



# Concurrent Enrollment Grant Program Report

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**Author*****Alaina DeSalvo***

Competitive Grants Administrator

Tel: 651-259-3988

Alaina.DeSalvo@state.mn.us

**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 \$207 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

**Minnesota Office of Higher Education**

1450 Energy Park Drive, Suite 350

Saint Paul, MN 55108-5227

Tel: 651.642.0567 or 800.657.3866

TTY Relay: 800.627.3529

Fax: 651.642.0675

Email: [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us)

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# Introduction

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The Concurrent Enrollment Grant Program (CEGP) was established during the 2015 Minnesota legislative session to fund the development of new concurrent enrollment courses and the expansion of existing concurrent enrollment programs at Minnesota colleges. The 2019 higher education omnibus bill provided \$225,000 each year of the 2019-2020 biennium to support the development of new concurrent enrollment courses in career and technical education, and \$115,000 each year of the 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, student materials and supplies, marketing materials, etc.

This report responds to a requirement included in the 2019 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 provides: 1) a brief context on the state of concurrent enrollment in Minnesota; 2) a summary of fiscal year 2019 grant-funded projects and their progress; and 3) a summary of the fiscal year 2020 grant competition, which took place on November 8, 2019.

## Concurrent Enrollment in Minnesota

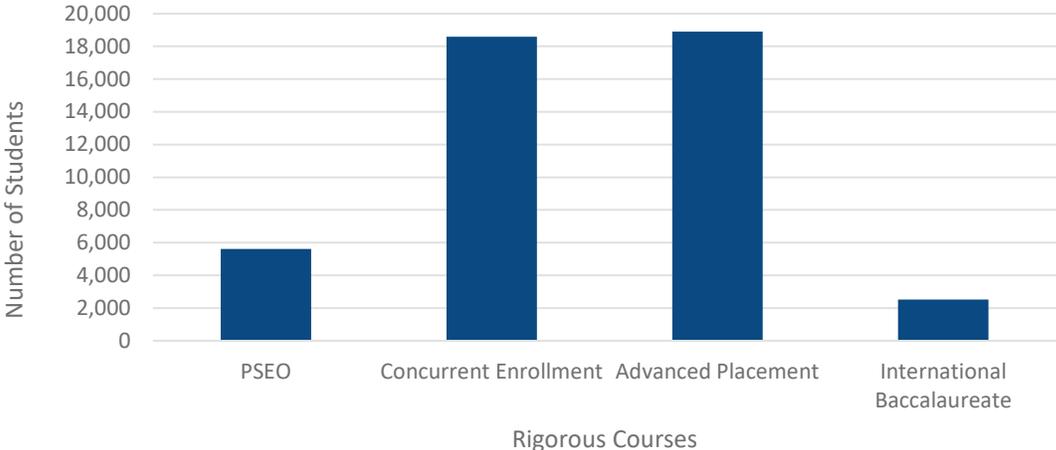
Concurrent enrollment programs allow eligible high school students to take postsecondary courses for both college and high school credits, while a student is enrolled in high school. Concurrent Enrollment courses are taught in the students' high school or online through partnerships with local colleges 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. Regional and national accreditors, such as the National Alliance for Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC), govern standards.

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 increased from approximately 17,000 to about 27,500 students. In the 2016-2017 academic year, 10% of Minnesota students statewide participated in at least one PSEO course, and 32% of students participated in at least one concurrent enrollment course. Advanced Placement courses also had a 32% student participation rate. During the same academic year, 37% of entering college freshman transferred an average of 19 credits that they earned prior to high school graduation. Furthermore, 319 school districts and charter schools offered 74,059 concurrent enrollment courses to 31,971 students through 38 Minnesota colleges and universities; a total of 255,527 college credits.

**Figure 1. MN Students Participating in Rigorous Coursework, 2017 – 2018 Academic Year**



### Fiscal Year 2019 Overview

In fiscal year 2019, eight 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%). 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, 2020. This report includes progress made on these projects thus far.

