

Participation Work Group

Research Brief

August 24, 2004

by
Nathan Daun-Barnett and Mark Garrett
University of Michigan, Ann Arbor

I. CREDIT-BASED TRANSITION PROGRAMS AND DUAL ENROLLMENT IN MICHIGAN: ANALYSIS OF POLICY AND IMPLEMENTATION

What Is Dual Enrollment?

Since the dawn of Advanced Placement (AP) courses in the mid 1950s, the notion of allowing high school students to earn college credit while simultaneously completing their diploma has grown in popularity (The College Board, 2001). In 1966 only 62 institutions and slightly less than 1,200 Michigan students participated in the AP program. Today, 513 high schools and more than 27,000 Michigan students now take advantage of this opportunity (The College Board, 2004a). Dual enrollment is a similar curricular option that has developed in concert with the K–16 movement.

According to the Education Commission of the States (Education Commission of the States, 2001), dual enrollment is defined as “high school student enrolled in a postsecondary institution while still enrolled in high school (p. 3). Several variations of dual enrollment include college level courses taught by college faculty either at the college or in the high school, similar courses designed by college faculty but taught by a high school teacher with similar credentials, and tech prep programs—taught by either high school or community college teachers—designed to the reduce duplication of courses for students pursuing professional and technical fields.

The K–16 movement recognizes and attempts to reconcile several current education trends. First and foremost, there is an expectation that all children will require education and training beyond high school. There was a time in America that workers could find high paying jobs with little formal education. Michigan, in fact, led the way with the automotive industry. However, today that reality is quickly fading. Consider for example, the 2003 summary of average wages by level of degree attainment published by the Bureau of Labor Statistics. According to their education pays marketing campaign, full-time workers over the age of 25 who have a doctorate or professional degree earn more than \$1,300 per week, whereas an Associates degree will bring in roughly half that amount (Bureau of Labor Statistics, 2004).

Educators must recognize that as many as 75 percent of high school graduates attend some postsecondary education within two years of graduation (Association of American Colleges & Universities, 2002; National Commission on the High School Senior Year, 2000) but less than half that number have taken a college preparatory curriculum (Greene & Forster, 2003). In Michigan, we see similar challenges in the education pipeline. According to the National Center for Public Policy in Higher Education (2004), only 41 percent of all ninth grade students enter college four years later and less than half graduate in 150 percent of the expected time to degree (three years for the associate’s and six years for the bachelor’s). The gap that exists between high diploma requirements and college admissions standards is exacerbated when race, ethnicity, socioeconomic status, and curricular opportunities are considered.

Second, that there are at least two distinct systems in education that must work effectively together as one to maximize the educational potential of each student. There are two places where this gap is most prevalent between high school and college. Many students do not maximize their senior year, either because they are under the misguided notion that colleges do not consider the senior year or because students have exhausted the school’s curricular offerings

(Kirst, 2000b). Maximizing the senior year is one way to more closely align high school requirements and college admissions standards. Kirst (2000a) recommends several policy options to improve how the senior year is utilized including: substituting SAT II (or an ACT equivalent in the case of Michigan) to link high school curricular standards with college admissions and placement, align current college placement exams with existing curricular standards, explore the notion of a student portfolio as an alternative or complementary form of assessment, and align merit based financial aid policies with these recommendations.

Remedial education in college is frequently a symptom of poor curricular alignment between the two systems. There are a number of ways to understand remedial education but the National Center for Educational Statistics (NCES) (Lewis & Ferris, 1996; Mansfield, Farris, Black, & National Center for Education Statistics, 1991), defines remedial education as “any program, course, or other activity (in the area of reading, writing, or mathematics) for students lacking those skills necessary to perform college level work at the level required by the institution.” In many states it is still possible for a student to graduate with a regular diploma, fulfill all requirements, and enter college with a need for remedial work in math or English. While most states establish a number of courses a student must complete in the core academic areas, they are typically reticent about the rigor of the courses that should be completed. The result: a student can take three years of math without ever having taken geometry or algebra II and they might have completed four years of English and are not yet able to write a well-conceived essay.

