



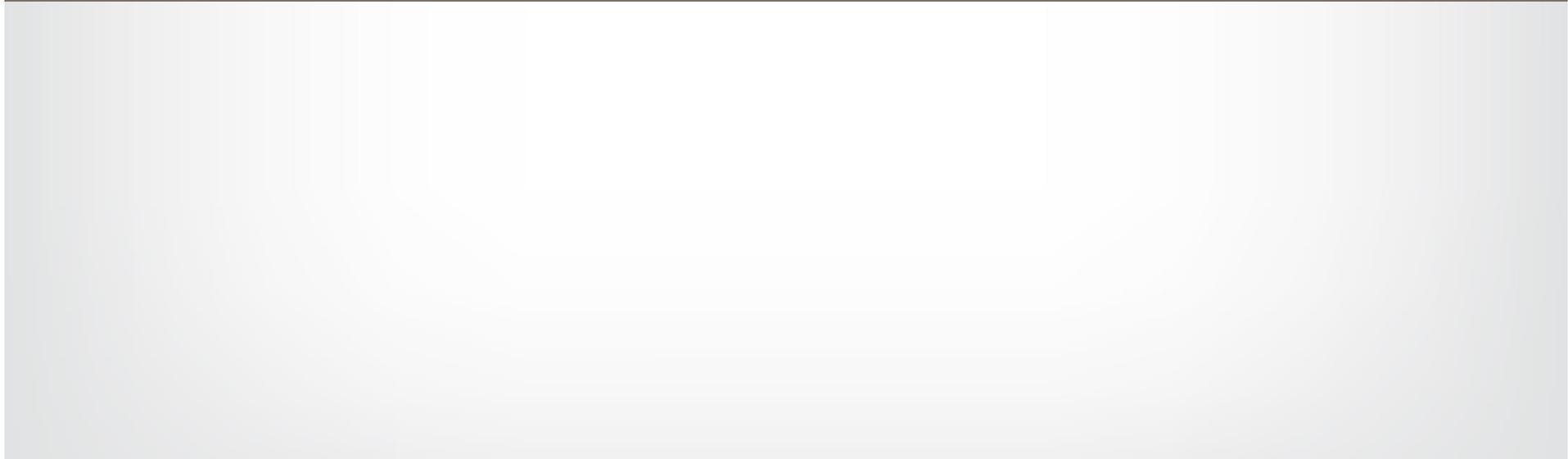
**EDUCATION COMMISSION
OF THE STATES**

Your education policy team.



**Legislative Education
STAFF NETWORK**

A partnership of
Education Commission of the States
and National Conference of State Legislatures



Who we are

The **essential, indispensable** member of any team addressing education policy.



What we do

We believe in the power of **learning from experience** and we know informed policymakers create **better education policy.**



How we do it



Dual Enrollment

“Dual enrollment” refers to HS students taking PS courses for PS and HS credit

Not specific to course location, instructor type, etc.



Education Commission of the States is the trusted source for comprehensive knowledge and unbiased resources on education policy issues ranging from early learning through postsecondary education.

SUBSCRIBE

Subscribe to our publications and stay informed.

REQUEST ASSISTANCE

Need more information? Contact one of our policy experts.

CHAT WITH US

Use the online chat feature when available to get live assistance.

RESOURCE TITLE:

50-State Comparison: Dual / Concurrent Enrollment Policies

Education Commission of the States has researched dual/concurrent enrollment policies in all states to provide this comprehensive resource. Click on the questions below for 50-state comparisons showing how all states approach specific dual/concurrent enrollment policies. Or, choose to view a specific state's approach by going to the individual state profiles page. For an explanation of the findings of the dual enrollment resource, click here.

SHARE THIS RESOURCE ON



Key takeaways

- Without a requirement that eligible students may participate, schools and districts may not be inclined to promote dual/concurrent enrollment for students.
- Some express concern that dual enrollment courses taught by high school teachers may not meet the same level of rigor as courses taught by postsecondary faculty on postsecondary campuses.
- Some critics contend that dual enrollment courses without an end-of-course assessment have no measure to ensure that the level of rigor matches that of traditional postsecondary courses.
- How funding flows can either incentivize schools to participate or deter participation. If courses meet rigorous criteria yet students are denied transfer credit at another postsecondary institution, the value of dual enrollment as an option for students to save money and time to degree is negated.

50-state comparisons



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

February 2014

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 components are incorporated throughout this report.

In this report

Summary of 13 model state-level policy components	p.2
Who participates in dual enrollment programs?	p.3
Research findings on the benefits of dual enrollment	p.3
Descriptions of the 13 components, including state examples	pp.4-15
Breakout: Is dual enrollment “paying twice” for one course?	p. 7

Database and policy brief combined...

