



MICHIGAN  
COMMUNITY  
COLLEGE  
ASSOCIATION

# Increasing Dual Enrollment Access and Success for Students in Michigan: Insights and Policy Recommendations

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# Dual Enrollment

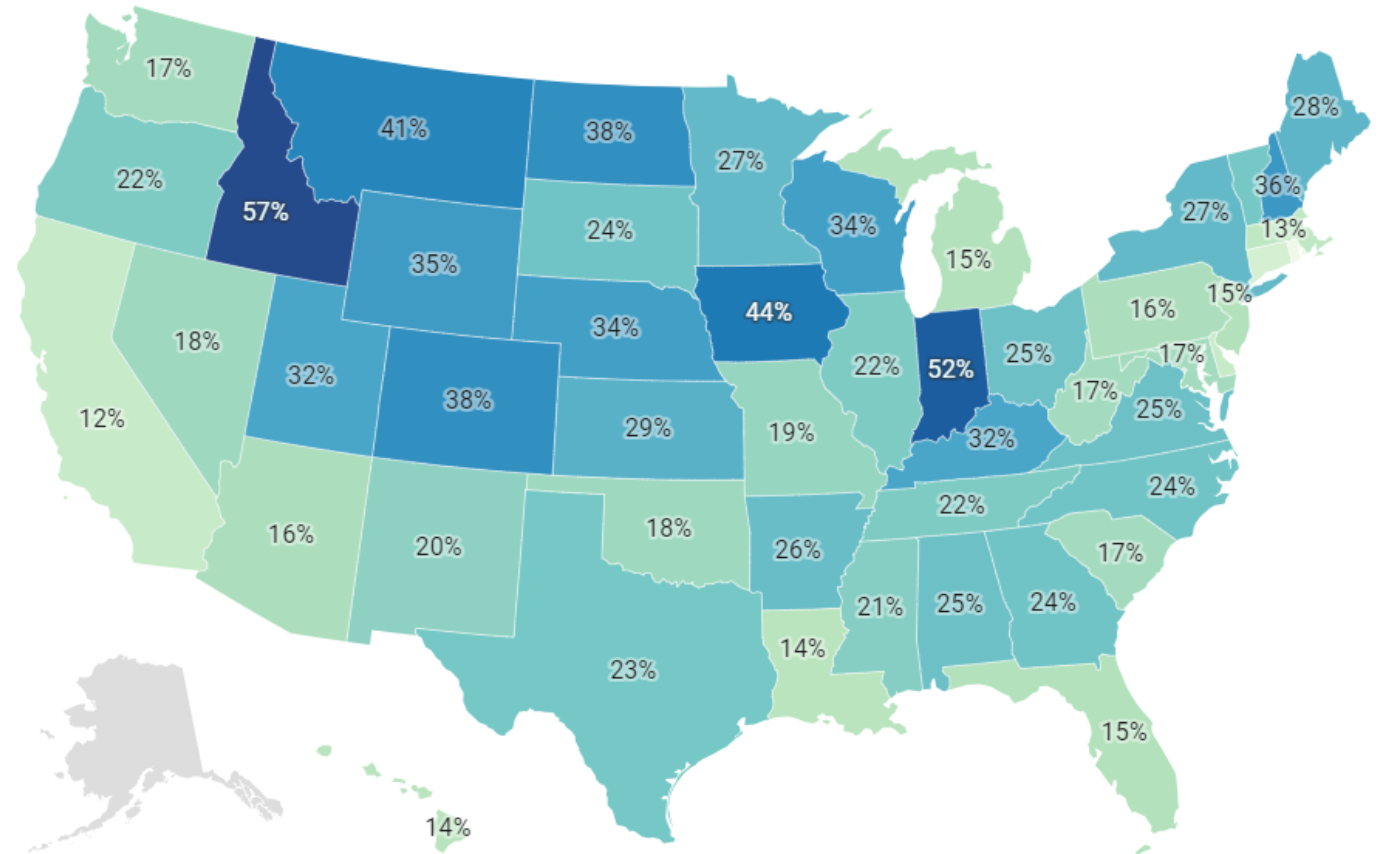
1. Did you participate in dual enrollment in high school?
2. About how many Michigan students participated in dual enrollment during the 2022-23 school year?
3. What do you think is the biggest barrier to dual enrollment participation?

