



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Illinois Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Illinois Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	Illinois Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	No Schools/districts and postsecondary institutions may elect to offer dual credit programs.	OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C)) With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section. (2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of the Ohio board of regents, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))



Model Component	Illinois Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Partial</p> <p>Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing. (110 ILCS 27/20) In addition, the Illinois Community College Board and the Board of Higher Education must develop policies to permit multiple appropriate measures using differentiated assessment for granting eligibility for dual credit to students. The measures developed shall ensure that a student is prepared for any coursework in which the student enrolls. (110 ILCS 27/15)</p> <p>However, regulations include subjective criteria: “Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course.” 23 Ill. Adm. Code 1009.30(a)(3)(A)</p>	<p>OH: “(1) In order for a public secondary school student to participate in the program, all of the following criteria shall be met:</p> <p>(a) The student or the student’s parent shall inform the principal, or equivalent, of the student’s school by the first day of April of the student’s intent to participate in the program during the following school year ... program.</p> <p>(b) The student shall both:</p> <p>(i) Apply to a public or a participating private college, or an eligible out-of-state college participating in the program, in accordance with the college’s established procedures for admission...;</p> <p>(ii) Meet the college’s established standards for admission and for course placement, including course-specific capacity limitations...</p> <p>(d) The student and the student’s parent shall sign a form, provided by the school, stating that they have received the counseling required ... and that they understand the responsibilities they must assume in the program.” (R.C. § 3365.03(1)(a) through (d))</p>
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>Silent</p>	<p>IN: “A student may enroll in courses offered by an eligible institution on a full-time or part-time basis during secondary school upon the recommendation of a school administrator.” (IC 21-43-4-4)</p>
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Yes</p> <p>Statute defines a dual credit course as a college course taken by a high school student for credit at both the college and high school level. (110 ILCS 27/5)</p>	
<p>5. All students and parents are annually provided with program information</p>	<p>Partial</p> <p>105 ILCS 5/10-20.60 and 105 ILCS 5/34-18.53 created by 2017 H.B. 2794 provides for notification. However, notification is limited to:</p> <ul style="list-style-type: none"> • Students (not parents). • In grades 11-12 (statute does not limit the grades in which high school students may access dual credit courses). • Who qualify for program participation. 	<p>OH: “Each public and participating nonpublic secondary school shall ...</p> <p>(A) Provide information about the program prior to the first day of March of each year to all students enrolled in grades six through eleven...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>



Model Component	Illinois Policy	What It Can Look Like in Policy
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Yes</p> <p>Illinois Board of Higher Education regulations require that students select dual credit courses in consultation with high school counselors and/or principals. In addition, higher education institutions offering dual credit courses must provide students with catalog information including: course descriptions, course prerequisites, enrollment and admissions processes, course costs, fail and repeatability policies, transcripts and records information, and information about situations in which earned credits will be accepted. (23 Ill. Adm. Code 1009.30(3)(B), (7))</p>	<p>OH: “Each public and participating nonpublic secondary school shall...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ol style="list-style-type: none"> 1. Program eligibility; 2. The process for granting academic credits; 3. Any necessary financial arrangements for tuition, textbooks, and fees; 4. Criteria for any transportation aid; 5. Available support services; 6. Scheduling; 7. Communicating the possible consequences and benefits of participation, including all of the following: <ol style="list-style-type: none"> a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements; b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable; c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. 8. The academic and social responsibilities of students and parents under the program; 9. Information about and encouragement to use the counseling services of the college in which the student intends to enroll; 10. The standard packet of information for the program developed by the chancellor of the Ohio board of regents pursuant to section 3365.15 of the Revised Code; <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p>
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Silent</p>	<p>Various models in states to address who pays tuition, and tuition levels charged.</p>
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Yes</p>	



Model Component	Illinois Policy	What It Can Look Like in Policy
Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Yes</p> <p>Course content and learning outcomes must be the same as those required for credit-bearing college courses, and learning outcomes must be appropriately measured. Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses. (110 ILCS 27/20(4), (5), (8)</p> <p>Illinois Board of Higher Education regulation also requires that all academic standards at the college or university apply to college-level courses offered by the institution on campus, at off-campus sites, and at secondary schools. (23 Ill. Adm. Code 1009.30(a)(1)(D))</p> <p>Illinois Community College Board regulation also requires that dual credit courses offered during the regular school day must be college-level and meet various specified requirements, including that course outlines be the same as for courses offered on campus and at other off-campus sites and, contain the content articulated with colleges and universities in the state. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students must also be the same as for on-campus offerings. (23 Ill. Adm. Code 1501.507(b)(11)(F))</p>	



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10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation	<p>Yes</p> <p>Statute requires that instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus, and that career technical education (CTE) instructors possess the credentials and demonstrated teaching competencies appropriate to the field of instruction. Further, institutions must provide high school instructors with an orientation in course curriculum, assessment methods and administrative requirements before they are permitted to teach in dual credit courses. Instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties. (110 ILCS 27/20(1), (2), (6), (7))</p> <p>Illinois Community College Board regulation also requires that instructors be selected, employed and evaluated by the community college. They must be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses, these qualifications include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For CTE courses, these qualifications include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field. (23 Ill. Adm. Code 1501.507(b)(11) (B))</p>	



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<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Yes</p> <p>The state board must annually assemble all data reported by district superintendents on the number of students enrolled in community college courses, and the name and number of the course(s) each such student is taking. (105 ILCS 5/2-3.144, 105 ILCS 5/10-21.4, 105 ILCS 5/34-8)</p> <p>In addition, each institution must report annually to the appropriate agency, the Illinois Community College Board or the Board of Higher Education. Reports must include:</p> <ul style="list-style-type: none"> • Number and description of dual credit courses. • Faculty teaching dual credit courses and their academic credentials. • Enrollments in dual credit courses. • Sites of dual credit offerings. 110 ILCS 27/25(c)) <p>The statute further directs that the state's data warehouse – as integrated with the longitudinal data system – include student-level enrollment, demographic and program participation information, including information on participation in dual credit programs. (105 ILCS 13/15(c)(2))</p> <p>Lastly, state, district and school report cards must include information on dual enrollment courses. (105 ILCS 5/10-17a(2)(B))</p>	<p>CO: “On or before February 1, 2011, and on or before February 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ul style="list-style-type: none"> (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; (c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; (d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; (e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education; (g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year; (h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program; (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled; (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree ... <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program ..., which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



