



EDUCATION COMMISSION OF THE STATES

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State approaches to funding dual enrollment

All or most of the cost of dual enrollment courses generally falls on the shoulders of students and parents, often placing the classes out of financial reach. However, policymakers in several states are working to remove financial barriers by adopting funding models that place dual enrollment tuition costs with the state or district instead of the student.

A new Education Commission of the States policy analysis, [State approaches to dual enrollment](#), explores how states are addressing the issue. The efforts of several states are highlighted and detailed in depth, including the mechanism for funding dual enrollment, potential benefits and drawbacks of each approach, student access and program outcomes, and considerations on the politics or culture underlying the funding approaches.

"Research is clear that students who dually enroll are more likely to finish high school and succeed in postsecondary than their peers with similar grades, test scores and demographics," said Jennifer Zinth, director of the High School Policy Center and STEM Policy Center at the Education Commission of the States. "It is important for states to consider funding models that ensure all eligible students have equal access to dual enrollment courses."

Some highlights from the report:

- While states are increasingly committed to expanding dual enrollment access, it has not consistently included eliminating financial barriers to participation, either overall or among low-income students.
- Models to effectively support dual enrollment costs require states to establish consistent, predictable and adequate funding streams.
- Many states removing the tuition burden from dually enrolled students see larger proportions of minority and low-income students participating in dual enrollment programs.

For questions, contact Education Commission of the States Director of Communications Amy Skinner at askinner@ecs.org or (303) 299.3609.