# Landscape of Dual Enrollment in Michigan and the Country

# Statewide Dual Enrollment Context

## Percentage of Community College Students in High School in 2022-23

Dual enrollment as a percent of  
community college headcount

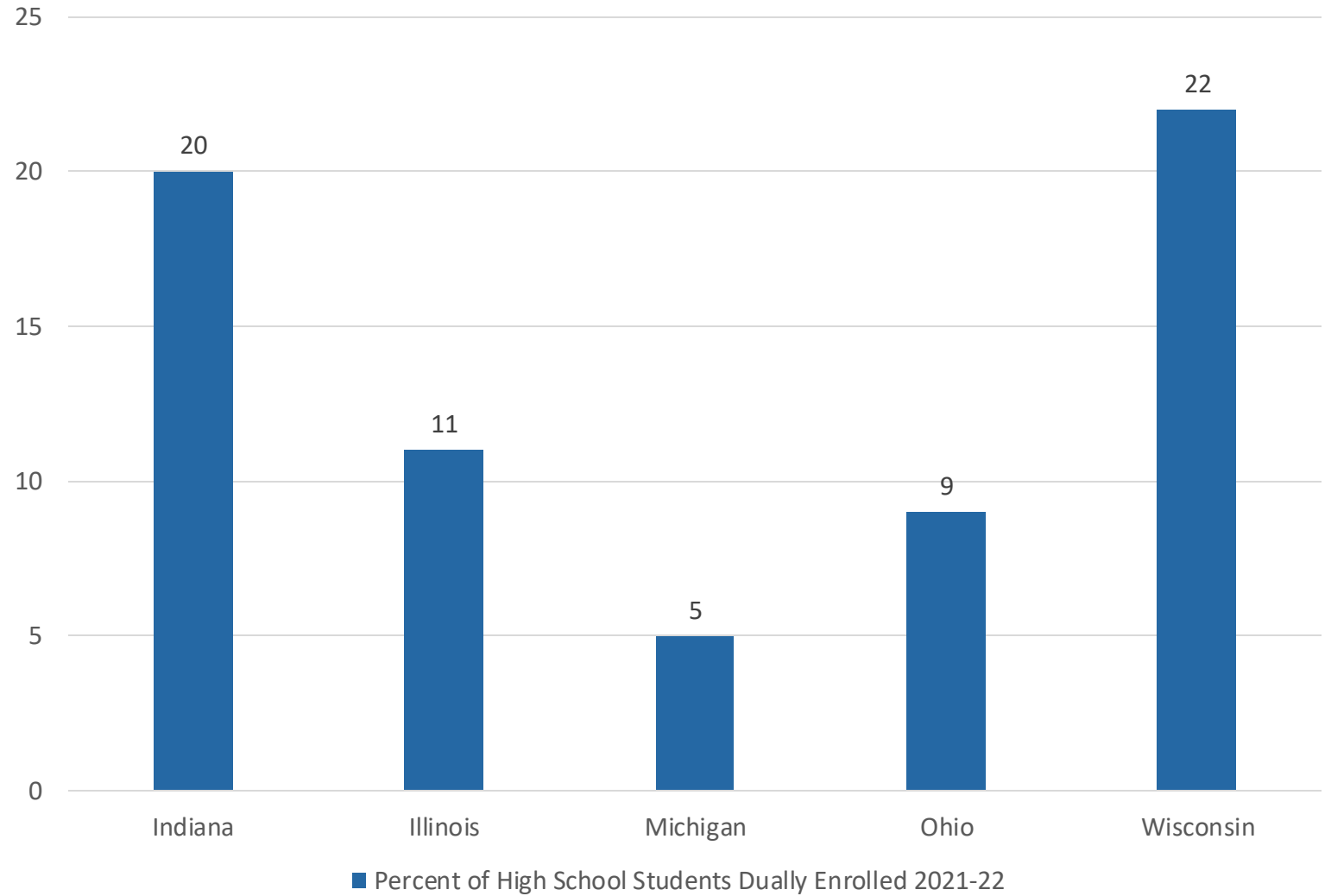


[Get the data](#) • Created with [Datawrapper](#)

Source: [Community College Resource Center](#)

# Statewide Dual Enrollment Context

Percent of High School Students Dually Enrolled 2021-22



Source: Community College Resource Center

# Discussion

- How many dual enrolled students at your college?
- Challenges and successes?
- Future strategies and goals?

