FINANCE DEEP DIVE

OR, EVERYTHING YOU EVER WANTED TO KNOW ABOUT DUAL ENROLLMENT FINANCE BUT WERE AFRAID TO ASK

JENNIFER ZINTH
ZINTH CONSULTING, LLC
FOR CROSS-STATE COLLEGE IN HIGH SCHOOL WORKSHOP
MARCH 26, 2020
READING THE ROOM…

Each participant, in ≤30 seconds, any of the following:

• Question you’d like answered by the end of this session?
• Specific information you’d like to receive by the end of this session?
• Concern or fear about changing dual enrollment funding model?
• Anything else to help make the most of our time together?
FUNDING FOR EQUITY:
Designing State Dual Enrollment Funding Models to Close Equity Gaps

JENNIFER ZINTH | ZINTH CONSULTING, LLC | OCTOBER 2019
PROVIDES AN ANSWER TO THE AGE-OLD QUESTION…

“What’s the BEST dual enrollment funding model my state can adopt?”
IDENTIFIES COMMON STATE FUNDING MODELS

1. **STUDENT PAYS NO TUITION**
   - State pays
   - Combination of state & district pay
   - District pays

2. **STUDENT PAYS REDUCED TUITION**
   - Costs split between state and student, or district and student

3. **STUDENT MAY PAY ANYWHERE FROM NO TO FULL TUITION**
   - Local decision
FOR EACH MODEL, SETS FORTH

• Rationale
• Benefits/challenges
• Questions states need to ask themselves
• Best practices/lessons learned
STATE PAYS

States with this model include:

- Georgia
- Idaho
- Kansas
- Kentucky
- Louisiana
- Maine
- Minnesota
- New Hampshire
- New Mexico
- North Carolina
- Oklahoma
- South Carolina
- Tennessee
- Vermont
OBSERVATIONS

• Many of these states have adopted “State Pays” approach in the last ≤ 5 years

States vary in

• **Grade levels** that can access free DE tuition

• **Types of courses** that are tuition-free

• **# of free** DE courses students can access

  • The amount of tuition a student may be charged after completing the tuition-free courses
Benefits

• Students don’t pay
• (Ideally) incentivizes participation for all students, districts
• Simplifies enrollment tracking, data collection
• For low-income students: Decreases paperwork, stigma

Challenges

• (Often) lower tuition reimbursement rates
• Absent policies to ensure access, engagement: Can exacerbate equity gaps
• Challenging conversations on why same benefit for all kids
• Sustaining state leader buy-in
STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

Questions across categories are applicable across funding models

Mandates on Course Offerings:

• Are all public high schools or districts required to participate?
• Are all public postsecondary institutions required to participate?
STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

Course/Student Limitations:

• How many courses will the state cover?
• What types of courses will the state cover?
• What student grade levels can access state-funded courses?
• Are only public-school students funded, or may private school or homeschool students participate under the state-funded rate?
STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

Funding Amounts and Processes:

• What tuition or reimbursement amount will the state pay for each enrolled student?

• What mechanism will transfer tuition payments from the state to the institution/district in a timely manner?
  • Which agency is best equipped to process payments?

• Who pays non-tuition participation costs?
STATE PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

Data Collection and Reporting:

What data on program benefits to

- Students
- Districts
- Institutions

should the state collect and publicly report to indicate return on investment and support sustained financial commitment to the model?
YOUR RESPONSES/REFLECTIONS...

• Might some version of “State Pays” be palatable in your state?

• Questions about the specifics of any state’s approach?

• How would the groundwork need to be laid for the potential adoption of the “State Pays” approach?
  • How might data from other states make the case for this approach?
COMBINATION OF STATE AND DISTRICT PAY

States with this model include:
- Iowa
- Minnesota
- Rhode Island
- Washington
- Wisconsin
COMBINATION OF STATE AND DISTRICT PAY

Benefits

• Students don’t pay
• (Ideally) incentivizes participation for all students, districts

Challenges

• (Often) lower tuition reimbursement rates; district may not receive same $ as it would for non-DE HS student
• Sustaining state leader buy-in
COMBINATION OF STATE AND DISTRICT PAY: QUESTIONS STATES NEED TO ASK THEMSELVES

Funding Amounts and Processes:

• What tuition amount will the state and district respectively cover?

