



Dual Enrollment: Where We Are & Model Policy Components

Jennifer Dounay Zinth

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Equipping Education Leaders, Advancing Ideas

About ECS



- ✓ National organization based in Denver, CO
- ✓ Non-partisan, nonprofit
- ✓ Funded by state fees, grants/contracts, corporate support
- ✓ Cover the P-20 spectrum
- ✓ Primary constituents = state-level education leaders in 50 states, D.C. and territories:
 - Governors
 - Legislators
 - Chiefs and state boards
 - Postsecondary leaders

Overview



- ✓ Dual enrollment: Where are we now?
- ✓ What the research says
- ✓ Model components of dual enrollment policy

Dual Enrollment Database



Kentucky

Program Basics	
Statewide policy in place	Yes
Definition or title of program	<p>State has two programs: In a Dual Credit course, a student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a designated program of study, including participating in the Gatton Academy of Mathematics and Science in Kentucky.</p> <p>In a Dual Enrollment course, a student is enrolled in a high school and postsecondary institution simultaneously, including participating in the Gatton Academy of Mathematics and Science in Kentucky.</p> <p>Instances where dual credit policies differ between courses offered by public technical/community colleges and public four-year institutions are noted in the profile.</p>
Where courses provided	<p>Generally: Not specified</p> <p>Dual Credit:</p> <ul style="list-style-type: none"> • At high school • At postsecondary institution • Virtual program • Other. Course may be delivered at another site other than the high school or postsecondary campus. Course may also be delivered in combination of delivery methods above.
Postsecondary and/or secondary credit earned	<p>Dual Credit: Both</p> <p>Dual Enrollment: Postsecondary credit only</p>
Students may take developmental/remedial coursework for dual credit	Not set in state policy
CTE component	Yes. A "career pathway program of study" is defined as a coherent, articulated sequence of rigorous academic and CTE courses, including dual credit opportunities, that prepare students for postsecondary study leading to postsecondary degrees, industry certifications, or licensure. One of the purposes of the career and technical education accessibility fund is to develop and support programs of study in high-demand occupational fields for middle and high school students.
Unique characteristics	<p>Each secondary school-based decision making council must establish a policy on the recruitment and assignment of students to AP, IB, dual enrollment, and dual credit courses. All students have the right to participate in a rigorous and academically challenging curriculum. All students willing to accept the challenge of a rigorous academic curriculum must be provided courses provided they meet prerequisites. Any student whose scores on the grade 8 EXPLORE indicate a high degree of readiness for high school must be counseled to enroll in accelerated courses (with an emphasis on Placement classes).</p> <p>Any student whose scores on the grade 10 PLAN or grade 11 ACT indicate a high degree of readiness for college must be counseled to enroll in accelerated courses (with an emphasis on Placement classes).</p> <p>Statute directs the department of education, upon receipt of adequate federal funding, to identify, in conjunction with the Council on Postsecondary Education, resources at the secondary level that can be directed toward advanced placement or dual enrollment instruction, and identify current and future funding sources for advanced placement or instructional programs and the amount of funds available or anticipated from those sources. Statute also directs the state board to establish long-term and annual statewide goals for the number of high schools providing accelerated classes and college credit for students.</p> <p>One of the responsibilities of the Kentucky Community and Technical College System is to enhance the relationship of credentials between secondary and postsecondary programs. Students may enter programs through early admission, advanced placement, or dual enrollment.</p> <p>A board of education may award standards-based, performance-based credit toward high school graduation for standards-based dual credit courses.</p> <p>Kentucky Community and Technical College System (KCTCS) Dual Credit: A student who successfully completes a KCTCS dual credit course is given special consideration in preparing to matriculate to a KCTCS program with special or selective admissions requirements.</p>
Access	
Offering mandatory or voluntary	Voluntary. However, each secondary school must offer a core curriculum of AP, IB, dual enrollment, or dual credit courses, using either or both on-site instruction or electronic instruction through the Kentucky Virtual High School or other online alternatives.

Model Policy Components



700 Broadway, Suite 810 • Denver, CO 80203-3442

Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components

By Jennifer Dounay Zinth

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Dual enrollment or concurrent enrollment programs allow eligible high school students to take postsecondary courses for college and, usually, high school credit. Programs are nearly ubiquitous — in 2014, courses for dual or concurrent enrollment credit are offered in every state and the District of Columbia. Statewide policies govern these programs in 47 states and D.C., and local policies or agreements oversee programs in **Alaska, New Hampshire** and **New York**.

