



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM  
GOVERNOR

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman 

**DATE:** May 28, 2007

**SUBJECT:** Approval of 2005–2006 Postsecondary Enrollment Options Report

The Michigan Postsecondary Enrollment Options Act of 1996 (Dual Enrollment) and the Career and Technical Preparation Act of 2000 require that a report be prepared annually, for the House and Senate Fiscal Agencies and the Department of Management and Budget, regarding the status of dual enrollment in the state. The legislation further requires that Career and Technical Education and the Michigan Department of Education work cooperatively on the report.

The 2005–2006 Dual Enrollment Report reveals that there has been a steady increase over the past five years in the number of students eligible for and participating in the dual enrollment options available to them. The report also shows a decrease in the number of dual enrollment courses not completed. Finally, the report provides a series of considerations for strengthening the dual enrollment program for Michigan's students.

It is recommended that the State Board of Education approve the 2005–2006 Postsecondary Options Report as attached to the Superintendent's memorandum dated May 28, 2007.

Attachment

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2005-2006 REPORT  
TO  
THE HOUSE & SENATE FISCAL AGENCIES &  
THE DEPARTMENT OF MANAGEMENT AND BUDGET

Postsecondary Enrollment Options Act 160 of 1996  
&  
Career and Technical Preparation Act 258 of 2000

Summary of Legislation

The Postsecondary Enrollment Options Act, (1996 PA 160), and the Career and Technical Preparation Act, (2000 PA 258) encourage and enable qualified pupils to enroll in courses or programs in eligible postsecondary institutions (state universities, community colleges, or independent nonprofit degree-granting colleges or universities located within Michigan). Eligibility of pupils, courses, and institutions is defined under Section 21b, of the State School Aid Act, the Postsecondary Enrollment Options Act, and the Career and Technical Preparation Act.

The Postsecondary Enrollment Options Act and the Career and Technical Preparation Act, require school districts to support dual enrollment for pupils in grades 11 and 12, if one of the following conditions is met:

1. The pupil has taken the MEAP High School Test, the Michigan Merit Exam (MME), the PLAN, or the PSAT, and has received state endorsement or qualifying scores in the subject areas the pupil wishes to be dually enrolled in at a postsecondary institution.
2. The pupil has taken the MEAP High School Test, the MME, the PLAN, or the PSAT and has received state endorsement or qualifying scores in mathematics, and has received a qualifying score on a Department-recognized national or industry job skills assessment test.

Once these criteria have been met:

1. The pupil may enroll in a postsecondary course for a subject that is offered by the local school district but is not available to the pupil due to a scheduling conflict (as determined by the local school district).
2. The pupil may dually enroll in a Career and Technical Preparation program at a postsecondary institution in a subject that is not offered through the career and technical education program at the local or intermediate school district, or through an area-wide career and technical education program.

A pupil wishing to enroll in content areas for which there is no endorsement on the MEAP High School Test, the MME, the PLAN, or the PSAT, such as political science, history, psychology, sociology, anthropology, computer science, or foreign language, not offered by the school district, or in fine arts as permitted by the

school district, need only take all sections of the MEAP High School Test, the MME, the PLAN, or the PSAT. No specific endorsement is needed for enrollment.

The postsecondary course(s):

- Must be academic in nature or applicable to career preparation,
- Must normally apply toward satisfaction of degree requirements,
- May not be in the subject matter of hobby-craft, recreation, physical education, theology, divinity, or religious education.

Questions regarding classification of courses as academic or activity are left to the discretion of the district and should take into account the interests and ambitions of the pupil.

To further clarify the contents of this report, it should be clear that districts have always had the option of supporting pupils in appropriate course work that may include college courses. A local school board may elect to support college level courses or career preparation courses for any pupil if it is in the best interest of the pupil. The Postsecondary Enrollment Options Act and the Career and Technical Preparation Act do not prohibit a district from supporting any pupil, regardless of grade level, from taking college courses. However, data for districts utilizing this option are not included in this report.

