

Board of Governors for Higher Education  
Department of Higher Education  
State of Connecticut



## **A NATIONAL PERSPECTIVE ON CONCURRENT ENROLLMENT**

### Background

According to the Education Trust, 72% of high school seniors in 1992 went on to postsecondary education within two years of graduating from high school. Large numbers of them, however, had to take remedial courses: 13% in reading, 17% in writing, 27% in mathematics, and 29% in reading, writing or mathematics.

This is so for several reasons: (1) too few high school seniors demonstrated strong academic skills, (2) many college freshman did not return for the sophomore year (27% in four-year institutions, 44% in two-year institutions), and (3) students from low-income families who are minorities were less likely to enroll in the college-preparatory track.

To help address these problems, the Education Trust calls for an improved alignment between K-12 and postsecondary education systems. In an effort to provide college preparation opportunities to students, the U. S. Department of Education has also observed that local, state, and federal policies have been developed to promote more seamless connections between high schools and postsecondary institutions.

The National Commission on the High School Senior Year states that the “senior year is often a lost opportunity,” and calls for a “nationwide commitment by states and communities to provide all students with rigorous and challenging academic preparation<sup>1</sup>.” This includes the building of new bridges between K-12 and postsecondary education. Other education leaders have suggested that programs such as concurrent/dual enrollment can make for a more efficient use of student’s final year of high school.

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<sup>1</sup> National Commission on the High School Senior Year (2001b). *Raising our sights: No high school senior left behind*. Princeton: The Woodrow Wilson National Fellowship Foundation. P. 20.

## Concurrent/Dual Enrollment Programs

According to the U. S. Department of Education<sup>2</sup>, “[d]ual enrollment allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate.” The Department notes that dual enrollment has sparked national interest because it is seen to provide greater access to a wider variety of rigorous academic and technical courses; savings in time and money on a college degree; pathways for students to move “seamlessly” between the K-12 and postsecondary systems; greater collaboration between high school and college faculty and programs; and greater support for students’ college aspirations.

Dual enrollment, which is also referred to as concurrent enrollment, generally targets a broader range of students, not just the top academic performers.<sup>3</sup> The Education Commission of the States also suggests in one of its P-16 policy briefs that “dual enrollment credits help students progress faster through their college education, saving the state and themselves money, while freeing up opportunities for other students.”<sup>4</sup> Recently, some educators have also argued that “middle and even low-achieving students can benefit from dual enrollment programs.”

The U. S. Department of Education has listed thirty-eight states which have adopted policies that encourage some type of dual enrollment approach. These programs include “competency-based applied learning which contributes to an individual’s academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.”<sup>5</sup>

### National Models of Concurrent/Dual Enrollment Practices

#### Statewide Programs

The Education Commission of the States compiled a comprehensive list of state policies on concurrent/dual enrollment (see Appendix). The following is a close look at the four more well-known states.

#### *Minnesota’s Postsecondary Enrollment Options Program*

Minnesota launched the nation’s first statewide dual-enrollment program in 1985. According to the Minnesota Higher Education Services Office<sup>6</sup>:

The Post-Secondary Enrollment Options (PSEO) program in Minnesota allows high school juniors and seniors to take courses, full- or part-time, at a post-secondary institution for high school credit. PSEO provides students with a greater variety of class offerings and the opportunity to pursue more challenging coursework than may be

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<sup>2</sup> U. S. Department of Education Website on Dual Enrollment.

<sup>3</sup> Gehring, J. (2001a). Dual-enrollment programs spreading. *Education Week*, 20(32). April 25. p. 127..

<sup>4</sup> Education Commission of the States (2000). *Building bridges not barriers: Public policies that support seamless K-16 education*. Washington, DC: Author. See <http://www.ecs.org/clearinghouse/18/40/1840.htm>.

<sup>5</sup> Ibid.

<sup>6</sup> Minnesota Higher Education Services Office (2002). Postsecondary Enrollment Options. Retrieved on November 27, 2002, from <http://www.mheso.state.mn.us/mPg.cfm?pageID=797>.

available at their high schools. Tuition, fees and required textbooks are at no cost to students...

During the 2001-02 school year, 7,210 Minnesota high school juniors and seniors participated in PSEO at a post-secondary institution. Of these, 321 were from private schools and 701 were students who attended home school.

In addition, the PSEO program permits public high schools to provide college-level courses within their schools. This arrangement is between postsecondary institutions and the school district and is sometimes referred to as "College in the High School." It is estimated that, during the 2001-02 school year, 10,000 high school students participated in a college-level course using this option.

Data from the Minnesota Department of Children, Family, and Learning, which administers the program, indicates that 77,196 students completed the program between 1991-1992 and 2001-2002 academic years, an average of 7,018 students per academic year<sup>7</sup>.

During its 1996 evaluation process of the PSEO program, the Minnesota Office of Legislative Auditor found that most of the constituencies, such as students, parents, and program administrators, had been satisfied. In addition, monetary savings was suggested as the motivating factor. The final report suggests that students and parents saved an overall of \$10.9 million in 1993-1994 academic year and that it cost the state \$4.5 million during the same year.

### *Missouri Policy Guidelines*

In June 1999, the Missouri Coordinating Board for Higher Education adopted a set of policy guidelines for delivery and transferability of credit obtained in dual credit programs offered in public high schools, in cooperation with the state's public community colleges and public or independent four-year institutions of higher education. The guidelines clearly articulated the definition of such programs, statutory references, guiding principles, student eligibility, program structure and administration, faculty qualifications and support, assessment of student performances, transferability of credits, and evidence of policy compliance.