The K–16 approach suggests that both K–12 and higher education must work as one integrated system within a given state. Such a system would allow for vertical curricular alignment that would prepare all students to the same high standard as demanded both by college and in the workforce. It would also allow for horizontal alignment across schools and districts while recognizing that today’s society is highly mobile and K–12 students are often faced with the challenge of transitioning to new schools. An underlying assumption of this approach is that there are problems that must be fixed at both levels of the educational ladder. High schools must set a rigorous curricular graduation standard and colleges must be clear about what they expect of prospective students; students should be able to demonstrate a high level of achievement and colleges should better align placement exams with high school measures; all students must be able to find the right level of challenge during high school which may include dual enrollment programs and higher education must find ways to recognize this work while maintaining their commitment to quality.

How Is Dual Enrollment Defined in Michigan?

According to Public Act 160 (HB 4643) Postsecondary Enrollment Options (PEO) Program, initiated in 1996 as part of the State School Aid Act, “students should have the option of participating in dual enrollment or other postsecondary options. Qualified high school students for dual enrollment must take the MEAP High School Test and be endorsed in the subject area within which they intend to dual enroll. If that subject area has no MEAP equivalent for endorsement, students are eligible if they simply take the MEAP” (Education Commission of the States, 2001). In 1997 the PEO was amended with a few qualifications addressing who was eligible for dual enrollment. Public Act 178 (HB 5232) required that an eligible student be enrolled in at least one high school course and at least at the 11th grade level. In addition, the law sets forth eligible tuition and fees to be charged to a school district, creates requirements for

enrollment and credit, and requires that schools provide postsecondary counseling to participating students.

By the Education Commission of the States (ECS) standards, Michigan ranks as one of 21 states with comprehensive dual enrollment programs. In order to meet this standard, each state must meet two of the following criteria: (1) students pay minimal or no tuition and fees, (2) both secondary and postsecondary credit is earned for postsecondary courses, and (3) few course restrictions exist. In Michigan, the school district pays the cost of tuition and fees and few restrictions are imposed by the state on what courses a student can take, given they have met the eligibility requirements. However, the matter of credit appears to be the greatest challenge facing Michigan educators, students and parents on the dual enrollment issue. This point will be addressed in greater detail later.

What Are the Benefits of a Dual Enrollment Program?

A dual enrollment program is intended to benefit both the student and to a lesser degree, the school district. In some cases, community colleges have viewed this approach as a means for recruiting new students. Like AP, dual enrollment programs were initially designed to provide demanding coursework for high achieving students at the high school level. This continues to be one of the primary uses of dual enrollment. Currently, 513 of 886 school districts in the state of Michigan offer at least one AP course (The College Board, 2004b). Many of the schools that have no AP or very few either are small in numbers or cannot afford advanced teachers for the small number of students that could benefit from the program. In these cases, joint partnerships develop to meet the needs of high achieving students while maximizing finite resources. According to ECS (2001), proponents of dual enrollment cite the following benefits of these programs:

1. Provides more rigorous curricular opportunities for all high school students;
2. Saves students time and money toward a college degree in an era when tuition is rising and the public perception of high cost for college is enormous;
3. Encourages colleges and universities to compete for more students;
4. Frees up additional space in high school courses so that other students can take a more demanding curriculum better suited to their needs and abilities;
5. Increases student aspirations—particularly cited as a benefit of expanding dual enrollment programs to middle and low achieving students;
6. Builds closer ties between colleges and the communities they serve.

What Are the Concerns Regarding Dual Enrollment?

While there are considerable potential benefits to dual enrollment programs, there are a number of concerns that must be addressed for these programs to work. In particular, college faculty and administrators—particularly at the four-year institutions—are concerned about the quality of the credits earned through dual enrolled programs. This becomes particularly true as the programs expand to include more than just high achieving students. Consistent with this concern is the notion of counting the same course for two requirements (one high school and one college). In some cases this is driven by the need for fairness—why should some students earn double the

credit for one course? Equally, there is a concern about student learning—dual enrollment should be about providing new opportunities to learn and to challenge oneself and not to check off a set of requirements.

