher Education




## Earning Postsecondary Credit While in High School: Increasing Student Success in Alaska

Demarée Michelau  
Alaska State Legislature – Joint Senate and House Education Committee  
November 13, 2018

**WICHE**

## The Western Interstate Commission for Higher Education - WICHE

An interstate  
compact  
formed  
65 years  
ago



**WICHE**

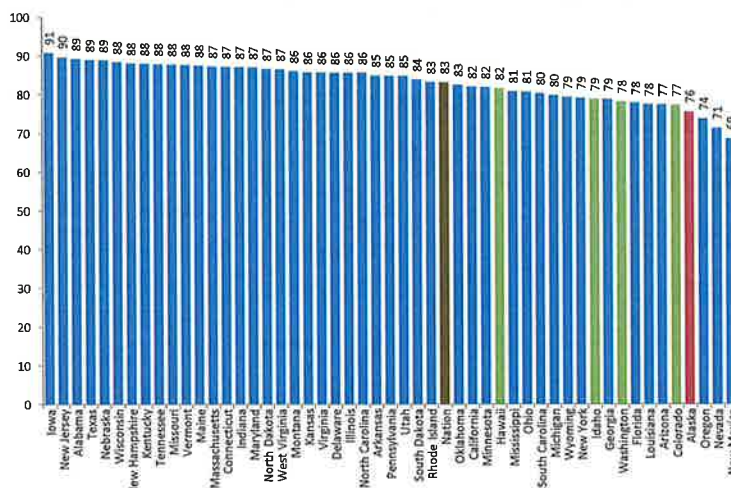
## WICHE's Role in the Region

- Promotes access and excellence in higher education for all citizens of the West through:
  - Regional collaboration
  - Resource sharing
  - Sound public policy
  - Innovation



### Student Pipeline, 2016

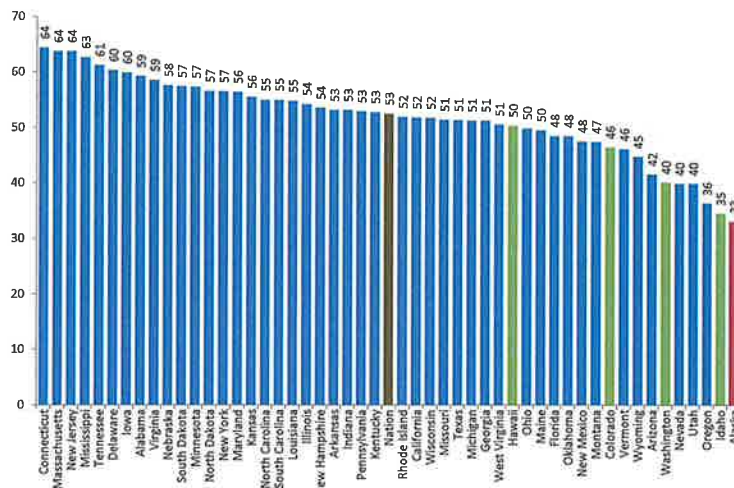
For every 100 9<sup>th</sup> graders, how many graduate from high school?



Sources: National Center for Higher Education Management Systems, U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2014-15. See Digest of Education Statistics 2016, table 219.46; WICHE, Knocking at the College Door: Projections of High School Graduates, 2016 (Extraction 12-26-16); NCES, IPEDS Fall 2016 Residence & Migration Enrollment File; ef2016\_c Provisional Release Data File. NCES, IPEDS Fall 2016 Retention Rate File; ef2016\_d Provisional Release Data File. NCES, IPEDS 2015-16 Graduation Rate File; gr2016 Provisional Release Data File.