### *The Virginia Plan for Dual Enrollment*

The primary philosophy for the Virginia program, which is a collaboration between the state's community college system and high schools implemented in 1988, is to provide a wider range of course offerings to students and to benefit rural school systems that often did not have the resources to offer a wide range of advanced courses, especially for their gifted students. In 1991, 2,800 students participated in this program. In 1998, the dual enrollment credit full-time equivalent students accounted 6,700 which are 2.63% of the total full-time equivalent students in the Virginia.

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<sup>7</sup> Minnesota Higher Education Services Office (2002). *Student participants in the postsecondary enrollment options program by type of school attended, 1992-2002*. Retrieved on November 27, 2002, from <http://www.mheso.state.mn.us/wPg.cfm?pageID=802>. The student number is duplicated. Some students enroll in more than one post-secondary institution.

### *Washington State's Running Start*

The State of Washington's Running Start is a program that allows eleventh and twelfth grade students to take college courses for free at Washington's 34 community and technical colleges and Washington State, Eastern Washington, and Western Washington universities. The 1990 Legislature created Running Start as a part of the 'Learning by Choice' law, which was designed to expand educational options for high school students. The program has been credited for reducing the amount of time students spend in school and reducing college costs for students and their families. In some cases, the dual-credit nature of the program allows students to complete four years of education while only attending two years.

With 8,189 full-time equivalent students in 2000-2001 academic year, the program saved Washington taxpayers \$28.8 million. Because the program is tuition free, students and their parents also saved about \$14.6 million in tuition in the same academic year.

The U. S. Department of Education<sup>8</sup> and Washington State<sup>9</sup> both suggest that some of the findings from individual programs' self-evaluations are promising. A University of Washington follow-up study of students that participated in Running Start and then transferred to the university found that Running Start students graduated with an GPA of 3.42, significantly higher than the 3.14 GPA for students that started at the university.<sup>10</sup>

### Institutional Programs

#### *Syracuse University Project Advance*

Syracuse University Project Advance (SUPA) began in 1972 and offers college courses to qualified high school seniors from New York, New Jersey, Massachusetts, Maine and Michigan. According to the University, the program currently enrolls about 3,800 students annually in 120 selected high schools, with over 400 teachers certified as the University's adjunct instructors. The program offers courses in Biology, Calculus, Chemistry, Computer Engineering, Economics, French, Information Studies, Public Affairs, Psychology, Religion, Sociology, Spanish, and Writing/English.

The University has stated that 91% of Project Advance graduates, who sent an official transcript or attended Syracuse University, received recognition (credit, placement and/or exemption) for their SUPA courses; 93% reported receiving an average grade of B or above through four years or college; 95% recommended SUPA courses; 96% of principals and 90% of teachers involved with the program believed SUPA helped students develop more realistic expectations of college work.

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<sup>8</sup> U. S. Department of Education Website. Ibid.

<sup>9</sup> Crossland, R. (1999). *Running Start: 1998-1999 Annual Progress Report*. Olympia, WA: Washington State Board for Community and Technical Colleges, December.

<sup>10</sup> U. S. Department of Education Website. Ibid.

## National and Regional Consortiums or Partnerships

### *Middle College High School Consortium*

Twenty four middle college high schools have formed a national consortium to provide support and facilitate communication among the member sites to help each implement a successful model of collaborative education serving at-risk learners. All member schools implement high school/college collaborations, share student outcomes for graduates and have common characteristics.<sup>11</sup>

### *Public/Private Partnerships to Invest in Early College High School*

The Bill and Melinda Gates Foundation, in partnership with Carnegie Corporation of New York, The Ford Foundation, and W. K. Kellogg Foundation, has committed over \$40 million to create 70 small "early college high schools" in communities throughout the country in order to increase high school graduation and college attendance rates for the nation's most disadvantaged youth. These high schools will enable students to earn both a high school diploma and an associate's degree or two years of college credit.

## Current Issues on the National Level

The U. S. Department of Education<sup>12</sup> states that “[w]hile the number of programs that formally link high school and college courses have increased, there is little research about the effects of these programs on such student achievement. At the federal level, no data is currently collected on the number of students participating, the number of courses that have been articulated, or the number of dual enrollment programs.”

*The Chronicle of Higher Education* reports that higher education faculty have been debating whether students are “unwisely skipping entry-level classes” and are “ending up in advanced courses unprepared,” whether community college courses match general education courses in selective institutions, and whether AP programs only coach students with test taking skills instead of content knowledge.

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<sup>11</sup> Ibid.

<sup>12</sup> U. S. Department of Education Website.

# Appendix



StateNotes

## Enrollment

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### Postsecondary Options: Dual/Concurrent Enrollment

*July 2001*

Compiled by the ECS Center for Community College Policy

Increasingly states are offering high school students the opportunity to take postsecondary courses in state two- and four-year institutions. These concurrent and dual enrollment programs are encouraged and implemented for a variety of reasons, including:

- To promote rigorous academics and to provide more educational options
- To save students time and money on a college degree
- To encourage competition from colleges and universities which then might pressure secondary schools to be more responsive to student and parent needs
- To accelerate student progress towards a degree in order to free up additional space on campus to meet the increased demands for college access by the children of the “baby boom” generation
- To provide greater academic opportunities for students at small rural schools
- To enable greater collaboration between high school and college faculty
- To increase student aspirations to go to college
- To build closer ties between colleges and their communities.

Postsecondary options programs vary considerably from state to state. Some states allow students to earn postsecondary credit for postsecondary classes while others do not. In some states, school districts pay for the costs of postsecondary courses, while in other states the student must pay. Tuition is paid out of a state fund in some states. The following broadly defined categories give an overall view of postsecondary options programs.

