

OVERVIEW OF HOW STATES ARE ADDRESSING CAREER AND TECHNICAL EDUCATION FACULTY QUALIFICATIONS FOR DUAL ENROLLMENT

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INTRODUCTION

Minnesota has two main types of dual enrollment programs where students can earn automatically-transcribed college credits while they are in high school: concurrent enrollment and postsecondary enrollment options (PSEO). There is a large body of research showing that students who participate in dual enrollment programs have higher academic achievement, perform better on state assessments, are more likely to graduate from high school, enroll in, and graduate from college, and are less likely to take developmental courses.¹

In 2015, the Higher Learning Commission (HLC), a national group that accredits postsecondary educational institutions in a 19-state region of the United States—including Minnesota—clarified the rules around who is eligible to teach dual enrollment courses. Specifically, high school teachers who teach dual enrollment must meet the same minimum qualifications as college faculty, meaning that they must have a Master’s degree or higher in the discipline that they teach. If the high school teacher holds a Master’s degree in another discipline, then they must have completed 18 graduate credits in the discipline in which they teach.

However, in September 2020, HLC issued a guidance document which clearly states that faculty teaching in the career and technical education (CTE) college level should hold a bachelor’s degree in the field and/or a combination of education, training, and tested experience.² Despite Minnesota State’s updated Board Policy (3.32.1), in practice they are still restrictive in how they determine qualifications for CTE faculty.³ A March 2020 report from Minnesota State indicates:

The occupational experience requirement has proven difficult to maintain for full time postsecondary faculty. Implementation of the Board Policy requires faculty to have 2,000 hours of work in their CTE field within the last five years. A faculty member working full time 10 months a year only has 1,600 hours within five years to complete this requirement (working in the field 40 hours/week for eight weeks each year). Full Time faculty in most CTE fields are always short of meeting the recency requirement as written. The career fields with faculty most likely to meet the recency requirement are the health sciences as many faculty work part-time year round to keep their professional licensure or registration current.⁴

While the report indicates that there are “multiple discussions” happening at Minnesota State, there has been little traction over the past year, which has perpetuated the barriers and issues for dual enrollment CTE teachers.

To get a better understanding of how states are determining who is qualified to be CTE faculty, this report will provide examples of initiatives, policies, and laws in other states. This report will

¹ Zeiser, K. (2020). “Evidence of Effectiveness for Early College High Schools.” American Institutes for Research. <https://www.air.org/resource/evidence-effectiveness-early-college-high-schools>

² Higher Learning Commission. (September 2020). “Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices.” https://download.hlcommission.org/FacultyGuidelines_OPB.pdf

³ Minnesota System Board Policy 3.32.1 for College Faculty Qualifications. <https://www.minnstate.edu/board/procedure/332p1.html>

⁴ Felder, D. & Jargo, J. (March 2020). “CTE Teacher Preparation Initiatives in Minnesota.” Minnesota State. https://minnstate.edu/system/cte/professionaldevelopment/documents/MN_CTE_Teacher_Prep_Report-March2020.pdf

also provide an overview of the CTE postsecondary enrollment options that districts that are part of Lakes Country Perkins Consortium as well as provide a series of recommendations for how to increase access to CTE dual enrollment courses.

OVERVIEW OF CTE DUAL ENROLLMENT IN Lakes Country Perkins Consortium

Of the 26 districts that are part of Lakes Country Perkins Consortium, 16 of them offer some type of CTE dual enrollment course for a total of 198 courses. As evidenced in Table 1, there are:

- 149 traditional CTE PSEO courses offered across 9 districts,
- 1 contract CTE PSEO course offered by 1 district, and
- 46 CTE concurrent enrollment courses offered by 10 districts.

An important note, PSEO is a contract between a school district and an institution of higher education whereas a concurrent enrollment course is offered at the high school. Furthermore, districts where students can take PSEO courses are often located either in towns that have a college campus or are in close proximity to one. In the Lakes Country Consortium, the districts that have post-secondary HLC-accredited campuses are Detroit Lakes, Fergus Falls, Moorhead, and Morris. Lake Park, Barnesville, and Pelican Rapids are in relatively close proximity to college campuses.

Of the CTE dual enrollment courses that are offered, the most common courses that are offered are communication and business, and they are all offered through traditional PSEO programs. There are only three CTE courses that are offered through PSEO by contract—Medical Terminology, Payroll, and Personal Finance. See Table 2 for more details.

District	Dual Enrollment CTE Courses			
	Traditional CTE PSEO	Contract CTE PSEO	Concurrent CTE	TOTAL
Ashby Public Schools	0	0	4	4
Barnesville Public Schools	7	0	0	7
Battle Lake Public Schools	0	0	2	2
Breckenridge Public Schools	0	0	0	0
Campbell-Tintah Public Schools	1	0	0	1

Chokio-Alberta Public Schools	0	0	0	0
Clinton-Graceville-Beardsley Public Schools	0	0	8	8
Detroit Lakes Public Schools	21	0	2	23
Dilworth-Glyndon Public Schools	0	0	0	0
Fergus Falls Area Special Education Cooperative	0	0	0	0
Fergus Falls Public Schools	85	0	1	86
Frazee-Vergas Public Schools	0	0	7	7
Hancock Public Schools	0	0	6	6
Hawley Public Schools	1	0	5	6
Herman-Norcross Community Schools	0	0	0	0
Lake Park Audubon Public Schools	12	3	0	15
Lakes Country Service Cooperative (YES Program)	0	0	0	0
Moorhead Area Public Schools	0	0	1	1
Morris Public Schools	11	0	0	11
New York Mills Public Schools	0	0	0	0
Pelican Rapids Public Schools	8	0	0	8
Perham-Dent Public Schools	3	0	0	3
Rothsay Public Schools	0	0	0	0
Ulen-Hitterdal Public Schools	0	0	0	0
Underwood Public	0	0	10	10

Schools				
West Central Area Public Schools	0	0	0	0
Wheaton Area Public Schools	0	0	0	0
TOTAL	149	3	46	198

Source: Minnesota Department of Education May 2021 Minnesota Common Course Catalogue Data Request

CTE AREA	# OF COURSES	TRADITIONAL PSEO	CONTRACT PSEO	CONCURRENT ENROLLMENT
COMM	31	31	0	0
BUS	17	15	0	2
HART	16	16	0	0
HLTH	12	5	0	7
AOP	11	11	0	0
MDLT	10	10	0	0
CMST	7	1	0	6
ITEC	6	0	0	6
CPTR	5	3	0	2
NWAT	5	5	0	0
ACCT	4	4	0	0
CSCI	4	4	0	0
MCDD	4	4	0	0
MEDR	4	0	0	4
CADD	3	3	0	0
CARP	3	3	0	0
CHCA	3	0	0	3
LENF	3	0	0	3
PWST	3	3	0	0
AGRG	2	0	0	2
Digital Media	2	2	0	0
EMS	2	2	0	0
ENGT	2	2	0	0
MKTG	2	1	0	1
Principles of Accounting	2	2	0	0

