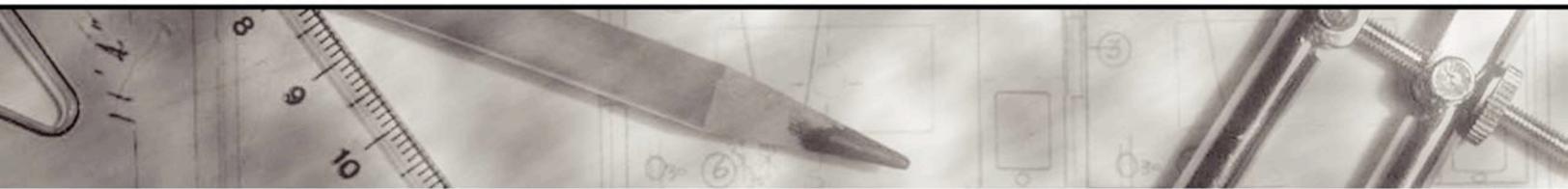


Update to State Dual Enrollment Policies: Addressing Access and Quality



Students in Action v. 150/ Photodisc by Getty Images



U.S. Department of Education
Office of Vocational and Adult Education

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Update to State Dual Enrollment Policies: Addressing Access and Quality

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U.S. Department of Education

Margaret Spellings
Secretary

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UPDATE

This document provides new and additional explanatory information on the dual enrollment policies highlighted in the 2004 report, *State Dual Enrollment Policies: Addressing Access and Quality*. The update was generated based on ongoing work for the Accelerating Student Success project funded by the U.S. Department of Education, Office of Vocational and Adult Education. One of the major goals of the project is the identification of state-level policies that support, or inhibit, the development and implementation of credit-based transition programs.

The original methodology used for the report relied on Web site searches for publicly available policy documents. For all 50 states, searches were conducted on states' Web sites and databases such as Lexis-Nexis and WestLaw. The findings were compared to previously published policy scans from the Education Commission of the States and the Minnesota State College and University System. This methodology, which is described in more detail in the report, allowed the research team to collect and analyze state policies in a systematic, consistent and expeditious fashion.

During site visits conducted under the case study phase of the project, the research team determined that conversations with state officials would enhance their understanding of state policies. To gain these additional insights and provide policymakers and practitioners with a more complete picture of the extensiveness of each state's dual credit policy, the team embarked on a new data gathering effort.

The new methodology, while complementary to the original one, consisted of the following. First, each state's Web site was revisited to discover whether any new dual enrollment-related policies had been made publicly available. In addition, in each state, an individual responsible for dual enrollment and knowledgeable about the state's policies was identified. These individuals were identified either through the team's exploration of state Web sites or through the newly available Academic Pathways to Access and Student (APASS) database at the University of Illinois, Urbana-Champaign. To access the Web site, visit www.apass.uiuc.edu/.

State contacts were telephoned and asked to confirm the original findings presented in the 2004 report and, if necessary, provide additional information about the policies. Most frequently, such information related to policies or regulations that were not publicly available; recent state activities surrounding dual enrollment policies and programs; or local interpretations of policies that were not

discernible through publicly available documents. After the call, state officials occasionally forwarded additional legislative or regulatory language that was not available on-line.

The newly gathered information was added to each state's profile, and the profiles were re-analyzed. In most cases, these data confirmed the findings in the 2004 report. In a few cases, additional policies were revealed. In these states, the policies either were not publicly available or were so obscure they required identification by a state official. In other states, conversations with state officials led to a better understanding of subtle policy details and state-level interpretation of those nuances.

It should be noted that for consistency between the 2004 report and this update, data collection under both methodologies—Web-based research only and Web-based research plus telephone interviews—was limited to policies in effect through December 2003. While the data provide only a snapshot of the changing dual enrollment policy landscape, this update can inform policymakers and practitioners as to the implications of policy choices.

In addition, readers should note that in order to classify and summarize 50 states' diverse policies, some details or nuances may not be reflected in the text of the report and in this update. Readers should also bear in mind that local interpretations of state policy may lead to programs operating differently than state policy intends. However, both the report and this update focus on policies as

written rather than on individual program practices.

An important finding based on the supplementary information gathered is the identification of two additional states—Hawaii and New Mexico—with dual enrollment policies. As before, the comprehensiveness of these policies varies, but snapshots of each state's policies are included in the update. The addition of these two states brings to 40 the number of states with dual enrollment policy.

Listed below is the information gathered through the use of the new methodology. It is presented in alphabetical order by state and is followed by an updated matrix of state policies.

