



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

STATE POLICY LEADERSHIP COMMITTEE

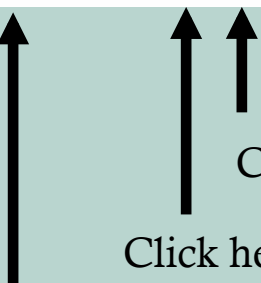
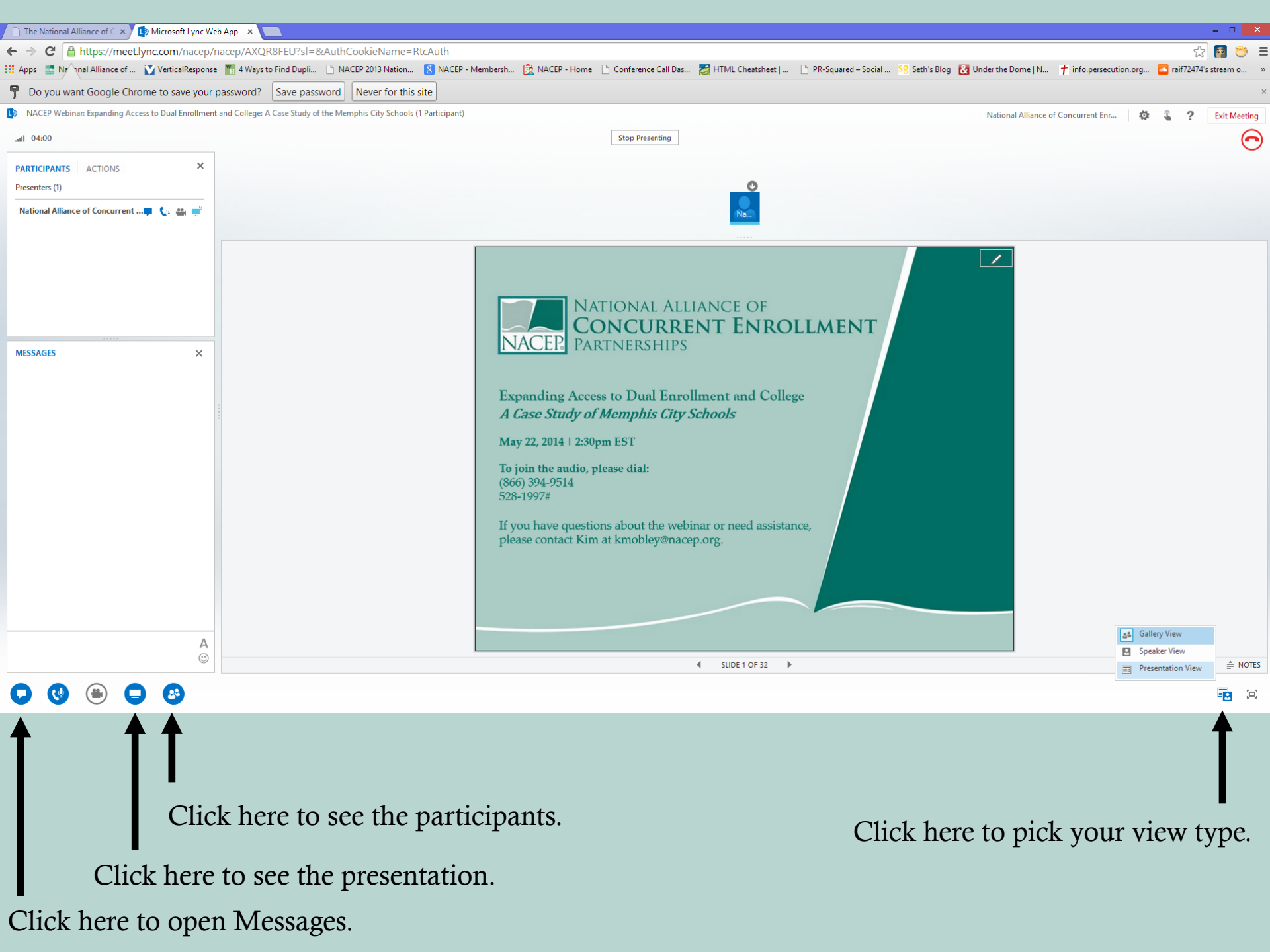
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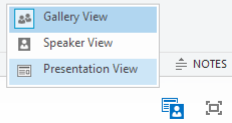
If you have questions about the webinar or need assistance, please contact Kim Mobley at kmobley@nacep.org or 919-593-5205.



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Agenda - July 21, 2014

1. Welcome & Introductions

Committee Chair Brian Durham, Senior Director for Academic Affairs and Career and Technical Education, Illinois Community College Board

2. Update on the Rollout of PARCC and How Common Core-aligned Assessments Will Intersect with Concurrent Enrollment Programs.

*Lynn Brabender, Program Associate, State Engagement & Outreach, PARCC
Brian Durham, Illinois Community College Board*

3. Implementing Legislation Encouraging Pathways for Attaining Associates' Degrees through Dual Enrollment

*Lori Dwyer, Director of Educational Policy,
Virginia Community College System
Michelle Camacho Liu, Postsecondary Readiness Coordinator,
Colorado Department of Education
Brenda Bautsch, Research and Policy Analyst,
Colorado Department of Higher Education*

4. Update on October 26 State Policy Workshop in Chicago



Increasing College Access and College Readiness: PARCC Assessments and Concurrent Enrollment