AUTO	1	1	0	0
Computational Data	1	1	0	0
ECON	1	1	0	0
Environmental Problems	1	1	0	0
Foundations of Computer	1	1	0	0
Health Sciences Term	1	1	0	0
Hnr: Econ/Envir Geography	1	1	0	0
HURL	1	1	0	0
Intro to Programming	1	1	0	0
INST	1	1	0	0
LAW	1	1	0	0
LEAD	1	1	0	0
MACH	1	1	0	0
Managerial Accounting	1	1	0	0
Medical Terminology	1	0	1	0
MIS	1	1	0	0
MSGA	1	1	0	0
Payroll	1	0	1	0
PARA	1	1	0	0
Personal Finance	1	0	1	0
PHED	1	1	0	0
PSYC	1	1	0	0
SOCI	1	0	0	1
TADT	1	1	0	0
WELD	1	1	0	0

Source: Minnesota Department of Education May 2021 Minnesota Common Course Catalogue Data Request

HOW HLC STATES DETERMINE CTE DUAL ENROLLMENT FACULTY QUALIFICATIONS

Of the 19 HLC states I was able to find the CTE faculty eligibility qualifications for 14 states—excluding Minnesota. None of the states have legislation that explicitly indicates what the qualifications for CTE faculty need to be. Rather, the vast majority of states clarify the eligibility requirements either in regulations or through the body that oversees institutions of higher education (See Table 3).

Of note, 5 of the HLC states that I found policies for are not *right to work*⁵ states. This is an important distinction because Minnesota is not a right to work state, so any changes made to faculty qualifications would have to be negotiated with the labor union. For examples of how states that have a similar union landscape have tackled the CTE faculty issue, Minnesota should look to Colorado, Illinois, Missouri and New Mexico. All of those states have clarified the specific qualifications or experiences that CTE faculty must have to teach a dual enrollment course—none of which are a Master’s degree or 18 graduate credits:

- **Colorado:** "Instructors of CTE courses, including courses related to an apprenticeship or internship program, must possess a current career and technical education teaching credential that has been authorized by the state board for community colleges and occupational education."
- **Illinois:** "For Career and Technical Education (CTE) courses, these qualifications include 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field."
- **Missouri:** "Institutions may, at their discretion, employ as a CTE dual credit instructor an individual with superior knowledge and tested experience in the discipline in which he/she is teaching, with knowledge and experience measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency."
- **New Mexico:** "The HEI may employ a career and technical programs instructor who has superior knowledge and tested experience in the discipline in which he or she is teaching. The knowledge and experience of the instructor must be measurable through documented:
 - i. experience working in the field, via industry certification, and years of experience in the field; (and/or)
 - ii. recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.

Table 3: CTE Qualifications in HLC States			
State	Governing Body	Language	Right to work?
AZ	Arizona Legislature Statute 15-1821.02	"Each faculty member shall meet the requirements established by the governing board pursuant to section 15-1444. The chief executive officer of each community college district shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college district to assist in the selection, orientation, ongoing professional	Yes

⁵ “*Right to work*” generally refers to state laws that compel union membership as a condition of employment. In “*right to work states*” union membership **cannot** be a condition of employment, essentially weakening union standing as an organizational structure in that state as employees can choose to become members or opt out of membership.

		development and evaluation of faculty who are teaching college courses in conjunction with the high schools. The advisory committee of full-time faculty shall meet at least two times each academic year."	
AR	Division of Higher Education	"For a CTE course offered in a secondary area technical center: Technical instructors teaching at a secondary area technical center must have a minimum of an associate degree within the area of instruction and must have completed fingerprint and background checks and meet all college accrediting standards for instructors. Secondary area technical centers should submit documentation of these records to the Office of Workforce Training, ADWE. Centers will annually submit a list of instructors providing concurrent credit and meeting the above requirements will be given an annual waiver from teacher licensure requirements. Those instructors not meeting these requirements or instructors teaching non-concurrent credit classes must hold an Arkansas teacher permit."	Yes
CO	Community College System	"Instructors of CTE courses, including courses related to an apprenticeship or internship program, must possess a current career and technical education teaching credential that has been authorized by the state board for community colleges and occupational education."	No
IL	Illinois Administrative Code 1009.20	"For Career and Technical Education (CTE) courses, these qualifications include 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field."	No
KS	Board of Regents	"Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership shall attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field."	Yes
MI	M.C.L.A. 388.1664b(3)(c)	"Ensure that the course is taught by either a high school teacher or postsecondary faculty pursuant to standards established by the postsecondary institution with which the district has entered into a written agreement to operate the concurrent enrollment program."	Yes
MO	Coordinating Board for Higher Education	"Institutions may, at their discretion, employ as a CTE dual credit instructor an individual with superior knowledge and tested experience in the discipline in which he/she is teaching, with knowledge and experience measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency."	No
NE	Coordinating Commission for Postsecondary Education	"Instructors meet approved requirements for teaching at the department/college level. Minimally, instructors for academic courses hold a master's degree. Instructors meet district teaching requirements for program participation. All faculty have the mutual support of the district and college/university participating in the dual enrollment program."	Yes
NM	Department of Higher Education	"The HEI may employ a career and technical programs instructor who has superior knowledge and tested experience in the discipline in which he or she is teaching. The knowledge and experience of the instructor must be measurable through documented: i. experience working in the field, via industry certification, and years of experience in the field; (and/or) ii. recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency."	No

ND	North Dakota University System	"Institutions shall adopt policies consistent with the Higher Learning Commission qualification guidelines."	Yes
OH	Chancellor of Ohio Board of Regents	"Must have practical experience in the field and hold current licenses and/or certifications. For courses involving clinical experiences, must meet applicable professional accreditation standards for supervising educational experiences."	No
OK	State Regents for Higher Education	"Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission."	Yes
SD	Board of Regents	"While a Master's degree in the subject/discipline teaching is preferred, faculty typically must have a Master's degree with 18 graduate hours in the subject discipline/taught."	Yes
WY	Wyoming Community Colleges and University of Wyoming	<p>"2. Courses which are accepted as a required part of an associate of applied science (AAS) or career and technical certificate:</p> <ul style="list-style-type: none"> a. Adjunct faculty teaching career and technical courses must have a minimum of a bachelor's degree from a regionally accredited institution; give years of applicable industry work experience and industry certification for specific AAS degrees or certificate programs. Specific freshman or sophomore courses may require faculty preparation and/or experience beyond minimum qualifications. b. Adjunct faculty teaching career and technical courses can also qualify using one of the TPTQ (Transitional Pathways to Qualification) and have 3 to 5 years to complete any degree, industry certification, undergraduate courses and/or graduate courses required. c. An adjunct faculty member who has five years of work experience related to the course to be assigned who does not have an earned associate of applied science commits to earn a bachelor's degree related to the program course to be assigned; commits to training to teach the course to be assigned, and commits to complete any required certification/licensure requirements. 	Yes

INITIATIVES IN OTHER STATES FOR SUPPORTING TEACHERS TO MEET HLC REQUIREMENTS

To help more teachers get the proper credentialing to meet HLC requirements states across the country have started a number of initiatives, including:

- Providing general program support,
- Offering financial aid to complete graduate credits, and
- Teacher Bonuses.