# Fiscal Year 2019 Program

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The timeline used for the fiscal year 2019 program follows:

August 6, 2018	Request for Proposals available to applicants
September 6, 2018	Technical Assistance Webinar 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 1, 2018 (Start) – June 30, 2020	Project period

In response to the FY 2019 RFP, 16 Intent to Submit forms were received. All Intent to Submit forms and subsequent applications were submitted by Minnesota two- and four-year colleges- all within the Minnesota State System, except for one four-year private institution.

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 2019 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 – 1<sup>st</sup> to 3<sup>rd</sup> 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](mailto:s.mccauley@mesabirange.edu)

**Progress Update:** Two courses, *Exploring Careers in Education* and *Observation and Assessment*, are currently being developed between Mesabi Range and St. Louis County Schools. While the original intention was to teach these courses solely in the high school, the project plan has been altered to a PSEO model with a team teaching component due to teacher credentialing challenges. As a result of this grant, Mesabi Range College was able to secure additional funding to now provide college credit to high school students in the Cook County-Grand Marais area during the spring of 2020. Not only have they strengthened the relationships they have forged with St. Louis County Schools, but also established relationships with Indus and Cook County Schools. It is the intention of all partners to try to create a model of this project so it could be replicated throughout buildings and local districts.

#### **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](mailto:kierstan.peck@pine.edu)

**Progress Update:** Marketing materials have been created and information about the new Business Academy has been shared with partner high schools last spring during the high school registration process. The first class started on August 26<sup>th</sup>, and students are currently enrolled in the academy. While the development and implementation of this project has been successful thus far, low enrollment posed a challenge for Pine Tech and partner high schools. Even so, these courses will allow enrolled students to complete 80% of the Business Essentials Certificate by the end of the academic year. This certificate will allow students the opportunity to have entry level skills needed to enter the job marketing in a business-related field.

### **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](mailto:kierstan.peck@pine.edu)

**Progress Update:** Pine Technical and Community College has successfully run two of the four courses, *Safety Awareness* and *Quality Practices*. In addition, they have partnered with the Minnesota State Center of Engineering Excellence to help supplement the Office of Higher Education (OHE) grant funds. This has allowed them the opportunity to shift the way the professional development for secondary teachers is offered; instead of the teachers taking courses online, they are able to come on campus in a cohort for three-day training sessions. This has also allowed them to expand the scope to interested participants outside of the scope of the grant. There is an additional secondary teacher participating through Perkins funding, two individuals from Minnesota State colleges who have self-paid for the courses, and another secondary teacher who is self-paying for one of the courses.

### **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](mailto:chayes@anokatech.edu)

**Progress Update:** Two automotive courses have been created for Anoka-Hennepin's STEP program – *Brakes Systems and Service* (offered fall 2018-Spring 2019 for 4 credits) and *Vehicle Electronics* (offered Spring 2019 for 5 credits). Sixteen students enrolled in each course, respectively. These students saved a total of approximately \$1,500 in college tuition and fees by taking the course in high school. They saved an additional several hundred to thousands of dollars because text books and tools were provided by the program. First year on-campus Auto students are usually expected to purchase their own materials for the traditional college course.

### **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](mailto:paul.lanoue@mnwest.edu)

**Progress Update:** Minnesota West Community and Technical College offered *the Introduction to Animal Science* course as an option to schools in the state but experienced very little interest in return. This is most likely because the University of Minnesota currently offers the course with a strong track record of success. The two schools who participated in the *Introduction to Shrimp Production (Aquaculture)* course last year declined to host it a second year due to low enrollment. Three schools have committed to doing the *Introduction to Horticulture* class this upcoming year. Minnesota West Community and Technical College continues to build partnerships with schools in the region who may be interested in running these courses in the future.

