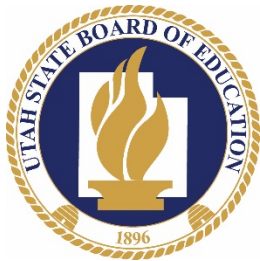


# EDUCATIONAL



THE UTAH STATE BOARD OF EDUCATION  
Report to the Public Education  
Appropriations Subcommittee

## Concurrent Enrollment

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# Concurrent Enrollment

## STATUTORY REQUIREMENT

### U.C.A. Section 53E-10-308

requires the State Board of Education and the State Board of Regents to submit an annual written report to the Public Education Appropriations Subcommittee and the Higher Education Appropriations Subcommittee on student participation in the concurrent enrollment program. The report includes (i) data on the higher education tuition not charged due to the hours of higher education credit granted through concurrent enrollment; (ii) tuition or fees charged for concurrent enrollment; (iii) an accounting of the money appropriated for concurrent enrollment; and (iv) a justification of the distribution method for the concurrent enrollment funding.

## EXECUTIVE SUMMARY

The Concurrent Enrollment (CE) Program provides students with the opportunity to earn college credits while enrolled in high school. The number of students enrolled in CE courses as well as the number of college credits earned increased substantially from the 2017-18 school year to the 2018-19 school year. More than 50 percent of seniors graduate with college credit earned from a CE course.

The appropriation for Concurrent Enrollment under the Minimum School Program for fiscal year (FY) 2019 was \$11,184,400. Local education agencies (LEAs) and institutions of higher education (IHEs) split the allocation based on a funding formula that determines who bears the cost of delivering instruction. Utah families who participated in CE saved hundreds (or even thousands) of dollars on college tuition (without capturing the savings of living expenses during college or the valuable experience the student gains through having college coursework during high school). When comparing the combined savings of about \$54 million to the almost \$12 million appropriated to the program, concurrent enrollment experiences across the state provide a high return on investment.

In order to continue reaping high returns into the future, Utah concurrent enrollment programs should increase the supports and identification of underrepresented students who demonstrate readiness for college coursework, as Utah still has significant and persistent participation and achievement gaps present in its concurrent enrollment ecosystem. This process will allow our state to continue to make progress toward the goal of CE programs truly reflecting and fully representing the demographics and student groups of each community's general education population.

## BACKGROUND

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The purpose of concurrent enrollment is to provide prepared high school students with a challenging and rigorous college-level experience. Students in the program receive both college and high school credit. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Concurrent enrollment offerings in mathematics, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education

are offered in high schools throughout the state. During the 2018-19 school year, 173 public, charter, and alternative high schools participated in the Concurrent Enrollment program. Students from 41 districts and 41 charter schools earned concurrent enrollment credit.

## **CONCURRENT ENROLLMENT PARTICIPATION**

During the 2018-19 school year, 38,907 students participated in Concurrent Enrollment which is an increase of 2,572 students from the 2017-18 school year. These students earned a total of 285,710 credit hours which is 17,353 credit hours more than Concurrent Enrollment students earned in the 2017-18 school year (see Table 1 below and Appendix A).

**Table 1. Student Participation in the Concurrent Enrollment Program**

	2017-2018 School Year	2018-2019 School Year
Number of students who participated in Concurrent Enrollment (total distinct headcount)	36,335	38,907
Number of Credit Hours attempted	281,189	299,192
Number of Credit Hours earned	268,357	285,710

Source: Utah System of Higher Education, see Appendix A

While student participation in the Concurrent Enrollment program is increasing, program participation is not equitable among student groups. Table 2 illustrates program participation by race/ethnicity for 2018-2019 and the percentage of each student group in the total K-12 population.

**Table 2. Concurrent Enrollment Participation by Race/Ethnicity**

Race/Ethnicity	2018-2019 Concurrent Enrollment Participation	2018-2019 Total K-12 Population
American Indian/Native Alaskan	0.6%	1.0%
Asian	1.8%	1.7%
Black/African American	0.8%	1.4%
Hispanic	10.3%	17.3%
Pacific Islander/Hawaiian	0.6%	1.6%
Two or More Races	2.3%	2.8%
White	83.5%	74.2%

Source: Utah System of Higher Education, see Appendix A & USBE Data and Statistics

The increases in concurrent enrollment include both general education and career and technical education (CTE) courses (see Table 3 and Appendix A).