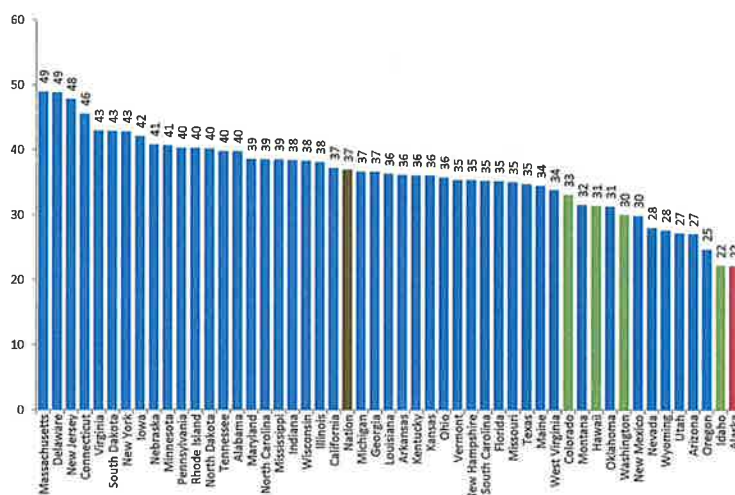
## Student Pipeline, 2016

For every 100 9<sup>th</sup> graders, how many enter college?

Sources: National Center for Higher Education Management Systems, U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2014–15. See Digest of Education Statistics 2016, table 219.46; WICHE, Knocking at the College Door: Projections of High School Graduates, 2016 (Extraction 12-28-16); NCES, IPEDS Fall 2016 Residence & Migration Enrollment File; ef2016\_c Provisional Release Data File. NCES, IPEDS Fall 2016 Retention Rate File; ef2016\_d Provisional Release Data File. NCES, IPEDS 2015-16 Graduation Rate File; gr2016 Provisional Release Data File.



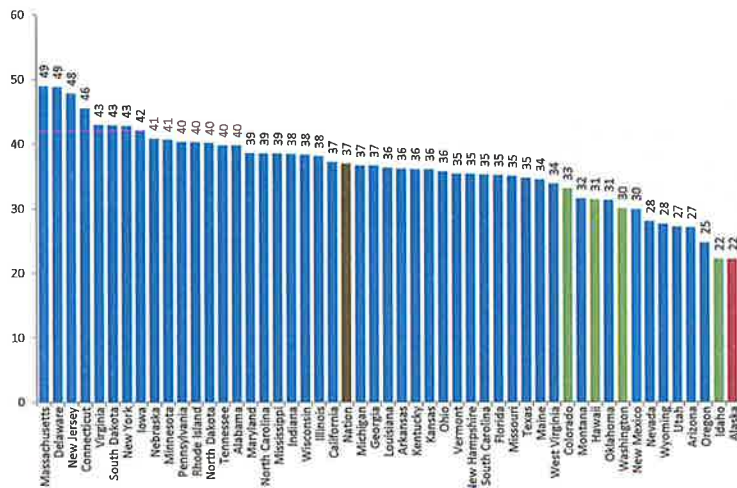
## Student Pipeline, 2016

For every 100 9<sup>th</sup> graders, how many are still enrolled sophomore year?

Sources: National Center for Higher Education Management Systems, U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2014–15. See Digest of Education Statistics 2016, table 219.46; WICHE, Knocking at the College Door: Projections of High School Graduates, 2016 (Extraction 12-28-16); NCES, IPEDS Fall 2016 Residence & Migration Enrollment File; ef2016\_c Provisional Release Data File. NCES, IPEDS Fall 2016 Retention Rate File; ef2016\_d Provisional Release Data File. NCES, IPEDS 2015-16 Graduation Rate File; gr2016 Provisional Release Data File.