While programs have various names in different states, the term “dual enrollment” will be used throughout this report. Findings are based on an ECS analysis of state dual enrollment policies and a review of relevant academic research.

What's happening in your state?
Visit [ECS' 50-state database on dual enrollment policy](#)

Among some of the findings:

- The number of U.S. public high schools offering dual enrollment programs is growing, with 82 percent providing such opportunities in 2011-12, the most recent national data available.
- Academic research and state experience highlight the benefits of dual enrollment programs for improving college completion rates, particularly for minority and/or low-income students.
- However, with the possible exception of **Massachusetts**, minority and/or low-income students tend to be underrepresented in statewide dual enrollment programs. Recent analyses in **Illinois, Ohio** and **Washington** show white and/or more affluent students are overrepresented in these programs.

ECS identified 13 model state-level policy components that may increase student participation and success in dual enrollment programs. These components fall under four broad categories: access, finance, ensuring course quality and transferability of credit. Examples of state laws containing these

Model Policy Components



Database and policy brief combined can help determine if policies in a state contribute – or provide unintentional barriers – to program access and quality.

Model Components of State-Level Policies on Dual Enrollment

Access

Components to increase the likelihood underserved students will participate

1. **All eligible students are able to participate.** To ensure program access, state law must be unequivocal on this point. ... p. 4
2. **Student eligibility requirements are based on the demonstration of ability to access college-level content,** not bureaucratic procedures or non-cognitive factors. ... p. 5
3. **Caps on the maximum number of courses students may complete are not overly restrictive.** Cost should not be a driving factor for states to establish caps. ... p. 5
4. **Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses.** While it may sound obvious, such policies are not universal. ... p. 6
5. **All students and parents are annually provided with program information.** Less-advantaged parents are typically less likely to be aware of dual enrollment opportunities. ... p. 7
6. **Counseling is made available to students and parents before and during program participation.** State policies should promote the availability of counseling. ... p. 8

Finance

Components to lessen financial barriers for students and financial disincentives for districts and colleges

7. **Responsibility for tuition payments does not fall to parents.** Requiring parents to pay tuition up front and receive reimbursement later may preclude participation by some students. ... p. 9
8. **Districts and postsecondary institutions are fully funded or reimbursed for participating students.** At least one state is tying full funding to course quality. ... p. 10

Ensuring Course Quality

Components to maintain consistent academic rigor across all course delivery options

9. **Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.** Nearly 40 states have embedded instructor and/or course quality in state law. ... p. 10
10. **Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.** This is particularly important when dual enrollment courses are taught by high school instructors. ... p. 11
11. **Districts and institutions publicly report on student participation and outcomes.** Only 30 of the 47 states with state-level dual enrollment programs require such reporting. ... p. 12
12. **Programs undergo evaluation based on available data.** Nearly 30 states require dual enrollment programs to undergo internal or external evaluation. ... p. 14

Transferability of Credit

Component to ensure dual enrollment credit is treated equitably

13. **Postsecondary institutions accept dual enrollment credit as transfer credit, provided measures of quality are ensured.** More than 20 states require dual enrollment credits to be treated for transfer credit in the same manner as credits earned at the receiving institution. ... p. 15

Model Policy Components



13 components in four “buckets”:

- ✓ Access
- ✓ Finance
- ✓ Ensuring Course Quality
- ✓ Transferability of Credit

Model Policy Components



Access

1. All eligible students are able to participate.
2. Student eligibility requirements are based on the demonstration of ability to access college-level content.
3. Caps on the maximum number of courses students may complete are not overly restrictive.
4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses.
5. All students and parents are annually provided with program information.
6. Counseling is made available to students/parents before and during program participation.

Component 1



All eligible students are able to participate

Trend: 12 states (2008) → 8 states (2013)

Kentucky: ↔ Voluntary (although all high schools must offer either AP, IB, dual credit or dual enrollment)

Policy approach to consider: Oklahoma: Districts prohibited from denying program participation to an eligible student; postsecondary institutions prohibited from denying enrollment to a qualified student.

Component 2



Student eligibility based on demonstration of ability to access college-level content

Trend: 2013: 1 state (Ohio) made this sole eligibility criterion. 2008: Kentucky was only state to make this the sole eligibility criterion.

Kentucky: ↔ Partial. For CPE Dual Credit, student must also be in grade 11-12.