**Table 3. Course Enrollment and Credit Type Earned in the Concurrent Enrollment Program**

	2017-2018 Enrollment	2017-2018 Earned Credits	2018-2019 Enrollment	2018-2019 Earned Credit
General Education Courses	67,861	198,953	72,647	212,17
Other CTE Courses	21,671	61,308	23,122	65,49
Other Academic Courses	2,810	8,096	2,736	8,04
Total	92,342	268,357	98,505	285,71

Source: Utah System of Higher Education, see Appendix A

As a result of the increased credits earned, Utah students saved an additional \$5.4 million in tuition costs during the 2018-19 school year compared to the previous year. In total, Concurrent Enrollment students saved \$54.1 million in tuition.

## **CONCURRENT ENROLLMENT TUITION AND FEES**

In U.C.A. 53E-10-305, the State Board of Regents or institutions of higher education may not charge tuition or fees for a Concurrent Enrollment course except as specified in statute. The State Board of Regents may charge a one-time fee for a student to participate in the program and an institution of higher education may charge a one-time admission application fee for Concurrent Enrollment course credit offered by the institution of higher education. An institution of higher education may charge partial tuition of no more than \$30 per credit hour for a Concurrent Enrollment course for which a student earns college credit. Eligible students who qualify for free or reduced price school lunch may not be charged more than \$5 per credit hour. If the Concurrent Enrollment course is taught at a local education agency by an eligible instructor, students may not be charged more than \$10 per credit hour. Students may not be charged more than \$15 per credit hour for a Concurrent Enrollment course that is taught through video conferencing. In practice, all USHE institutions charge \$5 per CE credit hour. The one-time application fee ranges from \$35 to \$50.

## **CONCURRENT ENROLLMENT APPROPRIATION**

For fiscal year 2019, the Legislature appropriated \$11,184,400 from the Education Fund for the Concurrent Enrollment program through the Minimum School Program. Subject to budget constraints, the Legislature annually increases the money appropriated for Concurrent Enrollment in proportion to the percentage increase over the previous school year in kindergarten through grade 12 student enrollment and the value of the weighted pupil unit. However, local school districts also use local property tax revenues to support the program. Those local revenue sources are not included as part of the state budget. Additionally, the Legislature appropriates funding for the Concurrent Enrollment program through the Higher Education budget. This funding was \$475,400 in FY 2019.

## **CONCURRENT ENROLLMENT FUNDING DISTRIBUTION**

The Concurrent Enrollment state appropriation is allocated to participating local education agencies and the State Board of Regents. The State Board of Education allocates the funding in proportion to the number of credit hours earned for courses taken based on who primarily bears the cost of instruction. When the LEA primarily bears the cost of instruction, the State Board of Education distributes 60 percent of the funds to LEAs and 40 percent to the State Board of Regents. When an institution of higher education primarily bears the cost of instruction, the State Board of

Education distributes 40 percent of the money to LEAs and 60 percent to the State Board of Regents.

Using the outlined percentages, the State Board of Education and the Utah System of Higher Education base the distribution on the match of enrollment data. The match is a two-tier process that uses student data and course code data to determine where allotted funds are distributed. As outlined in R277-713, Concurrent Enrollment funds may not be distributed to an LEA for reimbursement of a Concurrent Enrollment course:

- that is not on the master course list;
- for a student that has exceeded 30 semester hours of concurrent enrollment for the school year;
- for a concurrent enrollment course repeated by a student; or
- taken by a student (i) who has received a diploma; (ii) whose class has graduated; or (iii) who has participated in graduation exercises.

A local education agency shall receive a prorated amount of the funds appropriated for concurrent enrollment according to the number of semester hours successfully completed by students registered through the LEA in the prior year compared to the state total of completed concurrent enrollment hours. Similarly, in the State Board of Regents' Policy R165, each institution receives a prorated amount according to the number of semester hours completed.

## **CONCLUSION**

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Concurrent enrollment is an opportunity for students to earn college credits while in high school at a reduced cost. Concurrent enrollment participation supports students in developing a pathway to post-secondary schooling by obtaining college credit prior to enrollment in higher education and experiencing college-level coursework and accountability. Given the increased participation and number of college credits earned, continued growth will require a funding increase to meet the needs of all students.