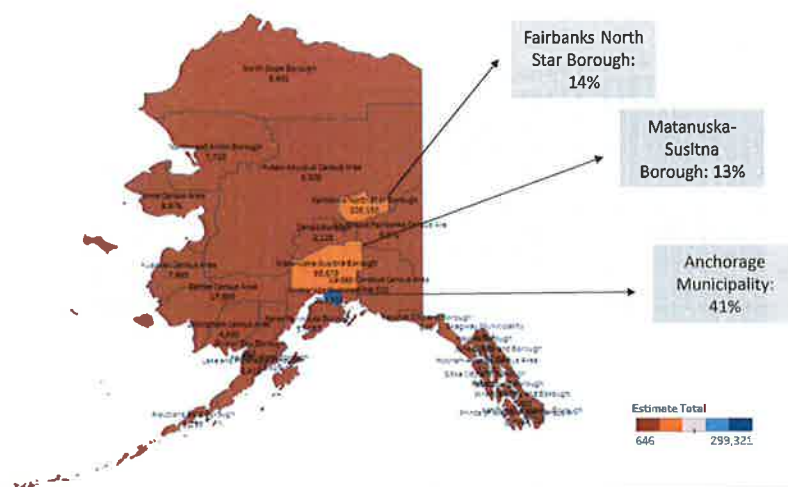
## Student Pipeline, 2016

For every 100 9<sup>th</sup> graders, how many graduate within 150% of program time?

Sources: National Center for Higher Education Management Systems, U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2014-15. See Digest of Education Statistics 2016, Table 219.46; WICHE, Knocking at the College Door: Projections of High School Graduates, 2016 (Extraction 12-28-16); NCES, IPEDS Fall 2016 Residence & Migration Enrollment File; ef2016\_c Provisional Release Data File; NCES, IPEDS Fall 2016 Retention Rate File; ef2016\_d Provisional Release Data File; NCES, IPEDS 2015-16 graduation Rate File; gr2016 Provisional Release Data File.

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## Alaska Population by Borough and Census Area, 2016



Source: U.S. Census, American Community Survey, 2012-2016 5-Year Estimates, American FactFinder Table S0101 <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>.

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## Program Design: Key Elements

- Colorado: Concurrent Enrollment and ASCENT
- Hawai'i: Early College and Dual Enrollment
- Washington: Dual Credit (Running Start, College in the High School)
- Idaho: Advanced Learning Opportunities



## Program Goals

- Colorado:
  - Broaden access to and improve the quality of concurrent enrollment programs
  - Improve coordination between institutions of secondary education and institutions of higher education
  - Ensure financial transparency and accountability
- Hawai'i and Washington
  - Increase access to and participation in postsecondary education
- Idaho
  - Increase "go on" rate

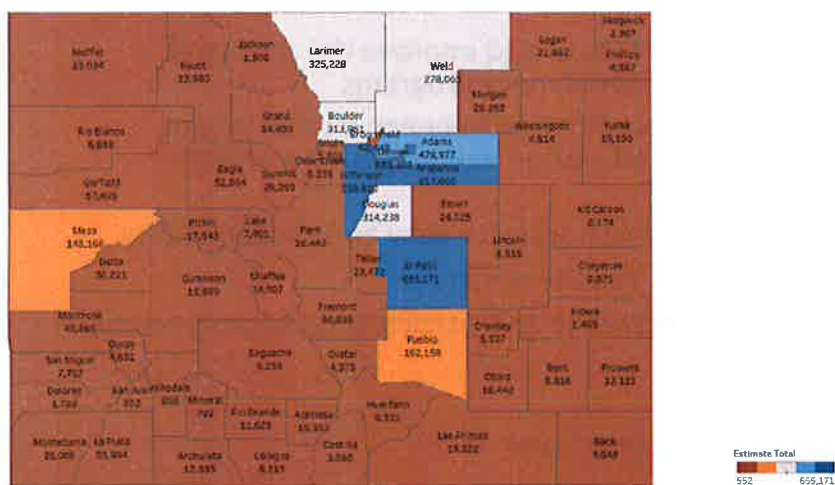


## Funding Approach

- **Colorado:**
  - Costs are generally paid by the K-12 school district and the postsecondary institution (comfortable with double dipping)
- **Hawai'i:**
  - Primarily relies on grants to cover the costs of Running Start and Early College
- **Washington:**
  - School districts cover the cost of tuition
  - Running Start students pay for fees, books, and transportation
- **Idaho:**
  - State provides \$4,125 for high school students to use toward advanced opportunities

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## Colorado Population by County, 2016