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<p>12. Programs undergo evaluation based on available data</p>	<p>Yes</p> <p>The state board, the Illinois Community College Board and the board of higher education must include information on student participation and performance in dual credit programs and their success in postsecondary education in a statewide longitudinal data system. The data system must track dual credit students and courses on student records. Analysis of data on student success in dual credit courses and performance in postsecondary education must be incorporated into the evaluation of dual credit programs in both high school and college.</p> <p>In addition, Illinois Board of Higher Education staff may conduct reviews and/or visitations of authorized institutions and high school partner sites as necessary for the implementation of the Dual Credit Act and BHE regulations. Board staff may review all course offerings, in cooperation with institutional staff, to verify the institution's implementation and maintenance of the conditions that were presented in its applications and that formed the basis upon which the authorizations were granted. BHE staff may deny a continuation of initial approval if the institution:</p> <ul style="list-style-type: none"> • Has failed to permit any dually authorized board representative to enter upon the premises of the institution and to inspect or otherwise examine the institutional records regarding dual credit offerings in Illinois. • Has failed to maintain the conditions under which the institution was authorized. • Has a loss of accreditation with an accrediting body with which the institution is or was affiliated. • Has a memorandum, letter or report issued by federal or state regulatory agencies or offices of attorneys general, offices of inspectors general or similar bodies that affect an institution's status with those bodies. (23 Ill. Adm. Code 1009.70, 1009.80) 	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education (CPE) to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
<p>13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit</p>	<p>Yes</p> <p>The Illinois Articulation Initiative is a statewide transfer agreement with over 100 participating public and private two- and four-year institutions. All participating institutions agree to accept credits for specific courses. Since dual credit courses are identical to any other college course, the transferability for them is the same as for any on-campus college course.</p>	<p>Various state models ensure transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses — dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned statewide course number must be transferable statewide. • MN: All courses delivered through NACEP-accredited programs must be recognized for transfer. • Blanket transfer: NM, OH and UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.



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Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	Indiana Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>Yes</p> <p>The governing body of each school corporation must adopt policies to implement the Postsecondary Enrollment Program. (511 IAC 6-10-4)</p> <p>In addition, statute requires each high school to offer at least two dual credit courses. (IC 20-30-10-4)</p> <p>An eligible institution must accept or reject a student applying to participate in the Postsecondary Enrollment Program based on the standards ordinarily used to decide student enrollments. However, an applicant student may not be refused admission solely because the student has not graduated from a secondary school. (IC 21-43-4-10)</p>	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of the Ohio board of regents, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>



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<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Partial</p> <p>The eligible postsecondary institution participating in the Postsecondary Enrollment Program must determine the terms and conditions under which a student may be eligible to participate in concurrent enrollment college courses or postsecondary courses taught by faculty members of the eligible institution. (IC 21-43-4-3.5(b)(3)(A))</p> <p>However, each school corporation must adopt policies to implement the Postsecondary Enrollment Program. Criteria for determining program eligibility may include a provision that a student is ineligible to participate if:</p> <ul style="list-style-type: none"> • Participation would delay the student’s progress toward high school graduation. • Or, the request is for enrollment in a course offered by the student’s school and participation would result in cancellation of the course due to low enrollment. (511 IAC 6-10-4(a)(1)). 	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>No</p> <p>A student may enroll as a part- or full-time student, upon the recommendation of a school administrator. (IC 21-43-4-4)</p>	<p>MN: “A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.” (M.S.A. § 124D.09, Subd. 8)</p>
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>Varies by course type:</p> <p>Dual credit: Confers both high school and postsecondary credit (IC 21-43-1-2.5)</p> <p>Postsecondary Enrollment Program: Courses confer postsecondary credit; student may or may not also receive high school credit (IC 21-43-4-5)</p>	<p>Statute defines a dual credit course as a college course taken by a high school student for credit at both the college and high school level. (110 ILCS 27/5)</p>



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<p>5. All students and parents are annually provided with program information</p>	<p>Partial</p> <p>“Before February 1 each year, a school corporation shall provide a student in grades 8, 9, 10, and 11 with information concerning postsecondary enrollment opportunities, if: (1) the information is requested by the student; or (2) the school corporation believes that providing the information would benefit the student.” (IC 21-43-4-6)</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Yes</p> <p>Yes, for students participating in a Postsecondary Enrollment Opportunity. A representative of the school corporation, by agreement with an eligible institution and using information that may be provided by the eligible institution, must meet with each student who intends to participate in a postsecondary enrollment opportunity to offer counseling at which the following are discussed:</p> <p>(1) The courses in which the student may enroll, including prerequisites needed for completion.</p> <p>(2) The postsecondary credit the student earns upon successful completion of a course.</p> <p>(3) The consequences of the student’s failure to successfully complete a course.</p> <p>(4) Notice of the course and schedule.</p> <p>(5) The financial obligations of the student and the school under the postsecondary enrollment opportunity.</p> <p>(6) The responsibilities of the student, the student’s parent, and the school under the postsecondary enrollment opportunity.</p> <p>(7) Other matters concerning the postsecondary enrollment opportunity. (IC 21-43-4-8)</p> <p>In addition, each state educational institution must make available to students and high school guidance counselors a report indicating the extent to which, and conditions under which, postsecondary credit may be granted through various programs. (IC 21-43-2-2)</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <p>(1) Program eligibility;</p> <p>(2) The process for granting academic credits;</p> <p>(3) Any necessary financial arrangements for tuition, textbooks, and fees;</p> <p>(4) Criteria for any transportation aid;</p> <p>(5) Available support services;</p> <p>(6) Scheduling;</p> <p>(7) Communicating the possible consequences and benefits of participation, including all of the following:</p> <p>(a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements;</p> <p>(b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable;</p> <p>(c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.</p> <p>(8) The academic and social responsibilities of students and parents under the program;</p> <p>(9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll;</p> <p>(10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code;</p> <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p>