### Summary of Report Requirements

Section 388.521 of the Postsecondary Enrollment Options, requires the Michigan Department of Education (MDE) to prepare and submit to the House and Senate Fiscal Agencies and the Department of Management and Budget, a summary annual report on the identified information. In addition, Section 388.1911 of the Career and Technical Preparation requires the MDE to work cooperatively with the Department of Labor and Economic Growth, in preparation of this report.

### Data Collection for Postsecondary Enrollment Options

Each intermediate school district (ISD) annually collects and submits to the Michigan Department of Education (MDE) information from each of its constituent school districts for the preceding school year on the following:

- a) The amount of money expended by the school district for payments required under these acts,
- b) The number of eligible students who were enrolled in the school district and the number of those eligible students who enrolled in one or more postsecondary courses, and received payment of all or part of eligible charges under these acts, both in the aggregate and by grade level,
- c) The percentage of the school district's enrollment represented by the eligible students described in subdivision (b), both in the aggregate and by grade level,
- d) The total number of postsecondary courses for which the school district made payment under these acts, the number of those courses for which postsecondary credit was granted, the number of those courses for which

high school credit was granted, and the number of those courses that were not completed by the eligible student.

### Summary of Findings of Postsecondary Enrollment Options

Data across the past five years (2001-2006) indicate there is a steady increase in the number of:

- 11<sup>th</sup> and 12<sup>th</sup> grade students eligible for dual enrollment,
- Students participating in dual enrollment,
- Dual enrollment courses paid for by school districts,
- Dual enrollment fees paid by local school districts to postsecondary institutions,
- Postsecondary courses for which payment was made,
- Postsecondary credits granted.

Data across the past five years (2001-2006) indicate a decrease in the number of:

- Courses not completed,
- High school credits earned.

Data across the past five years (2001-2006) indicate there is a:

- 22.47% increase in local school district funding used to pay dual enrollment fees,
- 24.37% increase in the number of dual enrollment courses paid for by local school districts,
- 23.62% increase in the number of students participating in dual enrollment,
- 72% increase in the number of 11<sup>th</sup> and 12<sup>th</sup> grade eligible students,
- 30.4% increase in the number of postsecondary credits granted,
- 18.46% decrease in the number of high school credits granted,
- 15.07% decrease in the number of courses not completed.

Appendix A includes a full report of the data gathered from each local school district and intermediate school district in the State of Michigan. Also included are graphs labeled as Figures 1-9 that visually compare the eight required data sources across the last five years, from 2001-2006.

### Implications for Postsecondary Enrollment Options

- A 72% increase in students who qualify for dual enrollment, compared to 7.03% of eligible students participating in dual enrollment, means that more students are capable of earning college credits while still in high school.
- If all eligible students took advantage of dual enrollment, school districts would need to increase the amount of funding sent to postsecondary institutions.
- More students are taking dual enrollment courses for postsecondary credit, rather than high school credit. This is often due to the fact that Michigan State University and the University of Michigan only accept college credits that have not also been used to fulfill a high school graduation requirement.
- There has been a steady decline in courses not completed by students.

## Summary of Technical Preparation Dual Enrollment Programming

In Michigan, Technical Preparation (Tech Prep) Associate Degree programs are community-wide partnerships among local school districts, career and technical education centers, community colleges, and business/labor, developed to prepare youth and adults for entry into career fields, especially those which are high earning, high growth, and high learning. In 2005-06, twenty-five (25) Tech Prep Consortia applied for and received federal funding to continue their efforts to develop and implement Tech Prep programs. Each of these consortia represents a distinct geographic and employment region consistent with the 25 Workforce Development Board regions of the state.

The 25 consortia include 603 high schools, 25 community colleges, three universities, and one tribal college. Businesses continue to be important partners and have an important role in helping to prepare students for successful work experiences. Tech Prep programs are developed according to the resources and unique economic and employment needs of the area. Tech Prep programs link curricula from career and technical education programs at the secondary level with programs at the postsecondary level, with the intent to create a seamless career path for students. An aligned curriculum provides for a non-duplicative sequence of curriculum competencies, courses, and outcomes that include two years at the secondary level (grades 11 and 12) and two years at the postsecondary level culminating in a two-year certificate, associate degree, or two-year registered apprenticeship. The curricula are reviewed, updated, and agreed upon by consortium/regional partners on an annual basis. Specific course articulation is based upon aligned curriculum with the specific course work identified at the secondary and postsecondary levels. During the 2005-06 year, almost 50% of the state-approved career and technical education programs were active participants in Tech Prep Programs. Specifically, there were 918 Tech Prep programs in Michigan supporting the goal for successful transition from secondary to postsecondary education.

