
Concurrent Enrollment Grant Program: December 1, 2018 Report

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About the Minnesota Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding up to \$180 million in need-based grants to Minnesota residents attending accredited institutions in Minnesota. The agency oversees tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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Introduction

During the 2015 Minnesota legislative session the Concurrent Enrollment Grant Program (CEGP) was established to award grants to Minnesota colleges for development of new concurrent enrollment courses and for expansion of existing concurrent enrollment programs. The 2017 higher education omnibus bill provided \$225,000 each year of the 2017-2018 biennium to support the development of new concurrent enrollment courses in career and technical education and \$115,000 each year of the 2017-2018 biennium for the expansion of existing concurrent enrollment programs by a postsecondary institution currently offering a concurrent enrollment course.

The CEGP grant competition is open to all Minnesota two-year and four-year postsecondary institutions, both public and private, who are accredited by the Higher Learning Commission (HLC) and are working on or have received accreditation from the National Alliance for Concurrent Enrollment Partnerships (NACEP). Eligible expenses are not explicitly defined, however most grantees use their award to pay for teacher and faculty salaries/stipends, textbooks, equipment, materials and supplies, marketing materials, etc.

This report satisfies the reporting requirement that was included in the 2017 state appropriation language, as follows:

(c) By December 1 of each year, the office shall submit a brief report to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education regarding:

(1) the courses developed by grant recipients and the number of students who enrolled in the courses under paragraph (a); and

(2) the programs expanded and the number of students who enrolled in programs under paragraph (b).

This report will provide: 1) a brief context on the state of concurrent enrollment in Minnesota, 2) a summary of fiscal year 2018 grant-funded projects and their progress, and 3) a summary of fiscal year 2019 grant-funded projects.

Concurrent Enrollment in Minnesota

Concurrent enrollment programs allow eligible high school students to take postsecondary courses for both college and high school credit while a student is enrolled in high school. Concurrent Enrollment courses are taught in the students' high school or online through partnerships with local colleges and universities. These programs can be referred to as "college in the high school" courses, but several branded program titles exist in Minnesota, such as College in the Schools or College Now. The courses are taught by qualified high school teachers who meet the appropriate credentialing requirements of the respective college/university and are mentored by a college faculty member from the partnering postsecondary institution. Standards are governed by regional and national accreditors such as the National Alliance for Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC).

Concurrent enrollment has been linked to positive outcomes including: creating a college-going culture in high schools, increasing rates of college attainment (An, 2012), enhancing self-efficacy among students (Ozmun,

2013), and shortening the time to college completion (U.S. Department of Education, 2004). Research shows student participation in dual credit programs such as concurrent enrollment positively affects first-year college grade point averages, drawing a correlation between participation in these programs and academic performance in college (An, 2015). In addition, these programs strive to enhance and diversify high school curricula, increase access to higher education, and improve high school and college relationships (Higher Learning Commission, 2013).

Because of the benefits of concurrent enrollment programs, there has been a rapid increase in popularity and participation in recent years by school districts and students. For example, since 1986 the University of Minnesota’s *College in the Schools* program, the largest concurrent enrollment program in Minnesota, expanded to offer 36 courses from 17 academic departments in four colleges and has worked with over 118 high schools in Minnesota (Henderson & Hodne, 2016). Between 2007 and 2013 – a six-year timespan – students participating in concurrent enrollment programs in Minnesota has increased from approximately 17,000 to about 27,500 students. In the 2016-2017 academic year, 319 districts and charter schools offered 74,059 concurrent enrollment courses to 31,971 students through 38 Minnesota colleges and universities, for a total of 255,527 college credits.

Fiscal Year 2018 and Fiscal Year 2019 Overview

In fiscal year 2018, eight projects were funded through the Concurrent Enrollment Grant Program: three program expansion projects and five new Career and Technical Education (CTE) course development projects; \$259,809 of the total appropriation supported projects in Greater Minnesota (77%), and \$77,514 supported projects in the Metro Area (23%). The grantees were given two full years to fully implement their projects. Therefore, the total number of courses created and students enrolled has not yet been determined as the project period will end on June 30, 2019. This report includes progress made on these projects thus far.

In fiscal year 2019, eight additional projects were funded through the Concurrent Enrollment Grant Program: three program expansion projects and five new CTE course development projects. Of the \$340,000 allocated for fiscal year 2019 projects, a total of \$301,988 was awarded. \$277,348 of the total appropriation will support projects in Greater Minnesota (92%), and \$24,600 will support projects in the Metro Area (8%).