# Key Facts



Early credit programs help high school students, particularly low-income students, students of color, and first-generation students, access, persist in, and complete college (Fink & Jenkins, 2023).



Earning postsecondary credit while in high school provides a multitude of advantages for students, including stronger high school grades and completion and higher college enrollment, credit accumulation, and degree completion.



Early credit taking potentially reduces time to completion and reduces costs to students (Fink & Jenkins, 2023).

# Key Facts



In Michigan, every high school student is legally entitled to participate in a dual enrollment program.



Dual enrollment is guaranteed under two statutes in Michigan: the Postsecondary Enrollment Options Act (1996 PA 160) and the Career and Technical Preparation Act (2000 PA 258).



During the 2022-23 school year, only 31,106 of Michigan students, approximately 7%, participated in this postsecondary credit-taking option.

# Key Facts



77.1% of dual enrollment (DE) students in Michigan enrolling at a postsecondary institution within a year of graduating from high school as compared to just 55.8% of non-DE students (MI School Data, n.d.).



Achieving Michigan's goal of getting 60% of Michigan's workforce to attain learning beyond high school by 2030 requires a range of solutions.



Increasing the percentage of students attempting and earning postsecondary credit while in high school is one crucial step.

# D3C3: Regional Collaborative toward Systemic Change

Reducing the regional equity gap by half while driving progress towards the education attainment goal of 60x30, leading to high-quality jobs with family-sustaining wages for those who call the Detroit region home.

D3C3 is committed to equitable systems change, achieved through college-driven and collaborative action that produces equitable practices and policies.

## COLLEGES:

Henry Ford College  
Macomb Community College  
Monroe County Community College  
Oakland Community College  
Schoolcraft College  
St. Clair County Community College  
Washtenaw Community College  
Wayne County Community College District

## SUPPORTING PARTNERS:

60 by 30  
Ballmer Group  
Michigan College Access Network  
Michigan Community College Association  
Michigan Workforce & Education Collaborative  
Ralph C. Wilson Jr. Foundation  
Rocket Community Fund



# National Best Practices: CCRC and the DEEP Framework

CONVENTIONAL MINDSET		DEEP MINDSET
DE courses <b>made available</b> to students who are already college bound	➤	<b>Active outreach and support</b> for underrepresented students and families starting in middle school
Focus mainly on strengthening students' <b>academic preparedness for college</b>	➤	Focus also on building <b>motivation for college</b> by helping students explore interests and begin to develop an education/career plan
Offerings mainly emphasize <b>general education courses</b>	➤	Offerings also introduce students to high-opportunity postsecondary pathways through <b>program foundation courses</b>
Focus on achievement of <b>academic content standards</b>	➤	Added focus on helping students become <b>confident college learners</b> through active teaching/learning
High school CTE focused mainly on <b>immediate post-high-school employment</b>	➤	Students motivated and supported to <b>apply high school CTE credits toward college degree programs</b> in high-opportunity fields

# National Best Practices: CCRC and the DEEP Framework

**1**

## **Outreach** to underserved students and schools

- Focus outreach on underserved high schools, students, and communities.
- Start outreach before high school.
- Leverage community connections to build awareness.
- Build trust with and educate parents and families.

**2**

## **Align** DE course offerings to college degrees and careers

- Inventory current DE offerings.
- Map DE offerings to college degree programs in fields of interest.
- Embed DE offerings in career-connected high school programs.

# National Best Practices: CCRC and the DEEP Framework

**3**

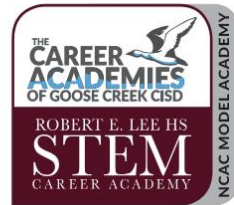
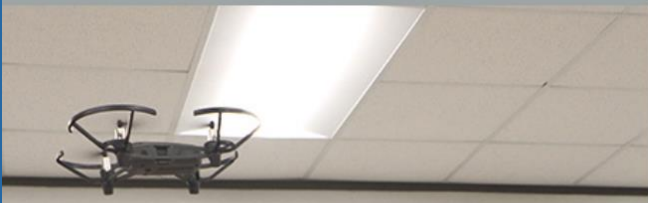
**Advise** students to explore interests and develop plans

- Use DE to showcase college programs and support exploration.
- Help students develop a college program plan and provide checkpoint advising.
- Coordinate advising roles across sectors.