During regional technical assistance meetings with grant recipients, state staff has worked closely to update, enhance, and develop more articulation agreements for career and technical education state-approved programs. Tech Prep grant recipients have been required to annually update their articulation agreements to provide continuous improvement and further linkages to national standards. As a result, this allows Michigan to have two dual enrollment options for students.

### Considerations

- Dual enrollment is not actively promoted due to funding concerns. As the amount of district funds paid to postsecondary institutions increases, the support to in-district courses and staffing decreases.
- District willingness to support dual enrollment would increase if a different funding formula were implemented. The Cherry Commission recommended

the legislature “install a dual enrollment funding system that provides incentives for collaboration between secondary and postsecondary institutions.”

- Perceptions of which students are able to be successful in college-level courses need to be expanded and based on student performance data that indicates dual enrollment potential.
- The creation of a K-16 Council to address and promote secondary/postsecondary college credit earning issues needs to be explored.

## **APPENDIX A**

Michigan Department of Education  
2001–2006 Annual Financial Record  
Dual Enrollment

## Dual Enrollment Data for 2001–2006

Figure 1

School Year	Eligible 11 <sup>th</sup> & 12 <sup>th</sup> Grade Students	Number of Participants	Percentage of Eligible Students Participating	Dual Enrollment Fees Paid	Post-secondary Paid Courses	Post-secondary Credit	High School Credit	Incomplete Courses
01-02	87,149	8,526	9.78%	\$5,010,651	13,952	11,993	8,387	398
02-03	87,886	9,002	10.24%	\$4,639,027	13,888	12,751	8,780	579
03-04	105,059	8,841	8.41%	\$5,524,999	14,946	15,209	10,848	585
04-05	117,158	9,434	8.05%	\$5,579,153	16,516	14,272	10,319	504
05-06	149,910	10,540	7.03%	\$6,136,677	17,352	15,640	9,936	458