Fiscal Year 2018 Program

The timeline used for the fiscal year 2018 program follows:

August 1, 2017	Request for Proposals available to applicants
September 6, 2017	Technical Assistance Session for interested participants
September 13, 2017	Deadline for receipt of Intent to Submit forms
October 6, 2017 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
November 9, 2017	Notification of recommended grant awards
December 11, 2017 (Start) – June 30, 2019	Project period

In response to the FY 2018 RFP, 17 Intent to Submit forms were received. All Intent to Submit forms and subsequent applications were submitted by two and four-year colleges in the Minnesota State Colleges and University system. While eligible, colleges and universities from other systems did not apply. This was the highest level of interest in CEGP since the creation of the program.

On October 6, 2017, the deadline for receipt of proposals, four proposals, requesting a total of \$175,807, were received for funding as Concurrent Enrollment Program Expansion grants and seven proposals, requesting a total of \$402,613, were received for funding as Career and Technical Education Course Development grants. Proposals were reviewed and recommended by a grant selection committee composed of concurrent enrollment stakeholders including: a dual credit director at a private four-year institution, a representative of Minnesota State Colleges and Universities, a representative of the Minnesota Department of Education, an Equity Specialist at a public school district, and a concurrent enrollment faculty member at a local four-year institution. For the first time since the grant's creation, the Office of Higher Education will be awarded the full state allocation for this grant program in year 1 of the biennium. The project supported with FY 2018 funding are listed below:

Career and Technical Education Course Development Grants

- Minnesota West Community and Technical College, \$43,254, "Creating a Teacher Pipeline: Offering Introduction to Education Courses at Worthington High School"
- Riverland Community College, \$34,275, "Developing CTE Concurrent Enrollment Offerings at Riverland Community College: Expanding Concurrent Opportunities in SE Minnesota"
- Anoka Technical College, \$9,985, "Concurrent Enrollment Automotive Courses at St. Francis High School"
- Mesabi Range Community College, \$105,957, "Expanding Educational Opportunities Grant"
- St. Cloud State University, \$31,418, "Encouraging Young Adults to Explore Careers in Gerontology"

Program Expansion

- Inver Hills Community College, \$28,871, "Expanding Concurrent Enrollment at Burnsville High School"
- Inver Hills Community College, \$38,658, "Expanding Concurrent Enrollment at Simley High School"
- Northland Community and Technical College, \$44,905, "Immersion of College Education in Secondary Agriculture Programs"

Fiscal Year 2018 Program Summaries and Progress Updates

Career and Technical Education

Creating a Teacher Pipeline: Offering Introduction to Education Courses at Worthington High School, Minnesota West Community and Technical College, Receives \$43,254 Worthington

The goal of Creating a Teacher Pipeline is to assist current high school juniors and seniors with the opportunity to explore teaching as a career path. Worthington, a rural town in southwest Minnesota, has seen a shift in racial, ethnic, and religious diversity in recent years; students from over 30 countries of variant economic backgrounds attend Worthington High School. Diversity in the area continues to grow, with 75% of students in the elementary school identified as students of color. This project intends on addressing the changing demographics in Worthington by attempting to train and recruit teachers of diverse backgrounds in the region. Minnesota West will work with the high school to align curriculum that works in the high school environment, as well as build relationships between the high school faculty and college mentor faculty. Experiential learning opportunities will be built into the curriculum. Minnesota West will also work directly with students and parents, helping them build relationships and understand how this class and career path benefits them and their families. Interpreters will be utilized to help break down language barriers that might prevent parental involvement in the course. Additionally, students will receive appropriate onboarding and advising throughout the course, as well as coordinate check-in sessions throughout the course to ensure student success. They will also utilize the resources of the Nobles County Integration Collaborative to assist students and parents. Forty to 50 students from Worthington High School are anticipated to participate in the first cohort.

Contact: Kayla Westra, (507) 372-3435, kayla.westra@mnwest.edu

Progress Update: Minnesota West Community and Technical College completed their project in August 2018. Thirteen students enrolled in EDUC 1100 – Introduction to Education in Worthington; ten completed the course. Of the 13 students enrolled, 50% were students of color. An additional cohort was added in the June 2018 semester at Tracy Area High School. This served students in Marshall, Tracy, Murray County Central, Red Rock Central, Russel-Tyler-Ruthon, Wabasso, and Westbrook/Walnut Grove. Eleven students enrolled and completed coursework successfully at Tracy Area High School. In Fall 2018, Minnesota West Community and Technical College offered an additional online section at Worthington High School and in Fall 2019 plan to expand to students in Granite Falls, with five area high schools participating.