Lynn Brabender

Program Associate, PARCC, Inc., State Engagement and Outreach

July 21, 2014

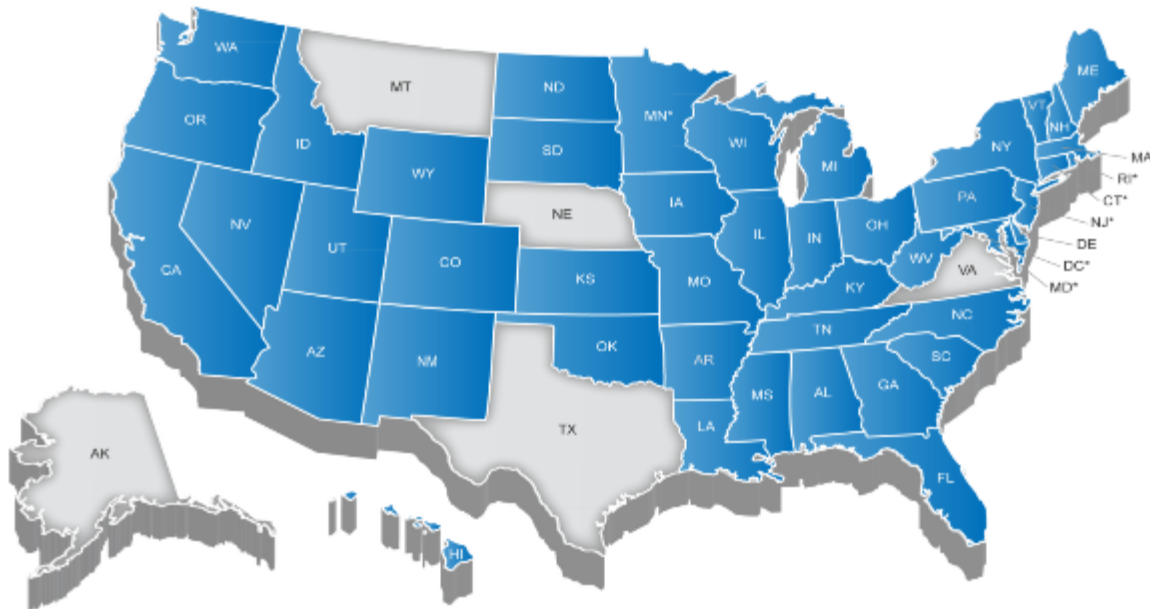


Today's Topics

- **The PARCC Consortium: Goals and System Design**
 - Update on Assessment Development and Implementation
- **Opportunities for Higher Education**
 - Dual/concurrent Enrollment Programs
 - Placement policies
- **Best Practices in PARCC States**
 - Maryland
 - Ohio
 - Illinois

44 States + DC have adopted the Common Core

- State led effort coordinated by the National Governor's Association and the Council of Chief State School Officers
- **Rigorous education standards that establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace.**





What is PARCC?

- **Governed by the education chiefs and state higher education executive officers in the states**
- **Grades 3-8 and high school**
- **More than 6 million students in tested grades**
- **Common tool for measuring college readiness**
- **Exemption from remediation and placement testing**
- **Early indicator for providing interventions**
- **2014-2015 assessments administered to students in K-12 districts in PARCC states**

The Goal: Getting All Students College and Career Ready

Ongoing student support/interventions

K–2

Grades 3–8

High
School

Success In
first-year,
credit-bearing,
postsecondary
coursework

Voluntary K–2 tools
being developed,
aligned to the Common
Core State Standards

Timely data showing
whether ALL students
are on track for college
and career readiness

**College readiness
score** to identify who is
ready for college-level
coursework

**Targeted interventions
and supports:**

- State-developed 12th-grade bridge courses

Professional development for educators

Opportunities to Increase College Readiness

Common Measure of College Readiness

A Tool for Collaboration and Alignment



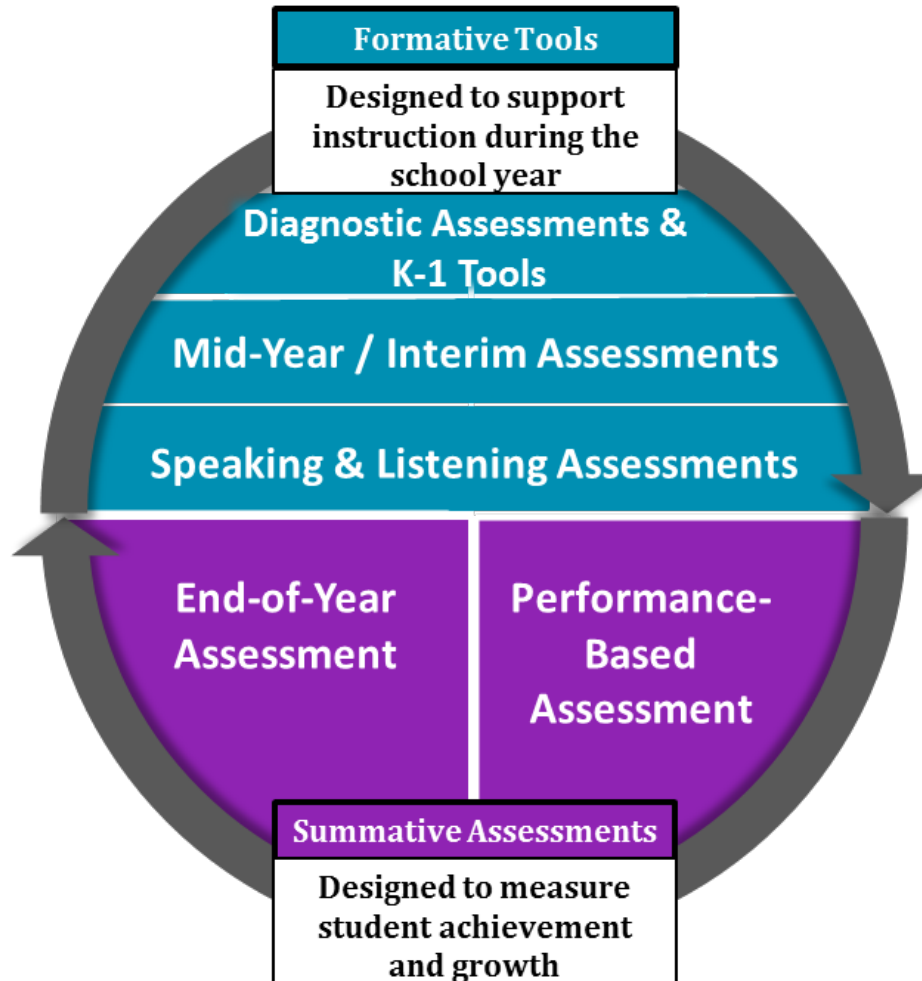
- Early college access
- Early interventions