Figure 2

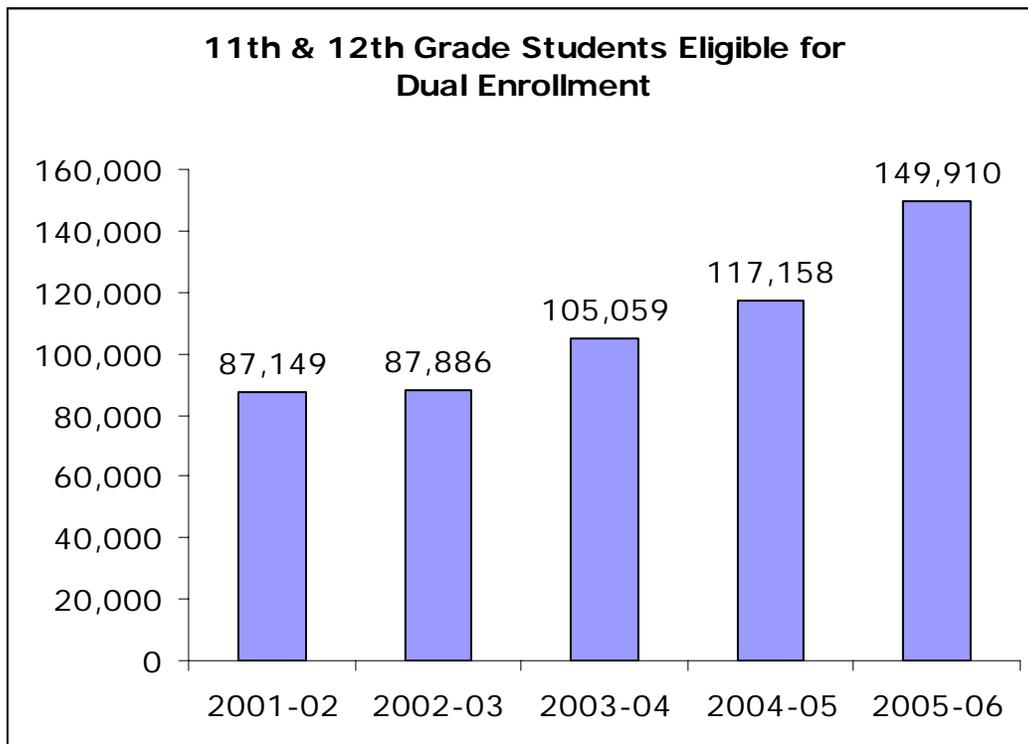


Figure 3

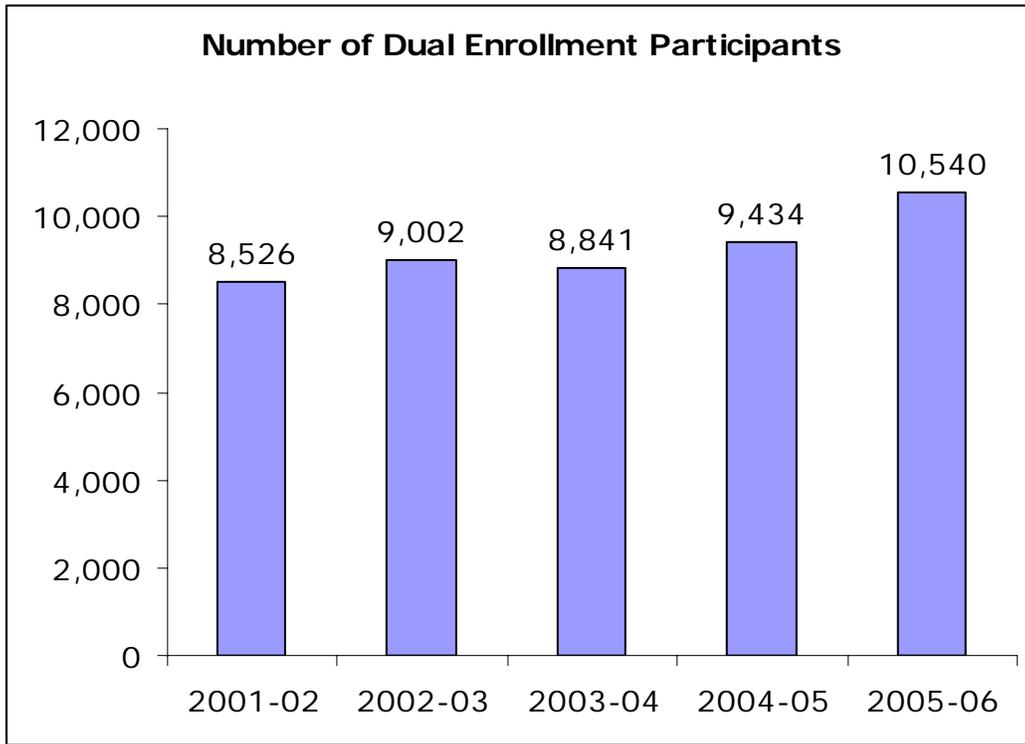