## **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](mailto:kayla.westra@mnwest.edu)

**Progress Update:** Minnesota West Community and Technical College has created five courses at Worthington High School – *Introduction to Education* (online and in-person sections offered), *Introduction to Child Growth and Development*, *Introduction to Special Education*, *Teaching with Technology* and *Human Relations* – which is a significant addition to the teaching pathway which only included *Introduction to Education* prior to this grant. Thirty students enrolled in *Introduction to Education* (in-person) in fall 2019, and 17 students registered for the online course section. The additional new courses are seeing a slow increase in enrollment as students in the region are taking notice that the courses are now being offered.

### **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](mailto:kim.guenther@smsu.edu)

**Progress Update:** There are three components to SMSU's grant: 1) Team Teaching Offerings; 2) Staffing Assistance; and 3) Hospitality Management.

**Team Teaching Offerings:** Due to this grant funding, SMSU was able to offer three courses (three sections each) of team teaching, in the spring of 2019. These courses are *Psychology*, *Literature*, and *English*. In these courses, the high schools did not have fully credentialed teachers to offer the course. In these trial offers of team teaching the SMSU faculty provided more oversight, did more site visits, spent more time responding directly to student work and much more time working with teachers on responding to assignments. Learning technologies greatly enhanced team teaching and particularly enhanced the faculty liaison's ability to have more *presence* in the class. The first round of team teaching courses was successful, with additional sections being planned for 2019-2020.

**Staffing Assistance:** In spring of 2019, SMSU hired a temporary College Now Project Coordinator to assist in promoting College Now courses through a series of projects. They started producing a series of four College Now videos which this staff person oversees. The College Now Coordinator is also in charge of processing, recording and communicating back and forth with schools on student appeals. This is allowing SMSU to promote this option more openly as they are able to handle a larger quantity of appeals.

**Hospitality Management:** SMSU originally had a school interested in offering this course fall of 2019 and requested financial assistance to get it going. They are still hopeful this course will run either this semester or next, but it will depend on whether the course has enough students enrolled. If not, they will look for another school to offer the course in spring 2020.

### **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 extending the Workplace Skills Class of the Health Care Core Curriculum to Sophomores interested in Health and Human Services; and
- 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 two-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:** Patty Watson, (651) 385-6349, [pwatson@southeasternmn.edu](mailto:pwatson@southeasternmn.edu)

**Progress Update:** OHE is currently waiting to receive Minnesota State College Southeast's interim narrative report on this project due to staffing changes at the college.

# Fiscal Year 2020 Program

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The timeline used for the fiscal year 2020 program is as follows:

August 1, 2019	Request for Proposals available to applicants
August 30, 2019	Technical Assistance Session for interested participants
September 13, 2019	Deadline for receipt of Intent to Submit forms
September 25, 2019 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
November 20, 2019	Notification of recommended grant awards
January 15, 2020 (Start) – June 30, 2021	Project period

In response to the FY 2020 RFP, six *Intent to Submit* forms were received from Minnesota State two- and four-year institutions.

On September 25, 2019, the deadline for receipt of proposals, three proposals requesting a total of \$57,526 were received for funding as Concurrent Enrollment Program Expansion grants, and two proposals requesting a total of \$88,299 were received for funding as Career and Technical Education Course Development grants. 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, and two representatives of the Minnesota Department of Education, reviewed the submitted proposals.

After a series of extensive conversations regarding the proposals submitted for FY2020 funding, the reviewer group unanimously decided that OHE not move forward with the selection process until more information is gathered from the applicants and feedback can be relayed to them. While the proposals all showed promise and integrity, they required significant revisions to the project plan and all scored relatively poorly based on the proposal criteria that was outlined in the RFP. OHE was tasked by this group of reviewers to discuss individual feedback with the applicants and request a set of deliverables, including: 1) revised project plans; 2) revised project evaluation plans; 3) new or revised equity plans; and/or 4) revised budgets and budget justifications.

OHE is currently waiting to receive these deliverables from the applicants. The deadline to submit the revised documents is January 30, 2020. Contracts will be created at that time; the project period will begin upon contract execution.

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