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Solution for More Students to get College Credit

Last year, Burnsville High School in Minnesota overspent their budget by \$7 million dollars. Because of this, Burnsville High School was forced to make some budget cuts. One of the first cuts made was to remove the CIS option from US History, American Government, Economics, and Calculus by doing this, the hope was that students could earn the college credit through AP by getting a 3 or higher. Funding was not the only factor that went into making this decision. It was also the lack of qualified teachers. In 2015, the Higher Learning Commission instituted a policy stating, “High school teachers of dual-credit courses, along with instructional college faculty members, are required to have a master’s degree in the specialty they’re teaching, or at least 18 graduate-level credit hours within that specialty” (Smith). This point shows that in order for Burnsville High School to support a CIS class or any concurrent enrollment class for that matter, the teacher must have a master’s degree. According to NCES, the National Center for Education Statistics, “The percentage of public school teachers who held a master’s degree is 57%” (“Teacher Qualifications”). A factor that might persuade a teacher not to get a master’s degree would be it costs more money. In addition, it also takes a little longer which in turn prevents the person from entering the workplace sooner. Because of these two factors, the School Board for Burnsville High School had no choice but to cut the concurrent enrollment option if the student was able to gain college credit for the class some other way. This becomes a problem

because forcing the students to take the AP test instead of getting the college credit is not a viable option for the credit.

The solution to a problem like this is actually a two-step process. The first part of the solution is helping students get into the PSEO option at the University of Minnesota Twin Cities. According to Barsness, who works with the Minnesota Department of Education, “Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses” (Barsness). This would involve Burnsville High School hosting an information meeting because most students are not aware of the choice of taking PSEO at the University of Minnesota Twin Cities, let alone the benefits of PSEO. Part one would solve the problem about teacher qualifications and funding because the University of Minnesota would take care of all the costs. According to the University of Minnesota Post Secondary Enrollment Options website, “The cost of University tuition, course fees, and textbooks is covered by the Minnesota Department of Education” (“Post Secondary Enrollment Option (PSEO)”). In addition, all courses are taught by qualified teachers who already teach at the University of Minnesota. The problem that occurs with this is that transportation to and from the college is covered by the student. Part two of this solution would solve this secondary issue by the school providing a bus voucher allowing students to take the metro transit before, after, and during school hours. This bus voucher would be very similar to what the Minneapolis Public School system has been doing the past few years. This part two of the solution will definitely save money According to WCCO, a news channel station, “The change won’t immediately save the district any money. The savings will come once the program is fully rolled out and the district can adjust start times and the amount of gas and rides it needs with its school buses”

(“More Mpls. Students Using Metro Transit In Pilot Program”). This point demonstrates that schools will save money once this solution has been implemented and is in full effect just like it has in Minneapolis.

This two-part solution can be implemented very easily. The first part can be implemented through information meetings for the parents and the students. During these meetings, counselors at Burnsville High School can help applicants. Sara Negasi, a Burnsville High School student enrolled at the PSEO option at the University of Minnesota stated in an interview, “The hardest part about the application is the paperwork, which the counselors can help out with. There are resources at the BHS PSEO website”. Burnsville High School would need to have counselors available to help applicants with the paperwork for registering for PSEO. There would also be a presentation that can help parents truly see the benefits of PSEO at the University of Minnesota. Sara Negasi later stated in that interview, “One of the true benefits of PSEO is that it has access to courses that are not available at your high school. Courses that are more career-focused or higher level. A lot of students know what they want to major in and what school they want to go to, so PSEO is helpful in that regard. These would be examples of the benefits for PSEO that would go on the presentation being shown to parents.

For part two of the solution, Burnsville High School will cover the cost of a go-to student pass. One high school that is doing this already is the Minneapolis Public High School. They offer a Metro Transit pass to their students for free to those who qualify and offers a small charge to those who do not. Metro Transit states, “A Go-To Student Pass is a durable, plastic card that allows unlimited rides on city buses and light rail to and from school instead of riding traditional yellow school buses” (“MPS Go-To Student Pass”). This shows that a Go-To Student Pass is an option that has already been done before and just has to be adapted to fit Burnsville.