Model Component	Indiana Policy	What It Can Look Like in Policy
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Partial</p> <p>Generally, students/parents pay. However, the commission for higher education may identify a set of concurrent enrollment college courses that are offered in the high school setting for postsecondary credit and receive state funding as priority dual credit courses. The rate charged to a student for a priority dual credit course must be set by the commission. (IC 21-43-1.5-1 and -2)</p> <p>The commission on higher education has set tuition at no more than \$25/credit hour for courses on the Priority Course List. (Indiana Dual Credit Frequently Asked Questions, IDOE and CHE, September 2016)</p> <p>Upon demonstration of financial need, an eligible institution may grant financial assistance, including a waiver of tuition, under IC 21-14-8, to a student accepted for admission to the eligible institution. (IC 21-43-4-12)</p> <p>If Ivy Tech Community College has waived tuition for a student, the school corporation in which the student resides must pay the student's tuition for each year the student is included in the school corporation's ADM. (IC 21-43-4-19.5)</p>	<p>Various models in states to address who pays tuition, and tuition levels charged.</p>
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Yes</p> <p>High schools: A student who participates in a postsecondary enrollment opportunity under IC 21-43-4 is considered a student enrolled in the school corporation where the student has legal settlement for the purposes of computing ADM. (IC 20-43-4-8)</p>	



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Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Yes</p> <p>An institution participating in a concurrent enrollment course or a college course taught by a faculty member of an eligible institution must ensure that the content and rigor of a course offered is adequate to warrant providing credit to a student as if the student took the course as a student at the eligible institution, including determining prerequisites, if any, for enrollment in a dual credit course and standards for assessment. (IC 21-43-4-3.5(b)(1))</p> <p>A state educational institution or campus of a state educational institution that offers concurrent college courses in liberal arts, professional, or career and technical disciplines must be either:</p> <p>(1) Accredited by the National Alliance of Concurrent Enrollment Partnerships, or</p> <p>(2) Approved by the commission for higher education. (IC 21-43-4-19.2)</p>	
<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Yes</p> <p>An institution participating in a concurrent enrollment course or a college course taught by a faculty member of an eligible institution must set the criteria for a faculty member, an instructor, or other individual responsible for teaching a course with the institution or school corporation. (IC 21-43-4-3.5(b)(2))</p> <p>A state educational institution or campus of a state educational institution that offers concurrent college courses in liberal arts, professional, or career and technical disciplines must be either:</p> <p>(1) Accredited by the National Alliance of Concurrent Enrollment Partnerships, or</p> <p>(2) Approved by the commission for higher education. (IC 21-43-4-19.2)</p>	

Model Component	Indiana Policy	What It Can Look Like in Policy
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Partial</p> <p>While policy does not explicitly require a public report, the Indiana Commission for Higher Education's College Readiness report has in recent years included a dual credit participation and performance report.</p> <p>Statute requires recordkeeping but is silent on public reporting. Specifically:</p> <p>An eligible institution must make and maintain, for each student enrolled in a postsecondary enrollment opportunity, records of:</p> <ol style="list-style-type: none"> (1) The courses in which the student enrolls and the credit hours awarded for those courses. (2) The courses that the student successfully completes and the courses that the student fails to complete. (3) The postsecondary credit granted to the student. (4) Other information requested by the commission for higher education. <p>The commission for higher education is entitled to have access to the records. (IC 21-43-4-18)</p>	<p>CO: “(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ol style="list-style-type: none"> (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; (c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; (d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; (e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education; (g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year; (h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program; (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled; (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ... <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	Indiana Policy	What It Can Look Like in Policy
12. Programs undergo evaluation based on available data	<p>Yes</p> <p>The department of education, in consultation with the commission for higher education, must evaluate postsecondary enrollment opportunities annually and report to the Indiana state board of education concerning the postsecondary enrollment opportunities. (IC 21-43-4-19)</p>	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education (CPE) to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit	<p>Yes</p> <p>If a dual credit course or concurrent enrollment college course is a course listed by an eligible institution that is a state educational institution in the statewide core transfer library under the principles set forth in IC 21-42-5-4, and a student satisfactorily completes the course, the course must transfer to other state educational institutions under the terms established by the core transfer library.</p> <p>(b) If a student enrolls in a state educational institution other than the state educational institution at which a course was completed, the other state educational institution:</p> <p>(1) Shall grant credit for successfully completed courses that:</p> <p>(A) Have articulations that are listed in the core transfer library.</p> <p>(B) Or, are subject to an articulation agreement.</p> <p>(2) And, may grant credit for other successfully completed courses. (IC 21-43-4-5.2)</p>	



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Iowa Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Iowa Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	Iowa Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>Partial</p> <p>Postsecondary Enrollment Options: Mandatory</p> <p>Other Senior Year Plus Programs (for example, Concurrent Enrollment, Project Lead the Way, Career or Regional Academy programs): Voluntary</p>	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>