This section will provide an overview and more information about these initiatives.

Providing General Program Support

Some states have passed legislation that have created specific funding streams for the purpose of helping teachers meeting the HLC faculty qualifications. Another tactic has been to use Title II funding from the Every Student Succeeds Act (ESSA). Sections 2101, 2103, and 2243 explicitly state that an allowable use of formula grants to states, local funds, and programs of national significance can be used to help teachers meet dual enrollment requirements or to expand dual enrollment programming.⁶

Colorado: The Colorado Department of Higher Education used \$200,000 of its federal Title IIA Grant monies to help cover graduate-level course costs.

Indiana: Established by the Indiana General Assembly during the 2013 Legislative session, the STEM Teacher Recruitment Fund provides grants to high-performing organizations and programs that are working to increase the number of high-quality science, technology, engineering, and mathematics teachers.⁷ Some of the funds are used on STEM Teach, which is a program that provides graduate-level coursework at participating public institutions and Independent College of Indiana (ICI) member institutions to high school STEM teachers at no cost so that those teachers can teach concurrent enrollment courses.⁸

Kansas: One of their universities, Washburn University, used some of its Title II funds to provide professional development to high school teachers that work in high-need districts through it's Concurrent Enrollment Teacher Development Project.

Wisconsin: In 2017, the Wisconsin legislature passed Act 59, which amended an existing statute and authorized the Department of Safety and Professional Services to award workforce training grants to programs that are training people to become teachers, which included teachers in dual enrollment programs.⁹ The same year, the state legislature passed Act 206, which created the Dual Enrollment Credential Grant to assist high school teachers to meet the HLC minimum qualification requirements. The grant program annually awards \$500,000 in districts, charter schools, and private schools.¹⁰

Offering Financial Aid to Complete Graduate Credits

A number of states have also passed legislation to create programs with the goal of helping to pay or defray costs so teachers can obtain the minimum HLC graduate credits required to teach dual enrollment courses.

⁶ Perry, A. "The Every Student Succeeds Act: Provisions Concerning Dual and Concurrent Enrollment." College in the High School Alliance. Accessed May 2021.

<https://nacep.org/docs/research-and-policy/ESSA%20Provisions%20Encouraging%20College%20in%20High%20School.pdf>

⁷ Indiana STEM Teacher Recruitment Fund.

<https://www.in.gov/che/academic-affairs/teacher-recruitment-programs/#:~:text=The%20fund%20provides%20grants%20to,schools%20located%20in%20underserved%20areas>. Accessed May 2021.

⁸ STEM Teach Indiana. <https://stemteachindiana.org/>. Accessed May 2021.

⁹ 2017 Wisconsin Act 59. <https://docs.legis.wisconsin.gov/2017/related/acts/59>. Accessed May 2021.

¹⁰ 2017 Wisconsin Act 206. <https://docs.legis.wisconsin.gov/2017/related/acts/206>. Accessed May 2021.

Nevada: The state Assembly appropriated \$5 million to support College and Career Readiness programs through a competitive grant process.¹¹ One of the eligible uses of the grant money is to support professional development for teachers to be qualified to teach dual enrollment courses.

North Dakota: In 2017, the state legislature established a four-year pilot program which appropriated up to \$200,000 annually and offered credit incentives to teachers in public, tribal, or private postsecondary institutions to teach dual enrollment.¹²

Wisconsin: In April 2018, the state legislature passed a bill that directed the Office of Educational Opportunity at the University of Wisconsin System to award grants to districts, charter schools, and specific private schools to help high school teachers meet the HLC minimum requirements.¹³

Wyoming: In 2013, Wyoming state legislature passed a bill which created the adjunct professor loan repayment program that is administered by the Wyoming Community College Commission.¹⁴ The program provides funds to public school teachers who need additional coursework to meet the HLC requirement.

Teacher Bonuses

In 2015, Indiana passed legislation that authorizes a school district to provide a teacher with a supplemental payment in addition to their salary if they have earned a master's degree in the area directly related to the subject matter of a dual enrollment course they're teaching.¹⁵ The bill clarifies that a "supplement" is not subject to collective bargaining but a discussion of the supplement must be held.

In 2016, Indiana passed another bill that created the Dual Credit Teacher Stipend Matching Grant, which provides matching grants to districts that offer stipends for teachers teaching a dual enrollment course and who either hold or are in the process of obtaining a master's degree.¹⁶ However, no funds were allocated to support this fund.

INITIATIVES IN MINNESOTA FOR SUPPORTING TEACHERS TO MEET HLC REQUIREMENTS

Minnesota State has implemented Credit for Prior Learning (CPL) which is a "tested experience" approach where Minnesota State awards "graduate credit for knowledge and experience when it is equivalent to the depth and breadth of graduate coursework and/or mastery of graduate

¹¹ Senate Bill No. 544, Section 19. https://www.leg.state.nv.us/Session/79th2017/Bills/SB/SB544_EN.pdf

¹² Senate Bill No.2244.

<https://s3.amazonaws.com/fn-document-service/file-by-sha384/fc92c65a15046438150a679576ee74889c28b1751f89890e6d6ff93f3e5d24c52f28d73154c693b19b59d5480a86f3b5>

¹³ Wisconsin Legislature 2017 Senate Bill 711. <https://docs.legis.wisconsin.gov/2017/related/proposals/sb711>

¹⁴ 2013 Wyoming Legislature HB163. <https://wyoleg.gov/Legislation/2013/HB0163>

¹⁵ IC 20-28-9-15. <http://iga.in.gov/legislative/laws/2017/ic/titles/020/#20-28>

¹⁶ IC 20-43-15. <http://iga.in.gov/legislative/laws/2017/ic/titles/020/#20-43>

course outcomes and objectives.”¹⁷ For this approach, teachers would develop portfolios to document their graduate-level expertise in a subject area, and graduate faculty at a specified university would review the portfolio and award graduate-level credit for prior learning in the corresponding content area. This option recognizes tested experience but is designed so that the graduate credits earned as a result of the review, not the experience itself, would be used to determine how high school teachers meet minimum faculty qualifications. The CPL option, however, is only available in five disciplines: Biology, Chemistry, Communications, English, and Physics. Also, individuals who go through CPL are limited to earning 6 graduate credits, so they’d still have to earn an additional 12 credits to meet the 18 credit minimum requirement.