- Arizona permits students of any age to participate in dual enrollment, and not just juniors and seniors as previously stated.
- Colorado should be categorized as having a double-funding system; therefore, colleges do not lose funds as originally reported.
- Hawaii has state policy addressing dual enrollment. The policy: limits participation to juniors and seniors; provides for college control of admissions; limits course location to the college campus; and stipulates that students pay tuition.
- Kansas offers dual enrollment opportunities to juniors and seniors only. Previously, age-related admission requirements had not been identified.

- Kentucky’s policy stipulates that offering dual enrollment is voluntary rather than mandatory.
- Maryland state policy leaves admissions decisions up to the postsecondary institution and allows participating institutions to decide who pays tuition. Dual enrollment is voluntary in Maryland.
- New Mexico has state policy addressing dual enrollment. It includes stipulations for state oversight of program quality; provides for postsecondary institution discretion over admissions; requires secondary institutions to pay dual enrollment students’ tuition; and allows for double funding.
- North Dakota has a partial policy for dual enrollment funding. The policy states that high schools receive average daily attendance (ADA) funding for dually enrolled students, but does not explicitly state what happens to colleges’ full-time equivalent (FTE) funding.
- Tennessee colleges develop and oversee course content. However, when dual enrollment courses are offered at high schools, superintendents must also approve course content.
- West Virginia has an extensive state policy for dual enrollment. The state: sets advanced admissions requirements; requires instructors to have college credentials; limits course content; requires state oversight for quality control; requires students to pay tuition; and has a partial policy for funding dual enrollment.
- Wyoming leaves tuition payment decisions to partnering institutions

instead of stipulating which institution is responsible for payment.

The original report’s state policy chart and its accompanying legend (pp. 3-7) contained the following typographical errors:

- The original report’s state policy chart stated that North Dakota leaves student eligibility decisions to the postsecondary institution, and that the state pays for tuition. **Instead, it should have stated that North Dakota leaves student eligibility decisions to the secondary institution, and students pay tuition.**
- The original report’s legend provided the following definition for “Mandatory Policies” under the State Policy programmatic feature header: “High schools must inform students of program opportunities and colleges must accept credit.” **Instead, the definition for mandatory policies should read, “High schools must inform students of program opportunities and accept credit.”**

The matrix that follows provides a brief overview of the components of each state’s dual enrollment policy. A check indicates that the policy addresses one of the 10 programmatic features that framed the analysis. These features are listed on the horizontal axis of Exhibit 1, and include program location, funding and target population. To further guide your interpretation, a legend of all terms used is also included in this update. If a field is blank, there are no state-level policies guiding that program feature.

Exhibit 1: State Policy Chart Update¹

Programmatic Features											
State	State Policy	State Oversight	Target Population	Admission Requirements -Student Age	Admission Requirements -Academics	Location	Student Mix	Instructor	Course Content	Tuition	Funding
Alabama	✓ Not Specified			✓ Freshman and Sophomores Permitted	✓ State Requirements: Advanced	✓ Either				✓ Student Pays	
Alaska											
Arizona	✓ Mandatory	✓ Quality Control		✓ Freshman and Sophomores Permitted	✓ State Requirements: Combination	✓ Either		✓ College Credentials	✓ Standardized; College Approval; Limits	✓ Institution's Decision	✓ Double Funding
Arkansas	✓ Mandatory			✓ Freshman and Sophomores Permitted	✓ Secondary Institution's Decision	✓ Either				✓ Student Pays	
California	✓ Mandatory	✓ Financial Reporting	✓ Enrichment		✓ Secondary Institution's Decision	✓ Either	✓ Mixed		✓ College Approval	✓ Student Pays	✓ Double Funding
Colorado	✓ Mandatory		✓ Enrichment			✓ College Campus				✓ Institution Pays	✓ Double Funding
Connecticut											
Delaware											
Florida	✓ Mandatory		✓ Enrichment; Technical Students		✓ State Requirements: Combination	✓ Either			✓ Limits	✓ Institution Pays	
Georgia	✓ Mandatory	✓ Quality Control		✓ Juniors and Seniors Only	✓ State Requirements: Advanced			✓ Post-secondary Instructors Only	✓ State Approval	✓ State Pays	✓ Both Lose Funds
Hawaii	✓ Not Specified			✓ Juniors and Seniors Only	✓ Postsecondary Institution's Discretion	✓ College Campus				✓ Student Pays	
Idaho	✓ Mandatory			✓ Juniors and Seniors Only	✓ State Requirements: Advanced	✓ Either				✓ Institution Pays	
Illinois	✓ Not Specified		✓ Advanced Students			✓ Either				✓ State Pays	✓ Double Funding
Indiana	✓ Mandatory			✓ Juniors and Seniors Only	✓ State Requirements: Advanced					✓ State Pays	✓ Partial Policies

¹ See Legend for a definition of the terms under each category of this matrix.