Developing CTE Concurrent Enrollment Offerings at Riverland Community College: Expanding Concurrent Enrollment Opportunities in SE Minnesota, Riverland Community College, Receives \$34,275 Austin

Riverland Community College will work collaboratively with their concurrent enrollment partner districts, area employers, and Workforce Centers, to develop a series of six Career and Technical Education (CTE) courses to better serve secondary students in the area. The courses will target underrepresented students in higher education within the southeast region of Minnesota and connect them to career pathways that focus on high skill, high demand, and high wage occupations. The project includes two phases. In phase 1, Riverland will re-design and enhance two existing agricultural science concurrent enrollment courses (Introduction to Agricultural Business and Introduction to Agronomy) for delivery into the college's concurrent enrollment offerings for fall 2018. The re-design will include a greatly expanded "hands on" and experiential learning element to the coursework. In phase 2, Riverland will create four new introductory CTE career exploration courses (Introduction to Healthcare; Introduction to Information Technology; Introduction to Building Trades; and Introduction to Transportation, Distribution, and Logistics) for the 2018-2019 school year.

Contact: Jean M. Kyle, (507) 433-0568, Jean.Kyle@riverland.edu

Progress Update: The planned CTE Introductory courses have been created and have completed the college curriculum process. These courses are ready for schools to offer for concurrent enrollment. Schools seem interested in adding these CTE options for their students. Additionally, the project has helped Riverland Community College build new relationships with area high schools and enhance existing partnerships. The college increased the number of partner high schools from 12 to 22 in the 2017-2018 academic year, and are on track to serving more than 24 area high schools this year.

Concurrent Enrollment Automotive Courses at St. Francis High School, Anoka Technical College, Receives \$9,985

Anoka

Anoka Technical College (Anoka Tech) will obtain the necessary tools and textbooks to offer two courses in the automotive field at St. Francis High School: Orientation and Safety (1 credit) and General Automotive Services (2 credits). The high school will recruit the appropriate number of students to take these classes, and the college will ensure that all of the students meet the concurrent enrollment standards for admissions as well as the program requirements for the automotive program for college.

Contact: Mel Koenen, (763) 576-4233, Mkoenen@anokatech.edu

Progress Update: In June 2018, Anoka Tech was notified that the high school concurrent enrollment instructor that was hired to teach the automotive course had resigned from his position at the high school. Administration at St. Francis hired a new instructor to teach the class in August 2018; however, they needed to initiate a process to ensure the instructor's credentials would qualify under the Minnesota State faculty credentialing for auto instructors. This delayed the project; however, within this time, Anoka Tech was still able to: 1) give students the Accuplacer test so that they would qualify to take the course with Anoka Tech, 2) purchase textbooks, and 3) purchase the Brake Lathe machine, which is now with St. Francis High School. St. Francis High School and Anoka Tech plan to implement and offer the course in the third trimester of the school year, May 2019.

Expanding Educational Opportunities (EEO) Grant, Mesabi Range College, Receives \$105,957

Virginia

Through the Expanding Educational Opportunities grant, Mesabi Range College will strengthen the connection between students and the Construction Trades Careers. This strengthened connection will be carried out in the following ways: 1) Future Carpentry courses being offered at Mesabi Range College will be designed to align with the Trades Union's apprenticeship courses, 2) Students enrolled in concurrent enrollment through the Applied Learning Institute (ALI) will earn three types of credit for successful participation – secondary, postsecondary, and Trade Union apprenticeship credit, and 3) Students will have the ability to enter the workforce in a more timely, less costly, and more prepared way. Mesabi Range College and high schools across the region already have partnerships in place to expand educational opportunities for high school students. The Expanding Educational Opportunities Grant will increase the number of newly developed course offerings through concurrent enrollment in the high schools and be in full alignment with the college curriculum as well as the Carpentry Apprenticeship Program curriculum. The Carpenter's Union, along with the college and local high schools will establish and build an excellent working relationship to fulfill the region's need for skilled workers in northeastern Minnesota by using one unified approach.

