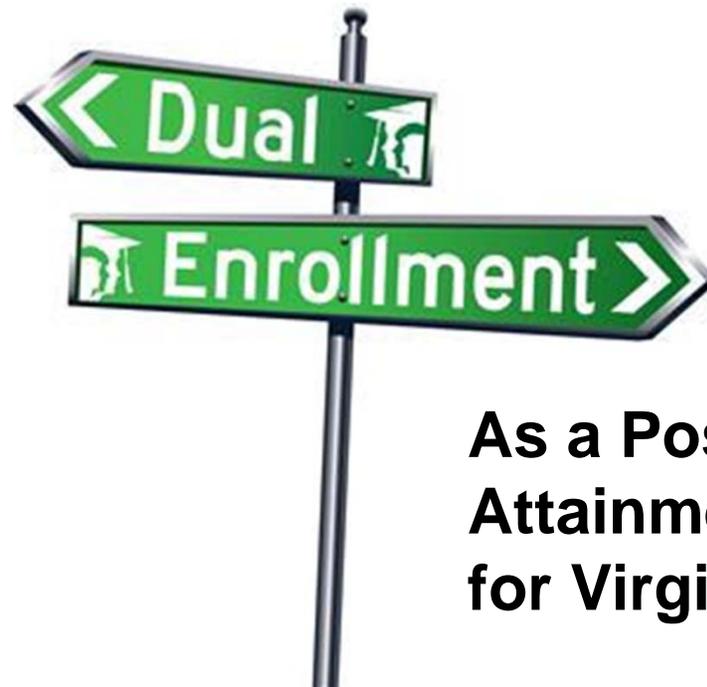


SENATE OF VIRGINIA

# Senate Finance Committee

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## A Closer Look at High School



**As a Post-Secondary  
Attainment Strategy  
for Virginia**

November 16, 2016



SENATE FINANCE COMMITTEE

# Today's Presentations

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- Introduction  
Sarah Herzog, Senate Finance Committee Staff
- Dual Enrollment in VCCCS  
Sharon Morrissey, Ed. D.  
Vice Chancellor for Academic Services and Research  
Virginia Community College System



# P-20 Alignment Toward Completion Goals

*“P-20” = Early Learning through Higher Education*

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- The educational challenges facing states are well known. Continued economic prosperity depends on achieving higher levels of educational attainment, with more challenging student demographics and financial uncertainty.
- Virginia’s stated educational attainment goal:
  - Top state in educational attainment by 2030 (70% of working adults having a degree or workforce credential).
- The “backward mapping” of strategies to attain these goals has led to more focus on P-20 pipeline collaboration and system-wide emphasis on post-secondary completion.
- Key issues are inter-related:
  - Affordability/Access
  - Innovation
  - Pathways/On-line
  - Sustainability
  - K-12 Linkages
- High school dual enrollment may be a key tool, but needs evaluation and re-design.