The Minnesota Legislature has also taken action to try and address this issue. In 2016, the Minnesota Legislature allocated \$3 million on a one-time basis for the Northwest Regional Partnership—a voluntary association of Lakes Country Service Cooperative, Northwest Service Cooperative, and Minnesota Statute University-Moorhead—to develop and provide high-quality opportunities for concurrent enrollment teachers to earn additional graduate-level credentials in their subject area.¹⁸ Through this partnership, 605 teachers from 196 districts across Minnesota have enrolled in the program.¹⁹ However, only one (communication) of the nine different endorsement areas is CTE-related.

HOW STATES ARE USING THEIR PERKINS V FUNDS TO PREPARE CTE TEACHERS

Per Section 124 of Perkins V, 10% of the federal Perkins V funds can be retained by the state for state leadership activities that are meant to improve CTE.²⁰ Within that, states can use the funds to recruit, prepare, or retain CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals. Looking at states’ Perkins V plans, states have employed a number of tactics for helping more people become CTE teachers—revising statutes to remove barriers to certification, providing financial support so teachers can obtain credentials, recruitment, and forming an advisory committee to come up with recommendations to address carriers. See Table 4 for examples of what states’ Perkins V plans have indicated they are doing to prepare and/or support CTE teachers.

State	Perkins V State Plan Language	HLC State?
Delaware	Specific supports are provided to teacher candidates who seek licensure and certification through the Alternative Routes to Teacher Certification program, see here. Supports are also provided to institutions of higher education to engage with teacher candidates who enter the	No

¹⁷ Minnesota State FAQ. Accessed May 2021.

<https://www.minnstate.edu/system/asa/academicaffairs/concurrentenrollment/FAQ.html>

¹⁸ Strom, T. (2019). “Concurrent Enrollment Teacher Training Programs.” Minnesota House Research.

<https://www.house.leg.state.mn.us/hrd/bs/91/hf1907.pdf>

¹⁹ Kovash, J. (2020). “Regional Partnership: Concurrent Enrollment Teacher Training Program Report to the Legislature” Lakes Country Service Cooperative. <https://www.leg.mn.gov/docs/2019/mandated/190105.pdf>

²⁰ Perkins IV ED A-133 Compliance Supplement.

https://cte.ed.gov/FMI/app/webroot/files/VFMI_2012_Session_5_Perkins_IV_-_A-133_Compliance_Supplement.pdf

	<p>field of education having been previously employed in the workforce through Delaware administrative code for Skilled and Technical Sciences (see 14 DE Admin. Code 1559). State leadership activities and funds as well as staff time are applied to increase programs and opportunities for industry professionals to enter and become successful educators. Feedback from various stakeholders is collected and analyzed to refine programmatic investments, supportive programs, and to offer technical assistance.</p>	
Florida	<p>Florida has the following two pathways for secondary CTE teacher certification:</p> <ul style="list-style-type: none"> • State-issued CTE teaching certificates in one of the following subjects: agriculture (grades 6-12), business education (grades 6-12), engineering and technology education (grades 6- 12), family and consumer sciences (grades 6-12) and marketing (grades 6-12) for individuals who hold a bachelor's degree or higher in the subject area or individuals who hold a bachelor's degree. • Local school-district-issued CTE teaching certificates that are subject to specific education, industry experience and industry certification or licensure requirements pursuant to Florida law. Locally licensed teachers must complete a career education training program conducted through the school district's in-service master plan that includes instruction on teaching methods, course construction, lesson planning and evaluation, and teaching students with special needs 	No
Kansas	<p>In order to recruit, prepare, and retain CTE teachers, KSDE provides multiple paths for individuals to qualify for employment:</p> <ul style="list-style-type: none"> • Verifiable related work experience and skills can qualify for a restricted CTE/Full CTE Certificate or a CTE Specialized Certificate. • Five years of professional work experience in Engineering, Computer Technology, Finance, or Accounting can qualify for a STEM license. • Participation in the Transition to Teaching Program can earn a Restricted Teaching License, as this program is a collaborative effort between a postsecondary institution, the district, a mentor, and the participant. • Licensed teachers can add a teaching endorsement in a CTE area by completing the Praxis Content test with a passing score or by completing a plan of study in an approved CTE program. <p>KBOR will offer professional development and training opportunities to faculty and specialized instructional personnel through the following opportunities:</p> <ul style="list-style-type: none"> • Immersive industry internships for faculty and reverse internships for industry experts • Professional development and leadership development opportunities • Statewide counselor training 	Yes
Kentucky	<p>Kentucky's New Teacher Induction (NTI) is designed to introduce new occupation-based CTE teachers to the profession while offering practical skills and dispositions to be successful in the classroom. The NTI is a 24-month induction model administered by the KDE for all occupation-based CTE teachers pursuing professional teacher certification in Kentucky. The NTI works in conjunction with postsecondary institutions and the local education agency. Kentucky's NTI curriculum provides participants the ability to analyze the role CTE can play in improving student literacy, explain the importance of integrating literacy and math into CTE instruction, and develop assignments that engage students in reading and writing in CTE. The KDE also provides opportunities for CTE teachers to renew and upgrade technical skills through the offering of a variety of Technical Update Trainings (TUTs). CTE state program consultants work with industry leaders and other state partners to plan and coordinate such trainings, driven by data and feedback from local teachers on areas of needed professional growth. Additionally, state CTE program consultants at the KDE plan and coordinate annual professional development projects for teachers within their respective program areas. These trainings and learning opportunities focus on new/re designed standards, instructional practices and industry trends, such as innovative equipment, etc. KCTCS hires CTE faculty from industry to teach college coursework and may also certify high school instructors to teach dual credit classes. As per SACSCOC, the regional accrediting agency for KCTCS colleges, an institution must justify and document the qualifications of its faculty. For technical programs, these qualifications vary based on program. For example, a nursing instructor position may require a Master's degree. A faculty member may hold the program degree (i.e. an Associate's degree in welding) and teach in the program. Some AAS programs with a strong transfer component, such as business, may require a master's degree to teach. In some technical/trades fields, a faculty member may be credentialed by exception based on experience or certifications held. KCTCS faculty are offered professional development as new and as continuing instructors. New faculty programs are offered at many of the colleges; all new faculty are peer mentored. CTE faculty attend conferences around their technical field, work with industry advisors, and attend college-provided professional development to ensure understanding of the support of special needs students, college advising protocol, and curriculum.</p>	No