**4**

**Support** students by delivering high-quality instruction

- Scaffold coursework and frontload supports.
- Respond quickly when students are struggling.
- Provide additional, structured support for online classes.
- Support DE instructors and monitor quality.



## SCIENCE, TECHNOLOGY, ENGINEERING & MATH ACADEMY AT REL

Lee High School hosts the Science, Technology, Engineering and Mathematics (STEM) Career Academy for Goose Creek CISD. The career academy is ideal for students interested in STEM fields.



### DUAL CREDIT / COLLEGE OPTIONS:

Associate of Applied Science – Instrumentation Technology (Lee College)

Core Complete (42 hours of academic dual credit through Lee College)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>022-STEM-ENGINEERING</b>			
Introduction to Engineering Design AC	Digital Electronics or Environmental Sustainability AC	Engineering Science AC	Engineering Design & Development AC
<b>049-STEM-INSTRUMENTATION</b>			
Principles of Applied Engineering	DC Instrumentation	DC Instrumentation	DC Instrumentation
<b>02-BI-ROBOTICS</b>			
Principles of Applied Engineering	Robotics I	Robotics II	PLTW Engineering Design & Development

COURSE COLOR CODES: ■ 1st Year Course(s) ■ 2nd Year Course(s) ■ 3rd Year Course(s) ■ 4th Year Course(s)

DC denotes Dual Credit college course

## MyUniversity Pathways



Here. Now. Guaranteed.



Lorain County Community College

<https://www.lorainccc.edu/ccp/myuniversity/myuniversity-pathways/>

<https://www.gccisd.net/upload/page/0361/docs/2023HighSchoolOptions.pdf>





<https://khs.sheldonisd.com/school-services/academies>

Expanded Learning Opportunities:  
Health Occupation Students of America (HOSA)

Aligned Industry-Based Certifications:  
Biotechnician Assistant Credentialing Exam (BACE)



## Health Science

The Health Science career cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapist to forensic science technician and athletic trainer.



### Program of Study: **Biomedical Science**

The Biomedical Science program of study focuses on occupational and educational opportunities associated with the study of biology and medicine. This program of study includes researching and diagnosing diseases, pre-existing conditions, and other determinants of health. Students will also practice patient care and communication.

#### Courses

9 <sup>th</sup> Grade	Principles of Biomedical Science (PLTW)
10 <sup>th</sup> Grade	Human Body Systems (PLTW) Medical Terminology
11 <sup>th</sup> Grade	Medical Interventions (PLTW) Anatomy and Physiology
12 <sup>th</sup> Grade	Practicum in STEM - Biomedical

#### Aligned Advanced Academic Course(s)

- AP Biology
- AP Chemistry

#### Work-Based Learning/Expanded Learning Opportunities

##### Work-Based Learning Activities

- Earn industry certification
- Work on industry projects



#### Example Postsecondary Opportunities

##### Apprenticeships

- Medical Laboratory Technician

##### Associate Degrees

- Biotechnology
- Biological Sciences

##### Bachelor's Degrees

- Biology
- Cellular and Molecular Biology

##### Master's, Doctoral, and Professional Degrees

- Forensic Science and Technology
- Biomedical Sciences

##### Additional Stackable IBCs/License

- Cytotechnologist

# National Best Practices: City Colleges of Chicago (CCC) Model Programs of Study Mapping



Peggy Korellis, Ed.D.  
*Vice Chancellor, High School Strategy*

Shavon Taylor-Booker  
*Associate Vice Chancellor, Early College*

<https://colleges.ccc.edu/category/chicago-roadmap/>

# Chicago Public Schools Model Dual Credit Pathways in Health Sciences

(Career & Technical Education Programs)

## ORIENTATION / INTRODUCTION Grade 9-10

Intro to Health Occupations & CCC BIO 120 Medical Terminology (2nd Semester)

## SKILL DEVELOPMENT Grades 10-12

CTE Course With CCC BIO 110 (Anatomy / Physiology) Integrated

## CAPSTONE / ADVANCED Grade 12

Program/Sequence Leading to Industry Credential  
CCC BNA Sequence  
Youth Apprenticeship Placement



CAREER FOCUSED COURSES

\* Electives/Potential Pathway Courses

Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies



WORK-BASED LEARNING



SCIENCE



SOCIAL SCIENCE



MATH



ENGLISH

Orientation to Occupation Options  
Guest Speakers  
Site Visits  
Team-Based Challenge