A Better Tool for Placement Reducing Placement Testing on College Campuses



- Decreased test prep
- Developmental education reforms
 - Co-requisite
 - One course pathways
 - Parallel remediation
 - Student support courses

Design of the Assessment System



Performance Levels

- **PARCC will report results of summative assessments using 5 performance levels**
- **Grades 3-10:**
 - 4 or above indicates a student is on track to be successful in the subsequent grade in each content area
- **High school: ELA III and ALG II/ Integrated Math III**
 - **4 or above will earn a College- and Career-Ready Determination intended to exempt students from placement testing and remediation at public postsecondary institutions**
 - 3 and below may be targeted for early interventions



Developing Score Reports

- Representative from K-12 and higher education systems and campuses across PARCC states are working together to design the score reports and develop mechanisms for report delivery to best meet student needs



English Language Arts & Literacy Claims and Reporting Metrics

Claim		Sub-Claim	Performance Level	Scale Score	Sub-Score
ELA/L			X	X	
	Reading			X	
		Reading Literary Text			X
		Reading Informational Text			X
		Vocabulary			X
	Writing			X	
		Written Expression			X
		Knowledge of Conventions			X

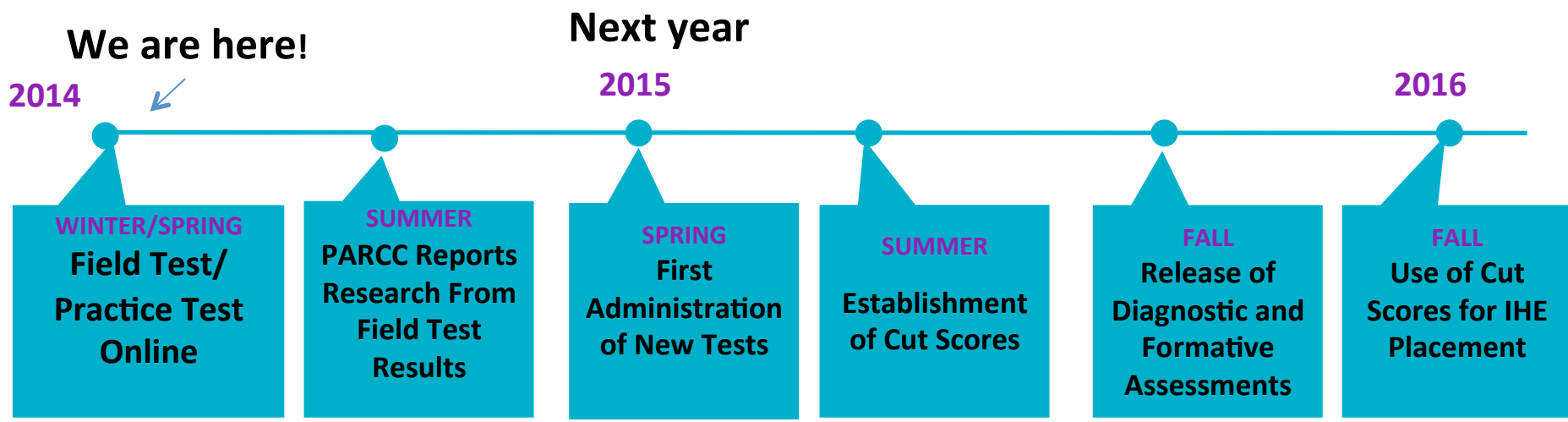
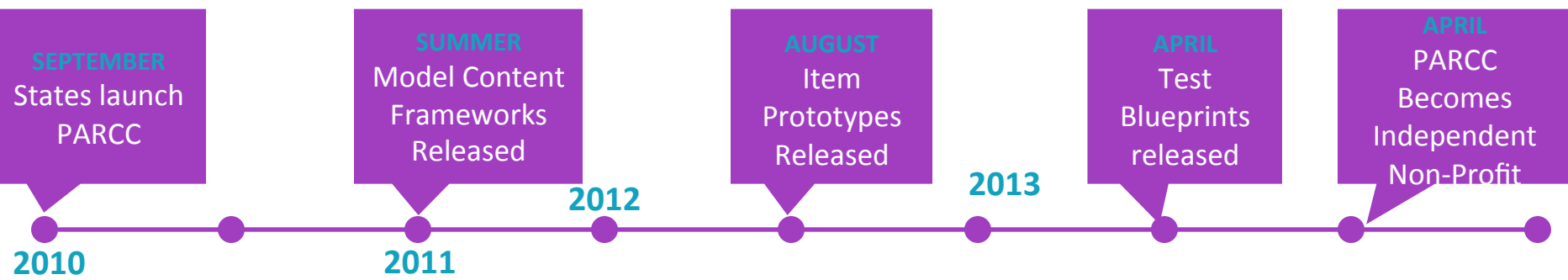


Mathematics

Claims and Reporting Metrics

Claim	Sub-Claim	Performance Level	Scale Score	Sub-Score
Math		X	X	
	Major Content			X
	Additional & Supporting Content			X
	Expressing Mathematical Reasoning			X
	Modeling and Applications			X

Where We've Been, Where We Are and Next Steps For PARCC





PARCC as a Measure of College Readiness

How will we know that we can use PARCC assessments to measure college readiness?

