

This report summarizes the work for the Nevada Department of Education (NDE)/Nevada System of Higher Education (NSHE) Dual Enrollment Task Force that was created in December 2020 based on the charge established by State Superintendent of Public Instruction Jhone Ebert and Chancellor Melody Rose. The Task Force was composed of individuals representing K-12, postsecondary education, and community stakeholders, all with a shared desire to improve and expand access to dual enrollment opportunities across Nevada.

Appointed members included the following individuals:

- Felicia Gonzales, NDE, Co-Chair
- Crystal Abba, NSHE, Co-Chair
- Brian Mitchell, Nevada Office of Science, Innovation and Technology
- Terina Caserto, NSHE
- James McCoy, College of Southern Nevada
- Jake Hinton-Rivera, Great Basin College
- Jeff Alexander, Truckee Meadows Community College
- Kyle Dalpe, Western Nevada College
- Tony Scinta, Nevada State College
- Chris Heavey, University of Nevada, Las Vegas
- Dennis Potthoff, Nevada State College
- Donald Easton-Brooks, University of Nevada, Reno
- Eddie Ableser, Tri-Strategies
- Kerry Larnerd, Clark High School, Clark County School District (CCSD)
- Ryan Cordia, Southeast Career and Technical Academy, CCSD
- Stephanie Wright, Desert Pines High School, CCSD
- Amy Adams, Clark County School District
- Robert Chambers, Carson City School District
- Sean Finnigan, Damonte Ranch High School, Washoe County School District (WCSD)
- Wendy Hawkins, Spanish Springs High School, WCSD
- Kindra Fox, Washoe County School District
- Richard Stokes, Carson City School District
- Wayne Workman, Lyon County School District
- Adam Young, White Pine County School District
- Craig Statucki, NDE
- Dave Brancamp, NDE
- Jonathan Moore, NDE
- Dave Shintani, University of Nevada, Reno
- Melissa Deadmond, Truckee Meadows Community College
- Estella Levario Gutierrez, Truckee Meadows Community College

Since the creation of the Task Force in November 2020, the group met eight times:

- December 17, 2020;
- January 11, 2021;
- January 25, 2021;
- February 8, 2021;
- March 8, 2021;
- March 22, 2021;
- April 19, 2021; and
- October 20, 2021 (work session).

During the course of its work, specific topics were delegated to subcommittees that developed recommendations and brought them back to the full Task Force for consideration on October 20, 2021. The recommendations adopted by the Task Force are hereby submitted to the State Superintendent and Chancellor for consideration and further action as they deem appropriate.

Background: Dual Enrollment in Nevada

Dual enrollment refers to courses or programs for which a high school student receives credit from an NSHE institution and credit toward the total number of credits required for graduation from the public high school. Dual enrollment programs put high school students on an accelerated pathway to completing a college credential (certificate, associate degree or bachelor's degree) and entering Nevada's workforce to meet the State's growing demand for qualified employees. Support for dual enrollment is a fundamental component of the Board of Regent's strategic planning and meets NSHE's goals related to student access and success, closing the achievement gap, and addressing the challenges of the workforce and industry education needs of Nevada. In addition, support for dual enrollment is in alignment with the Nevada State Board of Education goal of "all Nevada students are equipped and feel empowered to attain their vision of success." Further, it is in alignment with the NDE's values of equity, access to quality, success, inclusivity, community and transparency as identified in the Statewide Plan for the Improvement of Pupils.

Currently, Nevada high school students can access dual enrollment through a variety of entry points, including the "Jump Start" college program and career and technical education (CTE) college credit programs, as well as unique high schools focused on dual credit such as CSN High School in Las Vegas and TMCC High School in Reno. These pathways or programs are typically developed locally between the NSHE institution and local school district or individual school entering into an agreement to meet the needs of their respective students. In some cases, students may earn both a high school diploma and a college credential upon high school graduation.

Statewide policies governing dual enrollment include the following:

➤ Agreements between NSHE Institutions and School Districts and/or Individual Schools

- Board of Regents Policy: Dual and Early Enrollment – Board policy authorizes NSHE institutions to enter into agreements with school districts, public and private high schools, and charter schools to provide dual-enrollment opportunities, including, but not limited to “Jump Start” college programs. Importantly, these agreements may include offering programs or courses at a discounted registration fee (*Handbook - Title 4, Chapter 16, Section 2*).
- Senate Bill 19 (Chapter 100, *Statutes of Nevada 2017*) – Legislation passed in 2017 requires each school district and charter school to enter into cooperative agreements with NSHE institutions to offer dual credit courses to students. The agreements must include details on awarding credit and paying costs for the courses. Legislation passed in the 2021 Session of the Nevada State Legislature removed certain requirements of the cooperative agreements, but the general mandate that such programs be established remains (NRS 389.300-389.310).