## **STATES WITH COMPREHENSIVE PROGRAMS**

*Comprehensive dual/concurrent programs meet two or more of the following criteria: students pay minimal or no tuition and fees, both secondary and postsecondary credit is earned for postsecondary courses and few course restrictions exist. Following is a list of states that, through their statutes, board policies or institutional agreements, have comprehensive programs:*

California, Colorado, Delaware, Florida, Georgia, Idaho, Iowa, Maine, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, North Carolina, Ohio, Oregon, Washington, West Virginia, Wisconsin, Utah

## **STATES WITH LIMITED PROGRAMS**

*Limited dual/concurrent programs are defined by one or more of the following criteria: students pay tuition costs of postsecondary classes, there are more academic credit restrictions and there is stringent criteria on eligible courses. The following states, through board policies or institutional agreements, have such programs:*

Alaska, Arizona, Arkansas, Connecticut, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Montana, Missouri, Nebraska, Nevada, New Hampshire, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Wyoming

## **INCENTIVES AND BARRIERS**

While many states' dual/concurrent enrollment programs are highly successful and offer incentives for students to take postsecondary courses, some states' policies have had unintended consequences or present barriers to students. In general, *statewide* policies, either by statute or board policy, provide more comprehensive programs with fewer barriers than do *institutional* policies.

Policies that include the following factors can provide incentives for students to enroll in dual/concurrent courses:

- Tuition and fees paid by the state, school district or college

- Easy transfer of course credit
- Few or no course restrictions.

Some barriers that students encounter in enrolling in dual/concurrent enrollment courses are:

- Students are responsible for paying dual tuition and fees. This practice might exclude low-income students from such programs when no tuition assistance or financial aid is available
- Difficulty in transferring courses
- Course restrictions
- Lack of information about the availability and requirements of postsecondary options programs.

Concerns about dual/concurrent enrollment courses have been raised by college faculty, school districts, parents and policymakers. Some of these concerns include:

- The quality and rigor of dual/concurrent enrollment courses
- Dual/concurrent enrollment agreements made between community colleges and high schools without the involvement of four-year institutions or input of faculty, thereby creating problems with transferring community college credits to the four-year institutions
- The financial and administrative burdens of the dual/concurrent enrollment programs
- The “double dipping” effect of having to pay twice (namely, the school district and the college) for students enrolled in dual/concurrent courses
- The possible loss, in some states, of per-pupil funding either by the school district or the college
- Dual/concurrent enrollment programs may reduce the number of high school Advanced Placement enrollments, thus leaving fewer options for students

Dual and concurrent enrollment programs receive support from parents, students, colleges, school districts and policymakers for the following reasons:

- An increase in the number of education options
- Savings in time and money for postsecondary courses leading to a degree
- A stronger focus on academics by students in their senior year of high school when they are prone to “senioritis”
- Closer ties between colleges and their communities
- Elimination of artificial barriers that impede students from moving “seamlessly” between K-12 and postsecondary systems.

## **SUMMARY OF CURRENT POLICIES IN THE 50 STATES:**

- 19 states have state policies (i.e., statute)\*
- 14 states have board policies
- 14 states have institutional policies
- 21 states have comprehensive programs
- 26 states have limited programs
- In 20 states, students pay tuition costs of postsecondary classes
- In four states, the state pays tuition costs of postsecondary classes
- In five states, the school district pays tuition costs of postsecondary classes
- In 21 states the funding comes from multiple sources
- In 49 states, both secondary and postsecondary institutions award credit.
- In one state, only postsecondary credit is awarded for dual/concurrent enrollment.

\*No information available on three states

## Key

The **Standard definition** of dual or concurrent enrollment is defined as a high school student enrolled in a postsecondary institution while still in high school.

Differing definitions of dual or concurrent enrollment have been so noted.

### ***Types of dual/concurrent enrollment:***

**Standard Dual/Concurrent Enrollment Programs:** Allow high school students to enroll in postsecondary courses usually for credit. Generally students are taught by college faculty, either at the college or high school, or through distance education.

**College High Programs:** Agreements between high schools and postsecondary institutions to offer college-level courses at the high school, typically for credit (secondary, postsecondary or both secondary and postsecondary credit). Curriculum content and standards are determined by the postsecondary institution, while courses are typically taught by high school faculty who hold the same credentials as postsecondary faculty.

**Tech Prep or 2+2 Programs:** These programs provide an articulated high school/community college curriculum for professional or technical fields. The courses often reduce duplication between high school and college, thereby helping students to move seamlessly between the systems. Courses may be taught either by high school or community college staff.

### ***Other college credit programs:***

**Advanced Placement:** Overseen by the College Board, Advanced Placement (AP) courses are offered at high schools and taught by high school faculty. The AP curricula are standardized and the exams are administered in May each year. Students with passing grades of 3 or better, out of a total score of 5, earn course credit and/or advance to higher-level courses at the colleges and universities where they enroll.

**International Baccalaureate (IB):** Offered at high schools, IB has a rigorous and specific curriculum with several required areas of study. The comprehensive two-year curriculum fulfills the requirements of various national education systems. Students, upon successful completion of a national exam, earn an IB diploma and may receive college credit when admitted to a college or university.