Policy approach to consider: Ohio: To participate in College Credit Plus, a student must apply to a college and meet the college's established admissions and course placement standards.

Component 2



Student eligibility based on demonstration of ability to access college-level content

Do:

- ✓ Use grade 10 (or earlier?) assessments to identify students likely to succeed in dual credit courses. (North Carolina)
- ✓ Set in state policy that institutions may not set admissions reqts. above those required for traditional students.
- ✓ Consider alternative criteria (Utah pilot, North Carolina)

Concerns about: GPA, grade level, written approval/recommendation

Component 3



Caps on maximum # courses students may complete are not overly restrictive

Trend: No cap in 10 states (2008) → 11 states (2013)

Kentucky: ↔ Partial. No cap for courses generally. Cap of 12 credit hours/academic year for courses offered through KCTCS Dual Credit.

Policy approach to consider: Georgia: Dual credit/dual enrollment students may enroll as part-time or full-time students. Through Move on When Ready, students take all courses through an eligible institution or virtual coursework.

Component 4



Students earn secondary & postsecondary credit for completing approved courses

Trend: 26 states (2008) → 24 states + DC (2013)

Kentucky: ↔ Partial. Dual Credit: HS and PS credit. Dual Enrollment: PS credit only.

Policy approach to consider: Automatically transcribing high school and college credit upon successful completion of a postsecondary course.

Component 5



All students and parents are annually provided with program information

Trend: 20 states (2008) → 18 states (2013)

Kentucky: ↔ Partial. While not requiring all students/parents to be notified, CPE Dual Credit policy requires HS and colleges to promote dual credit opportunities among students, parents and HS faculty.

Policy approach to consider: Ohio: *Each public and participating nonpublic school must provide program information to all students in grades 6-11; promote the program on school website and schedule an informational session to allow each partnering college to meet with interested students/parents.*

Component 6



Counseling is made available to students and parents before & during program participation

Trend: 14 states (2008) → 19 states (2013)

Kentucky: ↔ Partial. No, for courses generally. Yes, for KCTCS and CPE Dual Credit

Policy approach to consider:

- ✓ **Washington:** *Institutions must make every effort to inform students of fee waivers for low-income students, including via social media.*
- ✓ **Ohio:** *Students must receive information about and encouragement to use PS partner's counseling services.*

Component 6



Counseling is made available to students and parents before & during program participation

- ✓ Consider innovations in delivering counseling to support high school and postsecondary advisor efforts.
- ✓ **Ohio:** Each college must assign an academic advisor to each participant. Prior to no-fault course drop date, college must ensure advisor and student meet at least once to discuss the program and courses student is enrolled in.

Model Policy Components



Finance

7. Responsibility for tuition payments does not fall to parents.
8. Districts and postsecondary institutions are fully funded or reimbursed for participating students.

Component 7



Responsibility for tuition payments does not fall to parents

Trend: Student/parent primarily responsible for tuition in 22 states (2008) → 9 states (2013)

Kentucky: ↔ Partial. Tuition is assessed in all circumstances. Dependent on faculty expense, location and delivery expense, a partial or full tuition waiver is applied.

Policy approach to consider: A variety of models in other states transfer tuition burden to parties other than students/parents.

Component 7



Responsibility for tuition: Alternatives

- Identify state agency to reimburse institutions for participating students.
- Reimburse institutions directly through legislative appropriation.
- Designate agency to distribute appropriation to institutions.
- Authorize workforce development funds to support programs.
- Authorize regional education service providers to support programs.

Component 8



Districts & postsecondary institutions fully funded or reimbursed for students

Trend: For districts/high schools: 31 states (2008) → 31 states and DC (2013)
For PS institutions: 38 states (2008) → 34 states + DC (2013)

Kentucky: ↑ Yes, across programs, for fully funding high schools and postsecondary institutions

Model Policy Components



Ensuring Course Quality

9. Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.
10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.
11. Districts and institutions publicly report on student participation and outcomes.
12. Programs undergo evaluation based on available data.