Model Component	Iowa Policy	What It Can Look Like in Policy
2. Student eligibility requirements are based on demonstration of ability to access college-level content	<p>Partial</p> <p>For all Senior Year Plus Programs (including PSEO): In addition to entrance requirements set by the postsecondary institution, the student must have:</p> <ul style="list-style-type: none"> • Earned the approval of the school board or its designee. • Demonstrated proficiency in reading, mathematics and science as evidenced by achievement scores on the latest administration of the state assessment (student receiving competent private instruction may be eligible through alternate methods). (I.C.A. § 261E.3, Subd. 1) <p>For Postsecondary Enrollment Options:</p> <ul style="list-style-type: none"> • 11th or 12th grade student. • Ninth or 10th grade student identified as gifted and talented. (I.C.A. § 261E.6, Subd. 6) 	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>
3. Caps on the maximum number of courses students may complete are not overly restrictive	<p>Yes</p> <p>Caps exist, but are not overly restrictive.</p> <p>Senior Year Plus: A participating student is not eligible to enroll on a full-time basis in an eligible postsecondary institution. (Iowa Admin. Code 281-22.4(1)(g) and 281-22.6; I.C.A. § 261E.7(2))</p>	<p>MN: “A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.” (M.S.A. § 124D.09, Subd. 8)</p>
4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses	<p>Yes</p> <p>District-to-Community College Sharing or Concurrent Enrollment: Both, if the course was previously approved by the school board through the annual approval process.</p> <p>Postsecondary Enrollment Options: Both</p> <p>Project Lead the Way: Both, if the course is offered through a community college.</p>	<p>The statute defines a dual credit course as a college course taken by a high school student for credit at both the college and high school level. (110 ILCS 27/5)</p>



Model Component	Iowa Policy	What It Can Look Like in Policy
5. All students and parents are annually provided with program information	<p>Yes</p> <p>District-to-Community College Sharing or Concurrent Enrollment: “Notice of the availability of the program shall be included in a school district’s student registration handbook and the handbook shall identify which courses, if successfully completed, generate college credit under the program. A student and the student’s parent or legal guardian shall also be made aware of this program as a part of the development of the student’s career and academic plan.” (I.C.A. § 261E.8(1))</p> <p>Postsecondary Enrollment Options: “The availability and requirements of this program shall be included in each school district’s student registration handbook. Information about the program shall be provided to the student and the student’s parent or guardian prior to the development of the student’s career and academic plan.” (I.C.A. § 261E.6(2))</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>



Model Component	Iowa Policy	What It Can Look Like in Policy
6. Counseling/advising is made available to students and parents before and during program participation	<p>Partial</p> <p>There are no requirements for in-person counseling/advising. However, the statute provides for the development of an internet-based information clearinghouse that allows students to identify participation options within the Senior Year Plus program and transferability between educational systems. The resource must provide links to other similar resources available through various Iowa postsecondary institution systems, and identify course transferability and articulation between the secondary and postsecondary systems in Iowa and between the various Iowa postsecondary systems. (I.C.A. § 261E.12)</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ol style="list-style-type: none"> (1) Program eligibility; (2) The process for granting academic credits; (3) Any necessary financial arrangements for tuition, textbooks, and fees; (4) Criteria for any transportation aid; (5) Available support services; (6) Scheduling; (7) Communicating the possible consequences and benefits of participation, including all of the following: <ol style="list-style-type: none"> (a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements; (b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable; (c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. (8) The academic and social responsibilities of students and parents under the program; (9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll; (10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code; <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p>



Model Component	Iowa Policy	What It Can Look Like in Policy
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Yes</p> <p>District-to-Community College Sharing or Concurrent Enrollment: Districts that enter into a concurrent enrollment agreement are responsible for payment to the cooperating community college per the terms stipulated in their agreement. The statute provides an additional “weighting of the percentage of the pupil’s school day during which the pupil attends class in the community college or attends a class taught by a community college-employed instructor” of .70 for CTE courses and .46 for liberal arts and sciences courses. To be eligible for the additional weighting, classes must meet the specified criteria demonstrating the course is a college-level course. (I.C.A. § 257.11(3))</p> <p>Postsecondary Enrollment Options: “An eligible postsecondary institution that enrolls an eligible student under this section shall not charge that student for tuition, textbooks, materials, or fees directly related to the course in which the student is enrolled except that the student may be required to purchase equipment that becomes the property of the student.” (I.C.A. § 261E.7(3))</p>	<p>Various models in states to address who pays tuition, and tuition levels charged.</p>
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Yes</p> <p>District-to-Community College Sharing or Concurrent Enrollment: Districts funded at a higher level (I.C.A. § 257.11(3))</p> <p>Postsecondary Enrollment Options: Equal</p>	



Model Component	Iowa Policy	What It Can Look Like in Policy
Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Yes</p> <p>District-to-Community College Sharing or Concurrent Enrollment: For a district to be eligible for additional funds, a class must meet certain criteria, including:</p> <ul style="list-style-type: none"> • Included in the community college catalog or an amendment or addendum to the catalog. • Open to all registered community college students, not just high school students. • Taught utilizing the community college course syllabus. • Taught in such a manner as to result in student work and student assessment which meet college-level expectations. (I.C.A. § 257.11(3)) <p>In addition, the teacher or instructor must:</p> <ul style="list-style-type: none"> • “Provide curriculum and instruction that is accepted as college-level work as determined by the institution.” • And: “Use valid and reliable student assessment measures, to the extent available.” (I.C.A. § 261E.3(2)(a)(4), (5)) 	
<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Yes</p> <p>District-to-Community College Sharing or Concurrent Enrollment: A teacher or instructor providing instruction must:</p> <ul style="list-style-type: none"> • “meet the standards and requirements set forth which other full-time instructors teaching within the academic department are required to meet and which are approved by the appropriate postsecondary administration.” • “Collaborate, as appropriate, with other secondary and postsecondary faculty in the subject area.” • “be provided with appropriate orientation and training in secondary and postsecondary professional development related to curriculum, pedagogy, assessment, policy implementation, technology, and discipline issues.” • “receive adequate notification of an assignment to teach a course under this chapter and shall be provided adequate preparation time to ensure that the course is taught at the college level.” (I.C.A. § 261E.3(2)) 	