Job Shadow  
Guest Speakers  
Site Visits  
Team-Based Challenge

Summer Internship Prior to 12th Grade  
Team-Based Challenge  
Certifications and Practicum

Biology

AP Chemistry  
AP Physics

AP Biology  
CCC Biology 121  
AP Chemistry  
CCC CHEM 121

Social Science Sequence

Social Science Sequence  
AP US History  
AP Government  
CCC HIS 111/112

AP Psychology  
CCC Psychology 201  
CCC SOCSCI 101  
CCC SOC 201

Math Sequence

Math Sequence

Transitional Math - QL / Stats  
Pre-Calculus / AP Calculus  
CCC Math 118

English Sequence

English Sequence

Transitional English  
AP English  
CCC Eng 101/102  
CCC Speech 101



AP or Dual Credit



Dual Credit Course



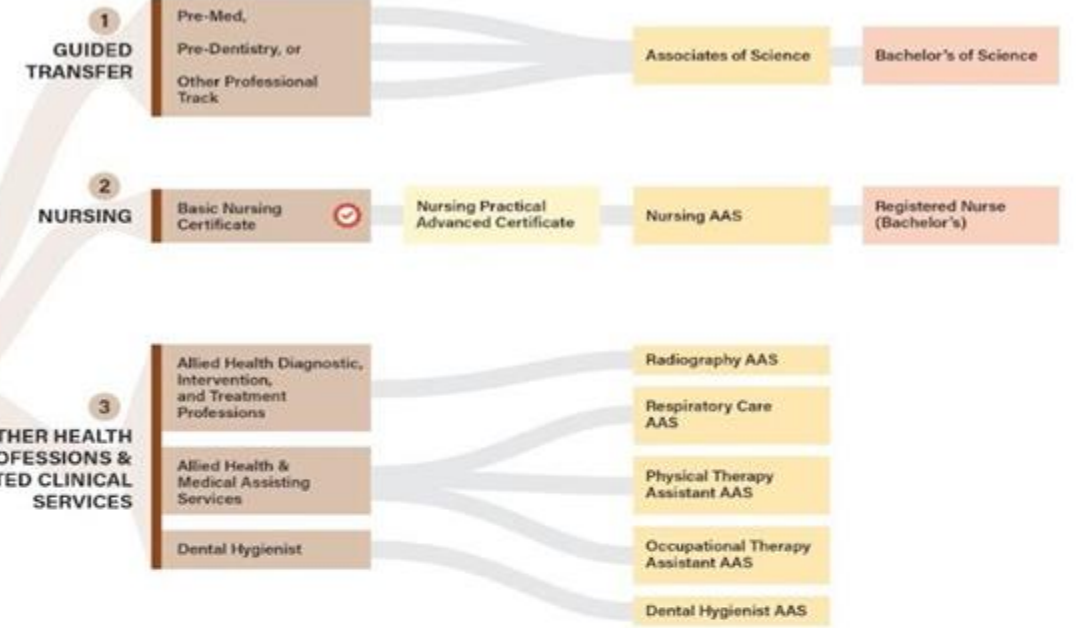
Team-Based Challenges Embedded in CTE Curriculum or Through Participation With NIOSA-Future Health Professionals



College and Career Pathway Endorsement Earned



## POSTSECONDARY OPTIONS



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child <sup>1</sup>	Median Hourly Wage <sup>2</sup>	Growth in Chicagoland Workforce Area: Annual Job Openings <sup>3</sup>	Growth in Chicagoland Workforce Area: % Change Over 10 Years <sup>2</sup>	Stackable?
1 Pre-Professional Track	Pediatricians, General	Y	\$82.88	11	2.5%	Typically Requires Bachelor's Degree & Prof. School
	Dentists	Y	\$80.75	78	8%	
2 Nursing / Registered Nurse	Nursing Assistants	N	\$14.30	3,072	4%	Typically Required for LPN or RN at Select IL Colleges Can Stack to BSN at Select IL Colleges
	Licensed Practical and Licensed Vocational Nurses	Y	\$27.08	649	0%	
	Registered Nurses	Y	\$36.39	4,046	14%	
3 Radiography Respiratory Therapy Physical Therapist Assistant Occupational Therapy Assistant Dental Hygiene	Radiologic Technologists	Y	\$31.89	178	1%	Not Typically Stackable
	Respiratory Therapists	Y	\$29.72	163	15%	
	Physical Therapist Assistants	Y	\$29.73	306	20%	
	Occupational Therapy Assistants	Y	\$35.73	153	21%	
	Dental Hygienists	Y	\$36.23	236	8%	