<b>State</b>	<b>Definition of Dual/Concurrent Policy</b>	<b>Dual/Concurrent Enrollment Policy</b>	<b>Who Pays for Dual/Concurrent Enrollment?</b>	<b>Postsecondary or Secondary Credit Earned</b>	<b>Incentives for Dual/Concurrent Enrollment</b>	<b>Unique Characteristics of Dual/Concurrent Enrollment Programs</b>
Alabama	Standard definition	State board of education policy enables high school students to take college courses for credit at two-year colleges.	Student or school district	Both secondary and postsecondary credit	No information available	No information available
Alaska	Standard definition	Dual enrollment is on an institutional basis.	Student	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	No information available
Arizona	Standard definition	A 1984 law stipulates that qualified high school students may enroll in community college and university courses. Community colleges may offer dual enrollment courses on high school campuses taught by high school instructors who are certified to teach those courses using community college syllabi and texts. Policies vary by community college district.	Student  Student pays standard tuition and community colleges are reimbursed by the state.	Both secondary and postsecondary credit	Courses are accepted on transfer	No information available
Arkansas	<b>Dual enrollment</b> is defined as a high school student enrolled in a postsecondary institution for college-level credit only.  <b>Concurrent enrollment</b> is defined as a high school student who is enrolled in a postsecondary institution for both high school and college-level credit.	Legislation enacted in <b>1995 ARK. CODE ANN. 6-18-223-(a)(2)</b> stipulates that a student who enrolls in and successfully completes college-level courses shall be entitled to receive both secondary and postsecondary academic credit. Legislation enacted in 1999 states that the Arkansas Higher Education Coordinating Board shall address accountability standards for dual enrollment programs (Title S.C.R. 20 Accountability Standards). <b>ARK.CODE ANN. 6-18-223</b> concerns concurrent enrollment whereas <b>ARK.CODE ANN. 6-60-202</b> refers to dual enrollment. Tech prep courses are not considered part of the concurrent enrollment program. High school students must be tested prior to enrolling in college English and/or math courses.	The student pays but the high school district may pay for the student if it so chooses.	Both secondary and postsecondary credit	No information available	Private businesses often pay tuition for dual/concurrent enrollment students in order to expose the students to college. Community colleges sometimes waive tuition fees for dual/concurrent enrollment students in exchange for the space that the high schools provide.
California	<b>Dual enrollment</b> is defined as a student who is admitted jointly to a two-year and a four-year institution so that the student does not have to apply to the four-year institution	<b>California Education Code Section 48800-48802</b> states that a governing board of any school district may decide which students would benefit from advanced scholastic or vocational work. The Board, upon recommendation of the school principal and the consent of the student's parents, may permit a student to attend a community college as a special part-time	Student	Both secondary and postsecondary credit	No information available	State law on concurrent enrollment authorizes but does not designate concurrent enrollment requirements.

<b>State</b>	<b>Definition of Dual/Concurrent Policy</b>	<b>Dual/Concurrent Enrollment Policy</b>	<b>Who Pays for Dual/Concurrent Enrollment?</b>	<b>Postsecondary or Secondary Credit Earned</b>	<b>Incentives for Dual/Concurrent Enrollment</b>	<b>Unique Characteristics of Dual/Concurrent Enrollment Programs</b>
California (continued)	after he/she completes specified courses.  <b>Concurrent enrollment</b> is defined as a high school student who is enrolled in a postsecondary institution while still in high school.	student. A student's parent, regardless of the student's age or class level, may request that the school district in which the student is enrolled, allow the student to attend a community college as a special full-time student.				
Colorado	Standard definition	The 1988 <b>Postsecondary Enrollment Options Act, C.R.S. 22-35-101...111</b> , allows junior and senior high school students to take college courses at both public and nonpublic higher education institutions and to receive high school and/or college credit, which is what determines whether the school or college may claim state support. Students enrolled under the Postsecondary Options Act are not eligible for state or federal financial aid.  The <b>Fast Track Program, C.R.S. 22-34-101</b> , is for 12th-grade students who have fulfilled their high school graduation requirements. Under this act a college and school district may set up a mutual agreement. Unlike the Postsecondary Options Act, a student may carry a full college course load in the Fast Track program. (In the Postsecondary Options program a student may carry only two college courses per academic term.) Fast Track students earn college credit and have full rights and privileges as high school students but not as college students.	Student or school district. School district reimburses student only if the student presents evidence of passing the college courses. If the student fails the courses, the student or their guardians must pay.	Both secondary and postsecondary credit	No information available	The Colorado Postsecondary Enrollment Options Act was one of the first in the nation to allow a 13th grade for high schoolers. This permits a high school student to graduate from high school at the same time as earning his or her Associate of Arts degree. Distance education also is widely used.
Connecticut	Standard definition	Community colleges and the University of Connecticut have separate programs for high school students taking college courses for credit.	Student or community colleges  Community colleges often waive tuition and fees.	Both secondary and postsecondary credit	Usually no problem in transferring dual enrollment credits	Dual enrollment programs are primarily vocational/tech-prep.
Delaware	Standard definition	Dual enrollment is on an institutional basis.	School district	Both secondary and postsecondary credit	There are no problems in transferring credits.	School district pays for transportation, books and tuition.
		A law enacted in 1973 ( <b>FS240.116(1)</b> ) provides			Under Florida law, dually enrolled	