Louisiana	<p>During the life of the Perkins V State Plan, a task force will be convened to explore CTE teacher recruitment and retention strategy. The task force will be charged with developing strategies and activities to increase the number of high-quality instructors in all Perkins Eligible CTE Programs of Study. The use of online technologies to support new instructors will be enhanced in order to support and retain teachers that come to the classroom from industry. CTE Leadership Academy is the LDOE new training program helping current and aspiring CTE leaders master essential policy and best practices. Louisiana has hosted an annual event entitled Super Summer Institute to provide secondary and post-secondary educators with the necessary training to improve instructional practices and program quality. This is a professional development and training opportunity for CTE teachers to obtain new credentials and/or renew credentials aligned to the Workforce Investment Council's state-focused list. Beginning in the summer/fall of 2020 LDOE will consult with LCTCS on the planning of Super Summer Institute to address the need for vertical alignment for Perkins Eligible CTE Programs of Study. Through the Comprehensive Local Needs Assessment and the Super Ap process for secondary, eligible recipients will examine hiring and onboarding practices as well as the effectiveness and need for professional development. The local plan will report on the findings; activities will be tailored to address the identified need(s).</p>	No
Maine	<p>To provide the recruitment and preparation of CTE teachers, administration, paraprofessionals, etc., Maine is committed to the following:</p> <ol style="list-style-type: none"> (1) Providing relevant professional development; (2) Revising certification laws to allow greater access for potential teachers from industry; (3) Increasing the teacher preparation programs by working with higher education; (4) Increasing industry area teacher certification through collaboration with industry associations; (5) Establishing a liaison between the field and the MDOE certification team to enhance communication and assist with certification issues; (6) Initiating a MDOE teacher recruitment and retention committee with representatives from all educational areas; and (7) Creating legislation to increase teacher salaries. At the postsecondary level all recruitment and preparation of faculty and staff is conducted at the local level. Each college has their own policies and procedures for hiring faculty and staff. 	No
Michigan	<ul style="list-style-type: none"> • Work with the higher education teacher education preparation programs throughout the state of Michigan to support their on-going efforts to recruit, prepare, and retain CTE teachers; • Work with Special Education, Transitions, and the Michigan Occupational Special Populations Association (MOSPA) to support specialized professional development opportunities that 54 provide the knowledge and skills needed to work with and improve instruction for teachers in support of their work with special populations; • Collaborate with the Office of Educator Excellence in MDE to support recruitment and preparation of education personnel to meet the needs of CTE including establishing alternative routes to CTE teacher certification; • Support recruitment and orientation for CTE faculty with the same standards as those applied to the academic faculty. Recruiting techniques such as ad placement with newspapers, national trade journals, and web-based services are used to recruit faculty, administrators, and specialized instructional support personnel. Utilizing a wide range of recruitment strategies ensures postings are received by a diverse (under-represented) audience that possesses the technical skill requirements necessary for the position. Specific advertising locations, directly related to the discipline of the faculty position, are identified and postings in national journals (example: Chronicle of Higher Education) are available for review. Existing faculty and administrators recruit industry professionals to become faculty through advisory committee participation. Advisory committee members also serve as adjunct faculty and often become candidates for full-time positions when full-time positions become available; At the local levels, secondary and postsecondary will review student demographic enrollment data and develop recruitment strategies to create a diverse instructor workforce that reflects learner populations; • Encourage faculty, including CTE faculty, to attend in-services that provide professional development regarding teaching and learning to assist with the transition from business and industry to education, including online (distance) learning; • Provide professional development and training to assess student growth and identify areas to target for improvement, to identify training needed to meet CTE student needs, and to identify relevant curriculum rooted in institutional or industry- approved standards; • Require institutions to develop processes and procedures for faculty to ensure that all students, including special populations, are treated with respect, and have access to support services to address any access issues within the educational environment; • Support special populations coordinators and advisors to attend the annual Michigan Occupational Special Populations Association (MOSPA) and the Trends in Occupational Studies and Michigan Career Education annual conferences. These professional development opportunities provide a forum for postsecondary professionals to collaborate with secondary educators, employers, and occupational vendors to address the unique needs of special populations students, share best practices, and to strategize techniques to assist special 	Yes

	<p>populations students successfully transition from school to work; • Provide ongoing technical assistance and support to teachers, faculty, administrators, and specialized instructional support personnel as well as CTE teacher professional associations; and</p> <p>• Collaborate with Michigan Association of Career and Technical Education to provide support to CTE teachers and administrators.</p>	
Mississippi	<p>New Teacher Induction (NTI) The NTI program was planned and developed by personnel from the MDE's Office of Career and Technical Education and the Research and Curriculum Unit (RCU) at Mississippi State University (MSU) with leadership and direction from a steering committee and national research. The MDE offers the CTE Administrator endorsement for those who are newly hired CTE administrators. The Certification of Online Learning (COOL) was created to assist educators in meeting the requirements for licensure. The MDE, through a partnership with the RCU at MSU, offers multiple face-to-face and online courses that address unique issues for educators and administrators who serve special populations. Recruitment strategies include utilizing notifications in local and regional newspapers, the college's website, social media networks (i.e., Facebook, Twitter, YouTube, etc.), talk radio advertisements and segments, graduates of the program, and job postings. The MCCB and local community colleges will address retention efforts for CTE teachers, faculty, and career guidance and academic counselors that center around compensation and fringe benefit packages that are competitive with the private and secondary education sectors. Professional development is provided through on- and off-campus workshops and seminars.</p>	No
Montana	<p>The OPI offers three levels of credentialing for individuals from business & industry. Class 4A is an endorsement for individuals who are already teaching in an academic discipline and are adding a CTE Endorsement. Currently this is available for Health Science, Engineering, and Education. Individuals are required to complete 80 hours of training specific to their new CTE area. Class 4B individuals must have a bachelor's degree or higher, plus the requisite 10,000 hours of business and/or industry experience. Transcripts are used as part of the evaluation to determine the level of coursework previously taken for prior learning experience. Class 4C individuals must have a high school diploma plus the requisite 10,000 hours of business and/or industry experience.</p>	No
Nevada	<p>The Department developed the 2017-2018 Nevada Educator Equity Plan, which is used as baseline data to be collected using 2016-2017 teacher experience, certification, and effectiveness measures to identify and employ strategies and incentives to improve educator equity gaps for students including those members in special populations. Since 2017, the Department has been working to modernize the state's educator licensure application, management, reporting system, and teacher licensure regulations to mitigate and remove barriers to Nevada's Business and Industry endorsement, prescribed in Nevada Administrative Code (NAC) 391.420-425; said endorsements are a significant educator resource for a majority of Nevada's career and technical education programs. Recent legislation (2019) supports reciprocity for foreign country licenses and the expedition of teacher licensing for military spouses. Removing these barriers will help support the recruitment, preparation, and maintenance of career and technical education teachers that provide quality career and technical education instruction to all Nevada students, including those who are members of special populations.</p>	No
New Jersey	<p>The state Board of Education adopted changes to the administrative code in November 2019. Among these changes were the elimination of most of the unnecessary barriers to CTE teacher certification identified by stakeholders and focus groups. The existing code was limiting access into an already decreasing pool of qualified CTE teachers and the regulatory changes not only remediated the problematic code but also introduced a new mechanism for general education teachers to "bridge" into CTE endorsements. The amendments appear in New Jersey Administrative Code N.J.A.C. 6A:9, Professional Standards and N.J.A.C. 6A:9B, State Board of Examiners and Certification, and they provide flexibility for individuals seeking to obtain a CTE endorsement to an instructional certificate and to increase the pool of CTE teacher candidates. The amendments are intended to address CTE teacher shortages in in-demand industries and occupations, which affect approved CTE programs of study in comprehensive high schools, charter high schools and county vocational school districts. New rules at N.J.A.C. 6A:9B-11.3 also establishes the CTE Teacher Bridge process, through which teachers already certified in another subject area will be able to obtain a CTE endorsement within an in-demand industry sector or occupation that is experiencing a shortage of CTE teachers.</p>	No
New Mexico	<p>The state plan focuses on the training of teachers and faculty to support the needs of special populations. The regional association structure and comprehensive local needs assessments</p>	Yes