- A level 4 on the PARCC high school assessment will be validated against the following standard:
 - **A student who earns a 4 on the PARCC assessments has a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in entry level, college-credit bearing courses.**
- PARCC will conduct **research studies** to inform the standard setting and validation process including:
 - **Postsecondary educators' judgment study**
 - **Longitudinal Study of External Validity of the PARCC Performance Standards**

State Educators Review Every Item

Group	Membership	Purpose	Total State Membership
Core Leadership Group	PARCC State Department of Education (DOE) K-12 and Higher Education staff or their designees	Review every reading passage and test item developed for the PARCC summative assessments, as well as any existing commissioned or permissioned passages and/or test items that may be contributed to the available pool by PARCC states or other entities. One or more members of each of the Core Leadership teams will be responsible for reviewing agreed upon revisions and approving items for inclusion in the item pool	48 ELA 48 Mathematics
Bias and Sensitivity Content Reviewers	Citizens of PARCC States and educators from various backgrounds	Consider whether the subject matter, presentation, and language used is free of potential bias and acceptable to PARCC state students, parents, and other community members	48 ELA 36 Mathematics
PARCC State Educator Passage Reviewers (ELA only)	K-12 local education agency ELA staff and higher education ELA faculty from PARCC states	Review passages for suitability of content for use on PARCC Assessments	45 ELA
PARCC State Educator Content Review	K-12 local education agency staff and higher education faculty from PARCC states	Review test items for suitability of content for inclusion on PARCC assessments	ELA: 60 K-12 LEA 19 Higher Education Faculty Math: 60 K-12 LEA 19 Higher Education Faculty



Field Test Scope

**PBA Field Test Window:
March 24-April 11**

**EOY Field Test Window:
May 5 – June 6**

- **14 States + The District of Columbia**
- **Over 1 million students** in nearly **16,000 schools**
- **≈75% Computer Based Testing**
- **≈25% Paper Based Testing**
- **Approximately 10,000 items**




PARCC: Future Milestones

Development:

- Standard Setting
- Postsecondary Educators' Judgment Study
- Longitudinal Validity Research

Support Students in College Access and Success:

- Campus Level Engagement:
 - Preparing to incorporate PARCC into placement policies and practices
 - Incorporating PARCC into K-12 Partnership programs and using the implementation of the assessment as an opportunity to expand these programs



Expanding and Improving Concurrent Enrollment Programs: Promoting College Access and Degree Completion





Opportunities for P-20 Systems: Expand K-12 Partnerships

Timely information about student college readiness provided throughout high school will enable P-20 systems to:

- Identify students who need supports early on
- Provide supports to students who are not on track to graduate ready for college credit bearing courses **through transition courses and bridge courses**
- Accelerating students who demonstrate proficiency into dual enrollment, early college, and other concurrent enrollment programs **increasing early college access**



Opportunities for Higher Education: Placement Testing and Remediation

The information about college readiness provided by the score reports from high school assessments in mathematics and English language arts is intended to enable institutions of higher education to:

- **Decrease** the use of placement testing on college campuses
- **Exempt** students from remediation
- **Use** information provided on student score reports to provide:
 - Early college access opportunities
 - Interventions during the senior year to ensure students graduate college ready
 - Student supports and targeted remediation



Using PARCC Scores to Identify Students for Dual/concurrent Enrollment Programs

Questions to Consider:

- *What are current practices for identifying students for concurrent, dual enrollment and early intervention programs?*
- *Who is currently engaged in partnership programs?*
- *How might campuses use PARCC scores to identify students for dual/concurrent enrollment programs?*
- *What information will faculty and administrators need to know about the assessments to feel confident using PARCC scores in this way?*
- *Who needs to be involved at the K-12 and postsecondary campus level to begin this work?*



Supportive State Policies

- *College and Career Readiness College Completion Act of 2012 (SB 740)*
- *Ohio Remediation Free Standards*
- *State Engagement and Outreach Efforts Across PARCC States*
 - *Brian Durham, Senior Director for Academic Affairs & CTE, Illinois Community College Board*



Resources

- Common Core State Standards
 - www.corestandards.org
 - Model content frameworks
 - www.parcconline.org/parcc-model-content-frameworks
- Blueprints
 - <http://www.parcconline.org/assessment-blueprints-test-specs>
- Sample items for every tested subject and grade
 - <http://practice.parcctestnav.com/#>
- Educator Leaders Cadres: Public ELC portal for educator resources!
 - <http://parcc.nms.org/>
- Test Administration Training Modules: PowerPoint and voice recordings to guide test administration
 - parcc.pearson.com/tms
- Assessment Administration Capacity Planning tool
 - http://www.parcconline.org/sites/parcc/files/PARCCCapacityPlanningTool_3-5-13FINAL4-12-13.x
- Practice Test
 - <http://practice.parcctestnav.com/#>



Thank You!

Please visit PARCC online at: www.parcconline.org

Sign up for the PARCC Newsletter: [PARCC Newsletter](#)

Or follow us on Twitter at: @PARCCPlace

House Bill 1184 (2012)

Requires local school boards and community colleges to develop agreements allowing high school students to complete an associate's degree or a one-year General Education Certificate from a community college concurrent with a high school diploma.

Full language available at:

<http://leg1.state.va.us/cgi-bin/legp504.exe?121+ful+CHAP0794>

Landscape

- Dual enrollment is predominantly offered by the Virginia's community colleges
- Virginia Plan for Dual Enrollment
- Juniors and seniors (freshman and sophomore on a case-by-case exception only)
- No developmental education

Virginia Plan for Dual Enrollment:

<http://cdn.vccs.edu/wp-content/uploads/2013/07/signed-VA-plan-for-dual-enrollment-2008.pdf>



Process for Implementation

HB1184 Workgroup (began work in July 2012)

Guidance document (completed October 2012)

Plans signed by April 15, 2013; implementation followed

Annual submission of contracts and plans

Additional considerations:

- Accreditation – substantive change policy
- Placement testing
- Faculty credentialing
- SIS/Data tracking
- Communication/scheduling
- Transfer

IMPLEMENTATION PLAN

Appendix __

The following articulates a pathway¹ for a qualifying student² within (school division) to complete the (college name) (name of degree or certificate)³ concurrent with high school graduation:

Course	Term Scheduled	Location	Delivery method	Credits	Faculty Provided by	Fulfill H.S. Requirement	H.S. Course Name

Notes:

¹Any modifications to the above pathway will be outlined in writing and agreed upon by the College and school division. Any modifications will not prevent students from obtaining the plan's intended credential.