Contact: Shelly McCauley-Jugovich, (218) 748-2416, s.mccauley@mesabirange.edu

Progress Update: Mesabi Range created an online Desire to Learn Bright Space Carpentry Instructor Resource Class which contains a myriad of resources that can be accessed by concurrent enrollment and Applied Learning Institute instructors and students. Student interest data was collected, which helped shape the development of

new course offerings. As a result, two new courses, Carpentry 1242: Safe Operation of Power & Industrial Trucks & Material Handling and Welding 1220: Basic Welding Skills were written and vetted through the college's Academic Affairs and Standards Council. Four additional courses were revised and vetted. Mesabi Range visited seven local high schools twice during the reporting period, including schools on the Bois Forte Reservations.

Encouraging Young Adults to Explore Careers in Gerontology, St. Cloud State University, Receives \$31,418 St. Cloud

With the rapidly increasing elderly population in Minnesota, the number of careers working with the aging population are only going to continue to soar and cause a higher demand for qualified and educated workers. St. Cloud State University will develop and offer an Introduction to Gerontology course with Buffalo High School, in which students will earn secondary and postsecondary credit for successful completion of the course. Introduction to Gerontology will fit into Buffalo High School's year-long "Health Science Technology and Nursing Assistant" program, but the class will be marketed to students outside of the program as well in order to generate broad interest in gerontology and nursing. Students interested in taking the class will participate in a campus visit to St. Cloud State University during their "Careers in Aging Week," where they would attend a gerontology class, participate in gerontology program-related activities with the Gerontology Student Club, tour the campus, and eat lunch with other St. Cloud State University students. Thirty students are anticipated to enroll in the course.

Contact: Susan Jordahl, (320) 308-5535, smjordahl@stcloudstate.edu

Progress Update: The Introduction to Education course was developed during the Spring 2018 semester and is currently moving through the curriculum review process at Saint Cloud State University. The course will be ready for the Spring 2019 semester. Dr. JoAnn Johnson has been assigned as the faculty mentor for the S2S Child and Family 260 course when it was offered at the high schools in Fall 2018. Promotional material was created for the course in Spring 2018, and students started registering for the course. Buffalo School District has shown interest in offering the Education course in Spring 2019.

Concurrent Enrollment Program Expansion

Expanding Concurrent Enrollment at Burnsville High School, Inver Hills Community College, Receives \$28,871 Inver Grove Heights

The overall goal of Expanding Concurrent Enrollment at Burnsville High School is to expand the concurrent enrollment program at Burnsville High School to reach more students. Burnsville High School and Inver Hills Community College will accomplish this goal by developing a concurrent enrollment pathway for Emergency Medical Services (EMS). The program will target low-income students and students of color and attempt to generate interest in the medical field. Three new concurrent enrollment courses (Emergency Medical Response, Medical Terminology, and Emergency Medical Technician) will be adopted by Burnsville High School, with a goal of at least 72 students enrolled in the new courses. This project is based on a survey of Burnsville High School instructors and students, in which it became clear that EMS was in high demand at the high school. The pathway will be designed to allow students to assess their evolving interest in the field, to enrich the students' knowledge of the content, and to retain flexibility to shift when necessary.

Contact: Mary Jo Gardner, (651) 450-3835, Mgardner@inverhills.edu

Progress Update: The lead instructor is taking final steps to complete all state required certifications to train the course. Inver Hills faculty and Burnsville High School instructors have been meeting to review the curriculum, learning objectives, learning outcomes, and key coursework. The Chief from Burnsville Fire Department has taken an active role on the team providing input into timelines, course outlay, and hands-on experiences. A

student awareness event took place on September 6 to help Burnsville High School increase their understanding of the EMS pathway and the career opportunities available to them.

Expanding Concurrent Enrollment at Simley High School, Inver Hills Community College, Receives \$38,658 Inver Grove Heights

Inver Hills Community College will expand the concurrent enrollment program at Simley High School to reach more students, particularly 11th and 12th grade students who are traditionally underrepresented in postsecondary education including students of color, low-income students, and first-generation college students. This will be accomplished by adopting a concurrent enrollment pathway for Certified Nursing Assistant (CNA) certification. Upon successful completion of the course, students will participate in 24 hours of supervised clinical experience in a long-term care facility. Simley High School anticipates that the CNA program will be popular with students based on current student interests in nursing and EMS, as well as high student interest in science and math through their junior and senior year, when courses are elective.