Model Component	Iowa Policy	What It Can Look Like in Policy
	<p>In addition, “the eligible postsecondary institution shall provide the teacher or instructor with ongoing communication and access to instructional resources and support, and shall encourage the teacher or instructor to participate in the postsecondary institution’s academic departmental activities.” (I.C.A. § 261E.3(2))</p> <p>For a district to be eligible for additional funds, a course must meet certain criteria, including “Taught by an instructor employed or contracted by a community college who meets the requirements of section 261E.3, subsection 2.” (I.C.A. § 257.11(3))</p>	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, the KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by the retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports the monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Yes</p> <p>Postsecondary Enrollment Options, District-to-Community College Sharing and Concurrent Enrollment: The board of directors of each community college must annually report to the department of education:</p> <ul style="list-style-type: none"> • “Total revenue received from each local school district as a result of high school students enrolled in community college courses under the postsecondary enrollment options program. • Total revenue received from each local school district as a result of high school students enrolled in community college courses through shared supplementary weighting plans. • Unduplicated headcount of high school students enrolled in community college courses under the postsecondary enrollment options program. • Unduplicated headcount of high school students enrolled in community college courses through shared supplementary weighting plans. • Total credits earned by high school students enrolled in community college courses under the postsecondary enrollment options program, broken down by career and technical education program and arts and sciences program. 	<p>CO: “(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ol style="list-style-type: none"> (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; (c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; (d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; (e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students



Model Component	Iowa Policy	What It Can Look Like in Policy
	<ul style="list-style-type: none"> • Number of courses in which high school students are enrolled under shared supplementary weighting plans and the portions of those courses that are taught by an instructor who is employed by the local school district for a portion of the school day.” (I.C.A. § 260C.14(21) (a)(1) through (6)) <p>In addition, “The state board, in collaboration with the board of directors of each community college, shall adopt rules that clearly define data and information elements to be collected related to the senior year plus programming, including concurrent enrollment courses. The data elements shall include but not be limited to the following:</p> <ul style="list-style-type: none"> • The course title and whether the course supplements, rather than supplants, a school district course. • An unduplicated enrollment count of eligible students participating in the program. • The actual costs and revenues generated for concurrent enrollment. An aligned unique student identifier system shall be established by the department for students in kindergarten through grade twelve and community college. • Degree, certifications, and other qualifications to meet the minimum hiring standards. • Salary information including regular contracted salary and total salary. • Credit hours and laboratory contact hours and other data on instructional time. • Other information comparable to the data regarding teachers collected in the basic education data survey.” (I.C.A. § 261E.8(8)) <p>Postsecondary Enrollment Options: The board of regents must annually submit — in a report to the general assembly — the following information for the previous fiscal year:</p> <ul style="list-style-type: none"> • The total revenue received from each local school district as a result of high school students enrolled in courses under the postsecondary enrollment options program, at the institutions of higher learning, under the board’s control. • The unduplicated headcount of high school students enrolled in courses under the 	<p>who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education;</p> <p>(g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year;</p> <p>(h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program;</p> <p>(i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled;</p> <p>(j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ...</p> <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education. (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	Iowa Policy	What It Can Look Like in Policy
	<p>postsecondary enrollment options program, at the institutions of higher learning, under the board's control.</p> <ul style="list-style-type: none"> The total credits earned by high school students enrolled in courses under the postsecondary enrollment options program, at the institutions of higher learning under the board's control, broken down by degree program. (I.C.A. § 262.9(35)(a) through (c)) 	
<p>12. Programs undergo evaluation based on available data</p>	<p>Yes</p> <p>Statute directs the department of education to “establish and facilitate a postsecondary course audit committee which shall annually audit postsecondary courses offered to high school students” through the Senior Year Plus program. The committee must include representatives of K-12, community colleges and regents universities. “The committee shall establish a sampling technique that randomly selects courses for audit. The audit shall include but not be limited to a review of the course syllabus, teacher qualifications, examples of student products, and results of student assessments. Standards for review shall be established by the committee and approved by the department. Audit findings shall be submitted to the institutions providing the classes audited and shall be posted on the department’s internet site.</p> <p>4. If the committee determines that a postsecondary course offered to high school students in accordance with chapter 261E does not meet the standards established by the committee pursuant to subsection 3, the course shall not be eligible for future supplementary weighting under section 257.11. If the institution makes changes to the course sufficient to cause the course to meet the standards of the committee, the committee may reinstate the eligibility of the course for future supplementary weighting...” (I.C.A. § 256.17)</p>	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, the KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. Ensure that student information is available in the CPE data system that supports the monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>



Model Component	Iowa Policy	What It Can Look Like in Policy
Transferability		
<p>13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit</p>	<p>No</p> <p>While courses are not guaranteed transfer, the statute directs the department to “develop and make available to secondary and postsecondary students, parents or legal guardians, school districts, accredited nonpublic schools, and eligible postsecondary institutions an internet-based clearinghouse of information that allows students to identify participation options within the senior year plus program and transferability between educational systems, subject to an appropriation by the general assembly for this purpose. The internet-based resource shall provide links to other similar resources available through various Iowa postsecondary institution systems. The internet-based resource shall also identify course transferability and articulation between the secondary and postsecondary systems in Iowa and between the various Iowa postsecondary systems.” (I.C.A. § 261E.12)</p>	<p>Various state models ensure the transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses — a dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned statewide course number must be transferable statewide. • MN: All courses delivered through NACEP-accredited programs must be recognized for transfer. • Blanket transfer: NM, OH and UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Kansas Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Kansas Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	Kansas Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>No</p> <p>Establishment of K-12/postsecondary agreements is voluntary. “The board of education of any school district and any eligible postsecondary education institution may enter into a cooperative agreement regarding the enrollment of concurrent enrollment pupils in courses of instruction for college credit at the eligible postsecondary education institution.” (K.S.A. 72-3223)</p>	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>