1. Living wage calculations are based on MIT's Living Calculator ([livingwage.mit.edu](http://livingwage.mit.edu)), where the "Living Wage" for 1 Adult + 1 Child is defined as \$2719/hour for the Chicago-Naperville-Elgin MSA. "Near" is defined as 85% of the statewide living wage, which is \$2311/hour.  
 2. U.S. Department of Labor, CareerOneStop ([careeronestop.org/explore/careers](http://careeronestop.org/explore/careers)), Chicago-Naperville-Elgin MSA  
 3. Illinois Department of Employment Security, Occupational Employment Statistics, LWIA 7

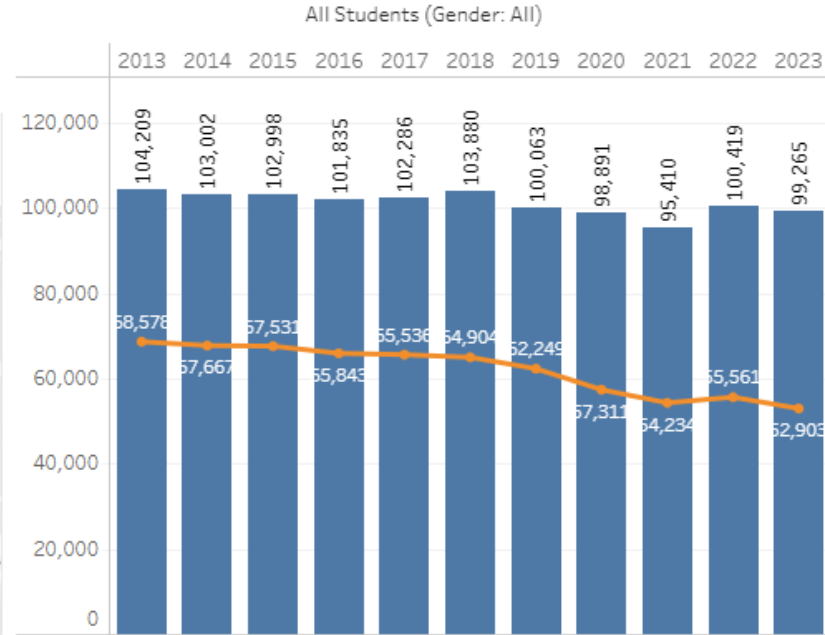
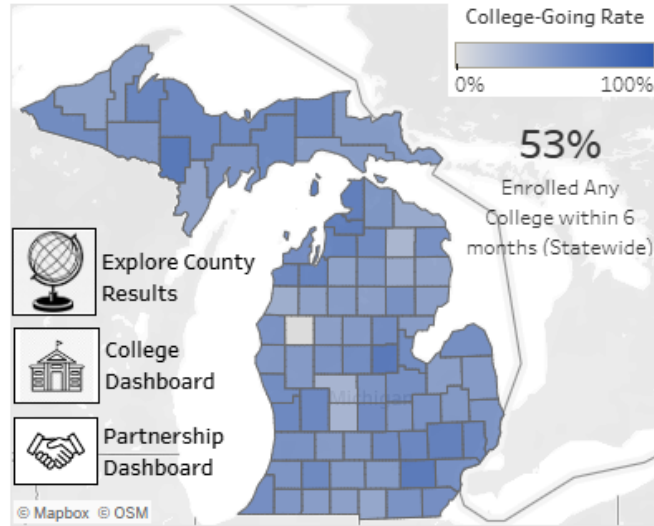
# Discussion

- Could this kind of framework be helpful at your college and with your K-12 partnerships?
- Challenges?
- Opportunities?

## The High School to College Transition in Michigan

Statewide there are fewer high school graduates, and even fewer students enrolling at any college immediately after HS.