Exhibit 1: State Policy Chart Update (continued)

Programmatic Features											
State	State Policy	State Oversight	Target Population	Admission Requirements- Student Age	Admission Requirements -Academics	Location	Student Mix	Instructor	Course Content	Tuition	Funding
Iowa	✓ Not Specified			✓ Juniors and Seniors Only					✓ Limits	✓ Student Pays	
Kansas	✓ Voluntary		✓ Enrichment	✓ Juniors and Seniors Only	✓ Postsecondary Institution's Discretion				✓ State Approval	✓ Student Pays	
Kentucky	✓ Voluntary				✓ Postsecondary Institution's Discretion						
Louisiana											
Maine	✓ Mandatory			✓ Dual System	✓ State Requirements: Combination					✓ State Pays	
Maryland	✓ Voluntary				✓ Postsecondary Institution's Discretion					✓ Institution's Decision	✓ Double Funding
Massachusetts	✓ Not Specified		✓ Enrichment		✓ State Requirements: Combination	✓ Either					
Michigan	✓ Mandatory	✓ Financial Reporting			✓ State Requirements: Proficient	✓ Either	✓ Mixed or High School Only	✓ Professional Development		✓ Institution Pays	✓ Both Lose Funds
Minnesota	✓ Mandatory					✓ Either			✓ Limits	✓ State Pays	✓ Double Funding
Mississippi	✓ Voluntary										✓ Partial Policies
Missouri	✓ Voluntary	✓ Policy Compliance	✓ Advanced Students		✓ State Requirements: Advanced	✓ Either		✓ College Credentials; Professional Development	✓ Standardized Limits	✓ Institution's Decision	✓ Double Funding
Montana	✓ Not Specified			✓ Juniors and Seniors Only	✓ Secondary Institution's Discretion	✓ Either				✓ Institution's Decision	
Nebraska											
Nevada	✓ Mandatory	✓ Quality Control									

Exhibit 1: State Policy Chart Update (continued)

Programmatic Features											
State	State Policy	State Oversight	Target Population	Admission Requirements- Student Age	Admission Requirements -Academics	Location	Student Mix	Instructor	Course Content	Tuition	Funding
New Hampshire											
New Jersey	✓ Mixed		✓ Enrichment			✓ Either	✓ Mixed or High School Only				
New Mexico	✓ Not Specified	✓ Quality Control			✓ Postsecondary Institution's Discretion					✓ Institution Pays	✓ Double Funding
New York											
North Carolina	✓ Not Specified	✓ Quality Control	✓ Enrichment			✓ Either	✓ Mixed or High School Only			✓ Institution Pays	✓ Both Lose Funds
North Dakota	✓ Mixed			✓ Juniors and Seniors Only	✓ Secondary Institution's Discretion	✓ Either		✓ College Credentials	✓ College Approval	✓ Student Pays	✓ Partial Policies
Ohio	✓ Mandatory			✓ Freshman and Sophomores Permitted	✓ State Requirements: Combination		✓ Mixed			✓ Institution Pays	✓ Both Lose Funds
Oklahoma	✓ Mandatory				✓ State Requirements: Advanced	✓ Either	✓ Mixed or High School Only	✓ College Approval		✓ Student Pays	
Oregon	✓ Voluntary	✓ Quality Control		✓ Juniors and Seniors Only	✓ Postsecondary Institution's Discretion	✓ Either		✓ College Approval	✓ State Approval		
Pennsylvania											
Rhode Island											
South Carolina											
South Dakota	✓ Mandatory										
Tennessee	✓ Mandatory	✓ Quality Control		✓ Freshman and Sophomores Permitted		✓ College Campus				✓ Student Pays	✓ Partial Policies

Exhibit 1: State Policy Chart Update (continued)

Programmatic Features											
State	State Policy	State Oversight	Target Population	Admission Requirements- Student Age	Admission Requirements -Academics	Location	Student Mix	Instructor	Course Content	Tuition	Funding
Texas	✓ Voluntary				✓ State Requirements: Proficient	✓ Either	✓ Mixed or High School Only	✓ College Credentials		✓ Institution's Decision	✓ High School Loses Funds
Utah	✓ Not Specified	✓ Quality Control			✓ Joint Decision	✓ Either		✓ College Credentials	✓ College Approval	✓ State Pays	
Virginia	✓ Mandatory	✓ Quality Control		✓ Juniors and Seniors Only	✓ State Requirements: Advanced	✓ Either		✓ College Credentials	✓ College Approval; Limits	✓ Institution's Decision	✓ Double Funding
Vermont	✓ Voluntary		✓ Technical Students		✓ Postsecondary Institution's Discretion	✓ College Campus				✓ Institution Pays	
Washington	✓ Mandatory	✓ Quality Control		✓ Juniors and Seniors Only	✓ State Requirements: Advanced	✓ Either				✓ Institution Pays	✓ High School Loses Funds
West Virginia	✓ Not Specified	✓ Quality Control	✓ Advanced Students		✓ State Requirements: Advanced	✓ Either		✓ College Credentials	✓ Limits	✓ Student Pays	✓ Partial Policies
Wisconsin	✓ Not Specified			✓ Juniors and Seniors Only	✓ State Requirements: Combination					✓ Institution Pays	
Wyoming	✓ Voluntary				✓ Postsecondary Institution's Discretion	✓ Either	✓ Mixed or High School Only	✓ Secondary or Postsecondary Instructor		✓ Institution's Decision	✓ Double Funding