State	Definition of Dual/Concurrent Policy	Dual/Concurrent Enrollment Policy	Who Pays for Dual/Concurrent Enrollment?	Postsecondary or Secondary Credit Earned	Incentives for Dual/Concurrent Enrollment	Unique Characteristics of Dual/Concurrent Enrollment Programs
<p>Florida</p> <p>Florida (continued)</p>	<p><b>Dual enrollment</b> is defined as a high school student enrolled in postsecondary courses for both high school and college-level credit.</p>	<p>options to high school students such as dual enrollment, vocational dual enrollment, early admission, the Advanced Placement Program, credit by examination and the International Baccalaureate Program. Joint dual enrollment and Advanced Placement courses must be incorporated within and subject to district inter-institutional articulation agreement provisions. The statute states that the dual enrollment program is for eligible high school students to enroll in postsecondary courses creditable toward a vocational certificate, associate degree or baccalaureate degree. Students enrolled in postsecondary courses that are not creditable toward the high school diploma shall not be classified as dually enrolled. Students are permitted to enroll in these programs during school hours, after school and during the summer. The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation. The Department of Education shall also develop guidelines for comparability across school districts of both student and teacher qualifications for dual enrollment courses. Student qualifications for dual enrollment include: a common placement exam, a 3.0 unweighted grade-point average and for students enrolling in vocational certificate courses, a 2.0 unweighted gradepoint average. Exceptions to the GPA requirements can be made if the educational institutions agree and the terms of the agreement are contained within the dual enrollment inter-institutional articulation agreement.</p>	<p>State</p>	<p>Both secondary and postsecondary credit</p>	<p>students are not assessed student fees, which represents a substantial savings for students. There are few course restrictions, a common course numbering system and quality assurance guidelines. Through enrollment high school students can get a head start on their college education without giving up important high school experiences. A 1996 Postsecondary Education Planning Commission study found that dual enrollment allows students to (1) fulfill college-level educational requirements while still in high school; (2) enter college with career goals already in mind; (3) save time because they need not duplicate coursework already completed in high school; (4) save money because college tuition is not charged for courses taken in high school; (5) receive postsecondary credit when they pursue a degree at a college or university; (6) enrich their high school curriculum as well as their college program with advanced courses related to their career.</p>	<p>Dual enrollment and Advanced Placement are the major forms of articulated acceleration for students who are admitted into Florida postsecondary education institutions. All 28 colleges participate in dual enrollment. The number of students participating in both programs steadily increased between 1992-99. More students participate in Advanced Placement than in dual enrollment, but the average dual enrollment student takes more accelerated courses than the average AP student.</p>
<p>Georgia</p>	<p><b>Joint enrollment</b> is defined as an 11th- or 12th-grade high school student who enrolls in postsecondary courses while still in high school.</p>	<p><b>1995 GA. CODE ANN. 20-2-161.1</b> stipulates that any 11th- or 12th-grade student in any public school may apply to enroll in selected courses at a postsecondary institution. Georgia's statewide Joint Enrollment Program allows high school students to graduate earlier. Students must meet statewide minimum admissions standards (which can be increased at the campus level). The standards are based on SAT/ACT</p>	<p>State</p>	<p>Both secondary and postsecondary credit</p>	<p>The Joint Enrollment Program allows students to graduate earlier even though it is not officially recognized as an accelerated baccalaureate program.</p>	<p>Georgia has an early admissions program which permits students to enroll full time in college courses following their junior year of high school.</p>

<i>State</i>	<i>Definition of Dual/Concurrent Policy</i>	<i>Dual/Concurrent Enrollment Policy</i>	<i>Who Pays for Dual/Concurrent Enrollment?</i>	<i>Postsecondary or Secondary Credit Earned</i>	<i>Incentives for Dual/Concurrent Enrollment</i>	<i>Unique Characteristics of Dual/Concurrent Enrollment Programs</i>
	<b>Early admission</b> programs allow a high school student to enroll in postsecondary courses full-time following junior year of high school.	scores, GPA, the exemption of all LS requirements for early admission, a written recommendation from a high school counselor/principal, written consent from a parent/guardian if under 18, and finally, the student must complete the University System of Georgia College Preparatory Curriculum requirements. In the early admission program, a student may enroll full time as a college student following junior year of high school.				
Hawaii	Standard definition	The 2000 legislature passed a Running Start measure. There has always been an early admit policy.	Student	Both secondary and postsecondary credit	No information available	Hawaii's dual enrollment program, modeled after the Washington State Running Start Program, is in the process of being implemented.
Idaho	Standard definition	The 1997 Postsecondary Enrollment Options Act allows 11th- or 12th-grade students to apply to any eligible public/nonpublic, two- or four-year higher education institution but they may only enroll in nonsectarian courses.	Student, school district or community college	Both secondary and postsecondary credit	There are no problems in transferring dual enrollment credit.	Idaho was the first state to allow high school students to take college courses full time.
Illinois	Standard definition	Board of Education policies encourage AP courses. The Illinois Community College Board has developed policies governing admission to postsecondary courses by high school students. The board also has developed funding policies for dual enrollment courses. Most college courses are offered by community colleges.	Student or school district. It is a local decision as to who pays the tuition costs for dually enrolled students.		More educational options	No information available
Indiana	Standard definition	The 1997 Postsecondary Enrollment Options Act permits high school juniors and seniors (and gifted and talented 9th and 10th graders) to enroll in courses on college campuses if they meet specified entrance requirements. No state mandates exist for college credit options for high school students, though statute allows such programs. Higher education institutions and schools may develop their own agreements and decide whether or not to provide or accept college credit programs. The <b>1996 Code 20-10.1-15-4</b> stipulates that high school students may obtain secondary credit for courses taken at a postsecondary institution.	Student	Both secondary and postsecondary credit	More educational options	No information available