Contact: Mary Jo Gardner, (651) 450-3835, Mgardner@inverhills.edu

Progress Update: A team from Simley High School, including the identified CNA instructor, went to Burnsville High School to tour its CNA lab and talk to the teachers about their program. The CNA instructor will be working with a mentor from the Inver Hills nursing faculty. Equipment and supply ordering was completed; ongoing meetings were held that have included representatives from Inver Hills and Simley High School to review material, and equipment, adjust scheduling, and to ensure concepts and skills align between the Inver Hills and Simley High School classes. The course was launched in September 2018.

Immersion of College Education in Secondary Agriculture Programs, Northland Community and Technical College, Receives \$44,905

Thief River Falls

Northland Community and Technical College will create and deliver a diverse Agriculture, Food, and Natural Resource (AFNR) curriculum that meets the needs and articulates curriculum to both students and the AFNR industry. They will accomplish this by cultivating relationships between all levels of education, agriculture, natural resources and food industries. The AFNR curriculum is aligned with the eight broad areas of the National Agriculture Curriculum standards and includes: Animal Science; Plant Science; Agribusiness; Environmental Science; Natural Resources; Biotechnology; Food Products Processing; and Power, Structure, and Technical Systems. Due to startup grant funding received in fiscal year 2017 from the Office of Higher Education, Northland was able to develop concurrent enrollment courses with emphasis in AFNR. However, the grant timeline did not completely align with the needs of the community. This grant would provide additional funding to complete the grant process, and to add at least four additional schools to the AFNR pathway program and one more class to the online College in the High Schools program.

Contact: ADawn Nelson, (218) 684-8749, adawn.nelson@northlandcollege.edu

Progress Update: Northland has added four additional schools to the AFNR pathway program, Clearbook, Gonvik, Ada, and Detroit Lakes. Courses at these schools were implemented in fall 2018. Three additional partners, Mahnomen, and Ulen-Hitterdal, are currently reviewing curriculum, completing a feasibility assessment based on numbers of interested students and instructors, and will have a possible launch in Fall 2019 at the district level. Training was completed in January 2018 and June 2018 for previous and new instructors. There is continued training for all new and former instructors (five total) and curriculum training in December 2019 for the new schools. The grant is expected to close out in January 2019.

Fiscal Year 2019 Program

The timeline used for the fiscal year 2019 program is as follows:

August 6, 2018	Request for Proposals available to applicants
September 6, 2018	Technical Assistance Session for interested participants
September 14, 2018	Deadline for receipt of Intent to Submit forms
October 12, 2018 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
November 30, 2018	Notification of recommended grant awards
December 6, 2018 (Start) – June 30, 2020	Project period

In response to the FY 2019 RFP, 17 Intent to Submit forms were received from Minnesota State two- and four-year institutions.

On October 12, 2018, the deadline for receipt of proposals, three proposals, requesting a total of \$147,488, were received for funding as Concurrent Enrollment Program Expansion grants and six proposals, requesting a total of \$338,066, were received for funding as Career and Technical Education Course Development grants. Proposals were reviewed and recommended by a grant selection committee composed of concurrent enrollment stakeholders including: Two representatives of Minnesota State Colleges and Universities, a concurrent enrollment/CTE coordinator for a large non-profit, a representative of the Minnesota Department of Education, an Equity Specialist at a public school district, and a concurrent enrollment consultant. The projects supported with FY 2019 funding are listed below:

Career and Technical Education Course Development Grants

- Mesabi Range College, \$109,482, “Growing Tomorrows’ Teachers: A Garden of Opportunity”
- Pine Technical and Community College, \$21,600, “Developing the PTCC Business Academy for Interactive Television (ITV)”
- Pine Technical and Community College, \$27,000, “Developing the PTCC Manufacturing Academy for High School Classrooms & Interactive Television (ITV)”
- Anoka Technical College, \$24,640, “Concurrent Enrollment Automotive Courses at STEP”
- Minnesota West Community and Technical College, \$41,918, “Growing Agriculture: Offering Agricultural Pathway Courses in Southwest Minnesota”

Program Expansion

- Minnesota West Community and Technical College, \$32,054, “Building a Teacher Pipeline: Offering Additional Education Pathway Courses at Worthington High School”
- Southwest Minnesota State University, \$29,137, “SMSU Concurrent Enrollment Expansion”

- Minnesota State Southeast, \$16,157, “Expanding Concurrent Enrollment Courses at Winona High School to Meet the Needs of the REACH Health and Human Service Program”