	will provide the framework to align the state's career and technical education programs to support the state's visions and goals for preparing an educated and skilled workforce. Training staff with the knowledge and skills needed to evaluate gaps in service, and then train staff to support special population students is an essential expectation for funds. The regional association model of administration creates sensitivity to special populations by establishing clear expectations regarding equal access.	
New York	New York has made several modifications to Transitional A certification ²⁵ requirements for secondary teachers that allow a broader range of industry professionals with technical knowledge and skills to begin teaching while they acquire pedagogical skills to meet the needs of different types of learners. More specific guidance has been posted to the Office of Teaching Initiatives certification page. Requirements for postsecondary instruction are set locally by the CTE provider. Most community college CTE instructors possess a combination of degrees and industry experience.	No
Pennsylvania	The Department has developed and implemented CTE teacher and administrator certification programs through contractual agreements with three state universities: Indiana University of Pennsylvania, The Pennsylvania State University, and Temple University. Each university operates a Professional Personnel Development Center to focus on the CTE teacher and administrator certifications. The Centers provide pre-service and in-service professional personnel development services for career and technical educators in the respective regions of the commonwealth. Each university ensures the certification programs are based on research and cover topics including curriculum development, integration, instructional practices, students with disabilities, English learners, parental and community involvement, Department initiatives, and current trends in education. In all three regions of the state, Center staff hold regular meetings to share notes from the field and discuss topics of interest to the school. Also, professional development experiences are developed based on a comprehensive needs assessment. The Department continues its partnership with PACTA. The partnership includes the Department's support and input into professional development that leads to viable professional development and technical assistance for instructors and administrators in CTE settings. PACTA representatives also serve on the BCTE's strategic planning committee and assist in identifying action steps for the BCTE, with PACTA's assistance, can take to improve student academic and technical achievement, increase business engagement, develop K-12 pathways, serve special populations students, address academic and technical proficiency, and expand career development. The Technical Assistance Program provides sustained professional development to postsecondary and secondary recipients. The sessions are inclusive of paraprofessionals, teachers, administrators and postsecondary faculty. The Department continues its partnership with PACTA. The partnership includes the Department's support and input into professional development that leads to viable professional development and technical assistance for instructors and administrators in CTE settings. PACTA representatives also serve on the BCTE's strategic planning committee and assist in identifying action steps for the BCTE, with PACTA's assistance, can take to improve student academic and technical achievement, increase business engagement, develop K-12 pathways, serve special populations students, address academic and technical proficiency, and expand career development. The Technical Assistance Program provides sustained professional development to postsecondary and secondary recipients. The sessions are inclusive of paraprofessionals, teachers, administrators and postsecondary faculty.	No
Texas	The TEA Career and Technical Education department provides supports at the state leadership level to assist LEAs with the recruitment of CTE teachers which is evident in the broad approach by which the agency assists with routes to hire qualified candidates. This process aligns with the overall agency philosophy as expressed in strategic priority one: recruit, support, and retain teachers and principals. Postsecondary institutions budget Perkins formula funds for professional development for career and technical education faculty and student support staff. Professional development supports ongoing faculty disciplinary training to maintain curricula and required certifications. For faculty and student support staff, professional development reinforces the knowledge and skills needed to improve instruction, enhance advisement and support, mitigate barriers for special populations students.	No
Vermont	In some states, the State Education Agency (SEA) plays an important role in recruiting teachers. However, in Vermont, the Agency of Education does not play a direct role in this process in deference to local education agency (LEA) control. Vermont maintains an alternative route to CTE teacher licensure. Industry professionals are granted an apprenticeship license and complete required educator training coursework while teaching at the secondary level. Business and industry entities that partner with CTE often compete for the same pool of candidates who possess the technical knowledge and skills necessary to educate CTE students. One solution is to revise the current CTE teaching endorsements to make teaching a more appealing prospect for skilled individuals interested in transitioning out of industry. These	No