Additionally, financing a dual enrollment program may benefit students and parents but it is difficult to negotiate between two systems or types of institutions with very different funding sources and costs per student. It has also been implied that these types of programs may threaten per pupil allocations from the state.

How Does Dual Enrollment Actually Work in Michigan?

It appears that the challenge in Michigan is not the establishment of dual enrollment partnerships. According to the Michigan Department of Education (2004) nearly every Intermediate School District (ISD) has established some level of college community partnership for dual enrollment. Dual enrollment may not be utilized or even possible in every school, but many schools have established these programs. According to the Education Trust (2004) and consistent with the state eligibility requirements, an appreciable number of students are eligible for dual enrollment, depending upon the course. According to the Michigan Department of Education (MDE) and the requirements set forth by the state, nearly 88,000 11th and 12th grade students were eligible to participate in dual enrolled programs, yet just over 9,000 took advantage of the opportunity (2004).

The challenge for dual enrollment in Michigan may be twofold. First, the lack of student participation may be a function of cost. The state has set the parameters for what a college or university may charge a school district for tuition and fees and there are two possible problems. It might be the case that the cost is set beyond what a school district can afford and as such the district is either limiting or failing to promote these options. Or more likely, the established tuition and fee total is too low to provide an incentive to the college or university to participate in the program. In this case, the college or university will give priority to current enrolled students and only open spaces when vacancies occur. They are less likely to offer additional sections when the dual enrollment funding is set below the level of college tuition and fees.

Second and of greater likelihood is the issue of articulation. Educators consistently face the challenge of balancing opportunity with quality. On one hand, dual enrollment programs give students a decided advantage and perhaps additional motivation to pursue a college degree when they are uncertain. On the other hand, the college degree is intended to represent a high level of academic achievement that must be protected by the faculty of that institution. This is the tension educators face, and dual enrollment falls squarely in the middle.

The AP program and many of the traditional dual enrollment programs geared toward high-achieving students have been successful largely because articulation is no longer a substantial issue. Both forms have established track records and considerable buy-in from faculty and administrators. The College Board took the additional and necessary step of involving four-year faculty members in the development of its curricula and tests (2001). However, even with its longstanding tradition in American education, there are still critics who call the quality of the classes and tests into question. Of particular concern in the past decade has been the quality of teaching in AP courses. During the early years, so few teachers taught AP sections that nearly all had training from the College Board. Today, slightly more than half of all AP teachers have the same training (The College Board, 2001).

Dual enrollment programs are facing similar challenges today. The earlier efforts were restricted to high-achieving students and were taught most often by college faculty or high school teachers with equivalent degrees. Today, more and more students are going to college, more is being expected of each student, and dual enrollment programs are now targeting the students who are marginally successful in high school and are less likely to go to college. Several programs are beginning to see results with these students in terms of improving the odds of their going to college and earning a degree, but colleges and universities are growing concerned that these courses may not represent college level work. The problem is exacerbated when students attempt to transfer from the program sponsoring institution to another college or university in the state.

Dual enrollment programs in Michigan are designed to meet a specific need in a particular community setting. The sponsoring college or university works with the high schools or districts to establish a curriculum, decide upon the content, and establish who will teach and for what credit. When a student successfully completes this course to the level established by the college and the school district, they are given credit for the course on their high school transcript and they have also earned college credit at the sponsoring institution. Once a plan has been agreed upon within a community, and assuming that tuition and fees is handled well, there are typically very few problems when the student decides to attend that institution.

However, in some cases, the student either has decided to attend another institution or s/he attends for a short period of time and transfer after matriculation. It is at this point in a college student's career that problems arise in the current system. To maintain a consistently high standard for the college level work of their institutions, many colleges, particularly four-year institutions that are at least moderately selective, evaluate each course on a student transcript to see if it meets the standards of a comparable course at their institution. For this reason, many community colleges and local four-year institutions establish articulation agreements that ameliorate the transfer process by setting in advance what courses will transfer and for what credit (this topic is being addressed in greater detail in the Completion Work Group).