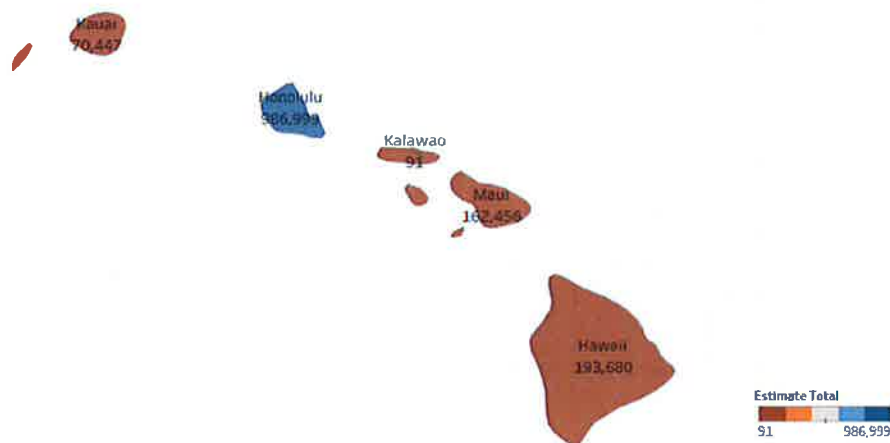


Source: U.S. Census, American Community Survey, 2012-2016 5-Year Estimates, American FactFinder Table S0101 <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

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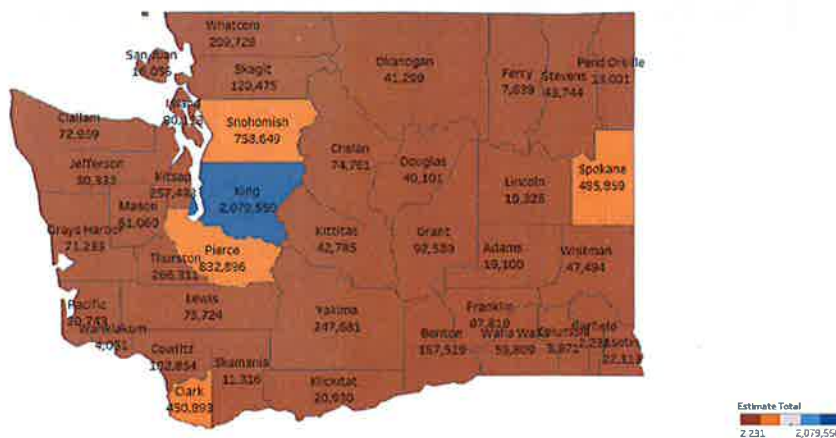
## Hawaii Population by County, 2016



Source: U.S. Census, American Community Survey, 2012-2016 5-Year Estimates, American FactFinder Table S0101 <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

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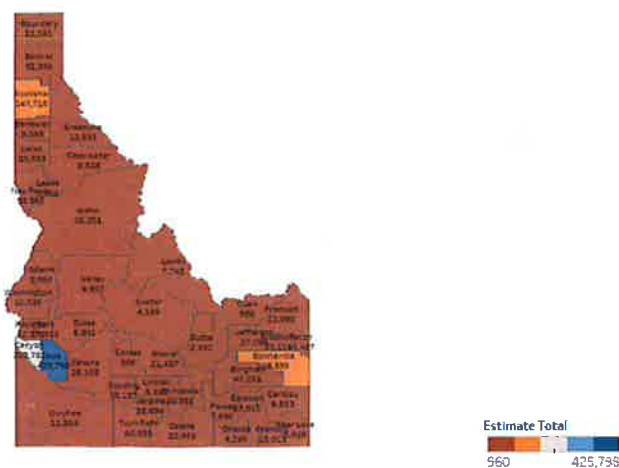
## Washington Population by County, 2016



Source: U.S. Census, American Community Survey, 2012-2016 5-Year Estimates, American FactFinder Table S0101 <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

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## Idaho Population by County, 2016



Source: U.S. Census, American Community Survey, 2012-2016 5-Year Estimates, American FactFinder Table S0101 <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>.