LEGEND

State Policy

- **Mandatory:** High schools must inform students of program opportunities and accept credit.
- **Voluntary:** High schools and colleges have the option of participating in program opportunities.
- **Not Specified:** State policies do not specify whether the program is mandatory or voluntary.
- **Mixed:** High schools have the option of whether to offer dual enrollment, but colleges cannot refuse to participate in dual enrollment.

State Oversight

- **Financial Reporting:** Requires annual reporting of programs' finances.
- **Policy Compliance:** Programs must provide evidence that they are complying with state dual enrollment requirements.
- **Quality Control:** Programs must report annually on their course offerings or student outcomes.

Target Population

- **Advanced Students:** Dual enrollment programs are intended to meet the needs of academically advanced or gifted students.
- **Enrichment:** Dual enrollment programs are intended to provide enrichment for students who have special academic or vocational needs.

- **Technical Students:** Dual enrollment programs are intended to provide technical education.

Admission Requirements: Student Age

- **Juniors and Seniors Only:** Student participation is limited to juniors and seniors.
- **Freshmen and Sophomores Permitted:** Participation is made available to students in grades nine or 10 and above.
- **Dual System:** Participation is open to all students, but admission requirements vary depending on students' ages.

Admission Requirements: Academics

- **State requirements:**
 - **Advanced:** Students must be academically advanced, as evidenced by meeting criteria such as a grade point average of 3.0 or above and/or 1,000 or above on the SAT.
 - **Proficient:** Students must be academically proficient, as evidenced by meeting criteria such as a grade point average of 3.0 or below and/or below 1,000 on the SAT.
 - **Combination:** Students must meet criteria that vary depending on the course of study they intend to undertake.
- **Postsecondary Institution's Discretion:** Admission requirements are set by the postsecondary institution partner.

- **Secondary Institution’s Discretion:** The secondary institution partner sets admission requirements.
- **Joint Decision:** Both the secondary and postsecondary institution partners set admission requirements.

Location

- **College Campus:** Courses must take place on the campus of a postsecondary institution.
- **Either:** Courses may take place at either the high school or the college.

Student Mix

- **Mixed:** Dual enrollment students must take the same classes as regularly matriculated college students.
- **Mixed or High School Only:** Dual enrollment students may take their classes with regularly matriculated college students, or in classes consisting only of high school students.

Instructor

- **College Credentials:** High school instructors must have the same credentials as college faculty.
- **College Approval:** Colleges approve high school instructors; instructors need not have the same credentials as the colleges’ faculty.
- **Postsecondary Instructors Only:** Only college instructors may teach the courses.
- **Professional Development:** High school teachers must participate in professional development.
- **Secondary or Postsecondary Instructor:** Instructors may hold either a high school or a college teaching credential.

Course Content

- **Limits:** States limit the types of courses that may be offered through dual enrollment.
- **College Approval:** College must approve course syllabus, textbook and/or exams.
- **Standardized:** Courses must use a standardized curriculum, books and/or textbook.
- **State Approval:** State education agency must approve course syllabus, textbook and/or exams.

Tuition

- **Student Pays:** Student is responsible for tuition costs.
- **Institution’s Decision:** College and/or high school decides who is responsible for tuition.
- **Institution Pays:** College or high school is responsible for tuition costs.
- **State Pays:** State is responsible for tuition costs.

Funding

- **Double Funding:** Neither institution loses funds—both are funded at their full rates.
- **High School Loses Funds:** High school loses average daily attendance (ADA) funding for dual enrollment students.
- **Colleges Lose Funds:** Colleges do not receive full-time equivalent (FTE) funding for dual enrollment students.
- **Both Lose Funds:** Both colleges and high schools lose some, but not all, of their FTE/ADA funding for dual enrollment students.
- **Partial Policies:** Precise funding is not specified, but it is clear that at least one institution’s FTE or ADA funding is affected by dual enrollment students.