➤ High School Career and Technical Education Programs (CTE)

- The State Board of Education and Nevada Board of Regents approved an updated joint policy statement in 2014 regarding Nevada’s system of CTE articulated college credit at NSHE institutions for high school students who complete State-approved programs in CTE. The CTE program areas include agriculture and natural resources; business and marketing education; health sciences and public safety; hospitality, human services and education; information and media technologies; and skilled and technical sciences.

Scope and Objectives of the Task Force

While Nevada high school students can access dual enrollment courses through all NSHE institutions, the opportunities continue to vary throughout the State. Existing statewide policies provide latitude for expansion of dual enrollment opportunities, and the Chancellor and State Superintendent are collaborating with NSHE institutions and school districts to increase access to dual enrollment programs in Nevada through the work of the Task Force.

Three challenges were identified to increase access to dual enrollment across Nevada, and the Task Force was charged with developing recommendations that address each of these challenges as follows:

Price

The Task Force shall develop recommendations that establish a standardized out-of-pocket price for dual enrollment courses across all NSHE institutions. The pricing proposal may vary based on modality of teaching (e.g. using a high school teacher vs. an adjunct faculty member). The proposal may also vary based on student class size,

differential program costs, and instruction modality, but should strive to be standard across all NSHE institutions.

High School Instructor Qualifications

The Task Force shall develop recommendations that standardize the minimum qualifications for high school educators to serve as the instructor-of-record for college-level courses. The recommendations may vary based on programs that are in specific Career and Technical Education (CTE) areas and are historically non-transferrable but must be standardized for all transferable courses.

School/District Supports

The Task Force shall develop recommendations for a model of support for schools and districts that provides students the greatest chance for success in dual enrollment courses through supports for teachers and school administrators. The Task Force may use existing models that have proven successful from any institution, either in Nevada or across the country.

In addition to addressing the three challenges, the Task Force was charged with developing metrics to measure the success of any recommendations developed and may make other recommendations that will ultimately improve student access to dual enrollment programming.

Recommendations of the Task Force

The Task Force ultimately adopted four recommendations that will be outlined in this report, including a recommendation for the use of a data dashboard to measure the expansion of dual and concurrent enrollment programs going forward.

Recommendation No. 1: Price

The Task Force created a Pricing Subcommittee that was led by Crystal Abba, NSHE, and included the following members: Terina Caserto, NSHE; Jeff Orgera, UNLV; Dave Shintani, UNR; Tony Scinta, NSC; James McCoy, CSN; Jake Hinton-Rivera, GBC; Jeff Alexander, TMCC; and Kyle Dalpe, WNC. The Pricing Subcommittee recommendation includes a price for both concurrent (course taught by a high school instructor) and dual enrollment (course taught by and NSHE instructor) programs.

The pricing recommendation is intended for the limited period of two academic years (AY2023 and AY2024) after which the pricing structure will be revisited and revised as necessary. This recommendation is considered a first step in establishing uniform pricing as a best effort to promote equitable access for students and avoid significant pricing differences between NSHE institutions.

The recommendation (below) is presented in the form of a formal NSHE policy proposal that was presented to the Board of Regents for consideration at its regular quarterly meeting

December 2-3, 2021. In addition to this proposal, an alternate proposal was also presented for the Board’s consideration and ultimately adopted (see below).

***NSHE Procedures and Guidelines Manual
Chapter 7, new Section 2***

Section 2. Dual and Concurrent Enrollment Fees

- 1. Fees established in this section are effective for academic year 2022-23 and 2023-24 only.***
- 2. All NSHE institutions will charge \$75 per course for concurrent enrollment courses with no additional student and/or special course fees.***
- 3. The following schedule will be utilized for dual enrollment courses:***

<i><u>Institution Tier</u></i>	<i><u>Per Credit Registration Fee</u></i>	<i><u>Other Fees</u></i>
<i>Universities</i>	<i>\$150/credit</i>	<i>Technology fee (regular and iNtegrate); any special course fees associated with an individual course</i>
<i>State College</i>	<i>\$118/credit</i>	
<i>Community Colleges</i>	<i>\$85/credit</i>	

Institutions may utilize this pricing for Nevada high school students who are independently enrolled in an NSHE course that is not offered through a formally established dual enrollment program.