The cost for this second part of the solution would be free to students who receive free or reduced lunch. As for those who are not eligible, they can receive a discounted price. According to the Minneapolis Public School Go-To pass program, “Payments can be made in full for the entire year (\$340) or before the start of each quarter (\$85.00)” (“Leboener”). This cost may seem like a lot, but in the long run, it is truly not. The Metro Transit fare for a round trip in total is 7 dollars. If a student was to go to school just for 9 weeks at 5 days a week, they would surpass the \$340 dollars right then and the student would still have to go to school for another 5 months or so. Hopefully, this can be implemented in the next year or so. It would take a few months or so to set up a fixed time with Metro Transit, but once that has been done it will be smooth sailing for easy transportation to the University of Minnesota and Burnsville High School.

This solution is better than the alternatives for many reasons. The first alternative is having the students take the AP test rather than the concurrent enrollment. This is not a viable option because the passing rates differ immensely between concurrent enrollment and Advanced Placement. According to the College Board, “The passing rates for an AP test in 2018 in the state of Utah was 25.5% which is 2% higher than the national average for passing rates of an AP test” (“AP Program Results: Class of 2018”). These passing rates are significantly lower than the passing rates of concurrent enrollment. According to Utah public high schools partnering with Salt Lake Community College, “95% of students receive a grade of D- or higher” (“AP or Concurrent Enrollment | What’s the Difference”). This supports the fact that more students can pass a concurrent enrollment class and get the college credit because the student just had to pass the class which most students end up doing. The second alternative would be an online college credit accreditation such as Online College in the High School. The problem with a solution like this is that the credits are not as transferable. According to the Distance Minnesota website,

creator of the Onile College in the High School , “They have only partnered with three community colleges and one state college. They are Alexandria Technical and Community College, Northland Community and Technical College, Northwest Technical College, and Bemidji State University” (“Distance Minnesota Partners”). By taking the PSEO option at the University of Minnesota, the transferability rate is 100% because it has already been credit given by the University of Minnesota and the student will most likely be guaranteed the college credit.

In conclusion, the problem as of now in Burnsville High School is the cutting of dual enrollment classes at Burnsville High School. This was mainly due to the new regulations that came out and funding. The solution to this problem would be two parts. First, counselors will help students with their paperwork for PSEO at the University of Minnesota. Then, there will be a Go-To student pass similar to what Minneapolis is doing that would save the district money. Someone who is interested in this can attend the Burnsville High School District Board Meeting on January 9th at Diamondhead in Burnsville. By showing the support for the solution, hopefully, the Board can see that this is an option that the people want to see in the public school system.

Annotated Bibliography

ABDUL-ALIM, JAMAAL. “Increasing College Access through Concurrent Enrollment

Programs.” *Diverse: Issues in Higher Education*, vol. 33, no. 19, Oct. 2016, pp. 18–19.

EBSCOhost,search.ebscohost.com/login.aspx?direct=true&db=aph&AN=118900931&site=ehost-live &scop=site. Accessed 22 September 2019. In Jamaal Abdul-Alim academic article, “Increasing College Access through Concurrent Enrollment Programs”, Abdul-Alim argues that concurrent enrollment programs are more beneficial to the students with low-income. He claims that students that cannot afford the AP tests will be able to

succeed in concurrent enrollment as most of the costs are already covered. He develops this claim by showing the goal of concurrent enrollment is to lower cost and help students who cannot succeed on tests be able to receive college credit. Abdul-Alim's purpose is to show that concurrent enrollment classes benefit students especially ones with financial difficulties in order to bring another perspective of the importance of concurrent enrollment programs. This source is credible because it was found on EBSCO as well as Abdul-Alim's education articles have been used in the Atlantic and Wall Street which are known for providing research about topics. Abdul-Alim's work is relevant because it shows that college credit should be attainable by everyone and using concurrent enrollment makes that possible.

Barsness, Beth. "Postsecondary Enrollment Options (PSEO)." *Minnesota Department of Education*, education.mn.gov/MDE/fam/dual/pseo/. Accessed 19 December 2019.