	<p>revisions, as outlined by the Vermont Standards Board for Professional Educators, will begin in 2020. The Vermont Association of Career Technical Education Directors (VACTED), the statewide association of CTE center administrators, has established and will maintain a collaborative agreement, with voluntary membership, to support the professional development of teachers. Members enter into a formal agreement and pool Perkins or other funds to pay for the CTE teacher preparation program offered by Vermont Technical College. The Agency of Education and the VACTED Consortium will collaborate on efforts to support ongoing teacher professional development over the life of this plan. A major concern is a lack of shared professional development days for CTE educators across the state. The Agency will work with the Vermont Superintendents Association to advocate for school districts to provide up to two common professional development days for CTE during each school year. In order to understand what teachers most need, the Agency will issue a survey every two years as part of a state-wide needs assessment. The state-wide professional needs assessment will guide and focus the state's efforts, including: (1) Supporting the implementation of an annual CTE conference aimed at connecting teachers (CTE technical, academic, secondary, post-secondary, and corrections) with business and industry, addressing professional development needs identified in the state survey, and celebrating and highlighting the accomplishments of the CTE system; (2) Continuing to support annual, or more frequent, teacher meetings by career cluster with a stronger focus on sharing of best practices, integration of rigorous academic content, and structured professional learning. The Agency also will facilitate professional development for teachers that focuses on expanding participation and partnership with 21C Community Learning Centers and after school personnel. The Agency will facilitate professional development for faculty on the integration of CTSOs into the curriculum.</p>	
<p>Virginia</p>	<p>The VCCS uses State Leadership funds to support development and implementation of strategies to improve CTE throughout the community college system. These activities include: •Support for recruiting, preparing, training, and retaining CTE instructors, faculty, specialized instructional support personnel, professional development, or leadership development programs (e.g., the VCCS's annual Hire Ed Conference is a gathering of community college leaders, workforce development professionals, partner agencies, board members, and elected officials exploring the ways in which colleges will respond to the needs of businesses and individuals in the Commonwealth, positioning Virginia as a national model for workforce training)</p>	<p>No</p>
<p>Wyoming</p>	<p>(1) Professional development will include working in partnership with the Wyoming Association of Career and Technical Education (WACTE) to provide research based instructional materials, quality workshops, speakers and best practices for all CTE content areas each year at the annual summer conference. (2) The WDE-CTE team will be providing funding for externships for CTE teachers. Full-time CTE teachers at the secondary and postsecondary level will be asked to work in industry a minimum of 37 hours every five years. The externships will be done in an industry sector that is related to the teacher's content area. The teacher will receive a stipend of \$35.00 an hour less any amount the employer pays the teacher. Upon completion of documentation teachers will also be able to earn continuing education units for recertification as set forth by the Wyoming Professional Teaching Standards Board. (3) The WDE-CTE team will provide an annual list of professional development opportunities that are weighted to align with the goals of Perkins V. Each CTE teacher will be able to select the professional development opportunities that fit best with their district or school priorities, schedule, and interests. Each CTE teacher will complete a form annually identifying the professional development that they have attended which will be filed with the district or community college application for the upcoming grant year. Each secondary full-time CTE teacher will need to earn 38 professional development points over a five-year period and make progress toward that goal each year in order to maintain the designation of a quality CTE program. (4) The WDE is currently working with the Wyoming Professional Teaching Standards Board (PTSB) to create a stackable micro-credential to prepare teachers to teach computer science courses in order to meet the requirements of the Wyoming Legislature to be implemented by 2020. (5) The WDE is represented on a legislative task force working with the University of Wyoming to create a degree program for CTE teachers. A promising possibility is through legislation that was passed in 2018 allowing community colleges to provide bachelor of applied science degrees and a 3+1 concept. Under this proposed plan students would be able to complete three (3) years at a local community college and finish a bachelor's of applied science degree at the University of Wyoming in the College of Education. Each postsecondary program funded with Perkins will be required to have a full-time CTE faculty member earn 15 professional development/externship points each year. Faculty who are required to maintain a professional license for employment will be able to use the continuing education required for their licensure to meet the requirement of annual professional development. The list of professional development opportunities will be published annually.</p>	<p>Yes</p>

HOW MINNESOTA HAS INDICATED THEY'RE USING PERKINS V FUNDS TO PREPARE CTE TEACHERS

Minnesota's WIOA—Department of Employment and Economic Development, other Minnesota State Departments, The Governor's Workforce Development Board, local and regional workforce development boards, and higher education—Combined Perkins V State Plan²¹ included a number of initiatives for recruiting and retaining CTE teachers, which are under the umbrella of CTEacher Prep 2030. The intent of CTEacher Prep 2030 is to create a collaborative approach to confront the career and technical needs of Minnesota by linking institutional resources. Some of the initiatives include:

- **New CTE Teacher Initiative:** This initiative is designed to help teachers gain the knowledge and resources they need to be successful in the secondary CTE classroom and has already served more than 100 CTE educators. The program is open to any CTE teacher, but is ideal for new or first-time CTE teachers because it provides opportunities to support and improve teacher confidence and collaboration. Resources and support for the year-long program include ongoing professional development in webinars, in-person meetings, book recommendations, monthly newsletters, breakout sessions at CTE conferences, and a two-day summer conference.
- **Teacher Cadet Training:** The program focuses on recruiting high school students from ethnically diverse populations, students on free and reduced lunch, students first in their families to attend college, and male students interested in working with young children. The Teacher Cadet program addresses the teacher shortage problem in Minnesota and the United States by providing experiential learning for prospective students who might later pursue their CTE teacher license.

Despite these initiatives, none of them address the shortage of dual enrollment CTE teachers.

INITIATIVES IN OTHER STATES TO EXPAND STUDENT ACCESS TO DUAL ENROLLMENT COURSES

In Minnesota, there are stark disparities between the percentage of students of color and white students who take dual enrollment courses.²² This problem is not unique to Minnesota. Across the country, there are inequities in dual enrollment between students of color—particularly Black, Indigenous, and Latino students—and white students.²³ To address these disparities, there have been a number of initiatives taken, including:

- Adopting multiple measures for dual enrollment eligibility;
- Empowering families to know their options; and
- Targeted investments for underserved student populations.

²¹ FY20-23 WIOA Combined Perkins Plan. https://s3.amazonaws.com/PCRN/docs/stateplan/MN_2020_State_Plan.pdf

²² Minnesota Department of Education. (February 2021). "Rigorous Course Taking: Advanced Placement, International Baccalaureate, Concurrent Enrollment, and Postsecondary Enrollment Options Programs."

²³ Patrick, K., Socol, A., & Morgan, I. (2020). "Inequities in Advanced Coursework: What's Driving Them and What Leaders Can Do." The Education Trust.

Adopting Multiple Measures for Dual Enrollment Eligibility

Despite the benefits of dual enrollment, many students miss out due to performance-based requirements. For PSEO, Minnesota State sets eligibility criteria based on class rank and ACT scores,²⁴ while the University of Minnesota sets a minimum GPA.²⁵ For concurrent enrollment, at Central High School, students must be in the top 20% of their class²⁶ and North Hennepin Community College sets a minimum GPA.²⁷

These performance-based measures leave out many students who may thrive in college-level coursework. Middle-achieving students can succeed in college-level courses with the right support, and they can also sometimes derive even more benefits from these experiences than students who were already likely to attend college.²⁸ This is particularly true for some students who have historically struggled in high school.

To address these barriers, some states have adopted more holistic, multiple measure approaches to better ensure that qualified students are not overlooked:

- **Delaware:** Students can qualify for dual enrollment based on multiple indicators of readiness, and schools must look at a combination of measures like test scores, grades, teacher recommendations, and portfolios.²⁹
- **Illinois:** Statute directs the Illinois Community College Board and the Board of Higher Education to develop policies that allow that consider multiple, differentiated measures for student eligibility.³⁰
- **Nebraska:** The state's Dual Enrollment Standards indicate that students should meet a minimum GPA or assessment metric, however it also allows the student to demonstrate their capacity for academic success through "alternative means" like student portfolios, letters of recommendation, and student performances/exhibitions.³¹
- **Ohio:** The Ohio Innovative Programs for College Credit Plus provides a waiver for dual enrollment programs that offer programming that is focused on students of color, first generation families, and low-income students.³²

Empowering Families to Know Their Options

From conversations with students and families, one of the barriers to enrolling in dual enrollment courses is a lack of knowledge about the opportunities and processes for enrollment. To address this barrier, in 2019, the Tennessee state legislature passed a law that requires districts