Component 9



Courses meet same rigor as courses taught to traditional students at partnering institution

Trend: 29 states (2008) → 37 states (2013)

Kentucky: ↑ Yes, across programs

Component 10



Instructors meet same expectations as faculty of similar courses, receive support and evaluation

Trend: 29 states (2008) → 37 states (2013)

Kentucky: ↑ Yes, across programs

Policy approaches to consider:

- ✓ **South Dakota:** *A faculty member in the discipline of the course from the partner institution must be assigned to and actively mentor the high school teacher.*
- ✓ **Oregon:** *Dual credit instructors engage in continuing collegial interaction, through PD, seminars, site visits, and ongoing communication with the PS institutions' faculty & dual credit administration.*

Component 10



Approaches to increase eligible teachers in rural states

- ✓ **Minnesota:** Reallocation of district PD funds
- ✓ **Wyoming:** Loan repayment program
- ✓ Local (no statewide): Scholarships
- ✓ Ohio Appalachian Collaborative (public/private partnership): 18-month master's degree in blended online/in-person delivery method

Component 11



Districts and institutions publicly report on student participation and outcomes

Trend: 18 states (2008) → 30 states (2013)

Kentucky: ↔ Partial. Not set in state policy.

Policy approach to consider: Colorado: DHE annually reports extensive information, including student demographics, number of credit hours completed, % of students who complete postsecondary.

Component 12



Programs undergo evaluation based on available data

Trend: 13 states (2008) → 26 states (2013)

Kentucky: ↔ Partial. Yes for CPE Dual Credit.

Policy approach to consider: North Carolina: NCCCS and DPI must jointly develop and implement a program accountability plan to evaluate short- and long-term program outcomes, including on HS completion, and PS entry, persistence and completion.

Model Policy Components



Transferability of Credit

13. Postsecondary institutions accept dual enrollment credit as transfer credit, provided measures of quality are ensured.

Component 13



Postsecondary institutions accept dual enrollment credit as transfer credit, provided measures of quality are ensured

Trend: 22 states (2008) → 15 states (2013)

Kentucky: ↑ Yes. Credit earned through dual enrollment/dual credit must be treated the same as credit earned on the college campus.

Policy approach to consider: Multiple states: Moving away from articulated credit model.

Other considerations



Create legislative statement of purpose

Act 27. Dual Credit Quality Act

Effective: January 1, 2010

110 ILCS 27/10

27/10. Purpose

Currentness

§ 10. Purpose. The purpose of this Act is to accomplish all of the following:

- (1) To reduce college costs.
- (2) To speed time to degree completion.
- (3) To improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations.
- (4) To facilitate the transition between high school and college.
- (5) To enhance communication between high schools and colleges.
- (6) To offer opportunities for improving degree attainment for underserved student populations.

Credits

P.A. 96-194, § 10, eff. Jan. 1, 2010.

Other considerations



■ Addressing program logistics – especially for rural programs

Utah: Snow College Concurrent Enrollment Program

- ✓ Courses provided through interactive videoconferencing
- ✓ Supported by \$1.3 million ongoing appropriation from Education Fund
- ✓ Ongoing 2-year schedule of courses
- ✓ Advisory support to students and counselors

Other considerations



■ Create public awareness, demand and accountability for dual credit

- ✓ Educating taxpayers about public \$ spent on, and higher risk of PS dropout of students in, remedial coursework

Other considerations



■ Create single program

- ✓ Colorado
- ✓ North Carolina

Other considerations



Allow districts to establish partnerships with institutions outside the service region

- ✓ **Florida:** Commissioner of education may approve dual enrollment agreements for some course offerings with statewide appeal. Programs must be limited to a single site with multiple county participation.
- ✓ **Ohio:** Out-of-state college approved by the chancellor of the BOR may participate
- ✓ State policies in some states are silent on whether agreements must be with K-12 districts in college's service district.

Other considerations



■ Help postsecondary institutions recognize dual credit as a recruitment strategy

- ✓ **Minnesota:** A PS institution may advertise or otherwise recruit or solicit a secondary pupil to enroll in its programs.

Conclusion



Adopting policy is only the first step...

*“Simply codifying these recommendations will not be enough to ensure that they are successfully implemented. ... Successful implementation will require the **conscious commitment** and **dedication** from school districts and institutions of higher education **to create the collaborative culture necessary** for the College Credit Plus program to thrive. **Compromise will be required**, innovation will be necessary, and **shared interest of advancing the achievement** of Ohio students **must be the operational foundation** upon which the College Credit Plus program is based.”*

From *College Credit Plus: Chancellor John Carey's recommendations for Ohio's dual credit program*, Ohio Board of Regents, December 2013



Education Commission of the States

700 Broadway, Suite 810

Denver, Colorado 80203

(303) 299-3689

www.ecs.org

jdounay@ecs.org