- 4. For the purpose of this section, the term:***
 - a. “Concurrent enrollment course” means a postsecondary course taught at a high school by a high school instructor mutually agreed upon by the NSHE institution and high school.***
 - b. “Dual enrollment course” means a postsecondary course taught by an NSHE instructor on the high school campus or NSHE campus through a formally established dual enrollment program.***
- 5. Students enrolled in dual or concurrent enrollment courses and/or programs will not be charged an application fee.***

Alternative Price Proposal (Approved by the Board of Regents 12/21)

Following the deliberations of the Task Force, concern regarding the ability of students from low income families to access dual enrollment courses was expressed. As a result, the following

additional language was recommended by NSHE and supported by NDE to ensure that an option exists to support affordable access for dual enrollment courses.

This “alternative proposal” was brought before the Board of Regents and ultimately adopted on December 3, 2021. As such, this adopted policy recommendation binds institutions to a pricing model for academic years 2022-23 and 2023-24.

***NSHE Procedures and Guidelines Manual
Chapter 7, new Section 2 (additional language for insertion)***

The following reduced pricing schedule for dual enrollment courses may be utilized for high school students on free and reduced lunch:

<i>Institution Tier</i>	<i>Per Credit Registration Fee</i>	<i>Other Fees</i>
<i>Universities</i>	<i>\$102/credit</i>	<i>Technology fee (regular and iNtegrate); any special course fees associated with an individual course</i>
<i>State College</i>	<i>\$80/credit</i>	
<i>Community Colleges</i>	<i>\$58/credit</i>	

This alternative pricing schedule for students who are eligible for free or reduced-price lunch provides an additional 32 percent price reduction off the recommendation of the Task Force.

Recommendation No. 2: High School Instructor Qualifications

The Task Force established a subcommittee to develop a recommendation for standardized instructor qualifications across NSHE for the delivery of college courses to high school students for *concurrent* enrollment courses (i.e., college-level courses taught by high school instructors to high school students) only. The subcommittee was led by Tony Scinta, NSC and included the following members: Dennis Potthoff, NSC; James McCoy, CSN; Kyle Dalpe, WNC; Kerry Larnerd, Clark High School; Ryan Cordia, Southeast Career and Technical Academy.

The guiding premise of the recommendation is to improve equitable access while maintaining a high level of quality and college-level expectations. Ultimately, the Task Force aspired to foster a concurrent enrollment program that promotes success at the college level for students from all backgrounds, and in particular for students in districts and schools that struggle to meet student demand for college-level courses. The underlying strategy expands the number of prospective high school instructors by adopting a less stringent requirement regarding degree credentials, but upholds high expectations of quality through a comprehensive assessment of instructor capabilities and on-going supports for high school instructors.

Ultimately, the Task Force adopted a baseline and aspirational recommendation that are included herein.

Concurrent Enrollment Instructor Qualifications - Baseline Recommendation

Degree Attainment

- Master's degree, any area
 - *However, special exceptions may be granted for high school instructors who possess a bachelor's degree but otherwise demonstrate significant potential to effectively teach a college level course (such as through relevant experience or demonstrable expertise) as agreed upon by both the high school and the college/university) [see Item 1 in the postscript below]*

High School Instructor Requirement - Several of these recommendations are patterned after the standards established by the National Concurrent Enrollment Partnership (NACEP), with the relevant standard listed parenthetically after each recommendation.