Michigan College-Going Rates by County  
2023 HS Graduates, All Students (Gender: All)  
Enrolled Any College within 6 months



College Enrollment Within  
6 months

Select College-Going Definition  
Enrolled Any College

Gender  
All Students

Student Group  
All Students

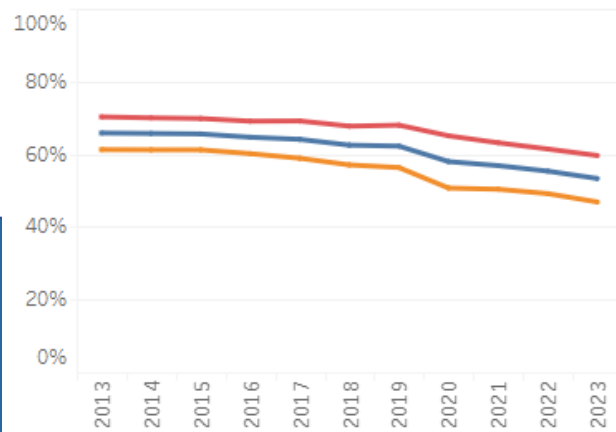
Statewide HS Graduates  
Total HS Graduates  
Enrolled in College

Show Groups:  
(Multiple values)

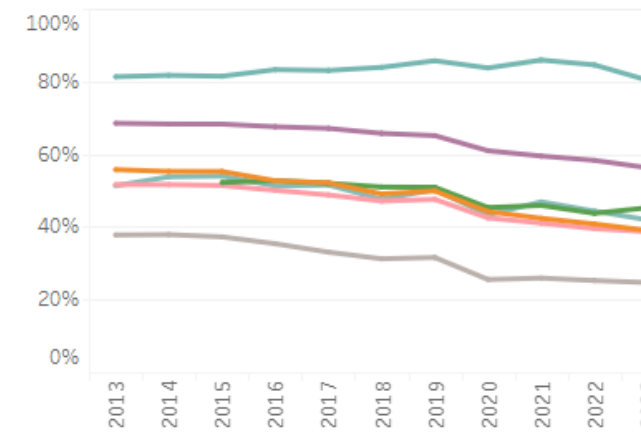
Subgroup  
African American  
Asian  
Hispanic/Latino  
White  
Economically Disadvant...  
English Learners  
Students With Disabilities

### Trends in College Going-Rates by Student Group

Percent of HS Graduates who Enrolled Any College within 6 months



Percent of HS Graduates who Enrolled Any College within 6 months



# BUILDING BACK COLLEGE ENROLLMENTS IN MICHIGAN

Identifying Opportunities for Enrollment Growth with K12 Partners.

<https://www.mcca.org/Building-Back-College-Enrollments>



THE KRESGE FOUNDATION

# Discussion



- Current Michigan context does not incentivize or promote dual enrollment participation to the extent that some other states do
- OCC has created summer bridge programs, college & career exploration events, expanded early middle college, and aligned short-term credentials with high school career pathways, but scale and sustainability remain an issue
- Dual enrollment participation with an equity focus impacts enrollment, retention, and completion goals for the college, county, and state

# Dual Enrollment Workgroup



**Formation and Objective**



**Composition of the Workgroup**

# Dual Enrollment Workgroup\*

- Bay City Schools
- Business Leaders for Michigan
- CEPI
- Detroit Regional Chamber
- Education Alliance of Michigan
- Joyce Foundation
- Launch Michigan
- Lansing Community College
- Macomb ISD
- Michigan Association of Public School Academies
- Michigan Alliance for Student Opportunity
- Michigan Association of Secondary School Principals
- Michigan Legislature
- Michigan College Access Network
- Michigan Community College Association
- Michigan Department of Education
- MiLEAP
- Oakland Community College
- School Business Officials
- Southwestern Michigan College
- The Institute for College Access & Success
- University Prep Schools



\*Participation does not equal endorsement

# Process and Methodology

- Activities Undertaken by the Workgroup
  - Research and data collection in consultation with the Community College Research Center – Teachers College, Columbia University
  - Stakeholder consultations and meetings
  - Analysis of existing policies and practices
    - Postsecondary Enrollment Options Act (1996 PA 160)
    - Career and Technical Preparation Act (2000 PA 258)
  - Identification of challenges and solutions

# Challenges to Overcome to Enhance Participation

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Financial disincentive to participate (schools)

---

Financial disincentive to encourage early graduation (students)

---

Concern over losing AP students & resources

---

Pupil accounting/FTE counting/Resource allocation

---

Data, Definitional (e.g., “counting” accurately)

---

Concerns of Quality of Instruction

---

10 Course Cap on Course Taking

---

Credit Acceptance (e.g., transferring)

---

Lack of Clarity (around the “rules of the road”)

---

Transportation Obstacles

# Themes and Topics Identified

Funding

Qualifying  
Scores

Course Limits

Communication

Repayment of  
Expenses

Summer  
Enrollment

Eligible Charges

Reporting  
Requirements

Alignment

State-Aligned  
Priorities

Increasing  
Student Success

# Policy Recommendations

## Funding

Explore other means of funding dual enrollment opportunities for students, such as: (a) creating a *Designated Categorical Grant*, or (b) funding dual enrollment through the *Postsecondary Scholarship Fund*.