## Program Options: Participation (2016-17)

Program name	# of students annually	Program Focus
Concurrent Enrollment	28,290	College Credit Accumulation
Two-Year Institutions	25,127	
Four-Year Institutions	3,782	
ASCENT (Accelerating Students through Concurrent Enrollment)	463	Early Credential Attainment

Source: Presentation by Misti Ruthven, Executive Director, Innovation and Pathways, Colorado Department of Education, University of Texas Vertex Research and Policy Symposium on Dual and Concurrent Enrollment, October 6, 2018; [https://highered.colorado.gov/Publications/Reports/Enrollment/FY2017/2017\\_Concurrent\\_Enrollment\\_April\\_2018.pdf](https://highered.colorado.gov/Publications/Reports/Enrollment/FY2017/2017_Concurrent_Enrollment_April_2018.pdf)



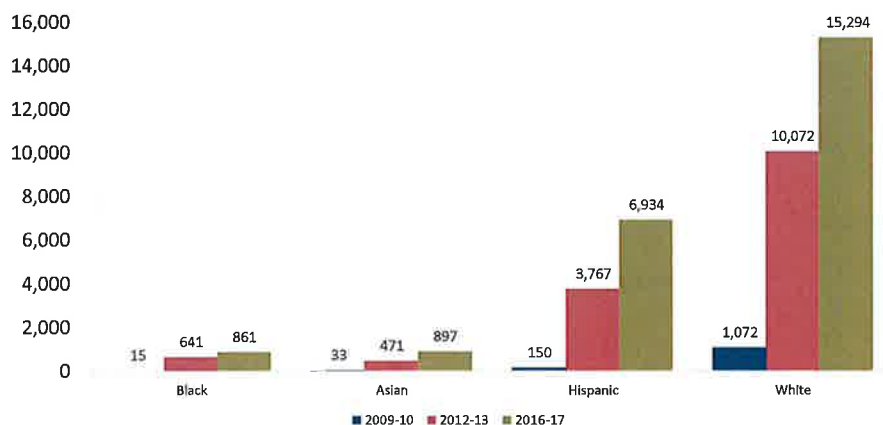


## Dual and Concurrent Enrollment in the West- The Colorado Experience

- **41,857** Colorado students earned college credit while attending high school during 2016-17.
  - **32%** of Colorado 11<sup>th</sup> & 12<sup>th</sup> graders
- **2,017** students in Concurrent Enrollment or ASCENT earned a postsecondary credential in 2016-2017
- Greatest increases among minority student populations



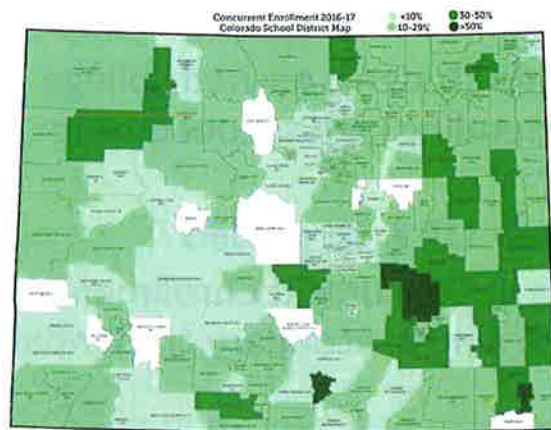
## Colorado Concurrent Enrollment Participation, by Race/Ethnicity, 2009-2016



Source: Colorado Department of Higher Education and Colorado Department of Education "Annual Report on Concurrent Enrollment 2016-2017 Academic Year"  
[https://higher.ed.colorado.gov/Publications/Reports/Enrollment/FY2017/2017\\_Concurrent\\_Enrollment\\_April\\_2018.pdf](https://higher.ed.colorado.gov/Publications/Reports/Enrollment/FY2017/2017_Concurrent_Enrollment_April_2018.pdf)