Model Component	Kansas Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>No</p> <ul style="list-style-type: none"> • Grades 10-12 (grade nine if student identified as gifted). • “Has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary education institutions.” • “Has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary education institution.” • “Is acceptable or has been accepted for enrollment at an eligible postsecondary education institution.” (K.S.A. 72-3222(a)) <p>While “Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/ placement,” “Postsecondary partner institutions may establish higher standards.” (emphasis added) (Kansas BOR Board Policy Manual, Chapter III, Section A, “Academic Affairs,” (13), “Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships.” (b)(v)(1))</p>	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>Silent</p>	<p>MN: “A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.” (M.S.A. § 124D.09, Subd. 8)</p>



Model Component	Kansas Policy	What It Can Look Like in Policy
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>Concurrent enrollment partnerships must include “acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit” (Kansas BOR Board Policy Manual, Chapter III, Section A, “Academic Affairs,” (13), “Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships,” (b)(ii)(A)(4))</p> <p>However, “Each concurrent enrollment pupil who satisfactorily completes course work at an eligible postsecondary education institution shall be granted appropriate credit toward fulfillment of the requirements for graduation from high school unless such credit is denied by the school district in which the pupil is enrolled on the basis that high school credit is inappropriate for such course work.” (K.S.A. 72-3224(c))</p>	<p>MO: “Public high schools may, in cooperation with Missouri public two-year colleges and public or private four-year colleges and universities, offer postsecondary course options to high school students. A postsecondary course option allows eligible students to attend vocational or academic classes ... and receive both high school and college credit upon successful completion of the course.” (V.A.M.S. 167.223(1))</p>
<p>5. All students and parents are annually provided with program information</p>	<p>Silent</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>



Model Component	Kansas Policy	What It Can Look Like in Policy
6. Counseling/advising is made available to students and parents before and during program participation	<p>Partial</p> <p>No, for courses generally. Yes, for Concurrent Enrollment: "Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution. ... Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system." (Kansas BOR Board Policy Manual, Chapter III, Section A, "Academic Affairs," (13), "Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships,"(b)(v)(4), (5))</p>	<p>OH: "Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ol style="list-style-type: none"> 1. Program eligibility; 2. The process for granting academic credits; 3. Any necessary financial arrangements for tuition, textbooks, and fees; 4. Criteria for any transportation aid; 5. Available support services; 6. Scheduling; 7. Communicating the possible consequences and benefits of participation, including all of the following: <ol style="list-style-type: none"> a) The consequences of failing or not completing a course under the program, including the effect on the student's ability to complete the secondary school's graduation requirements; b) The effect of the grade attained in a course under the program being included in the student's grade point average, as applicable; c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. 8. The academic and social responsibilities of students and parents under the program; 9. Information about and encouragement to use the counseling services of the college in which the student intends to enroll; 10. The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code; For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so." (R.C. § 3365.04(B))



Model Component	Kansas Policy	What It Can Look Like in Policy
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Partial</p> <p>No, for courses generally. A cooperative agreement between a district and postsecondary partner must include “the requirement that the pupil shall pay to the institution the negotiated amount of tuition charged by the institution for enrollment of the pupil.” (K.S.A. 72-3223(a)(3))</p> <p>In addition, “No school district shall be responsible for the payment of tuition charged to concurrent enrollment pupils by eligible education institutions or for the provision of transportation for such pupils to or from any eligible postsecondary education institution.</p> <p>... Each concurrent enrollment pupil shall be responsible for payment of tuition for enrollment at an eligible postsecondary education institution and for payment of the costs of books and equipment and any other costs of enrollment.” (K.S.A. 72-3224(a), (b))</p> <p>Yes, for tiered technical courses. “Secondary students admitted to a career technical education course or program which is conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition.” (K.S.A. 72-3310(c)(1))</p>	<p>Various alternative models in other states remove tuition burden from students/parents.</p>
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Partial</p> <p>Four-year institutions: Not applicable. State universities are funded on a block grant, not by student/credit hour.</p> <p>Two-year institutions: For students in non-tiered (general or academic) courses, institutions are not awarded funds based on the state funding model due to the system being underfunded, but instead receive the same funding amount as the previous year.</p> <p>High school students in tiered (occupational) courses generate funding based on the funding formula calculation. Institutions are paid the calculated rate funded through the Excel in Career Technical Education legislation.</p> <p>Districts: Students in dual or concurrent enrollment programs are counted in the same manner as traditional high school students, and generate the same level of state funding.</p>	



Model Component	Kansas Policy	What It Can Look Like in Policy
Ensuring Program Quality		
9. Courses have the same content and rigor regardless of where and to whom they are taught	Yes Kansas Board of Regents' Policy " Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships " establishes detailed requirements to ensure concurrent enrollment courses maintain the same course rigor as traditional postsecondary courses.	
10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation	Yes Kansas Board of Regents' Policy " Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships " establishes detailed requirements to ensure qualifications and support for concurrent enrollment instructors.	



Model Component	Kansas Policy	What It Can Look Like in Policy
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Partial</p> <p>No, for courses, generally; yes, for courses offered through a Concurrent Enrollment Partnership (CEP) agreement. "Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:</p> <ol style="list-style-type: none"> 1. Directory information for each high school student enrolled; 2. Credit hours generated by each high school student; 3. Credentials of faculty teaching Concurrent Enrollment Partnership courses; and 4. Concurrent Enrollment Partnership credit hours generated by each high school student." (Kansas BOR Board Policy Manual, Chapter III, Section A, "Academic Affairs," (13), "Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships."(c)(i) 	<p>CO: "(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ol style="list-style-type: none"> (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; (c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; (d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; (e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education; (g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year; (h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program; (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled; (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ... <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education. (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	Kansas Policy	What It Can Look Like in Policy
<p>12. Programs undergo evaluation based on available data</p>	<p>Partial</p> <p>No, for courses, generally; yes, for courses offered through a CEP agreement.</p> <p>A CEP agreement must contain “a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in [Board of Regents’ Concurrent Enrollment] policy.” (Kansas BOR Board Policy Manual, Chapter III, Section A, “Academic Affairs,” (13), “Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships.” (b)(ii)(8))</p> <p>BOR policy also sets forth procedures for an annual audit of two high schools’ programs.</p> <p>In addition, “By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).</p> <p>“All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.”</p>	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education (CPE) to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures, and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
<p>13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit</p>	<p>Yes</p> <p>Public postsecondary institutions are required to accept courses approved by the board of regents for guaranteed transfer, including when such courses on the list have been taken through a Concurrent Enrollment Partnership.</p>	



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Michigan Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Michigan Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

Unclear: It is not clear whether state policy aligns with the model policy component.