Figure 4

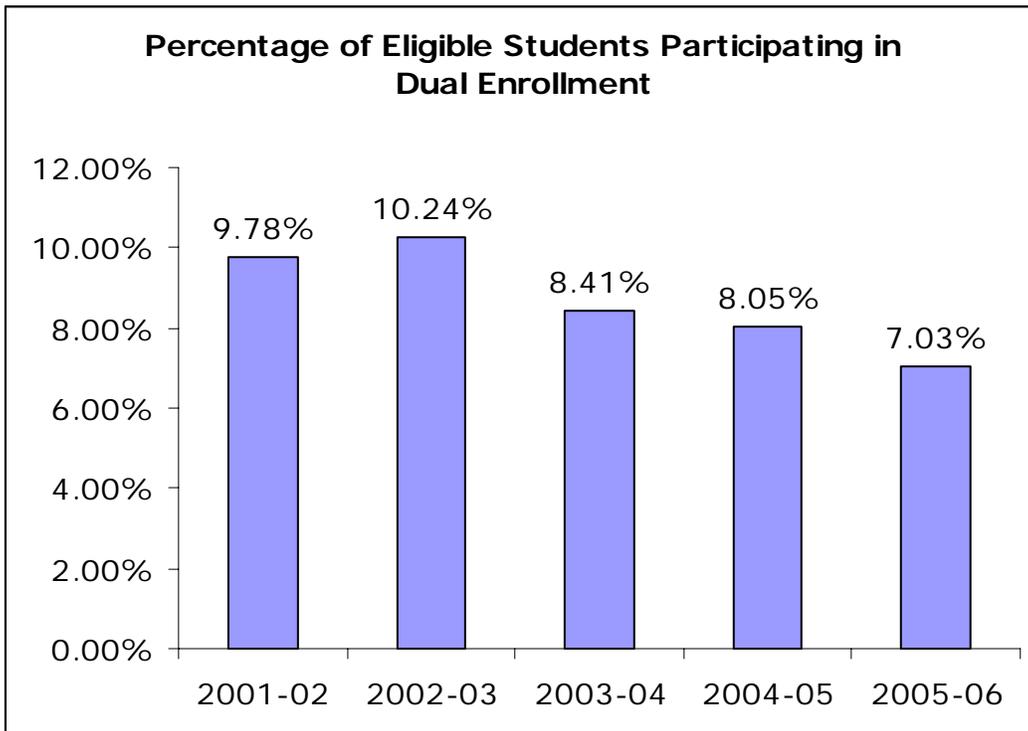


Figure 5

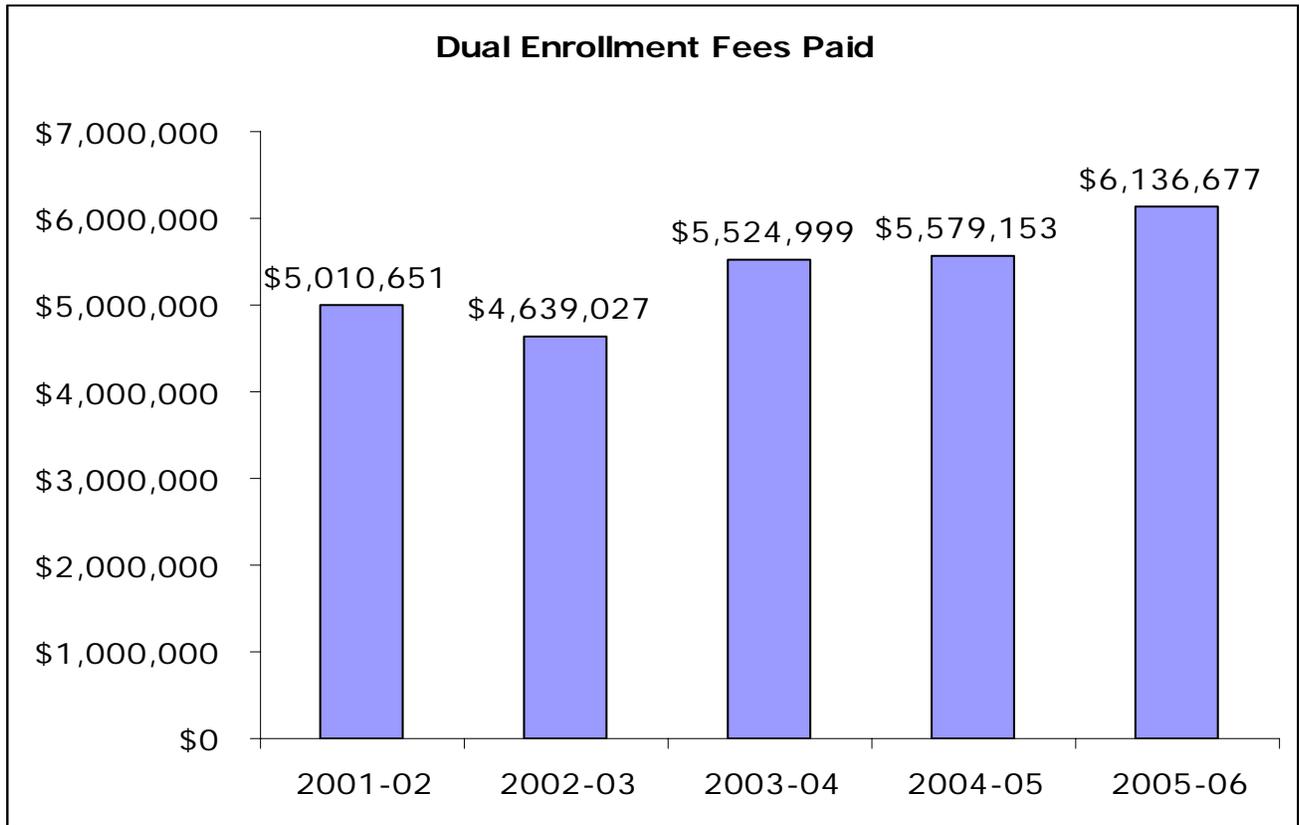