Fiscal Year 2018 Program Summaries and Progress Updates

Career and Technical Education

Growing Tomorrows’ Teachers: A Garden of Opportunity, Mesabi Range Community College, Receives \$109,482

Virginia

Two new courses will be created in collaboration with St. Louis County District #2142 and ISD #363 Koochiching-Rainy River School District that will allow 40 high school students to earn six college credits, with some moving on to a summer intensive program in which they can earn a Childhood Development Associate Degree. This project will span across two counties in the most rural areas of northeastern Minnesota. The first course, *Exploring Careers in Early Childhood Education*, will provide programmatic experiences for junior and senior high school students located in the North Woods and Cherry High Schools. This three-credit technical education course will provide a broad spectrum of practical experiences working with children birth to eight years of age in a variety of classroom settings such as: Early Childhood Special Education, Early Childhood Family Education, Title I, School Readiness, Kindergarten, and Elementary Education – 1st to 3rd grades. The second new course to be developed is *Observation and Assessment of Young Children*. This will be a three-credit course which equips high school students with strategies to use informal and formal assessment and evaluation to understand development in the physical, social, emotional, moral, and cognitive domains of young learners as well as how to use the data to differentiate learning. This project hopes to address the teacher shortage in Greater Minnesota and to get Native American students to consider careers in teaching.

Contact: Shelley McCauley-Jugovich, (218) 748-2416, s.mccauley@mesabirange.edu

Developing the PTCC Business Academy for Interactive Television (ITV), Pine Technical and Community College, Receives \$21,600

Pine City

The goal of this project is to develop, market, and expand access to Pine Technical and Community College’s (PTCC) Business Academy via ITV. PTCC’s partner high schools have noted an increased interest of students to take Business courses for college credit. However, many schools have difficulties finding teachers who are properly credentialed to teach these courses for college credit. Thus, the secondary members of PTCC’s Career Prep Consortium is looking to partner with PTCC to help overcome credentialing barriers to be able to offer Business courses to their students for college credit. As opposed to offering these courses onsite at local high schools, PTCC, in partnership with the East Central Minnesota Education Cable Cooperative, seeks to offer all courses associated with the Business Academy, taught by PTCC faculty, via ITV, a model that has proven successful for increased access to college opportunities in high school students in greater Minnesota. Up to 25 students who complete the Business Academy will earn a Business Essentials Certificate. Funds from CEGP will be used to pay for faculty time, course development time, marketing, textbooks, and a student field trip.

Contact: Kierstan Peck, (320) 629-5180, kierstan.peck@pine.edu

Developing the PTCC Manufacturing Academy for High School Classrooms & Interactive Television (ITV), Pine Technical and Community College, Receives \$27,000

Pine City

The goal of this project is to develop, market, and expand access to Pine Technical and Community College’s (PTCC) Manufacturing Academy in high school classrooms via ITV. PTCC’s partner high schools have noted an increased interest of students in taking Manufacturing courses for college credit. However, many schools have

difficulties finding teachers who are properly credentialed to teach these courses for college credit. Thus, the secondary members of PTCC's Career Prep Consortium look to partner with PTCC to help overcome credentialing barriers by providing professional development dollars to high school CTE teachers willing to teach four core courses onsite at their high school and/or via ITV. Additionally, PTCC faculty and high school teachers will collaborate to develop hands-on components to each of the four core courses. The grant will allow five high school teachers to become MSSC certified, hire faculty to develop hands-on activities for core courses in collaboration with high school teachers, create marketing materials for the Manufacturing Academy that will target traditionally under-served students, and implement the Manufacturing Academy in schools for the 2020-2021 academic year. Funds from CEGP will be used to pay for faculty stipends, high school teacher stipends, professional development for high school teachers, textbooks, and the Manufacturing Skills Service Council exam.

Contact: Kierstan Peck, (320) 629-5180, kierstan.peck@pine.edu

Concurrent Enrollment Automotive Courses at STEP, Anoka Technical College, Receives \$24,640

Anoka

Anoka Technical College will purchase state-of-the-art automotive equipment to offer three concurrent enrollment courses in Automotive (Orientation and Safety, General Automotive Service, and Vehicle Electronics) at the Secondary Technical Education Program (STEP), which is a unique career and technical education program available through the Anoka-Hennepin School District. This project will include a joint effort between STEP and Anoka Tech to recruit the appropriate number of high school students into the automotive courses and aims to provide access to these courses for underrepresented populations. The overall goal is to provide a path for STEP students to take automotive classes for college credit and then be able to seamlessly continue within the Automotive program at Anoka Technical College in pursuit of completing a Diploma or Associates Degree.