The problem students face is that they frequently do not know what institutions they might plan to attend so they do not know if the credits will transfer until after they take the course. The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) has recognized this problem and established the Michigan College Mall (2004). This Web-based resource links to colleges websites throughout the state that address their respective credit transfer policies. This is a useful tool that can be an asset to a student once they know where they want to go to school. Grand Valley State University is an excellent example of the potential of this resource as they create a link for each institution and show what credits will transfer to what equivalent course. However, even this effort is cumbersome and could be difficult to navigate for the untrained eye.

Michigan State University and the University of Michigan have added an additional challenge to the table. Both have taken a position not to accept college credit for any dual enrolled course that is counted for high school diploma credit (Putnam, 2002). For them, the practice of "double-dipping" cheats the student of the learning that should take place in two separate courses while giving them credit for both. Both institutions acknowledge that college level courses on a student transcript may give students a competitive edge in the admissions process but it cannot be counted twice for actual credit.

Finally, dual enrolled programs targeted toward middle and low achieving students change the nature of what represents college level work and those credits become subject to scrutiny by each institution that a student attempts to transfer into. For example, a college admissions officer who looks at a C level student with a 2.0 GPA, an average or sub-par course load, and a series of college level courses on their transcript will question whether that student was in fact prepared to complete college level work. They will then consider who taught the course, what their credentials were, where the course was taught, and how a student's performance was assessed. If the course appears to rise to the level expected at the institution, the student may be given credit. In most cases, however, this credit may either take the form of elective credit or it may fill a requirement subject to the completion of a placement exam.

States like California and New York have strong and clearly delineated transfer articulation policies. They also happen to exist as highly coordinated higher education systems, which is very different than the state of Michigan. Institutional autonomy is a distinctive feature of the Michigan higher education system and has arguably led to a stronger overall system. However, it also poses challenges for students. In New York state, for example, a student who earns college credit from Erie Community College is as likely to be able to transfer that credit to SUNY Fredonia as they are to the University of Buffalo. The same is not necessarily true for a student who earns college credit at Mott Community College in Flint. That student is likely to receive different responses from Central Michigan University and Michigan State University, depending upon the course and how it was offered.

Our challenge is to recognize the need to maintain the high quality established at each institution while attempting to make the system easier to navigate for students across the state. It may be necessary to have a complex system of considering each transcript and individual course, but it should also be possible to assist students and facilitate the transfer process as quickly and simply as possible.

How Others Have Been Successful with Dual Enrollment Programs

It is remarkable how much money and time is being invested into high school programs that emphasize dual enrollment strategies without very much evidence to suggest the approach works. Bailey and Mechur Karp (Bailey & Mechur Karp, 2003) have produced the most recent and definitive work on credit-based transition programs, of which, dual enrollment is a subset. In their report to the Department of Education, they establish a typology of programs based upon several characteristics: content of the course, where the course is taught, who teaches the course (in terms of qualifications), the method of earning credit, whether or not credit is guaranteed and how motivated and academically advanced the students are. Examples of these programs were included in the previous preparation brief and can be found on the commission website.

While the evaluative data is scarce on these programs, they are well grounded in educational theory. For example, the middle college approach (Washtenaw Technical College is an example cited in a paper prepared for the preparation group) is predicated on Tinto's Theory of Student Integration (1993). Tinto suggests that part of becoming successful in college is acclimating to the campus culture and environment. Successful integration into the campus community helps to facilitate success in the classroom and that success improves the likelihood of their persistence through completion of a degree. The middle college high schools are located on or adjacent to college campuses and are intended to facilitate the integration process as a means by which to

enhance their aspirations for college. Tinto's work is well established when looking at traditional students, but it has not yet been tested in this context.

Bailey and Mechur Karp (2003) do emphasize that many of these programs are intended to produce different outcomes. Whereas the AP and IB credit-based programs are intended to challenge high achieving students, programs like middle colleges are partially focused on convincing students that they are college material. Evaluation studies of these programs should take these differential outcomes into account. Of course, that also means that policymakers should consider how they intend to use these programs and whether the stated goals are sufficient to warrant the investment. For example, a successful program might improve the likelihood that an at-risk student will complete an associate's degree, but it might never be designed to ensure that the course content is rigorous enough to transfer to a four-year institution. That is a trade-off that is necessary to consider with these types of programs.