No: Policy provisions are contrary to model policy component.

Model Component	Michigan Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>Yes</p> <p>Postsecondary Enrollment Options: “An eligible student may apply to an eligible postsecondary institution to enroll in 1 or more eligible courses offered by that eligible postsecondary institution and, if accepted, may enroll in 1 or more of those courses.” (M.C.L.A. 388.514(2))</p> <p>Career and Technical Preparation Act: “An eligible student may apply to a career and technical preparation program to enroll in 1 or more eligible courses offered by that career and technical preparation program and, if accepted, may enroll in 1 or more of those courses.” (M.C.L.A. 388.1904(2))</p>	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Silent/Unclear</p> <p>For Postsecondary Enrollment Options courses, courses completed through the Career and Technical Preparation Act, or concurrent enrollment courses, and funded through M.C.L.A. 388.1664b: Silent. In 2017-18, to be eligible for certain state payments, a district must “Provide information to all high school pupils on ... enrollment eligibility”; however, policy does not specify eligibility requirements. (M.C.L.A. 388.1664b(2)(a), (3)(a))</p> <p>Elsewhere, statute references readiness assessments and qualifying scores on those assessments. However, it is unclear if qualifying scores align with admission and placement requirements for regularly matriculating students in Michigan public postsecondary institutions. Specifically:</p> <p>Postsecondary Enrollment Options: By July 2005, the superintendent of public instruction must “Approve 1 or more readiness assessments that may be used for the purposes of determining eligible students beginning with participation in the 2006-2007 school year. Readiness assessments shall be aligned with state learning standards and shall provide high school students with an early indication of proficiency in the subject areas of English, mathematics, reading, social studies and science and contain a comprehensive career planning program.”</p> <p>The superintendent of public instruction must also “[determine] qualifying scores for each subject area component of a readiness assessment that indicate readiness to enroll in a postsecondary course in that subject area [through Postsecondary Enrollment Options.]”</p> <p>By July 2006, “the superintendent of public instruction shall determine qualifying scores for each subject area component of the Michigan merit examination that indicate readiness to enroll in a postsecondary course in that subject area under this act.</p> <p>(3) Unless the school district or state approved nonpublic school in which the student is enrolled elects to pay these costs, a student who takes a readiness assessment for the purposes of this act is responsible for paying all costs for taking</p>	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
	<p>and obtaining qualifying scores on a readiness assessment for the purposes of this act. This state is not responsible for any of these costs.”</p> <p>Career and Technical Preparation Act: By July 2005, the superintendent of public instruction must (1) approve one or more readiness assessments aligned with state learning standards and that provide high school students with an early indication of proficiency in the subject areas of English, mathematics, reading, social studies and science, which may be used for the purposes of determining eligible students.</p> <p>The superintendent of public instruction must also “[determine] qualifying scores for each subject area component of a readiness assessment and for a nationally or industry recognized job skills assessment test that indicate readiness to enroll in a [Career and Technical Preparation Act] course[.]”</p> <p>By July 2006, the superintendent must “[determine] qualifying scores for each subject area component of the Michigan merit examination that indicate readiness to enroll in a [Career and Technical Preparation Act] course[.]”</p> <p>“Unless the school district or state approved nonpublic school in which the student is enrolled elects to pay these costs, a student who takes a readiness assessment or a job skills assessment test for the purposes of this act is responsible for paying all costs for taking and obtaining qualifying scores on a readiness assessment or a job skills assessment test for the purposes of this act. This state is not responsible for any of these costs.” (M.C.L.A. 388.1903a)</p>	
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>No</p> <p>Caps are fairly restrictive. Specifically:</p> <p>Postsecondary Enrollment Options: “For each individual eligible student, unless there is a written agreement between the eligible student’s school district and the eligible postsecondary institution to waive these limits, a course described in this subdivision is not an eligible course if the eligible student’s enrollment in, and the payment of eligible charges under this act for, the course would exceed the following limits:</p> <p>(i) Not more than 10 courses overall. This limit and the limits under subparagraphs (ii) to (iv) do</p>	<p>MN: “A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.” (M.S.A. § 124D.09, Subd. 8)</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
	<p>not apply to a course if the eligible student does not receive tuition and fee support under this act for that course.</p> <p>(ii) If the eligible student first enrolls in a course under this act when the eligible student is in grade 9, not more than 2 courses during each academic year in the eligible student’s first, second, or third academic year of enrollment under this act in an eligible postsecondary institution and not more than 4 courses during the academic year in the eligible student’s fourth academic year of enrollment under this act in an eligible postsecondary institution.</p> <p>(iii) If the eligible student first enrolls in a course under this act when the eligible student is in grade 10, not more than 2 courses during the academic year in the eligible student’s first academic year of enrollment under this act in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible student’s second academic year of enrollment under this act in an eligible postsecondary institution, and not more than 4 courses during the academic year in the eligible student’s third academic year of enrollment under this act in an eligible postsecondary institution.</p> <p>(iv) Subject to the overall course limit under subparagraph (i), if the eligible student first enrolls in a course under this act when the eligible student is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in an eligible postsecondary institution.” (M.C.L.A. 388.513(d))</p> <p>Career and Technical Preparation Act: “For each individual eligible student, unless there is a written agreement between the eligible student’s school district and the career and technical preparation program to waive these limits, a course described in this subdivision is not an eligible course if the eligible student’s enrollment in, and the payment of eligible charges under this act for, the course would exceed the following limits:</p> <p>(i) Not more than 10 courses overall. This limit and the limits under subparagraphs (ii) to (iv) do not apply to a course if the eligible student does not receive tuition and fee support under this act for that course.</p>	