## Colorado - Concurrent Enrollment 2016-17



- 2017 – 32%
- 2016 – 31%
- 2015 – 28%
- 2014 – 25%
- 2013 – 22%
- 2012 – 19%

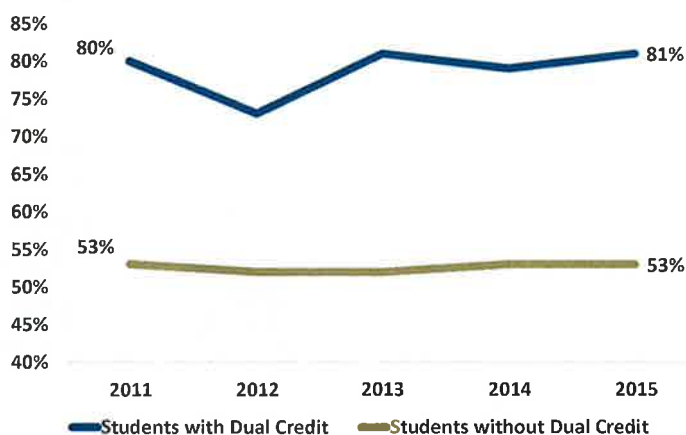
>50% = Darkest  
 30-50% = Green  
 10-29% = Medium  
 <10% = Lightest  
 Non-participating = White

Colorado Digital BOCES, Colorado School for the Deaf and Blind, Centennial BOCES and Expeditionary BOCES  
 Charter School Institute

Source: Presentation by Misti Ruthven, Executive Director, Innovation and Pathways, Colorado Department of Education, University of Texas Vertex Research and Policy Symposium on Dual and Concurrent Enrollment, October 6, 2018.

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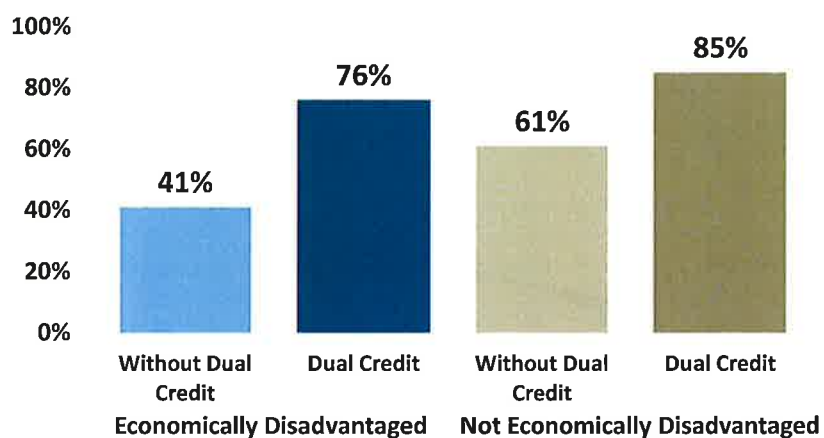
## Hawaii Graduate College Enrollment Rates, 2011 to 2015



Source: Hawai'i P-20 "Outcomes of Dual Credit Participants in Hawai'i,"  
[http://www.p20hawaii.org/wp-content/uploads/2016/09/IssueBrief\\_vert14.pdf](http://www.p20hawaii.org/wp-content/uploads/2016/09/IssueBrief_vert14.pdf).

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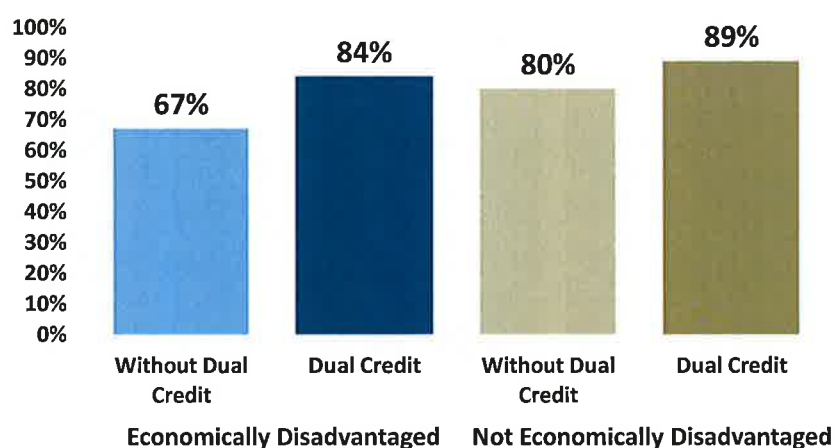
## Hawaii College Enrollment Rate, 2015