Making It Work in Michigan

The key to making dual enrollment work in Michigan is to recognize that the two competing perspectives—opportunity and quality—are both important considerations and are valuable in creating an educated citizenry in the state of Michigan. It will be difficult to find a solution that gives too much emphasis to one at the expense of the other. In the end, students will suffer if either is not given serious weight.

Incentives are problematic in the current system. If the price is negotiated too low, colleges are not likely to participate at a rate that will fully meet the needs of the high school students who stand to benefit. They will fill existing sections but they will not add additional ones. Often educators think of this in terms of capacity as though it were a static figure. Capacity in the higher education system across the state is in fact much more malleable than it might at first appear. Specifically, if additional students need space and there are adequate resources allocated to serve them well, most colleges in Michigan can expand beyond their current boundaries. There are certainly upper limits based upon physical space and other resources, but with the exception of a few institutions, capacity is not the real concern.

The first disincentive in the current system is that both higher education and K–12 education are highly decentralized, yet the state policy imposes a rate for the costs that can be charged back to a school district for dual enrolled courses. This approach may work in a more centrally coordinated state, but it seems contrary to our current climate. As the system currently exists, it seems more appropriate for schools and districts to negotiate those rates as they do the curriculum and standards for each course. The trade-off is a system that is as cumbersome as the articulation agreements in the state. A state policy measure might include incentive grants to match a certain number of dollars per eligible student toward covering some of the lost tuition and fees. When colleges are no longer losing money on the prospect, they can consider committing additional resources to dual enrollment programs.

Next, as a reminder of President Mary Sue Coleman's words during the first full commission meeting, Michigan must be thought of not as one homogenous state but rather as a series of interconnected regions, communities, and localities that share a common vision but require unique approaches and policy interventions. What works in Sault Ste. Marie will differ from what works in Berrien County and from East Grand Rapids. Finding policy solutions that provide incentive for communities to be creative in solving these problems is the key.

Current articulation programs protect quality but hurt a student's ability to navigate the higher education system. We need to find a way to consider how each course can fill requirements on campuses across the state, which may mean complex solutions, while at the same time making the transfer process easy. We view community colleges as the gateways into four-year colleges for many students and, in fact, this was the early mission of community colleges. Today, there is greater emphasis on the workforce preparation vis-à-vis vocational and technical certification programs and less on transfer articulation. We need to find a way to value transfer again, perhaps by awarding associate's degrees subsequent to the transfer as a way to recognize the value of the education these students have already attained.

Another approach might be to think differently about the role of guidance counseling in the state. Currently, there are too few counselors at each level, and few students are given the type of attention they need unless they seek it out. If we maintain the complexities of the current system in an effort to maintain quality and respect the autonomy of our four-year institutions, public and private alike, students need more direct guidance to navigate successfully through the system. And consistent with some of the K-16 philosophy, these counselors might serve individuals through the transitions when the help is needed most.

There are no simple solutions to the challenges we face. Dual enrollment holds great promise, but has not yet been fully tested, proven, or embraced. Students benefit from these programs but educators remain unclear regarding what those benefits actually include. Michigan is unique as one of the few states with so little direct influence over either K-12 or higher education. That is an asset that should be recognized and utilized, recognizing that they will be the most difficult to change. What Michigan chooses to do may draw on the experiences of some states and provide insights to others. In the end, however, what is decided will be unique to Michigan.

II. CONNECTION TO COLLEGE

The Issue

The lack of family experience with higher education, the often challenging maze of application, financial aid and other "systems" related to education, and the simple cultural void between many young adults lives and that of the higher education world challenge the access and success at realizing a postsecondary degree.

In the area of connections to college, a commission formed in Ohio to examine participation levels in higher education found that despite the clearly demonstrated link between education-attainment level and earning power, too few are aware of the connection and too few aspire to and attain postsecondary education (Governor's Commission on Higher Education & the Economy, 2004).