State	Definition of Dual/Concurrent Policy	Dual/Concurrent Enrollment Policy	Who Pays for Dual/Concurrent Enrollment?	Postsecondary or Secondary Credit Earned	Incentives for Dual/Concurrent Enrollment	Unique Characteristics of Dual/Concurrent Enrollment Programs
Maryland	Standard definition	No information available	Student	postsecondary credit	No information available	No information available
Massachusetts	<p><b>Dual enrollment</b> is defined as a high school student who is enrolled in a postsecondary institution for both high school and college-level credit.</p>	<p>The <b>General Laws of Massachusetts Chapter 15A: Section 39, Secondary Education Students Qualified to Enroll in Higher Education Institutions</b>, allows that qualified high school students enrolled in public secondary schools may enroll as students in Massachusetts public postsecondary institutions. Students may enroll either full or for individual courses. The Board of Education and the Board of Higher Education shall establish qualification guidelines for this program, establish criteria for admission, and administer this program. Nonpublic school students are eligible to participate in the pro-gram with the understanding that the crediting of such attendance for a high school diploma shall be the nonpublic school's decision to make. Eleventh- and 12th-grade high school students with at least a "B" average may take courses at any of the public colleges at no cost.</p>	Student, or school district or state	Both secondary and postsecondary credit	Students do not pay tuition and there are few course restrictions. Students may enroll in college courses full-time. All public institutions of higher education allow dual enrollment. Both public and nonpublic school students can dually enroll. More educational options are available.	Students do not pay for books or fees.
Michigan  Michigan (continued)	Standard definition	<p><b>Public Act 160 (HB 4643), Postsecondary Enrollment Options Program</b>, went into effect April 1, 1996. The program was modified and expanded from Section 21b of the State School Aid Act, which allows high school students to participate in dual enrollment or other postsecondary options. Qualified students for dual enrollment must take the MEAP High School Test and must be endorsed in the subject area in which they wish to dually enroll. If a subject has no endorsement, students are eligible to dually enroll in those areas as long as they have taken the MEAP High School Test. <b>Public Act 178 (HB 5232), enacted in 1997 as an amendment to the Postsecondary Enrollment Options Act</b>, defines an eligible student as being enrolled in at least one high school class in at least grade 11 in a school district in Michigan, except a foreign exchange student enrolled under a cultural exchange program. In short, the Postsecondary Enrollment Options bill establishes eligibility criteria for students,</p>	School district	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit.	<p>School districts pay tuition. Students can enroll in any number of college courses, the only requirement being that the student be enrolled in both the school district and the postsecondary institution during the school's regular academic year and that the student take at least one high school class.</p> <p>Students may attend any public or private degree granting higher education institutions in the state.</p>	Michigan mandates students to receive postsecondary options counseling. Qualified students must take a state high school test and be endorsed in the subject area in which they wish to enroll in order to be eligible to dually enroll.



State	Definition of Dual/Concurrent Policy	Dual/Concurrent Enrollment Policy	Who Pays for Dual/Concurrent Enrollment?	Postsecondary or Secondary Credit Earned	Incentives for Dual/Concurrent Enrollment	Unique Characteristics of Dual/Concurrent Enrollment Programs
		GPA on a 4.0 scale or better; (3) unconditional written recommendation from high school principal or guidance counselor; (4) minimum ACT composite score of 26 or the equivalent SAT score; (5) written recommendation from the principal or guidance counselor that early admission is in the best educational interest of the student, and that the student's age will not keep him/her from being a successful full-time college student.				
Missouri	<b>Dual enrollment</b> is defined as a high school student enrolled in a postsecondary institution while still in high school.	The Missouri Board of Higher Education has guidelines for dual enrollment courses taught in high schools by high school teachers; such courses also may be taught at the community college campus by college faculty. This policy only affects public institutions and those private institutions that choose to become signatories to this policy. These guidelines do not address technically oriented dual credit courses offered by some colleges. Dual enrollment courses taught by college faculty off-site from the high school also do not fall under these guidelines. <b>Section 167.223, RSMo (1990)</b> , authorizes public high schools in conjunction with Missouri public community colleges and public or private four-year colleges and universities to offer postsecondary course options to high school juniors and seniors. In 1998, <b>Section 167.223, RSMo</b> , was amended to expand eligibility for dual enrollment courses to 9 <sup>th</sup> - and 10 <sup>th</sup> -grade high school students. Student dual enrollment eligibility varies according to the admission standards of the college or university offering the courses in the high school. All institutions require students to have a minimum overall GPA of 3.0 on a 4.0 scale or the equivalent, and the student must be recommended by the high school principal or his or her official designee.	Student	Both secondary and postsecondary credit	No information available	In FY 1998, 33 colleges and universities in Missouri offered dual credit courses. Approximately 50% of Missouri public high schools provide students with at least one dual credit opportunity.
Missouri (continued)						
Montana	Standard definition	No state mandated programs. Dual/concurrent enrollment is on an institutional basis.	Student	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	No information available
Nebraska	Standard definition	Dual/concurrent enrollment is on an institutional	Student	Only secondary credit, only postsecondary credit or both	No information available	Many dual enrollment courses

<b>State</b>	<b>Definition of Dual/Concurrent Policy</b>	<b>Dual/Concurrent Enrollment Policy</b>	<b>Who Pays for Dual/Concurrent Enrollment?</b>	<b>Postsecondary or Secondary Credit Earned</b>	<b>Incentives for Dual/Concurrent Enrollment</b>	<b>Unique Characteristics of Dual/Concurrent Enrollment Programs</b>
		basis.		secondary and postsecondary credit		are taught at the high school level.
Nevada	A <b>concurrently enrolled</b> student is a high school student enrolled in a postsecondary institution for both high school and college-level credit.	<b>1995 Code 389.160</b> states that a student who successfully completes a postsecondary course must be permitted to apply that credit towards his/her high school degree ( <b>Board of Regent's Policy Rev. 183 (06/00), Title 4, Chapter 14, Page 17 Section 21</b> ). The University and Community College System of Nevada concurrent enrollment policy permits students to register concurrently in courses at the various institutions subject to the following regulations: (1) Each student is personally responsible for obtaining the advanced written approval of the assigned faculty advisor or counselor at the home institution to assure the course(s) are applicable toward satisfying degree requirements. (2) The maximum combined concurrent registration load in any one semester is determined by the advisor and the dean of the college of the student's home institution offering the degree or program. (3) Each institution should conduct periodic post-registration audits to identify any special problems that should be brought to the attention of the Articulation Board for further review and study. The Computing Center will support this effort by providing a report each semester listing the concurrent registrations within the system.	Student	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	No information available
New Hampshire	Standard definition	No state policy exists. Dual/concurrent enrollment is on an institutional basis.	Student or community college	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	Dual enrollment is considered a public relations tool by universities and colleges, so tuition is often waived.
New Jersey	Standard definition	<b>Code 1995 Ch. 18A.61C</b> states that courses for college credit shall be established on public high school campuses for high school students.	State	Both secondary and postsecondary credit	Many varied postsecondary institutions offer dual enrollment options, which provides more educational options for students. Few course restrictions exist and the cost to students is minimal. Dual enrollment courses must be accepted on transfer.	A private out-of-state university is advertising itself to New Jersey dual enrollment students.
New Mexico	*A <b>concurrently enrolled</b> student is a	No state mandated college credit options programs exist. There are, however, voluntary concurrent enrollment and AP programs. The	School district or the state	Both secondary and postsecondary credit	More educational options	No information available