Source: Hawai'i P-20 "Outcomes of Dual Credit Participants in Hawai'i,"  
[http://www.p20hawaii.org/wp-content/uploads/2016/09/IssueBrief\\_vert14.pdf](http://www.p20hawaii.org/wp-content/uploads/2016/09/IssueBrief_vert14.pdf)



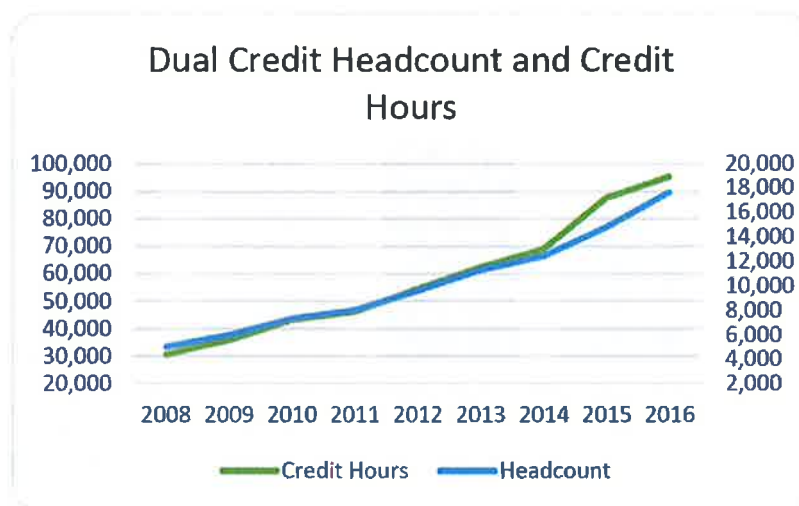
## Hawaii One Year College Persistence Rate, Class of 2014



Source: Hawai'i P-20 "Outcomes of Dual Credit Participants in Hawai'i,"  
[http://www.p20hawaii.org/wp-content/uploads/2016/09/IssueBrief\\_vert14.pdf](http://www.p20hawaii.org/wp-content/uploads/2016/09/IssueBrief_vert14.pdf)



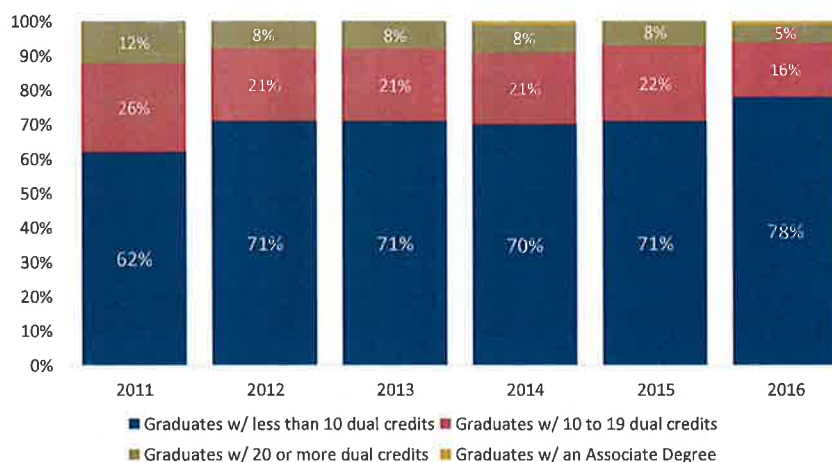
## Idaho Growth in Dual Enrollment, 2008 to 2016



Source: Idaho State Board of Education "Dual Credit Report 2017,"  
<https://boardofed.idaho.gov/resources/dual-credit-report-2016/>.