Promising Practices Across the Country

Educational Talent Search

Educational Talent Search programs serve young people in grades 6 through 12. In addition to counseling, participants receive information about college admissions requirements, scholarships, and various student financial aid programs. This early intervention program helps young people understand their educational opportunities and options. Over 310,000 Americans

are enrolled in approximately 312 Talent Search TRIO programs. Program staff encourages participants to enroll in postsecondary education (Ghere, Moore, & Schelske, 1999).

Get Ready

The Get Ready program, located in the Minnesota Higher Educational Service Office, provides one-on-one guidance and information to students in grades 4 through 6 and families of color that have low incomes or have no previous post-secondary educational experience. The focus of Get Ready is on future goals, education, careers, financial aid, and savings. The program is provided through schools and community-based and ethnic-specific organizations and agencies. Three hundred and seventy-nine students participated in this program in 1998–1999, while informational presentations were given to 3,000 additional students (Ghere, Moore, & Schelske, 1999).

Increasing awareness and aspirations

The State of Ohio Governor's Commission on Higher Education & the Economy recommended that the state implement a research-based, decade-long marketing campaign, funded with both public and private dollars, to raise awareness of the value of higher education and continuous learning and to increase aspirations and academic preparation for learning beyond high school. Depending on the market-research findings, the campaign might target (a) students and their families with little or no experience with college participation, particularly low income and minority groups who have been historically underrepresented in postsecondary education; (b) individuals who already have some college experience but have not earned a degree; and (c) working adults who need to raise their educational level to be more successful and to have more options for advancement in the workplace.

It was recommended that the marketing campaign emphasize the documented link between level of educational attainment and level of economic prosperity and should encourage citizens in the targeted groups to aspire to the highest practical levels of educational attainment. The campaign should be designed to reach learners of all ages, from students in the elementary grades to adult learners. It should blend state-level direction with local grassroots outreach and should be coordinated with the existing marketing efforts of the state's colleges and universities.

To ensure the availability of information about careers and the educational requirements for those careers, it was recommended that state legislators support the Department of Education's career development program by providing license-fee funding to make the Ohio Career Information System (OCIS) available to every middle school and high school in Ohio—and for transitioning the system to an Internet-based platform. The Ohio Department of Education should create and disseminate to every Ohio middle school and high school a tool kit for educating teachers, guidance counselors, advisors, OCAN staff, parents, and students about OCIS and the broad range of career-development programs and resources currently available in Ohio schools and about how to use these resources to help students understand the education and training requirements for various careers. The commission encourages the governor to request the Ohio Board of Regents and the State Board of Education to identify strategies for ensuring that all components of Ohio's P–16 educational system support the objectives of the marketing campaign—and, more broadly, work together to raise students' and parents' awareness of and aspirations for advanced learning opportunities (Governor's Commission on Higher Education & the Economy, 2004).

Improve Connection to College

Create partnerships between K–12, higher education institutions and other community institutions that will increase aspirations and successful connection and navigation of the system to postsecondary education. Foster university/college and community college buy-in to create partnerships with “at-risk” school districts. Foster community-based partnerships around the goal of dramatically increasing participation in higher education. State leadership can use the bully pulpit to set goals and encourage active public/private, university/community collaborations to boost participation in higher education.

Similar to the recommendation put forth by the State of Ohio Commission on Higher Education & the Economy, Michigan should institute a long-term marketing campaign to raise the awareness of the value of a college education to its citizens.

III. OPENING DOORS TO COLLEGE

The Issue

Not all students have equal access to books, computers, the Internet, out of class support, or even money to buy basic supplies and clothes. Previous research has spoken of a cultural deficit model, but that has given way to the consideration of capital (what students do have). Students accrue this capital at home, in their neighborhoods, at church, and in their peer groups. Perna (2000) demonstrates that cultural capital is largely accrued at home from parents and includes educational artifacts like encyclopedias and books as well as access to information about college available from parents or siblings. Cultural capital benefits the dominant groups and, as a result, minority students and those with less economic advantages tend to have less (Lareau, 1987). Increasing cultural capital may or may not fall within the scope of the school’s role, but it is an important factor influencing the educational pathways of many students.