²In order to participate in the above pathway, a student must meet all dual enrollment admission requirements and College program requirements and complete VCCS placement tests. In order to enroll in any of the courses noted in the pathway, all course pre-requisites must be met.

³Program information including purpose, occupational objectives, admission requirements, notes, computer competency requirements, and course requirements may be found in the College catalog found at: www._____.edu



Advantages and Challenges

Increased accessibility

Increased recognition

Enhanced affordability

Logistics; Volume of placement testing

Revised policy following legislation

CHANGE



COLORADO

Department of Education

Postsecondary Readiness & Concurrent Enrollment

Michelle Camacho Liu

Office of Postsecondary Readiness, CDE

Brenda Bautsch

Research & Policy, DHE

July 2014

Colorado Landscape





Colorado Landscape

- **By 2020 74% of all jobs in Colorado will require education beyond high school**
 - 26% will require a high school diploma or less
 - 32% will require some college, an associate's degree or certificate
 - 29% will require a bachelor's degree
 - 12% will require a master's degree or better

Source: Georgetown University, *Job Growth and Education Requirements*, 2013

PWR Definition

Postsecondary & Workforce Readiness

“The knowledge, skills, and behaviors essential to high school graduates to be prepared to enter college and the workforce and compete in the global economy including content knowledge, learning and behavior skills.”

Source: State Board of Education and the Commission on Higher Education’s joint adoption on June 30, 2009 of the description of Postsecondary and Workforce Readiness.

Concurrent Enrollment Overview



Concurrent Enrollment Background

- Concurrent enrollment programs existed for many years in Colorado, yet due to a lack of state-wide coordination, organization or support, access to concurrent enrollment programs was limited.
- Governor Ritter administration formed P-20 Council to craft policies to align K-12 and Higher Education
- In May 2009, Colorado State Legislature passed HB09-1319 and SB09-285 the “Concurrent Enrollment Programs Acts.”

What is Concurrent Enrollment?

“Simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education...”

Source: 22-35-103(6)(a), C.R.S.

Legislative Intent

- Improve the quality of concurrent enrollment programs and broaden access, particularly to student representing communities with historically low college participation rates
- Equitable access to improve retention, motivate, support postsecondary workforce readiness, and accelerate student progress towards a postsecondary credential
- Improve coordination between institutions of secondary education and institutions of higher education
- Ensure financial transparency and accountability
- Create the “5th year” ASCENT program for students to continue Concurrent Enrollment for an additional year

Eligibility & Funding

- 9th to 12th grade
- Under 21 years old
- Receive approval for their academic plan of study
- Meet the minimum prerequisites for courses
- District uses per pupil funds to pay tuition
 - *At community college resident rate*

Delivery Models

- HS teachers as adjunct
- On HS campus
- gtPathways
- Online
- Partner w/1 IHE
- Remedial courses
- Adjunct from IHE
- On IHE campus
- CTE
- Distance learning
- Partner w/multiple IHEs
- ASCENT – 5th year CE

Remediation in Concurrent Enrollment



CE Remediation

- **Limited to:**

- Qualified students in 12th grade, or
- Retained past 12th grade for additional instruction
 - *Not those participating in ASCENT*

- **Using the 12th grade as a bridge year**

- Prepare students to immediately enter college-level, credit-bearing courses
- 9th-11th grade focus on high school courses to prepare

CE Remediation

In 2012-13:

- 6% of Concurrent Enrollment students enrolled in remedial courses
- 48% increase in remedial CE enrollment from 2011-12
- 76% pass rate in remedial CE courses
 - *91% pass rate for CE courses overall*





ASCENT

5th Year Program for CE



What is ASCENT?

Accelerating Students through Concurrent Enrollment

- Student participates in CE the year after 12th grade
- Objectives:
 -  % of students participating in postsecondary education, especially low-income and traditionally underserved populations
 -  # of students who don't complete high school
 -  time required for a student to complete a degree/certificate
 -  # of educational pathways available to students