- Supervisor Recommendation – all high school instructor appointments must be preceded by a recommendation of support from the supervising authority at the high school (e.g., principal, assistant principal)
- Interview – all high school instructor candidates must interview with the college/university department chair, faculty liaison, or other appropriate designee(s) **[F1]**
- Partner agreement – the partner high school and the college/university must agree upon the decision to hire the high school instructor; any disagreements would render a hire prohibitive, but also would initiate recommendations for possible professional development [see Item 2 in the Postscript]
- Peer Observation - A faculty liaison, department chair, or other appropriate designee at the college/university must conduct a peer observation of a class session led by the concurrent enrollment high school instructor **[C3]**
- Course evaluations – The standard course evaluations administered by the college/university will be administered for all concurrent enrollment courses, along with any evaluations specifically required by the high school **[E1]**
- Performance Review – the high school supervising authority must conduct a performance review after the high school instructor's first semester of teaching that accounts for student course evaluations, grade distributions, and student achievement of college-level learning outcomes; the supervisor will meet with the concurrent enrollment high school instructor to discuss the review and any associated actions, including recommendations for improvement or the decision to not re-appoint the high school instructor for concurrent enrollment courses **[A1, E2]**

Concurrent Enrollment Instructor Qualifications - Aspirational Recommendation

Though the *Baseline Recommendation* provided above represents a high standard and a commitment to college-level rigor, it also is more realistically attainable in the near future (e.g., by fall 2021/22) and with available resources. In contrast, the *Aspirational Recommendations* outlined below generally target long-term goals that could shift the quality of our CE program to the level of a national model.

Degree Attainment- This aspirational degree attainment qualification assumes that the high school instructor shows other signs of excellence or potential for excellence in teaching dual

enrollment courses; simply possessing this degree or certification does not alone meet the aspirational expectation.

- Master's degree in the teaching discipline or master's degree in any area with 18 graduate-level credit hours in the teaching discipline
[Note: this expectation would likely need to be accompanied by an effort to provide new – and funded – opportunities for high school instructors to attain a master's level degree in a content area or acquire the requisite credit hours]

Additional Measures to Improve Access

To meet the goal of expanded access, NSHE should consider the following measures:

1. Bachelor's Degree Attainment

- Under special circumstances an institution can rely on a high school instructor whose highest degree attainment is a bachelor's degree. This provision can be considered when:
 - Master's prepared high school instructors are not available to teach AND
 - The high school instructor possesses prior experience teaching the course, or a closely related topic area, with high effectiveness, as indicated by formal student evaluations and/or a supervisor evaluation AND
 - The level or nature of the course is commensurate with the high school instructor's degree of preparation.

2. Professional Development

- To improve a high school instructor's ability to teach at the college level, colleges/universities should consider providing access to existing professional development workshops and should work with partner high schools to create new professional development opportunities that are specifically tailored to the needs of high school instructors.
- Similarly, if a high school instructor is denied the opportunity to teach, they should be given guidance about how to better meet the expectations, which can include participation in professional development as well as additional information about areas for improvement.

Memorandum of Understanding. The Task Force did not deliberate extensively on the matter of how high school instructor qualifications should be formally implemented. The Task Force supports uniform implementation of its recommendation across the State but understands that the premise for the Task Force's review of the matter stemmed from increasing demand for concurrent enrollment instructors in Clark County. As such, to address the immediate need in southern Nevada, the Task Force recommended that the Chancellor and State Superintendent consider a memorandum of understanding between Clark County School District and NSHE-serving institutions to include the baseline recommendations for concurrent enrollment instructor qualifications. While other areas of the State are not experiencing the same

challenges as Clark County, it is recommended that in the event such challenges identifying instructors and meeting student demand are faced that the same baseline recommendations be utilized.

Recommendation No. 3: School/District Supports

The Task Force created a subcommittee charged with reviewing the matter of teacher, school, and district supports for the concurrent enrollment model. The subcommittee was led by Amy Adams, CCSD and included the following members: Kindra Fox, WCSD; Kerry Larnerd, Clark High School; Ryan Cordia, Southeast Career and Technical Academy; Robert Chambers, Carson High School; Shaun Finnigan, Damonte Ranch High School; Wendy Hawkins, Spanish Springs High School; Stephanie Wright, Desert Pines High School; and Jennifer Lamoreaux, NSC.

The recommendations adopted by the Task Force are focused on curriculum guidance, communication, and support in an effort to meet national standards of quality in the delivery of concurrent enrollment programs. The recommendations are intended to provide students with the greatest chance for success in dual enrollment courses through supports for teachers and school administrators.

The guiding premise of the recommendation is to improve equitable access while maintaining a high level of quality and college-level expectations. These strategies are a complement to the high school instructor qualification recommendations and will provide consistent curriculum guidance to ensure high-quality instruction in all concurrent enrollment courses while an established system of communication and support will ensure that all instructors are meeting college-level expectations.

