

**Indiana Concurrent Enrollment Partnership**  
**Fiscal Analysis Report**  
December 17, 2008

**Executive Summary**

Legislation passed by the 2008 Indiana General Assembly created the Concurrent Enrollment Partnership (CEP) and charged it with providing a fiscal analysis for providing two dual credit courses in every high school by 2010-2011. The Partnership divided into four subcommittees to conduct their work. Although the term “dual credit” is not defined in legislation, the most prevalent form of dual credit in Indiana aligns with the model supported, and accredited, by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Therefore, the Partnership targeted “concurrent enrollment” for their data collection and analysis efforts. Concurrent enrollment is defined as credit hours earned when a high school student is taking a college-level course for both high school and college credit, during the high school day, on the high school campus, taught by a qualified high school instructor, where a Concurrent Enrollment Partnership agreement exists between the high school and the postsecondary institution.

The Partnership reviewed the history of, and past legislation related to, dual credit in Indiana; researched national trends; collected data from public and private institutions of higher education on courses offered, program income, and program expenses; and surveyed public school superintendents, and private school principals. The synthesis is a *Fiscal Analysis Report* which identifies barriers, projects costs, and provides recommendations to expanding concurrent enrollment into every high school in Indiana by 2010-2011.

***Status of Concurrent Enrollment.*** Participation in concurrent enrollment in Indiana began over 30 years ago, and has historically been voluntary for schools, universities and colleges, and students. Of the 475 high schools in Indiana, 312 offered concurrent enrollment courses in 2007-2008 in partnership with public higher education institutions. There were 545 courses, many with multiple sections, offered by the public institutions providing 95,536 credit hours in those 312 high schools. Of the 545 courses, 193 of them were in the Core Transfer Library (CTL).

***Current Funding.*** Concurrent enrollment funding comes from a variety of sources. The state provides the public high schools with ADM funding, and the higher education institutions can include concurrent enrollment in FTE calculations for enrollment change funding. In addition, all public institutions except Ivy Tech charge a discounted tuition rate (50 to 84 percent) for concurrent enrollment courses. Any high school student who qualifies for free or reduced lunch qualifies for a tuition waiver for concurrent enrollment. Responsibility for textbook fees is determined by the partnership agreement between the school and the higher education institution. It should be noted that the cost of providing funding for a concurrent enrollment as described above is no greater than the cost of providing separate high school and college courses.

**Projected Cost of Expansion.** The CEP aggregated current expenses for public higher education institutions to arrive at a \$46 per credit hour cost for administering concurrent enrollment courses during the 2007-2008 academic year. This does not include start-up costs, which are difficult to estimate. At the current rate, and assuming that providing concurrent enrollment courses in high schools not currently offering them will be similar, the Partnership estimates that the cost of expanding concurrent enrollment to the 163 high schools not currently participating will be an additional \$2.3 million.

**Gaps, Barriers, and Obstacles.** The CEP has identified the following gaps, barriers, and obstacles to expanding concurrent enrollment to every high school by 2010-2011:

- Lack of qualified teachers, both in number and content area expertise.
- The cost of professional development to ensure that high school teachers have the qualifications, credentials, and on-going education to ensure college-level instruction.
- Costs to students, including tuition, fees, and textbooks.
- Lack of state or federal financial aid to students, including those who do not qualify for tuition waivers.
- Costs associated with program administration and expansion, including teacher professional development, site visits, and program development to serve those schools not currently providing concurrent enrollment.
- State policies and laws do not clearly define dual credit or concurrent enrollment.
- Adoption and implementation of NACEP standards to ensure academic rigor equivalent to college coursework.
- Issues with transferability of credit and inclusion of courses in the CTL.

**Recommendations.** The Concurrent Enrollment Partnership recommends the following:

1. Continue the current funding model whereby school corporations receive ADM funding and postsecondary institutions are eligible for enrollment change/course completion funding along with reduced tuition and fees for most students.
2. Provide financial and licensure incentives for teachers to become certified to teach concurrent enrollment courses.
3. Provide incentives to expand dual credit via alternative delivery mechanisms where the high school lacks qualified teachers for concurrent enrollment courses.
4. Provide consistent terminology throughout the Indiana Code to clarify which provisions apply specifically to concurrent enrollment (as defined by NACEP) and which to other forms of dual credit.
5. Require routine annual reporting with common data sets by high schools to the Department of Education and universities to the Indiana Commission for Higher Education concerning dual credit participation and success.
6. The Department of Education should create a listing of courses qualifying for the Core 40 with Academic Honors Diploma dual credit requirement.

7. Universities should establish teacher training programs specific to Core 40, including courses in the CTL, to increase the supply of qualified concurrent enrollment high school teachers.
8. Adopt a blanket textbook waiver for concurrent enrollment courses so that schools receive state textbook reimbursement for free and reduced lunch students.
9. Under the leadership of the CEP, postsecondary institutions offering concurrent enrollment should partner with the Department of Education and the Commission for Higher Education to develop a strategy to assist nonparticipating schools in reaching compliance by the target date.
10. Assuming the dual credit/concurrent enrollment funding model remains the same and within the limitations of the State's financial capacity, allow 21<sup>st</sup> Century Scholars students not on free/reduced lunch to use 21<sup>st</sup> Century Scholarship funds to cover tuition costs.