Related to cultural capital, there is a growing technological gap between those who have access to technology and those who do not. The U.S. Department of Commerce reports that while more and more people have access to technology, there are still enormous gaps (20–25 percent) between white and minority homes as well as those from high and low SES backgrounds (Moore, Laffey, Espinoza, & Lodree, 2002). The divide results from lack of access to computers and lack of technological proficiency on the part of parents. Colleges and the workplace require technological proficiency and those without it will fall behind in educational opportunities and wage earning. With the help of Title I NCLB, Head Start, and a variety of corporate and school partnerships, schools are becoming more and more wired, but teachers and students are still underprepared to utilize the new resources.

Promising Practices Across the Country

Upward Bound

Upward Bound provides summer academic camps and school year supplemental classes and tutoring to 13–19-year-old high school students. Nationally, Upward Bound currently serves 42,000 precollege students. All Upward Bound programs must provide instruction in mathematics, lab science, foreign language, study skills, English, and composition as well as academic and personal counseling, participation in cultural events, tutorial services, information on financial aid, and exposure to a range of career options (Ghere, Moore, & Schelske, 1999).

The Minority Encouragement Program

This program, now in its tenth year, began as collaboration between the St. Paul school system and the University of Minnesota. The focus of the program was to increase the number of students of color attending the University of Minnesota with afterschool support and programs. Starting in 7th grade, MEP provides motivational speakers, college visits, financial aid and admissions workshops, mentoring, and counseling for its participants until they graduate from college. This program has provided the University of Minnesota TC campus with over 300 students of color from 1993 to 1998, and many of the students in the entering class 1993 have graduated. The fall 1998 University of Minnesota class consists of approximately 100 students. Currently, 30 colleges and universities collaborate with the St. Paul School system on this program (Ghere, Moore, & Schelske, 1999).

IV. GUIDANCE COUNSELING IN THE STATE OF MICHIGAN

During the last Participation Work Group meeting, there was considerable discussion regarding the quality of guidance counseling in the state. In particular the work group requested information regarding how an individual becomes a guidance counselor. A representative in the Michigan Department of Education forwarded the following summary to the group.

Guidance Counseling in Michigan

In Michigan, school guidance counselors are issued the following credentials:

School Guidance Counselor Endorsement

Is available as an additional endorsement (grades K–12) to those who hold a valid teaching certificate. It is added to either an elementary or secondary teaching certificate following the completion of an approved school counselor preparation program offered by a teacher preparation institution and by passing the Guidance Counselor subject area exam of the Michigan Test for Teacher Certification (MTTC).

Preliminary Employment Authorization for School Guidance Counselor

Is available to a candidate of a Michigan teacher preparation institution who has completed 34 semester hours of course work in an approved school guidance counseling program and has passed the Guidance Counselor subject area exam on the MTTC. This authorization is valid for three years and is nonrenewable. During the three-year validity period, a person is expected to complete the remainder of any outstanding courses/practicum in order to be recommended for the school counselor endorsement or School Counselor License.

School Counselor License

Is issued to an in-state or out-of-state candidate under the provisions of 1233(2)(b)(i) of the Revised School Code. Eligible candidates must:

- hold a master's or higher degree awarded after completion of an approved School Counselor Education program that includes at least all skills and content areas or their equivalent required by Michigan law
- have successfully completed the Michigan Test for Teacher Certification Guidance Counselor examination; and be recommended by an approved School Counselor Education program.

Under the provisions of 1233(2)(c)(i), the license will be issued to out-of-state candidates who have at least five years of successful experience serving in a school counseling role within the immediately preceding seven-year period; successfully passed the MTTC guidance counselor examination; and hold either a bachelor of science or bachelor of arts degree and can provide a copy of the credential or approval document required by the state to serve in the school counseling role in which the counseling experience is documented. This license is valid for five years and is renewable via the completion of six semester credit hours or 18 State Board-Continuing Education Units (SB-CEUs) or a combination of the two (three SB-CEUs are equivalent to one semester credit hour).