Concurrent Enrollment School/District Support - Baseline Recommendation

Curriculum Guidance

- Provide materials that support the concurrent enrollment instructor (high school teacher), school, and/or district in understanding and meeting the college/university expectations for the course, including:
 - Example/exemplar syllabi;
 - Student Learning Outcomes (SLO) for the course;
 - Suggested high-quality assignments;
 - Suggested resources/materials (e.g., readings); and
 - The provision of at least one required “key assessment” for all sections of the concurrent enrollment course.

Communication and Support

- A faculty liaison and/or other designee (e.g., dual credit coordinator) provides ongoing support as needed and serves as a primary point of contact for questions and challenges.

Concurrent Enrollment School/District Support - Aspirational Recommendations

The aspirational recommendations outlined below generally target long-term goals to meet national standards of quality in the delivery of concurrent enrollment programs.

- Professional development/orientation – concurrent enrollment instructors participate in annual discipline-specific professional development opportunities – provided by the college/university – and engage in ongoing collegial interaction to further enhance instructors’ pedagogy and breadth of knowledge in the discipline.
- Ongoing collegial interactions could include opportunities for the concurrent enrollment instructor to observe a class taught on the college campus.
- Community of Practice – Foster communities of practice for all concurrent enrollment content areas (e.g., composition, history) that allow concurrent enrollment instructors to engage with one another, address challenges, and share best practices under the guidance of a lead concurrent enrollment instructor.

Memorandum of Understanding. Similar to concurrent enrollment instructor qualifications, the Task Force recommends that the school and district supports recommended here be included in a memorandum of understanding between each district/school and their respective NSHE partner institution.

Recommendation No. 4: Metrics/Data Dashboard

The NSHE developed a data dashboard that is intended to measure progress in the expansion of dual enrollment programs going forward. The dashboard is presented in three parts and can be accessed [here](#). The data dashboard may be used by NSHE, NSHE institutions, NDE, districts and high schools to monitor the prevalence of dual enrollment experiences utilized by students in each high school across the State. To that end, the following metric is recommended for measuring progress going forward:

- The percent of high school graduates that had a dual enrollment experience with NSHE (formal or informal) at any point during high school (Part II of the NSHE Data Dashboard)

While the Task Force focused its recommendation on one metric, it did so with the understanding that the data dashboard is intended to be viewed holistically to measure progress from multiple perspectives over time. In other words, in addition to monitoring the percent of a graduating class that had a dual enrollment experience, the dashboard allows its user to also monitor other metrics including, but not limited to:

- The number of high school students (9th through 12th grade) for any given academic year that were enrolled in an NSHE course;
- The number and percent of a Nevada high school graduating class (with and without a dual enrollment experience) that continue to NSHE within one year of high school graduation;
- The number and percent of Nevada high school students that graduate from high school with a college degree or credential; and
- The number and percent of students that continued to NSHE who had a dual enrollment experience who ultimately graduate from an NSHE institution within six years.

The dashboard includes data disaggregated by race/ethnicity for dual enrolled students where such demographic data is available.

The dual enrollment data dashboard is presented in three sections: Part I - Dual Enrolled High School Students; Part II – High School Graduating Class, and Part III – NSHE Capture Rate. It is important to note that the data included in this dashboard address only one area where high school students are graduating with college-credit. It does not include data regarding other programs through which students may earn college credit, such as articulated credit for career and technical education (CTE), Advanced Placement (AP), or international baccalaureate (IB) programming. Additionally, non-credit courses including Physical Education (PE) and Driver's Education are excluded from calculations in all three parts.

Data in Part I includes any high school student enrolled in an NSHE course during any given academic year. Data in Part II and Part III includes students who graduated from a public Nevada high school and state/district sponsored charter schools only. Private high schools are

not included. In addition, certain high schools whose mission does not include providing dual enrollment opportunities are excluded.

Part I: Dual Enrolled High School Students

Part I includes data for any given NSHE academic year on the number of students flagged by NSHE institutions as high school students (grades 9-12) who are taking a course at any NSHE institution. The data do not discern between students who are in a formal dual/concurrent enrollment program and those who are independently enrolled in a course that is not part of a formal dual/concurrent enrollment program. Further, these data do not include which high school the dual enrolled students are attending as that data is not currently available.

The presentation of the data is not cohort based, rather it simply represents all students who are flagged by NSHE institutions as high school students who are enrolled in an NSHE course.