• Should tuition be paid by the district and partially reimbursed by the state, either at a flat rate or an appropriation?
  • Or use Iowa’s approach – additional weight in K-12 funding formula?
YOUR RESPONSES/REFLECTIONS...

• Might some version of “Combination of State and District Pay” be palatable in your state?

• Questions about the specifics of any state’s approach?

• How would the groundwork need to be laid for the potential adoption of the “Combination of State and District Pay” approach?
  • How might data from other states make the case for this approach?
DISTRICT PAYS

States with this model include:

Arizona, Colorado, Florida, Illinois, Iowa, Ohio, Wisconsin, Wyoming
DISTRICT PAYS

Benefits
• Students don’t pay

Challenges
• Adding programming that draws from already strained district resources can be unpopular
• This approach can particularly strain under-resourced districts
• Placing tuition burden entirely on districts may:
  • Generate ill-will toward the program among some decisionmakers
  • Force tough decisions to meet participation demands
DISTRICT PAYS:
QUESTIONS STATES NEED TO ASK THEMSELVES

Funding Amounts and Processes:

• What tuition amount will the district pay for each enrolled student?
  • Flat statewide rate?
  • Locally determined rate within state-set parameters?
  • Differing tuition levels, depending on where and by whom a course is taught?
  • Differing tuition levels, depending on institution type (2- or 4-year, public or private)?
DISTRICT PAYS: QUESTIONS STATES NEED TO ASK THEMSELVES

Local Agreements Between K-12 and PS Partners:

• To what extent should the state specify the content and parameters of local agreements?

• Should the state require K-12 and PS partners to annually submit their DE partnership agreements to a state agency for review?
YOUR RESPONSES/REFLECTIONS…

• Might some version of “District Pays” be palatable in your state?

• Questions about the specifics of any state’s approach?

• How would the groundwork need to be laid for the potential adoption of the “District Pays” approach?
  • How might data from other states make the case for this approach?
COSTS SPLIT BETWEEN STATE AND STUDENT OR DISTRICT AND STUDENT

States with the State/Student split model include:
- Indiana
- Michigan
- South Dakota
- Utah

States with the District/Student split model include:
- Maryland
- Michigan

State with costs split between state and district and/or student:
- Oregon
<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
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<tbody>
<tr>
<td>• Potential to increase program reach, by reducing $ strain on a single entity</td>
<td>• Without parameters on tuition that may be charged (incl. tuition waivers for low-income students), access and equity may be compromised</td>
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<tr>
<td>• Students have skin in the game—may make them take course selections, courses more seriously</td>
<td>• Program sustainability may be compromised without</td>
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<tr>
<td>• May reduce potential disparities in program offerings in under-resourced districts</td>
<td>• Parameters on eligible courses</td>
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<td></td>
<td>• Ongoing communication to state leaders on program rationale, ROI</td>
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</tbody>
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COSTS SPLIT BETWEEN STATE AND STUDENT OR DISTRICT AND STUDENT: QUESTIONS STATES NEED TO ASK THEMSELVES

Funding Amounts and Processes:

• Does the student and/or district or state pay the same cost regardless of
  • Instructor type
  • Institution type (2- or 4-year? Public or private?)
  • Course location or modality?
  • The # of courses a student has completed?
COSTS SPLIT BETWEEN STATE AND STUDENT OR DISTRICT AND STUDENT:
QUESTIONS STATES NEED TO ASK THEMSELVES

Funding Amounts and Processes (cont’d):

• How can policy create an equitable balance of district- or state- and student-borne costs?

• What, if anything, do low-income students pay?
YOUR RESPONSES/REFLECTIONS...

• Might some version of “Costs Split Between State and Student or District and Student” be palatable in your state?

• Questions about the specifics of any state’s approach?

• How would the groundwork need to be laid for the potential adoption of the “Costs Split Between State and Student or District and Student” approach?
  • How might data from other states make the case for this approach?
LEVERAGING FUNDING TO SUPPORT CTE-FOCUSED PROGRAMS

Indiana:
• Institutions receive $ for each approved CTE course completion
• Students pay no tuition for approved CTE courses

Iowa:
• Districts receive additional .7 weight for CTE course completion
• Regional centers facilitate offerings across multiple districts

Kansas:
• Students pay no tuition or credentialing exam fees
• Eligible programs of study annually approved by KS Department of Labor
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