In Beth Barsness's academic article, "Postsecondary Enrollment Options (PSEO)", Barsness argues that the postsecondary enrollment options are available to all 10th, 11th, and 12th grade students at high school. She claims that in order to enroll for PSEO, one must enroll in the previous year or during the summer. She develops this claim by citing the application process specifics are unique to each institution. Barsness's purpose is to inform the reader about PSEO and how to enroll in PSEO in the state of Minnesota. This source is credible because it is from the Minnesota Department of Education which runs all of the education in Minnesota. Barsness work is relevant because a lot of schools today have PSEO as an option available to their students.

Flynn, Kathryn. "Dual Enrollment vs. AP Classes." *Saving for College*, 11 Jun. 2019,

<https://www.savingforcollege.com/article/dual-enrollment-vs-ap-classes>. Accessed 24 September 2019. In Kathryn Flynn's academic article, "Dual Enrollment vs AP Classes", Flynn argues that there are a few differences between AP and Dual enrollment classes. She claims both types of college credit require a payment to be paid but who pays is up to the type of college credit. She develops this claim by citing that AP classes require the student to pay a registration fee of 94 dollars while in Dual Enrollment classes the cost is covered by the school. Flynn's purpose is to show that the financial difficulty placed on students depends on the type of college credit in order to bring a different perspective of attaining college credit. This source is credible because Flynn is a financial advisor that has been quoted in the NY times as well as Wall Street and Fortune. She is known for bringing financial information about paying for college. Flynn's work is relevant because it proves that the choice of college credit could be decided on the prices of each of them.

Gardner, Mary Jo. Personal Interview. 9 Dec. 2019. During an interview with Mary Jo

Gardner, she explains that dual enrollment at the Inver Hills College is a great option that has a good passing rate. She claims that the passing rate for dual enrollment students at Inver Hills Community College is pretty high. She develops this claim by citing that 82% of dual enrolled students for high schoolers received college credit upon completion of the course. Gardner's purpose was to inform others about the passing rate of dual enrolled students at the Inver Hill Community college. This source is credible because she is the coordinator of dual enrollment at the Inver Hills Community College, therefore, the statistics that she has are most likely accurate. This source is relevant because it shows how the passing rate of dual enrollment is a lot higher than that of Advanced Placement.

Jaschik, Scott. "Dual Enrollment, Multiple Issues." Inside Higher Ed, 20 Aug. 2018,

www.insidehighered.com/admissions/article/2018/08/20/study-finds-mixed-impact-dual-enrollment. Accessed 23 September 2019. In Scott Jaschik's academic article, "Dual Enrollment, Multiple Issues", Jaschik argues that there is a negative effect of taking concurrent enrollment classes. He claims that high schools do not have the resources to give high schoolers the actual experience of a college course as well as they don't have time to mature because they are in college for a shorter amount of time. He develops this claim by citing that students that enter college with some credit will graduate one semester earlier on average than others. Jaschik's purpose is to show that there are negative effects of dual enrollment classes in order to bring a different perspective of attaining college credit. This source is credible because Inside Higher ED is known for bringing research about education topics. Jaschik's work is relevant because it proves that there are some negative effects of dual enrollment classes that are often overlooked.

Ledeboer, Jon. "Student Go-To Pass Program." *Minneapolis Public Schools*,

transportation.mpls.k12.mn.us/goto. Accessed 15 December 2019. In Jon Ledeboer's academic article, "Student Go-To Pass Program", Ledeboer argues that this new program for getting students to and from the high school will be much more effective than school buses. Ledeboer claims that the pricing is good as well as the efficiency of the busing. He develops this claim by citing the price and telling how long the buses will run each night. He further talks about the eligibility for a free voucher one. Ledeboer's purpose is to inform the reader what the Minneapolis Public School system is doing as of now. This source is credible because it comes directly from the Minneapolis Public School system

which is the school system to be the first test group of this idea. Ledeboer's work is relevant because it shows benefits of school districts doing something similar to this.

Mathews, Jay. "Do High School Dual Enrollment Courses Mean College Credit? Read the Fine Print." The Washington Post, WP Company, 16 Apr.