Figure 6

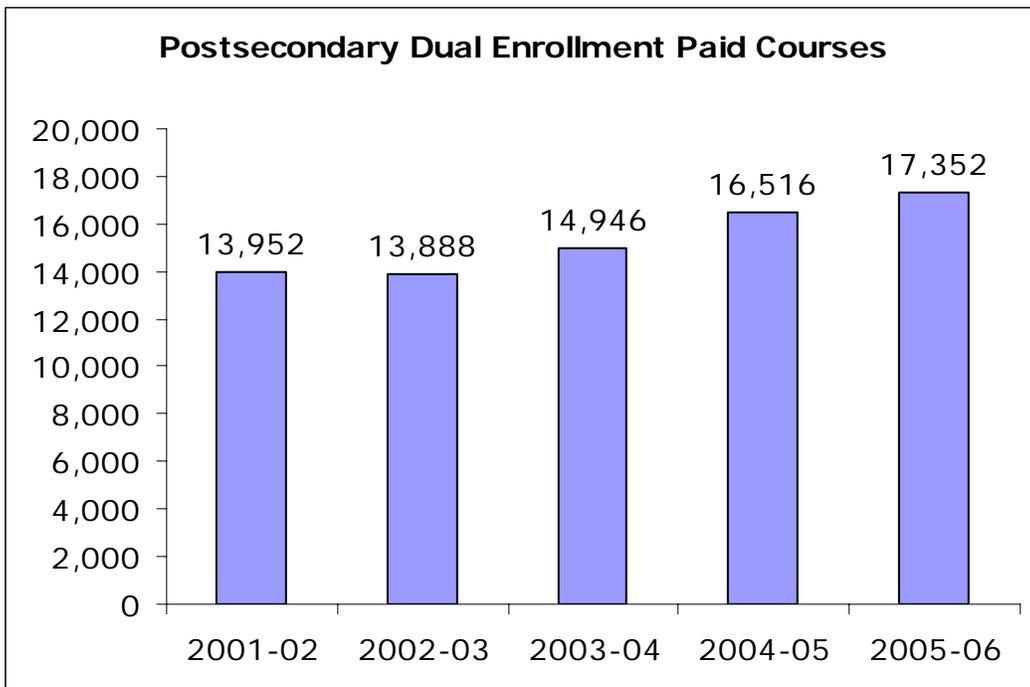


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