## Qualifying Scores

Student eligibility requirements for initial enrollment in dual enrollment courses ***must not solely rely on*** test scores. Multiple methods ***must be used*** to determine eligibility, such as teacher or advisor nomination, student portfolios, or GPA.

# Policy Recommendations

## Course Limits

Require the reporting of (a) the number of courses taken by students; and (b) the number of students who *meet* and *exceed* the *maximum* number of courses disaggregated by poverty, race/ethnicity, and gender at the state level.

## Communication

- (1) Require *annual* information be shared (such as costs, waived fees, course offerings, criteria to participate, and program options) with all students and parents in multiple languages;
- (2) Provide a uniform template eligibility letter with the required information included;
- (3) Shift the language in guidance to emphasize the *benefits* of dual enrollment and to *encourage* participation;
- (4) Provide additional training to dual enrollment coordinators, counselors, and principals on the benefits of dual enrollment and how dual enrollment increases access and equity; and
- (5) Provide a customizable toolkit for local implementation.

# Policy Recommendations

## Repayment of Expenses

Eliminate the requirement for students to repay a school district for failing or not completing a course.

## Summer Enrollment

- (1) Require courses that occur during the summer to be eligible under the Act(s); and
- (2) Allow districts flexibility to determine full-time equivalency and provide waivers for students who may graduate before course taking occurs.

# Policy Recommendations

## Eligible Charges

Expand the eligible charges under the Act to include *all direct costs to the course*, including, but not limited to, parking fees, other transportation costs, and technology.

## Reporting Requirements

- (1) Additional reporting requirements should be explored with a goal toward increasing equity, such as requiring the *public reporting on MI School Data* of demographic information—including poverty, race/ethnicity, and gender—aggregated at the state level;
- (2) Investigate the collection of data at the point of intake or invoicing, including the cost per credit hour, the total cost of the course, and what the student paid; and
- (3) Require the flagging of modalities (e.g., location, whether the class was in person or virtual, and whether the course was concurrently offered).

# Policy Recommendations

## Alignment

- (1) Ensure alignment of postsecondary initiatives (including dual enrollment credit taking) within state government; and
- (2) Explore the role that MiLEAP's *Office of Higher Education* should play in dual enrollment and other forms of postsecondary credit taking if dual enrollment is funded through the *Postsecondary Scholarship Fund* instead of its current model.

## State Aligned Priorities

- Any changes made regarding dual enrollment should align with other statewide efforts (e.g., community college guarantee, MEG standard, Michigan Statewide Workforce Plan).

# Policy Recommendations

## Increasing Student Success

- (1) Set a statewide vision and goal for completing postsecondary coursework while in high school, such as *attempting the equivalence of 15 credits before graduating high school*;
- (2) Investigate rewarding and incentivizing high schools for students completing programs of study (such as courses that are part of the Michigan Transfer Agreement) while in high school; and
- (3) Work toward better transferability of courses passed across institutions.

# Next Steps for Advocacy

- Draft policy briefs on each recommendation
- Build support among stakeholders
- Develop timeline for advocacy
- Engage with state legislators

Public Policy Associates



# Increasing Dual Enrollment Access and Success

MICHIGAN COMMUNITY COLLEGE ASSOCIATION  
DUAL ENROLLMENT WORK GROUP

Updated July 2024



[www.mcca.org](http://www.mcca.org)



# Conclusion

- There are actions we can take locally, regionally, and at a state level to increase advocacy, awareness, and participation in dual enrollment
- Deeper sustained partnerships are mutually beneficial – the upfront investment of time and resources can increase college matriculation, equity, and successful completion
- Increase public awareness of community college opportunities, the value of higher education, and a pathway forward for the students, families, districts, and communities we serve

# Thank you for coming!

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