Concurrent Enrollment programs across the state could also benefit from increasing their outreach to and identification of qualified students from underrepresented backgrounds to ensure all students have equivalent levels of access to the benefits that CE programs provide. USBE staff members convened a series of workshops in the fall of 2019 to catalyze conversations regarding closing these opportunity gaps and empowering LEAs to ensure each and every student has access to early college programming. Moreover, Senate Bill 151, Accelerated Student Program Amendments, (2020 General Session) enables LEAs that receive Concurrent Enrollment funding to prioritize using the funding to increase access to concurrent enrollment for groups of students who are underrepresented in the program.

# Appendix A



UTAH SYSTEM OF HIGHER EDUCATION



# Utah State Board of Education and Utah System of Higher Education 2018-19 Concurrent Enrollment Summary Data

November 14, 2019

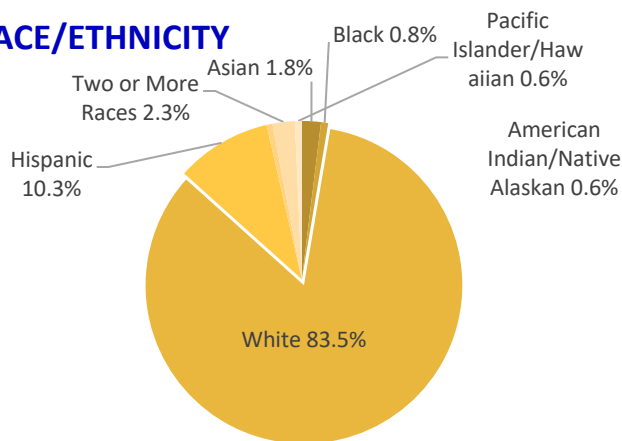
During the 2018-19 year, 173 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 41 charter schools earned concurrent credit. Below find finalized end of year data. Final 2017-18 data is provided for comparison.

Student Participation	17 18	18 19	Change
Number of Students who participated in Concurrent Enrollment ( <i>total distinct headcount</i> )	36,335	38,907	7.1%
Number of Credit Hours attempted	281,189	299,192	6.4%
Number of Credit Hours earned	268,357	285,710	6.5%

Type of Delivery (earned credit)	17 18	18 19	17 18	18 19
Credit Hours delivered Face-to-Face	224,742	254,106	Credit Hours taught by USHE faculty	41,024
Credit Hours delivered via Technology	43,615	31,604	Credit Hours taught by adjunct instructors (teachers)	227,333

USHE / Credit Type Earned	17 18		18 19	
	No. Enrollments	Earned Credits	No. Enrollments	Earned Credits
General Education Courses TOTAL	67,861	198,953	72,647	212,170
<i>General Education Courses</i>		181,038		190,215
<i>CTE Courses that fulfill GenEd Requirements</i>		17,915		21,955
Other CTE Courses	21,671	61,308	23,122	65,492
Other Academic Courses	2,810	8,096	2,736	8,048
<b>Total Registrations</b>	<b>92,342</b>	<b>268,357</b>	<b>98,505</b>	<b>285,710</b>

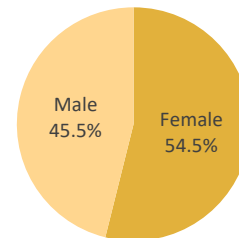
## RACE/ETHNICITY



Distinct Headcount by Ethnicity	17 18	18 19
Asian	703	706
Black	265	327
Hispanic	3,549	3,990
American Indian/Native Alaskan	219	227
Pacific Islander/Hawaiian	258	271
White	30,515	32,476
Two or more races	826	910
Distinct Headcount by Gender	17 18	18 19
Female	19,583	21,215
Male	16,752	17,692
<b>Total</b>	<b>36,335</b>	<b>38,907</b>

Program Participation by USHE Institution	Enrollments 17 18*	Credits Earned 17 18*	Enrollments 18 19*	Credits Earned 18 19*
University of Utah	450	1,376	816	2,447
Utah State University/USUE	10,568	32,154	10,476	31,354
Weber State University	25,088	73,272	26,552	77,398
Southern Utah University	2,829	7,592	2,548	6,660
Snow College	5,275	15,334	5,561	16,280
Dixie State University	6,139	15,469	6,901	18,091
Utah Valley University	24,327	69,854	26,986	78,085
Salt Lake Community College	17,666	53,306	18,665	55,395
<b>Total*</b>	<b>92,342</b>	<b>268,357</b>	<b>98,505</b>	<b>285,710</b>

## GENDER



**\$54.1 million**

in tuition saved by students taking concurrent enrollment classes

\*FY18-19, 38,907 students enrolled in classes and earned 285,710 semester credit hours.