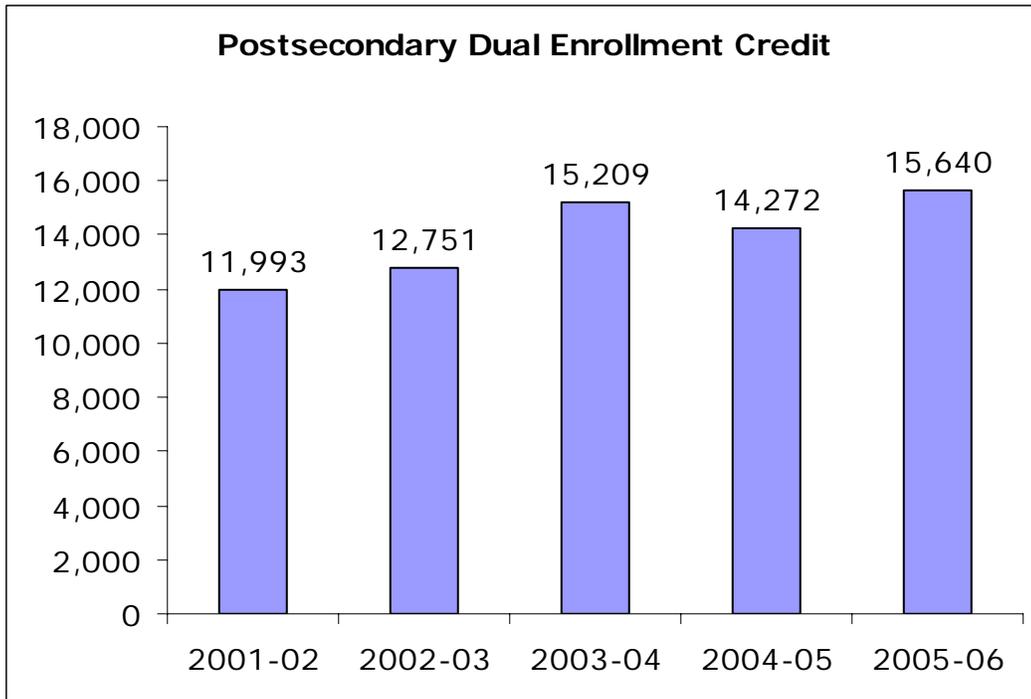


Figure 8

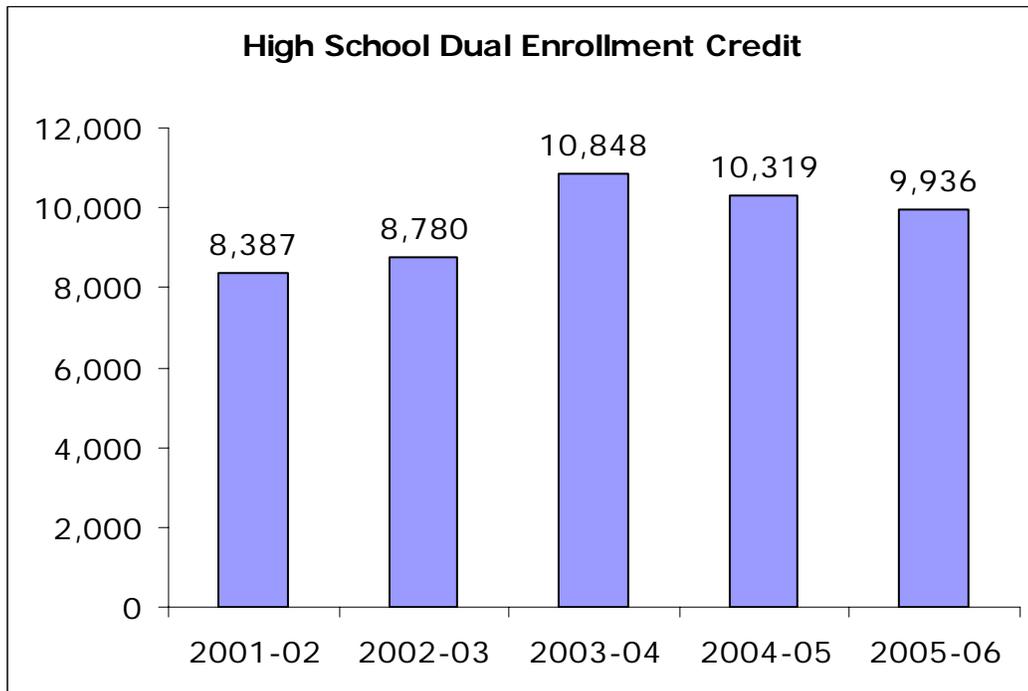


Figure 9