2018, www.washingtonpost.com/local/education/do-high-school-dual-enrollment-courses-mean-college-credit-read-the-fine-print/2018/04/15/0afae26-3ed6-11e8-8d53-eba0ed2371cc_story.html. Accessed 25 October 2019. In Jay Matthew's academic article, "Do High School Dual Enrollment Courses Mean College Credit? Read the Fine Print.", Matthews argues that dual enrollment courses do not actually guarantee a student college credit. He claims that dual enrollment classes at high school are not taught the same at all high schools. He also claims that receiving college credit is often misunderstood as getting credit toward a four-year degree which it is not. He develops the claim that dual enrollment is not the same everywhere by citing that most dual enrollment classes have kids mixed who don't want the credit so it is hard to keep the rigor of a college-level class. Matthew's purpose is to show that dual enrollment does not have all the benefits that it really says it does. This source is credible because it comes from the Washington Post which is known for providing relevant information about certain topics. Matthew's work is relevant because it proves that dual enrollment is not all great; it does have negative effects that tend to be often overlooked.

Mazzella, Randi. "Dual Enrollment Classes: Are They Right for Your Teen?" Grown and Flown, 19 Oct. 2016, grownandflown.com/dual-enrollment-classes-right-teen/. Accessed 27 October 2019. In Randi Mazzella's academic article, "Dual Enrollment Classes: Are They Right for Your Teen", Mazzella argues that dual enrollment courses offer both

advantages and disadvantages. She claims that dual enrollment has the benefits of speeding up the graduation process and that dual enrollment classes do not match the standard of college-level classes. She develops the claim about speeding up graduation by citing the evidence that coming to college with credits makes the time spent in college a lot shorter. She also develops the claim that the dual enrollment classes do not match the college-level classes by citing that there is no standard curriculum like there is for an AP class. Mazzella's purpose is to show that there is many benefits and disadvantages of dual enrollment. The source is credible because the author has been cited in the New York Times and has been writing for over 10 years about similar topics. Mazzella's work is relevant because it presents the advantages and disadvantages of dual enrollment leaving the reader the option to choose if they want to take that specific type of class.

Metro Transit. "MPS Go-To Student Pass." 19 Dec. 2019,

<https://www.metrotransit.org/mps-student-pass>. Accessed 20 Dec. 2019. On Metro Transit's Website on the student pass, "MPS Go-To Student Pass", Metro Transit argues that the benefits of the bus transportation system is endless. It claims that by allowing students the time to work on home when being transported from school to school, it will improve the student's academic progress. It develops this claim by citing that students have been more likely to have increased retention and better attendance. Metro Transit's purpose is to inform readers about the option of student go passes that allow students to take the Metro Transit. This source is credible because it is from the Metro Transit website which runs the busing for the Twin Cities. This website's work is relevant because a lot of school districts such as Minneapolis Public Schools use this type of transportation for their students

Negasi, Sara. Personal Interview. 16 Dec. 2019. During an interview with Sara Negasi, she explains that PSEO at the University of Minnesota is a fantastic option and everyone should have the opportunity to at least try and get in. She claims that it is not a very hard application process. She develops this claim by citing that counselors from Burnsville High School helped her with the application process when she was accepted to PSEO at the University of Minnesota. Negasi's purpose was to inform others how she was accepted into the University of Minnesota and what benefits does she have while being there. This source is credible because she is a student currently dual enrolled at the University of Minnesota, meaning the information is accurate. This source is relevant because she is enrolled at the college this year meaning the information is accurate and pertains to this year.

Perlman, Tracy. "More Mpls. Students Using Metro Transit In Pilot Program." *WCCO | CBS Minnesota*, WCCO | CBS Minnesota, 23 Apr. 2012, minnesota.cbslocal.com/2012/04/23/more-mpls-students-using-metro-transit-in-pilot-program/. Accessed 19 December 2019. In Tracy Perlman's academic article, "More Mpls. Students Using Metro Transit In Pilot Program", Perlman argues that this new pilot program will be much more efficient at transporting students for a better cost. She claims that by having students ride a bus voucher it will save the district money. She develops this claim about saving the district money by citing after a few years the money saved will be enormous. She further goes into detail about how little the program is now, but how big the program can be come. Perlman's purpose is to inform the reader about this new pilot program that Minneapolis public schools is trying. This source is credible because it is from WCCO which is known for providing accurate information about daily

news. Perlman's work is relevant because it shows that the program can become effective if utilized correctly.