Temporary School Counselor Authorization

Is issued to out-of-state candidates who meet either the educational or experience requirement but have yet to take and pass the required examination. This authorization is valid for one year only and is nonrenewable. Application is made directly to the Michigan Department of Education.

REFERENCES

- Association of American Colleges & Universities. 2002. *Greater expectations: A new vision for learning as a nation goes to college*. Washington, DC: Association of American Colleges and Universities.
- Bailey, T., & M. Mechur Karp. 2003. *Promoting College Access and Success: A Review of Credit-Based Transition Programs*. New York, NY: Community College Research Center.
- Bureau of Labor Statistics. 2004. *Education Pays*. Retrieved August 12, 2004, from <http://stats.bls.gov/emp/edupays.pdf>.
- Education Commission of the States. 2001. *Postsecondary Options: Dual/Concurrent Enrollment*. Denver, CO.
- Ghere, D., E. Moore, & B. Schelske. 1999. *Barriers to college participation in Minnesota*. Retrieved August 16, 2004, from <http://www.extension.umn.edu/distribution/familydevelopment/components/7286-04.html>.
- Governor's Commission on Higher Education & the Economy. 2004. *Building on knowledge, investing in people: Higher education and the future of Ohio's economy*. Columbus, OH: State of Ohio.
- Greene, J. P., & G. Forster. 2003. *Public high school graduation and college readiness rates in the United States* (working paper). New York: Manhattan Institute.
- Kirst, M. 2000a, Fall. The Senior Slump: Making the Most of High School Preparation. *National Crosstalk*, 8, 7.
- Lareau, A. 1987. Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education* 60 (2), 73–85.
- Lewis, L., & E. Ferris. 1996. *Remedial education at higher education institutions in fall 1995* (No. NCES 97-584). Washington, DC: U.S. Department of Education, National Center for Educational Statistics.
- Mansfield, W., E. Farris, M. Black, & National Center for Education Statistics. 1991. *College-level remedial education in the fall of 1989*. Washington, DC: National Center for Education Statistics U.S. Dept. of Education Office of Educational Research and Improvement [Supt. of Docs. U.S. G.P.O. distributor].
- Michigan Association of Collegiate Registrars and Admissions Officers. 2004. *Michigan College Mall*. Retrieved August 12, 2004, from <http://www.macrao.org/mcm.asp>.

- Michigan Department of Education. 2004. *2002/2003 Annual Financial Report: Dual Enrollment*. Lansing, MI.
- Moore, J. L., J. M. Laffey, L. M. Espinoza, & A. W. Lodree. 2002. Bridging the digital divide for at-risk students: Lessons learned. *TechTrends* 46 (2), 5–9.
- National Center for Public Policy and Higher Education. 2004. *The Educational Pipeline: Big Investment, Big Returns*. Retrieved July 9, 2004, from <http://www.highereducation.org/reports/pipeline/pipeline.pdf>.
- National Commission on the High School Senior Year. 2000. *Youth at a crossroads: Facing high school and beyond*. Retrieved October 2, 2002, from <http://www.commissiononthesenioryear.org/Report/HSReportfinal.pdf>.
- Perna, L. W. 2000. Differences in the decision to attend college among African Americans, Hispanics, and whites. *The Journal of Higher Education* 71 (2), 117–141.
- Putnam, J. January 27, 2002. Educators Duel on Dual Enrollment. *Kalamazoo Gazette Lansing Bureau*, p. 3.
- The College Board. 2001. *Access to Excellence: A Report of the Commission on the Future of the Advanced Placement Program*. New York, NY.
- The College Board. 2004a. *AP Participation by State 2002–03*. New York, NY.
- The College Board. 2004b. *Summary Report for AP Coursetaking: Michigan*. New York, NY.
- Tinto, V. 1993. *Leaving college: Rethinking the causes and cures of student attrition* (2d ed.). Chicago; London: University of Chicago Press.