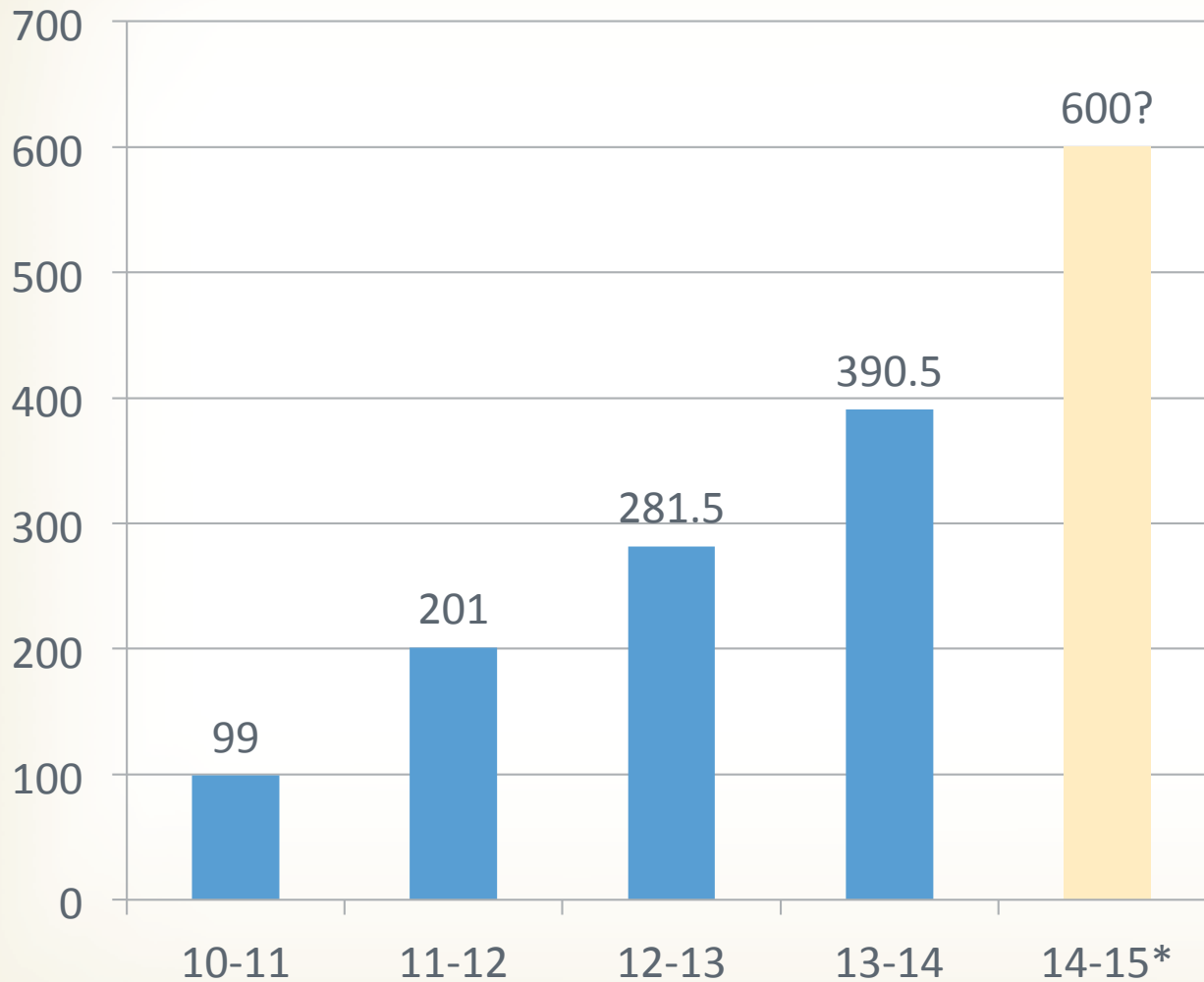
Source: 22-35-108, C.R.S.

ASCENT Eligibility

ASCENT

- 5th year
- 12 postsecondary credit hours
- Not in need of basic skills (remedial)
- Admitted into degree or certificate program
- Not participated in ASCENT in previous year(s)