Contact: Christa Hayes, (763) 576-4008, chayes@anokatech.edu

Growing Agriculture: Offering Agricultural Pathway Courses in Southwest Minnesota, Minnesota West Community and Technical College, Receives \$41,918

Worthington

The goal of this project is to assist high school juniors and seniors with the opportunity to explore agriculture as a career path through the creation of three new courses: Introduction to Aquaculture, Introduction to Horticulture, and Introduction to Animal Science. Southwestern Minnesota is the hub of proposed development of land-based shrimp facilities requiring numerous workers in the near future and is creating an unprecedented excitement within Worthington High School agricultural education programs. With these selected courses, Minnesota West will prepare high school students for a new, local industry with a high potential for growth. In addition, Minnesota West will be replacing agricultural education programs that were once hosted by the University of Minnesota Extension program, but were sun-setted this year in the region. Through this initiative, students in Southwest Minnesota will have access to relevant agricultural programs that will help sustain the economy in the region and provide pathways to in-demand careers in agriculture.

Contact: Paul Lanoue, (507)-537-7531, paul.lanoue@mnwest.edu

Concurrent Enrollment Program Expansion

Building a Teacher Pipeline: Offering Additional Education Pathway Courses at Worthington High School, Minnesota West Community and Technical College, Receives \$32,054

Worthington

This project seeks to expand the successful implementation of Minnesota West's FY2018 project, Creating a Teacher Pipeline. The initial project focused on the Introduction to Education course, which is required by teacher preparation institutions across the state. Minnesota West will expand by adding a credit-transferrable

Special Education course, Teaching with Technology course, and Human Relations course to the already-established Introduction to Education course, creating a pathway towards teacher training. The project seeks to recruit and train teachers of diverse backgrounds in the area by exposing them to an education pathway in high school.

Contact: Kayla Westra, (507) 372-3435, kayla.westra@mnwest.edu

**SMSU Concurrent Enrollment Expansion, Southwest Minnesota State University, Receives \$29,137
Marshall**

SMSU's College Now is the largest concurrent enrollment program in the Minnesota State System, with 112 partner schools and 10,170 duplicated students. SMSU's project will consist of three major components: 1) offering team teaching options to help navigate barriers to concurrent enrollment in Minnesota due to the Higher Learning Commission's credentialing requirements; 2) providing adequate staffing to College Now in order to process and respond to the high volume of student needs, in particular the needs of students of color and low-income students; and 3) creating an initial section of Hospitality 120-Food and Sanitation Safety with an interested high school for Fall 2019. All three components have separate objectives, outcomes, and evaluation/sustainability plans. The project overall has the potential to impact thousands of students across the state, both in terms of added course options and a smoother, more equitable systemic process for enrolling and participating in concurrent enrollment.

Contact: Kim Guenther, (507) 537-0608, kim.guenther@smsu.edu

Expanding Concurrent Enrollment Courses at Winona High School to Meet the Needs of the REACH Health and Human Services Program, Minnesota State College Southeast – A Technical and Community College, Receives \$16,157

Red Wing/Winona

The objectives of this project are threefold: 1) Add Anatomy and Physiology I to the existing concurrent enrollment (C2C) opportunities for Winona students. The course is a component in the Health and Human Services 2018-2019 Program Snapshot offered at Winona High School. 2) Prepare underrepresented students for college success and increase the number of participants in C2C by extended the Workplace Skills Class of the Health Care Core Curriculum to Sophomores interested in Health and Human Services. 3) Build on the C2C Medical Terminology and Nutrition courses currently offered with Winona High School students to include Anatomy and Physiology I. All of these courses are required for the 2-year Health Service Broad Field degree offered at Minnesota State College Southeast. Therefore, courses will be directly transferred as credits in the Health Science Broad Field Associates degree. This project intends to enroll 48 new students in C2C at Winona High School, with a particular focus on underrepresented students. Funds from CEGP will go toward faculty and high school instructor salaries, a temporary Minnesota State College Southeast concurrent enrollment staff member, and textbooks for the Anatomy and Physiology course.

Contact: Jo Poncelet, (651) 385-6349, jponcelet@southeasternmn.edu

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