Roach, Rick, et al. "Eliminating Barriers to Dual Enrollment in Oklahoma." *New Directions for Community Colleges*, vol. 2015, no. 169, Spring 2015, pp. 31–38. *EBSCOhost*, doi:10.1002/cc.20130. Accessed 19 December 2019. In Rick Roach's academic chapter of the book, "Eliminating Barriers to Dual Enrollment in Oklahoma", Roach argues that the way to increase the number of students in dual enrollment is to work collaboratively between community and teachers. Roach claims that by addressing the needs of tuition and fees, more students would want to be a part of dual enrollment. Roach develops this claim by citing the main barrier is money and ethnicity. He further develops this claim by citing that funding would be necessary by districts to make something like this happen. Roach's purpose is to inform the readers about the barriers that exist between dual enrollment. This source is credible because it was found on EBSCO host which is a website that only has credible sources. This source is relevant because it pertains to today's society about how barriers exist in Oklahoma between dual enrollment.

Smith, Ashley. "Colleges and States Scramble to Comply with Instructor Credential Rules for Dual-Credit Courses." *Colleges and States Scramble to Comply with Instructor Credential Rules for Dual-Credit Courses*, Inside Higher Ed., 23 Jan. 2018, www.insidehighered.com/news/2018/01/23/colleges-and-states-scramble-comply-instructor-credential-rules-dual-credit-courses. In Ashley Smith's academic article, "Rural Recruiting Problems", Smith argues that the new Higher Learning Commission policy on dual enrollment teachers makes it harder for schools in rural places to find teachers. She claims that

teachers are leaving low income districts because the salary is not enough. She develops this claim by teacher leaving low income districts by first citing what the new Higher Learning Commission policy is. She further then goes into detail about teachers leaving by citing that teachers are not wanting to stick around because they want to go to more succeeding schools. Smith's purpose is to inform the reader that the policy is making it a lot harder on schools in rural areas. She establishes a persuasive tone which shows that she thinks negatively towards the dual enrollment policy. This source is credible because Inside Higher ED is known for producing research about education topics. Smith's work is relevant because it shows that the policy is hurting the schools especially the rural ones.

University of Minnesota Twin Cities. "Post-Secondary Enrollment Options." 19 Dec. 2019,

<https://ccaps.umn.edu/post-secondary-enrollment-options-pseo>. Accessed 20 December 2019. On the University of Minnesota Twin Cities PSEO website, "Post-Secondary Enrollment Options", the University of Minnesota argues that PSEO is a great option to take and there should be no impeding factors when deciding to go there. The University of Minnesota develops this claim by citing its tuition rate and the amount of people who get financial aid. The University of Minnesota Twin Cities's main purpose is to inform readers about what the PSEO option at their college is all about. This source is credible because the University of Minnesota is its own college that many students attend. This work is relevant because it was updated right before the school year started and shows the true benefits of PSEO with factual evidence.

Xia, Cecilia. "Breaking Down the Benefits of Dual Enrollment." RaiseMe , 24 Aug. 2019,

www.raise.me/blog/applying-to-college/benefits-of-dual-enrollment/. Accessed 26 October 2019. In Cecilia Xia's academic article, "Breaking Down the Benefits of Dual

Enrollment”, Xia argues that the benefits of dual enrollment are greater than the risks.

She claims that dual enrollment can save thousands of money in the future. She develops this claim of saving thousands of money by citing the fact that having the classes out of the way can make graduating college a lot quicker. This makes the total cost of college a lot smaller than what it could be. Xia’s purpose is to inform the reader that dual enrollment can save a lot of money for when after the student is done with college. She establishes a persuasive tone that encourages the reader to shift their mindset for Advanced Placement over to dual enrollment. This source is credible because Xia is the Senior Manager for Content at RaiseMe which is a scholarship finding website. She has also written numerous articles about this topic of dual enrollment and what it is. Xia’s work is relevant because it proves that dual enrollment has many benefits and that the course is a better option than Advanced Placement.