²⁴ Minnesota State's Post-Secondary Enrollment Options website. Accessed September 2020. <https://www.minnstate.edu/admissions/pseo/index.html>

²⁵ University of Minnesota Post-Secondary Enrollment Options website. Accessed September 2020. <https://ccaps.umn.edu/post-secondary-enrollment-options-pseo>

²⁶ Central High School College in the Schools website. Accessed September 2020. <https://www.spps.org/domain/1711>

²⁷ North Hennepin Community College Concurrent Enrollment website. Accessed September 2020. <https://www.nhcc.edu/academic-programs/college-credit-in-high-school/concurrent-enrollment>

²⁸ College in High School Alliance. (2020). "Policy Snapshot: Improving Eligibility Requirements for Dual Enrollment Programs." <https://static1.squarespace.com/static/589d0f90ff7c507ac483988e/t/5f6a0b0f52113c07279c0418/1600785167436/POLICY+SNAPS+HOT+-+DUAL+ENROLLMENT+ELIGIBILITY.pdf>

²⁹14 Del. Admin. Code 506. <https://regulations.delaware.gov/AdminCode/title14/500/506.shtml>

³⁰ Illinois Board of Higher Education Act. <https://ilga.gov/LEGISLATION/ILCS/ilcs3.asp?ActID=1080&ChapterID=18>

³¹ Nebraska Dual Enrollment Standards.

https://www.unk.edu/academic_affairs/_files/dual_enrollment/dual_enrollment_program_guidelines.pdf

³² Ohio's College Credit Plus Innovative Programs.

<https://www.ohiohighered.org/sites/default/files/uploads/CCP/resources/Innovative%20Programs%20Overview%202020-2021.pdf>

to notify students in grades 9-12 and their parents about all of the early college and career experiences offered for the upcoming school year.³³

Targeted Investments for Underserved Student Populations

To address student enrollment gaps in dual enrollment, some states have allocated funds that are targeted to address the gaps. For example, the Illinois State Board of Education offered competitive grants to districts with at least one Title 1 secondary school so that they could expand on their advanced coursework. Schools that received the grant could use the funds for tutoring to help students, recruitment targeted at historically underserved students, and to purchase the necessary materials for the courses.

On the legislative side, in 2019 the Washington state legislature created a pilot program designed to eliminate financial barriers for low-income students so that they can participate in dual enrollment programs. Similarly, in 2016 the Colorado state legislature created an innovative pilot program that financially rewarded districts who had programs targeted to help students earn industry credentials, complete a work-based learning program, or pass AP computer science.³⁴

RECOMMENDATIONS

This section provides a set of recommendations to address the issue of the credentialing CTE faculty and the barriers to more students accessing dual enrollment courses.

HLC Guidance and CTE Dual Enrollment Faculty Qualifications

Recommendation #1A: Minnesota State should adopt a policy—like in Colorado, Illinois, Missouri, or New Mexico—that is in alignment with HLC guidance that allows CTE dual enrollment instructors to either a bachelor’s degree in the field and/or a combination of education, training, and tested experience.

OR

Recommendation #1B: The Minnesota Legislature should amend the Postsecondary Enrollment Options Act (Statute 124D.09) to require Minnesota State, as well as any other relevant public universities, adopt a policy for CTE instructors that is in alignment with HLC guidance.³⁵

Recommendation #2: Minnesota State should expand their CPL approach so that they can award credit to CTE instructors.

Recommendation #3: Change Minnesota State implementation practice for occupational experience requirement from 2000 to 1600 hours.

³³ Tennessee Code 49-6-414. <https://law.justia.com/codes/tennessee/2019/title-49/chapter-6/part-4/section-49-6-414/>

³⁴ Colorado General Assembly, HB18-1266. <https://leg.colorado.gov/bills/hb18-1266>

³⁵ Postsecondary Enrollment Options Act. Minnesota Statute 124D.09. <https://www.revisor.mn.gov/statutes/cite/124D.09>

Recommendation #4: Minnesota should allocate some of its Perkins V money with the intention of helping more CTE teachers become eligible to teach dual enrollment courses.

Recommendation #5: The Minnesota legislature should dedicate funding for the Northwest Regional Partnership that is dedicated for expanding CTE teachers who are eligible to teach dual enrollment.

Expanding Dual Enrollment Student Access

Recommendation #6A: Minnesota State should amend policy 3.5.1, which specifies the eligibility requirements for dual enrollment students so that it includes multiple measures—regular high school attendance, projects, portfolios, performance assessments, GPA performance over time, teacher nomination, interviews, personal statements—instead of just class rank and score on a nationally standardized, norm-referenced test like the SAT or ACT.³⁶

OR

Recommendation #6B: The Minnesota Legislature should amend Postsecondary Enrollment Options Act (Statute 124D.09) to require Minnesota State, as well as any other relevant public universities, so that they are required to adopt multiple measures for dual enrollment student eligibility.

Recommendation #7: The Lakes Country Perkins Consortia districts should examine their school-based policies for student participation in dual enrollment programming to ensure that they are not above and beyond what the colleges and universities require.

Recommendation #8: The Lakes Country Perkins Consortia districts should audit their dual enrollment programming data to see if they have fair representations across all student groups, including:

- Students of color and Indigenous students,
- Students who qualify for free or reduced-priced meals,
- English Learners,
- Students with Disabilities,
- Foster students, and
- Homeless students.

If they find discrepancies in participation rates, then the districts should create a plan in collaboration with families, students, and educators that have measurable goals aimed at addressing the gaps.

³⁶ Minnesota State System Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program.
<https://www.minnstate.edu/board/procedure/305p1.html>

Recommendation #9: Lakes Country Perkins Consortium and its districts should make sure that they are disseminating timely, accurate, and accessible information to students and families about dual enrollment including waived fees, course offerings, benefits of enrollment, and course requirements. This information should also be available in the family's primary language.

Krista Kaput leads efforts to use data to tell stories about Minnesota's E-12 landscape from an asset-based, equity lens. Born and raised in Minneapolis, Krista began her career as a special education in a traditional high school, where she held leadership positions as the eleventh grade lead and mathematics department chair, and then also served on the founding staff of a Noble STEM charter school. Frustrated by the lack of teacher and student voice being incorporated into policies that impacted them, she left the classroom and made a career change to education policy. In 2016, Krista moved back to Minneapolis where she led Education Evolving's student-centered policy efforts in competency-based education, innovation zones, and alternative teacher preparation before finding her home as Research Director at EdAllies. Krista holds a bachelor's in history and anthropology from the University of Chicago, a master's of education with a concentration in education policy and management from Harvard University, and a master's in public policy with a concentration in advocacy, law and policy from the University of Minnesota. She also co-coordinates an Education Policy Fellowship that aims to help individuals from a variety of backgrounds expand their knowledge of state and federal policy design, enactment and implementation.