State	Definition of Dual/Concurrent Policy	Dual/Concurrent Enrollment Policy	Who Pays for Dual/Concurrent Enrollment?	Postsecondary or Secondary Credit Earned	Incentives for Dual/Concurrent Enrollment	Unique Characteristics of Dual/Concurrent Enrollment Programs
		<p>however, qualified high school students have been permitted to enroll in regularly scheduled college credit courses for many years through a concurrent enrollment policy of the State Board of Community Colleges. This policy, as cited in <b>NCAC 2C.0305</b>, permits high school students to enroll in a community college course under the following conditions: (1) the student is at least 16 years of age; (2) the student has been recommended by the chief administrative public school officer and approved by the president of the community college; (3) the principal certifies that the student is taking at least three high school courses and is making appropriate progress toward graduation; (4) enrollment of high school students cannot displace adult college students.</p>				
North Dakota	<p>A <b>dually enrolled</b> student is a high school student enrolled in a postsecondary institution for both high school and college-level credit.</p>	<p>Legislation passed in 1996, <b>28-32-01, Subdivision q of subsection 1</b>, discusses dual enrollment. <b>Section 403.5 Secondary-Postsecondary Articulation Agreements, Dual Credit Postsecondary Enrollment Options</b> states that institutions may develop agreements with secondary schools to offer postsecondary credit. Such articulation agreements must include a list of eligible secondary courses and their postsecondary counterparts. They must contain procedures so that students with eligible secondary coursework may show postsecondary proficiency and there should be procedures for joint secondary-postsecondary review of the articulation agreement at regular intervals. Secondary and postsecondary officials must develop criteria which can be used to evaluate a student's proficiency in an articulated course.</p>	Student	Both secondary and postsecondary credit	All institutions in the state's university system participate. Participation does not affect state funding to school districts. In some cases, tuition is discounted when a dual enrollment course is taught at the high school.	North Dakota offers dual enrollment through distance education through the "Interactive Great Western Network."
Ohio  Ohio (continued)	<p><b>Dual enrollment</b> is defined as a high school junior or senior who may earn both high school and college-level credit.</p>	<p>Ohio has a Postsecondary Enrollment Options Program which allows high school juniors and seniors to earn high school and college credit through dual enrollment. The State Board of Education develops requirements for participation by schools. Legislation enacted in June 1999 requires students to have earned a minimum 3.0 GPA on a 4.0 scale (or equivalent) in high school courses in the same subject areas</p>	School district, community college or the state	Both secondary and postsecondary credit	There is minimal or no cost to students and few course restrictions.	No information available

<b>State</b>	<b>Definition of Dual/Concurrent Policy</b>	<b>Dual/Concurrent Enrollment Policy</b>	<b>Who Pays for Dual/Concurrent Enrollment?</b>	<b>Postsecondary or Secondary Credit Earned</b>	<b>Incentives for Dual/Concurrent Enrollment</b>	<b>Unique Characteristics of Dual/Concurrent Enrollment Programs</b>
		as the college courses in which they want to enroll through the Postsecondary Enrollment Options Program.				
Oklahoma	A <b>dually enrolled</b> student is a 12th-grade high school student who may be enrolled in and provisionally accepted as a special student at a postsecondary institution in the Oklahoma State System of Higher Education.	A 12th-grade student can participate in dual enrollment programs if he/she is enrolled in an accredited high school and meets all the requirements for dual enrollment. A student may be provisionally accepted as a special student at a college or university in the Oklahoma State System of Higher Education. State Regents' policy also provides for AP/IB programs and agreements between vocational-technical and postsecondary institutions.	Student	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	More educational options	Students must receive counseling about postsecondary enrollment. The policy is very specific about what requirements students must meet, including SAT/ACT scores, GPA and class rank.
Oregon	Standard definition	<b>The 1991 Oregon Administrative Rule 589-007-0200</b> outlines the community college dual enrollment policy. Cooperative educational program agreements exist between high schools and colleges for college credit courses for high school students.	Student, school district or community college	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No problem in transferring dual credits except with private schools.	No information available
Pennsylvania	Standard definition	Dual enrollment is at the institutional level.	Student or school district	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	No information available
Rhode Island	Standard definition	Dual enrollment is at the institutional level.	Student	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	No information available
South Carolina	Standard definition	Dual enrollment is governed by state board policy. The state does provide some funding for AP classes. Many institutions offer college courses at high schools. The University of South Carolina-Columbia has an accelerated baccalaureate program.	Student or school district	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	No information available
South Dakota	Standard definition	There are no state-mandated college credit programs but the South Dakota Board of Regents set guidelines for dual enrollment policies. Public universities provide dual enrollment options.	Student or school district	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	South Dakota is in the process of establishing the Digital Dakota System, which is expected to be online by fall 2001.
Tennessee	A dually enrolled student is defined as a high school student in	Eleventh- and 12th-grade students may enroll in college classes that meet high school requirements. High school seniors may apply	Student or school district	Both secondary and postsecondary credit	No information available	No information available