ASCENT Growth



ASCENT has had a 294% increase in student participation statewide

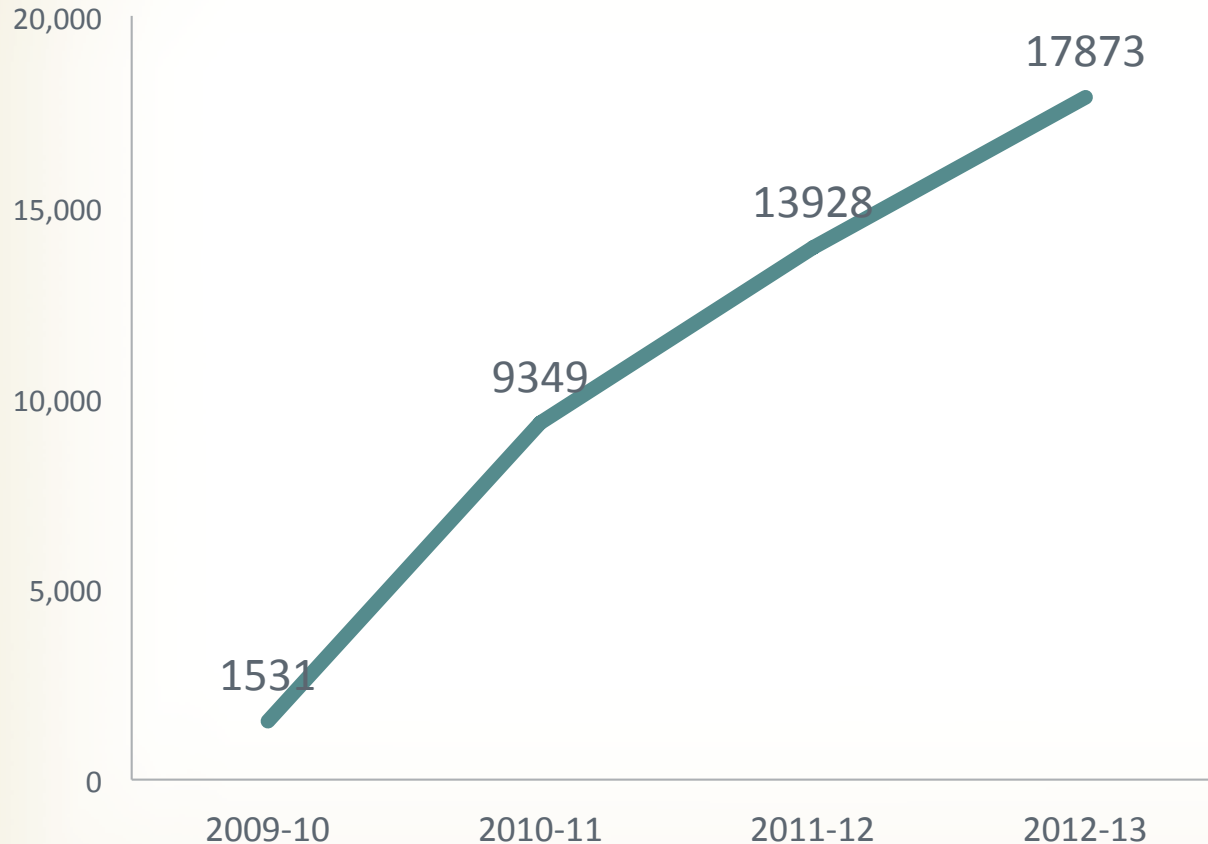
**estimate until fall enrollment*

Concurrent Enrollment Participation & Outcomes

**CE Annual Legislative Report
2012-13 School Year**



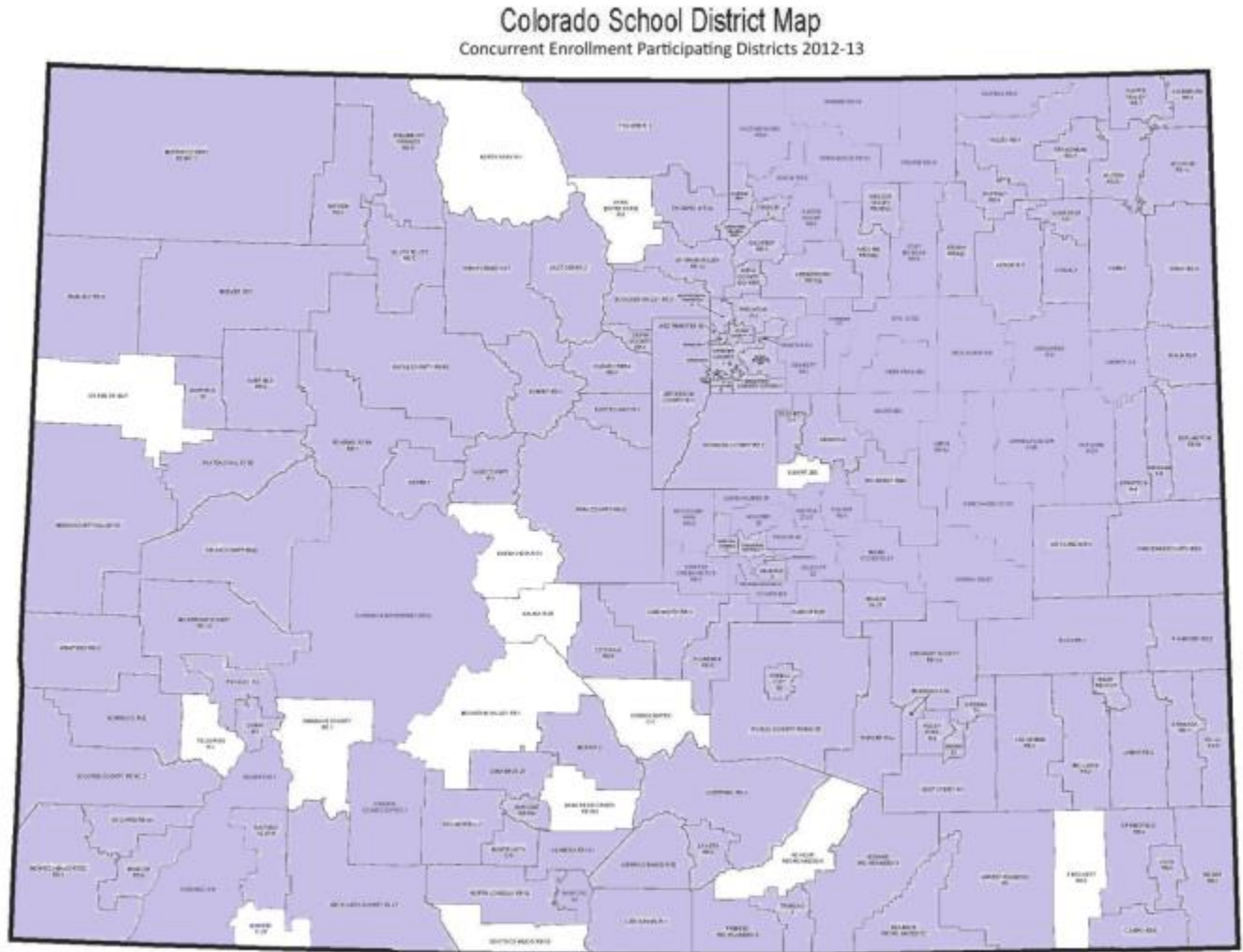
CE Student Participation



30% growth
between
2011-12 &
2012-13

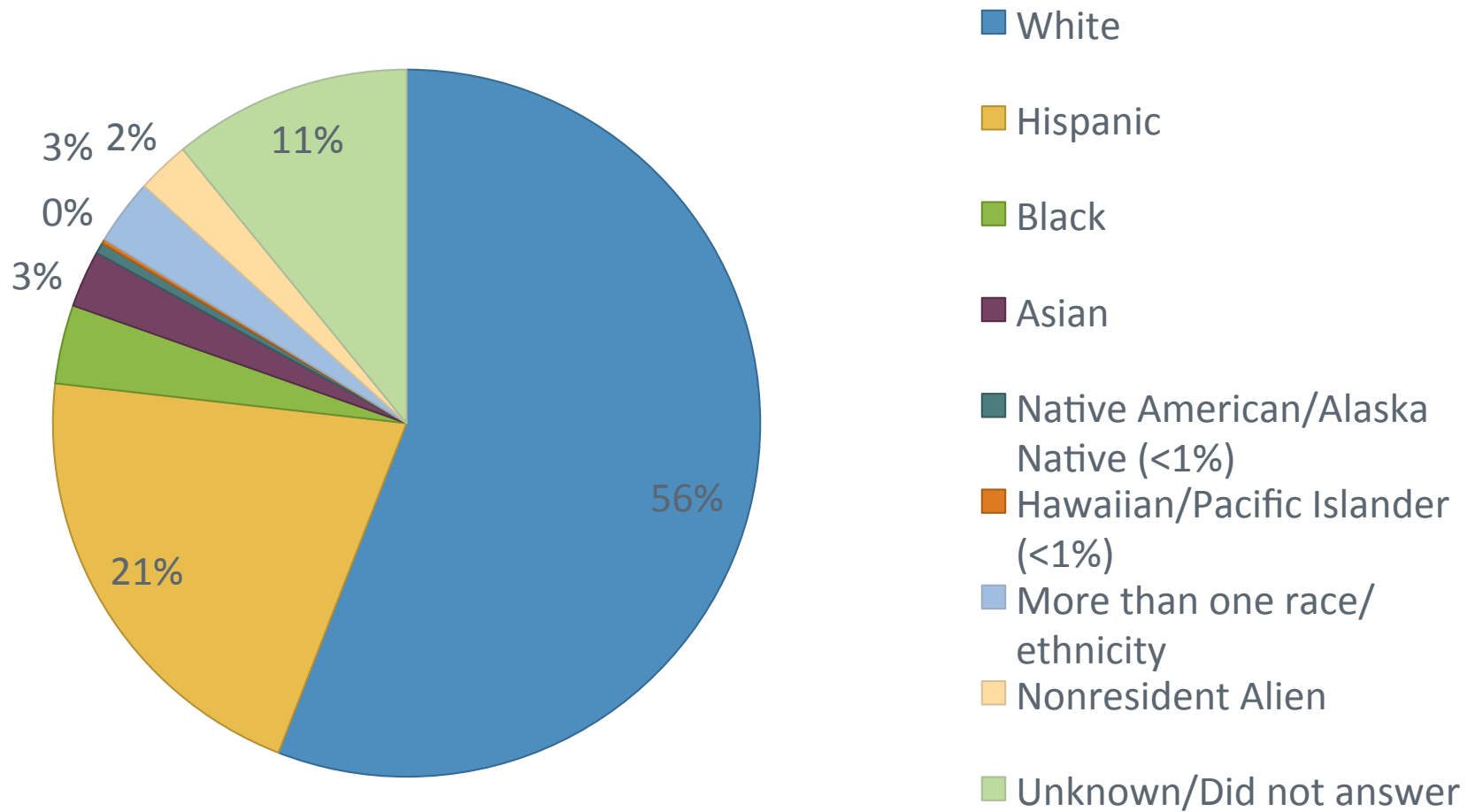
District Participation

92% of districts
and
75% of high schools
participating
in CE



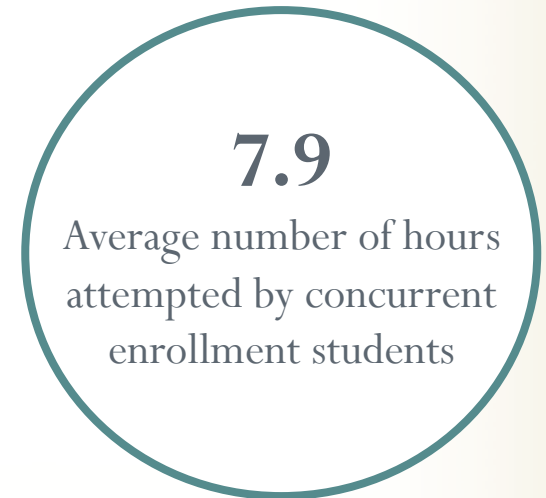
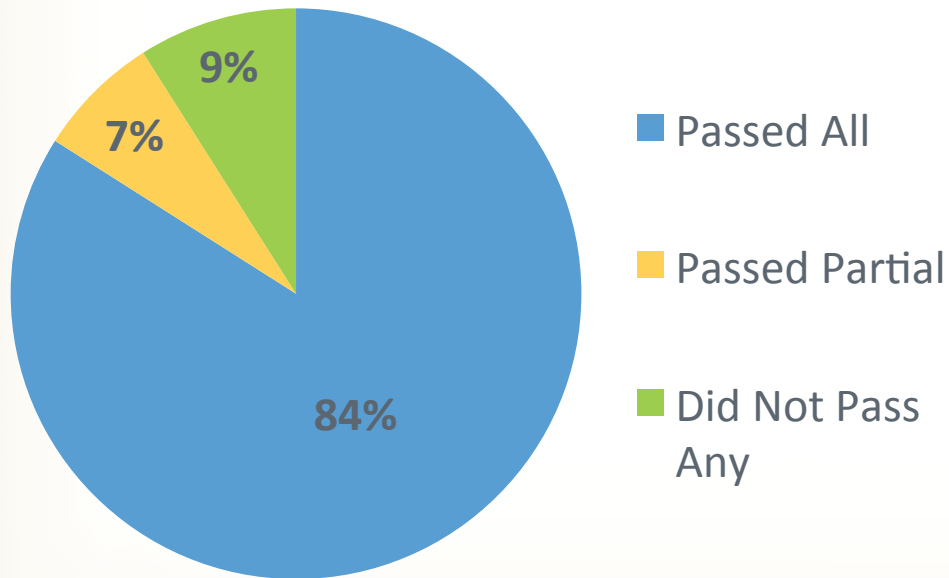
Source: SURDS Data 2014 Concurrent Enrollment Report

Participation by Race/Ethnicity



Program Outcomes

Student Success Rates



84% of CE students passed all courses attempted

Credentials Earned

2012-13

Concurrent Enrollment and ASCENT Credentials	
Credential Type	Number of Students
Certificate (less than 1 year)	562
Certificate (least 1 year, less than 2)	85
Associates Applied Science	9
Associates of General Studies	21
Associate Degree (AA or AS)	98
Total	775

60% increase over last year's credential completion total



Program Outcomes for Dual Enrollment

Enrollment in college fall after graduation

82% compared to 52% of students not dually enrolled

Cumulative credit hours first year of college

36 credit hours vs. 26 credit hours for students not dually enrolled

First year retention rates

82.5% compared to 79.6% of students not dually enrolled

First year college GPAs

2.84 compared to 2.65 for students not dually enrolled

Program Outcomes for Dual Enrollment Students

Holding gender, income, race/ethnicity, and ACT scores constant :

Participation in dual enrollment is associated with a 22.9% increase in the likelihood of enrolling in college

Taking dual enrollment courses reduces the chance of needing remedial education in the first year of college by 10%



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QUESTIONS?

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