# High School Dual Enrollment Challenges and Opportunities

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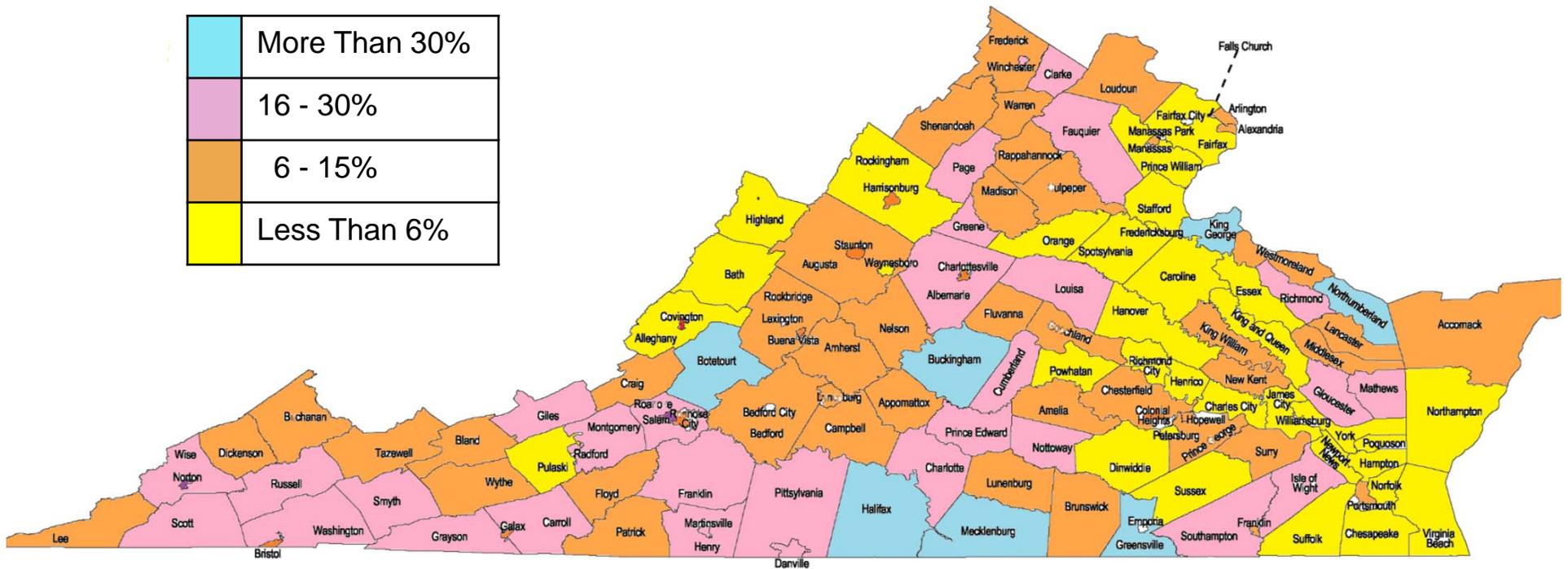
- Dual Enrollment is not new to Virginia, but has tripled since 2001 to about 9 percent participation today. A few states are boasting 30 percent rates.
- Several of Virginia's new high school innovation pilots emphasize expedited completion of high school requirements and significant Dual Enrollment.
- “Efficient” (“2+2” type) Dual Enrollment appears to hold potential as one strategy to address key workforce, post-secondary completion, and affordability goals. However, currently:
  - Division and school participation rates vary significantly across the Commonwealth.
  - Overall there is little emphasis on career courses and pathways, relative to general studies/liberal arts/general education offerings.
  - Data shows only a slight improvement in time to degree.
- The current funding model and/or other policy levers need to be re-evaluated to ensure the state's strategic goals are targeted.



# School Divisions' Participation Rates Vary

Percent of High School Students Taking One or More Dual Enrollment Course  
2015-16

	More Than 30%
	16 - 30%
	6 - 15%
	Less Than 6%

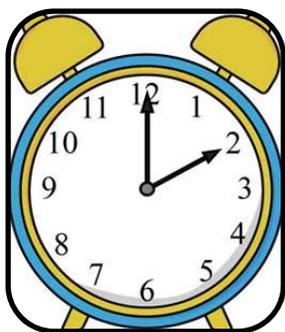


# Finance Policy for High School Delivery Model: Is the State Paying Twice or Just Paying Early?

<b>Example:</b> When a high school student takes a community college course at the high school taught by qualified high school faculty:	<b>The Student/Parent</b>	<b>The High School (School Division)</b>	<b>The Community College</b>
<b>Pays:</b>	<p>\$11 per credit hr.*</p> <p><i>*Amount varies by school division.</i></p>	<p>School division pays CC the full in-state tuition, but then is reimbursed back 93%***, per negotiated agreement.</p> <p><i>*** Rate ranges from 60% to 100% depending on the community college.</i></p>	<p>CC reimburses the high school 93% of the tuition amount.</p>
<b>Saves/Retains:</b>	<p>Saves compared to the \$146.25 per credit cost of in-state community college tuition.**</p> <p><i>**A tuition differential is charged at Northern Virginia, J. Sargeant Reynolds, John Tyler, Germanna, Piedmont Virginia, Thomas Nelson, Tidewater, and Virginia Western.</i></p>	<p>Retains state and local "ADM" funding.</p> <p>School division bears costs of the instructor, facilities, etc.</p>	<p>Retains the state "FTE" funding.</p> <p>Community college incurs such costs as career coaches, placement tests, administrative support, etc.</p>



# Action Plan



- Examine the P-20 Council's findings and recommendations on quality, pathways, and funding for the 2018 Session.
- Find a cost-benefit balance between reducing students' total "time to degree" and other considerations (rigor, ability to double-major, etc.).



- Direct the P-20 Council and/or JLARC to evaluate access to dual enrollment, especially for non-traditional post-secondary students.
- Consider specific targeting of CTE and career studies pathways as a higher state priority than transfer-track courses (English) and programs.



- Decide whether to continue incentives favoring high school delivery, or get more dual enrollment students onto (community) college campuses.
- Study other states' re-branding/marketing efforts to determine whether Virginia should undertake similar expansion efforts.