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Tennessee (continued)	one or more specified college courses for which the student may earn both high school and college credit. A jointly enrolled student is defined as a high school student enrolled in one or more college courses for which the student will earn only college credit.	for early college admission. <b>The Tennessee Board of Regents Non-Degree Admissions Policy</b> concerning dual enrollment states that high school students who have completed their sophomore year of high school may be admitted for either joint enrollment or dual enrollment or both. Talented and gifted students in grades 9-12, under <b>Chapter 395 of the Public Acts of 1983</b> , may, with the recommendation of their high school principal and appropriate higher education authorities, enroll in and receive regular college degree credit from a Tennessee postsecondary institution if such a student has a minimum GPA of 3.2 on a 4.0 scale and if such a placement is a part of the student's planned Individual Education Program.				
Texas	Standard definition	<b>S.B. 1352, School District and Junior College Course Credits</b> pertains to course credits offered under an agreement between a school district and a community college.	Student	Both secondary and postsecondary credit	No information available	No information available
Utah	A <b>concurrently enrolled</b> student is defined as a high school student who is enrolled in a postsecondary institution while still in high school.	<b>Utah State Board of Regents Policy R165</b> defines concurrent enrollment, eligibility requirements, faculty requirements, credit hour limits, and discusses college transcripts, funding and an oversight committee. The New Century Scholarship is given to high school graduates who have completed requirements for an associate degree prior to September 1st of the same year they qualify to graduate from high school ( <b>Utah State board of Regents Policy R604</b> ). Since 1996 <b>Utah Code 53a-15-101(1)</b> permits college credit courses to be taught in high school concurrent enrollment programs.	Student, school district, community college or the state	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	Students can accelerate obtainment of a baccalaureate degree. Cost to students is minimal. The New Century Scholarship offers strong incentive to concurrently enroll.	Utah's New Century Scholarship pays 75% of a student's college tuition for a baccalaureate degree at any Utah state-operated institution of higher learning if he/she earns an associate degree by September 1st of the same year they qualify to graduate from high school. Distance learning programs include EDNET and KULC. Brigham Young University (a private, postsecondary institution) accepts concurrent enrollment credits.
Virginia	Standard definition	Since 1988 Virginia has offered formal dual enrollment programs. The Virginia Plan for Dual Enrollment outlines the program specifics. Courses must be part of a degree, certificate, or diploma program at a community college. Courses cannot be developmental, physical education or health. High school students must	Student or the school district	Both secondary and postsecondary credit	Dual enrollment results in time and money savings. Community colleges and universities benefit from the generation of FTEs. Dual enrollment improves cooperation and communication between	No information available

<b>State</b>	<b>Definition of Dual/Concurrent Policy</b>	<b>Dual/Concurrent Enrollment Policy</b>	<b>Who Pays for Dual/Concurrent Enrollment?</b>	<b>Postsecondary or Secondary Credit Earned</b>	<b>Incentives for Dual/Concurrent Enrollment</b>	<b>Unique Characteristics of Dual/Concurrent Enrollment Programs</b>
Virginia (continued)		be recommended by their schools and meet community college admissions requirements. High school faculty teaching dual credit courses must have the same minimum credentials of community college faculty. The Virginia Plan also includes a section on assessment.			schools and postsecondary institutions.	
Vermont	Standard definition	Dual enrollment is on an institutional basis. Currently Vermont State Colleges, the University of Vermont, and the Vermont Department of Education are considering the possibility of bringing a proposed statewide dual enrollment policy to the state legislature. In addition to serving higher achieving high school students, Vermont is exploring the possibility of a dual enrollment model that will create alternative college learning opportunities for “at risk” students.	Student	Only secondary credit, only postsecondary credit or both secondary and postsecondary credit	No information available	The state is looking at developing a statewide dual enrollment policy than not only allows high achieving students to take college courses, but also one that gives alternative college learning opportunities to “at-risk” students.
Washington	A <b>dually enrolled</b> student is a high school student who is enrolled in a postsecondary institution. A <b>concurrently enrolled</b> student is enrolled at two or more community colleges at the same time.	The Running Start Program permits high school juniors and seniors to enroll in college-level courses at community colleges. The state also offers College in High School programs, AP and IB. Created by the state legislature in 1990, the Running Start Program was a part of the Learning by Choice Law.	School district	Both secondary and postsecondary credit	The Running Start Program offers minimal costs to students as well as challenging classes and flexibility of courses. The program has been well received by parents and students alike.	No information available
Wisconsin	Standard definition	Wisconsin code states that any public 11th- or 12th-grade student may enroll in an institution of higher education.	Student	Both secondary and postsecondary credit	Cost to students is minimal and dual enrollment provides more educational options.	No information available
West Virginia	Standard definition	Dual enrollment is on an institutional basis.	Student, community college or the state	Both secondary and postsecondary credit	There are no problems in transferring dual credits.	No information available
Wyoming	Standard definition	<b>Wyoming State Statute 21-20-201, Article 2, Wyoming Postsecondary Education Options Program</b> gives guidelines for agreements between school districts and postsecondary institutions, student participation, credits, financial arrangements and transportation.	Student	Both secondary and postsecondary credit	There are no problems in transferring dual enrollment credits.	There are no incentives for the dual enrollment program to grow because of the standards at the high school level.

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