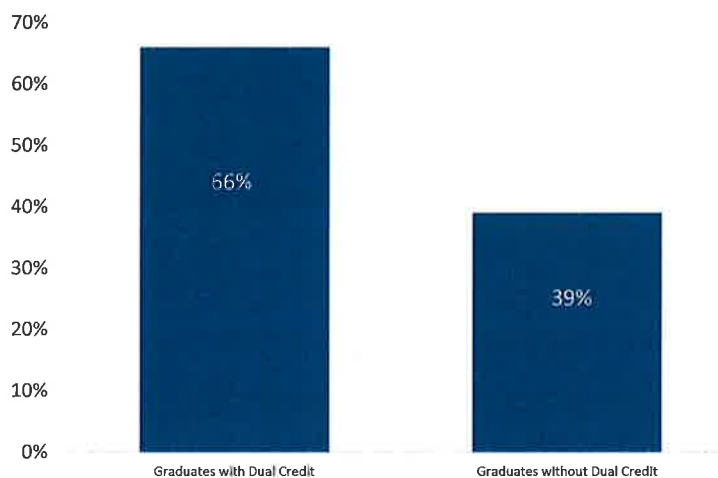
## Idaho High School Graduates by Number of Dual Credits Earned, 2011 to 2016



Source: Idaho State Board of Education "Dual Credit Report 2017,"  
<https://boardofed.idaho.gov/resources/dual-credit-report-2016/>.



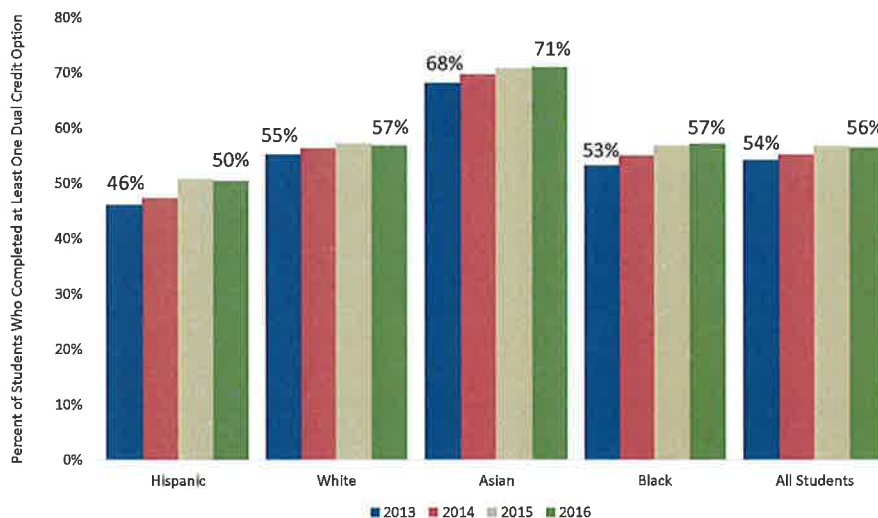
## Idaho College Go-On Rates, Class of 2015



Source: Idaho State Board of Education "Dual Credit Report 2017,"  
<https://boardofed.idaho.gov/resources/dual-credit-report-2016/>.



## Washington Dual Credit Completion by Race & Ethnicity, 2013 to 2016



Source: OSPI Washington State Report Card data files.  
[http://reportcard.ospi.k12.wa.us/DualCredit\\_2.aspx?domain=DualCredit&groupLevel=District&schoolid=1&reportLevel=State&vyr=2014-15&year=2014-15](http://reportcard.ospi.k12.wa.us/DualCredit_2.aspx?domain=DualCredit&groupLevel=District&schoolid=1&reportLevel=State&vyr=2014-15&year=2014-15).



## In Sum

- Be clear about the program's goal, and leave the implementation to those on the ground
- Focus on outcomes, not process
- Design a program that is flexible and responsive to different needs in different areas of the state
  - Avoid a one size fits all approach
- Avoid creating barriers for those already doing the work and for those wishing to start
- Evaluation is key; establish clear metrics by which you will know if you are successful