Data on the courses taken by dual enrolled students will show the course and the NSHE institution at which those courses were taken. These data demonstrate the wide variety of courses taken by high school students as well as the most common courses in which high school students are enrolled.

Part II: High School Graduating Class

Part II includes data by high school graduating class indicating by district and by high school the number and percentage of graduating students who enrolled in an NSHE course at some point during their high school experience. The data do not discern between students whose dual enrollment experience was through a formal program and those who independently enrolled in an NSHE course. Additionally, a prevalence rate is calculated statewide and by district to indicate the reach of dual enrollment experiences across Nevada high schools and across the state.

Part III: NSHE Capture Rate

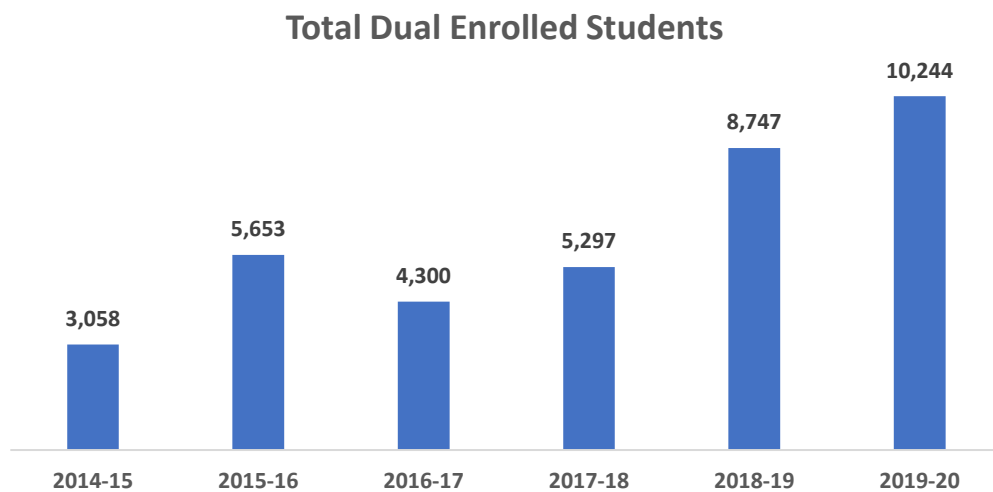
Part III of the dashboard is based on a cohort of students for any given year of graduation from high school. The data indicate those students who graduated from high school in any given academic year, the number who had a dual enrollment experience (through a formal program or independently) at any time throughout their high school experience (grades 9-12). For the purpose of comparison, Part II also includes the number of students who did not have a dual enrollment experience of each high school graduating class. This is done for the purpose of comparing the two cohorts.

A capture rate is calculated indicating the number and percent of students from each group that enrolled at an NSHE institution in the academic year (summer, fall, or spring terms) following high school graduation. From the cohort of "captured" students, a percent of students that graduated from an NSHE institutions with a degree or workforce credential is calculated within the six years.

Conclusion

While dual enrollment initially emerged as a pathway for higher achieving students, the Task Force took a deliberate approach in developing recommendations to ensure that all students, including those students from groups who are traditionally marginalized, low income, and first-generation students, have access to dual enrollment programs through an affordable price point. These recommendations support Nevada’s high school students by establishing uniform pricing for dual and concurrent enrollment programs across that state.

NSHE dual enrollment data indicates the number of students taking advantage of dual enrollment opportunities grew substantially since the adoption of Senate Bill 19 (Chapter 100, Statutes of Nevada 2017). Dual enrollment of Nevada high school students grew from 4,300 in academic year 2016-17 to 10,244 in 2019-20, an increase of 138.2 percent in four years.



Source: NSHE Dual Enrollment Data Dashboard

As of academic year 2019-20, 96.3 percent of high schools in Nevada are graduating students who have had a dual enrollment experience. However, when considering the dual enrollment data at individual high schools, it is clear that more work needs to be done within individual high schools to increase the number and percentage of students who avail themselves of a dual and/or concurrent enrollment opportunity before they graduate.

The work of the NDE/NSHE Dual Enrollment Task Force is a first step in ensuring pricing equity across the State that supports access and affordability. Further, with growing demand for early college enrollment opportunities through concurrent enrollment, consistent qualifications for high school instructors teaching college level courses is critical to the long-term success of these programs.