- Can help determine if policies contribute – or pose 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

13 critical policy components fall into 4 buckets:

Access

Finance

**Ensuring
Course
Quality**

Transfer

Model Policy Components: Access

1. All eligible students are able to participate
2. Student eligibility requirements are based on 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 PS credit for successful completion of approved PS courses
5. All students and parents are annually provided with program information
6. Counseling/advising is made available to students and parents before and during program participation

1: All eligible students are able to participate

**Trend: 12 states (2008)
10 states March 2016**

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

Trend: 1 states (2008)
1 state March 2016

3: Caps on the maximum number of courses students may complete are not overly restrictive

Trend: 10 states no cap (2008)
13 states March 2016

4: Students earn secondary and postsecondary credit for successful completion of approved courses

Trend: 26 states (2008)
25 states March 2016

5: All students and parents annually provided with program information

**Trend: 20 states (2008)
12 states March 2016**

7 add'l states: Students but not parents notified

6: Counseling/advising made available to students, parents before & during program participation

Trend: 14 states (2008)
22 states March 2016

Model Policy Components: Finance

7. Responsibility for tuition payments does not fall to parents/students

8. Districts and institutions are fully funded or reimbursed for participating students

7: Responsibility for tuition payments does not fall to parents/students

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

9 states March 2016

8: Districts and institutions are fully funded or reimbursed for participating students

Trend: For districts/high schools:
31 states (2008)

30 states + D.C. March 2016

For postsecondary institutions: 38
states (2008)

35 states + D.C. March 2016

Model Policy Components: Quality

9. Courses have the same content and rigor regardless of where and to whom they are taught

10. Instructors meet the same expectations as instructors of similar PS courses, and receive appropriate support and evaluation

Model Policy Components: Quality

11. Districts, institutions publicly report on student participation and outcomes

12. Programs undergo evaluation based on available data

**9: Courses have the same content and rigor
regardless of where and to whom they are taught**

**Trend: 29 states (2008)
42 states March 2016***

**Includes 3 states in which courses are taught only
by regular postsecondary faculty.*

10: Instructors meet the same expectations as instructors of similar traditional PS courses, and receive appropriate support, evaluation

Trend: 29 states (2008)

42 states March 2016*

**Includes 3 states in which courses are taught only by regular postsecondary faculty.*

11: Districts, institutions publicly report on student participation and outcomes

Trend: 18 states (2008)

31 states + DC March 2016

12: Programs undergo evaluation based on available data

Trend: 13 states (2008)
28 states March 2016

Model Policy Components: Transferability

13. Postsecondary institutions accept and apply DE credit as standard transfer credit

13: Postsecondary institutions accept and apply DE credit as standard transfer credit

Trend: 15 states (2008)
25 states March 2016

Up next...

Josh Abrams, Principal Fiscal Analyst, Colorado

"The Colorado Story"

Group Table Time

- “ **How closely do dual enrollment policies in your state align with the model policy components? Where do policies in your state *not* align with the model policy components?**
- “ **Has legislation been proposed in recent sessions to address gaps in your state’s dual enrollment policies? If the legislation didn’t pass, what were the reasons why?**
- “ **What lessons learned (positive or otherwise) would you share with your colleagues in other states on moving dual enrollment legislation?**
- “ **What questions do you have about the dual enrollment model policy components that haven’t been answered yet?**

State Funding Models for Dual Enrollment

Who pays dual enrollment tuition?

- “ Local decision: 13 states + DC
- “ Multiple programs; funding mechanism varies by program: 12 states
- “ They don't (*student/parent pays*): 9 states
- “ State: 5 states
- “ School district: 4 states
- “ Not set in policy: 3 states
- “ Combo of district and student/parent: 3 states
- “ Combo of state and student/parent: 1 state

Up next...

Tiffany Stanley, Program Analyst, Utah

Bridget Godes, Policy Analyst, Iowa

Satyn Nishon Geary, Senior Policy Analyst, Georgia

Group Table Time

- “ **What is the dual enrollment funding mechanism in your state? In your view, is the funding mechanism positively or negatively impacting student participation?**
- “ **Have there been recent attempts at changing your state’s dual enrollment funding mechanism?**
- “ **What lessons learned (positive or otherwise) would you share with your colleagues in other states on state models for funding dual enrollment?**
- “ **What questions do you have about dual enrollment funding mechanisms that haven’t been answered yet?**

CTE Dual Enrollment

States vary significantly in percentage of DE students who are CTE students

State policy levers may contribute to these cross-state differences

State Policy Lever: Expanding slots

Colorado: Pre-apprenticeships,
internships

Concurrent enrollment advisory
board tasked with developing
guidelines for districts to integrate
these in CE programs

State Policy Lever: Incentivizing attainment of industry-recognized credential

Student incentives:

- “ VA: All students must earn
- “ OH: One option to complete HS assessment requirements
- “ NM: Add'l weight in HS GPA

State Policy Lever: Incentivizing attainment of industry-recognized credential

School/district incentives:

- “ Multiple states: Accountability
- “ OH: \leq \$1 million to districts, charters for students earning credential

State Policy Levers for CTE Dual Enrollment

Memo on this very topic!

Send me an email or give me your card if you'd like a copy

Up next...

**Lauren Douglass, Principal
Research Analyst, Kansas**

**Andrea Winkler, Analyst,
Public Education Team, Texas**

Group Table Time

- “ **What legislation has your General Assembly passed in recent sessions to improve alignment between HS, PS and workforce?**
- “ **What, if any, have been the challenges to finding consensus on approaches to improve education and workforce alignment?**
- “ **What lessons learned (positive or otherwise) would you share with your colleagues in other states on CTE dual enrollment?**

Up next...

**Pam Noeth, Director, Learning
and Leading, Battelle for Kids,
Ohio**

**Kathryn Walden, Legislative
Analyst, Arkansas**

Group Table Time

- “ **What, if any, legislation supports access to AP, IB, early college HS?**
- “ **Is there a sense that rural students lack access to rigorous courses? If so, have there been recent legislative efforts to enhance rural access to these courses?**
- “ **What questions do you have about rural rigorous course access that haven't been answered yet?**