Model Component	Michigan Policy	What It Can Look Like in Policy
	<p>(ii) If the eligible student first enrolls in a course under this act when the eligible student is in grade 9, not more than 2 courses during each academic year in the eligible student's first, second, or third academic year of enrollment under this act in a career and technical preparation program and not more than 4 courses during the academic year in the eligible student's fourth academic year of enrollment under this act in a career and technical preparation program.</p> <p>(iii) If the eligible student first enrolls in a course under this act when the eligible student is in grade 10, not more than 2 courses during the academic year in the eligible student's first academic year of enrollment under this act in a career and technical preparation program, not more than 4 courses during the academic year in the eligible student's second academic year of enrollment under this act in a career and technical preparation program, and not more than 4 courses during the academic year in the eligible student's third academic year of enrollment under this act in a career and technical preparation program.</p> <p>(iv) Subject to the overall course limit under subparagraph (i), if the eligible student first enrolls in a course under this act when the eligible student is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in a career and technical preparation program." (M.C.L.A. 388.1903(e))</p>	
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>For Postsecondary Enrollment Options courses or courses completed through the Career and Technical Preparation Act, and funded through M.C.L.A. 388.1664b: Yes. To be eligible for payments, a district must "Award high school credit for the postsecondary course if the pupil successfully completes the course." (M.C.L.A. 388.1664b(2)(d))</p> <p>For concurrent enrollment courses funded through M.C.L.A. 388.1664b: Yes. In 2017-18, to be eligible for certain state payments, a district must "Ensure that the pupil is awarded both high school and college credit at a community college or state public university in this state upon successful completion of the course as outlined in the agreement with the postsecondary institution." (M.C.L.A. 388.1664b(3)(f))</p>	<p>The statute defines a dual credit course as a college course taken by a high school student for credit at both the college and high school level. (110 ILCS 27/5)</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
	<p>For Postsecondary Enrollment Options and Career and Technical Preparation Act courses not funded through M.C.L.A. 388.1664b: “An eligible student who is enrolled in a school district may enroll in ... an eligible course under this act for high school credit or postsecondary credit, or both. At the time an eligible student who is enrolled in a school district enrolls in a postsecondary [or career and technical preparation] course under this act, he or she shall designate whether the course is for high school or postsecondary credit, or both, and shall notify both his or her high school and the eligible postsecondary institution [or career and technical preparation program] of that designation. An eligible student taking more than 1 postsecondary course under this act may make different credit designations under this subsection for different courses. ... an eligible student who is enrolled in a state approved nonpublic school may enroll in, and receive payment by the department of treasury ... of all or part of eligible charges for, an eligible course under this act only for postsecondary credit and may not receive high school credit for the course.”</p> <p>For certain courses that may be considered a “nonessential elective course” under specified standards, a nonpublic school student may earn high school credit or postsecondary credit, or both. (M.C.L.A. 388.517(1) through (3), M.C.L.A. 388.1907(1) through (3))</p>	
<p>5. All students and parents are annually provided with program information</p>	<p>Partial</p> <p>Policies require all students to be notified; policies silent on parental notification. Specifically:</p> <p>Postsecondary Enrollment Options Act (similar language for Career and Technical Preparation Act): “By March 1 of each year, a school district or state approved nonpublic school shall provide general information about the postsecondary enrollment options [and the career and technical preparation enrollment options] ... to all pupils in grade 8 or higher.” M.C.L.A. 388.519 and M.C.L.A. 388.1909 specify the information that must be provided to all high school students. (M.C.L.A. 388.520, M.C.L.A. 388.1910)</p> <p>Postsecondary Enrollment Options Act, Career and Technical Preparation Act and Concurrent Enrollment: In 2017-18, to be eligible to receive payments for supporting the attendance of</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
	<p>district pupils, the district must do all the specified actions, including “Provide information to all high school pupils on postsecondary enrollment options, including enrollment eligibility, the institutions and types of courses that are eligible for participation, the decision-making process for granting academic credit and an explanation of eligible charges that will be paid by the district.” (M.C.L.A. 388.1664b(2)(a))</p>	
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Yes</p> <p>“To the extent possible, a school district or state approved nonpublic school shall provide counseling services to an eligible student and his or her parent or guardian before the eligible student enrolls in postsecondary courses [or a career and technical preparation course] ... to ensure that the eligible student and his or her parent or guardian are fully aware of the benefits, risks and possible consequences of enrolling in the course. The person providing the counseling shall encourage the eligible student and his or her parent or guardian to also use available counseling services at the eligible postsecondary institutions [or career and technical preparation program] before the quarter or semester of enrollment to ensure that anticipated plans are appropriate. A school district or state approved nonpublic school may provide the counseling required under this section in a group meeting if additional personalized counseling is also made available.</p> <p>(3) Before enrolling in an eligible course at an eligible postsecondary institution [or career and technical preparation program] ..., an eligible student and his or her parent or guardian shall file with the eligible postsecondary institution [or career and technical preparation program] a signed form provided by the eligible student’s school district or state approved nonpublic school stating that the student is an eligible student and has received the information and counseling specified ... and that the student understands the responsibilities that must be assumed in enrolling in the course. Upon request, the department shall provide technical assistance to a school district or state approved nonpublic school and to an eligible postsecondary institution [or career and technical preparation program] in developing appropriate forms and counseling guidelines for purposes of this section.” (M.C.L.A. 388.519(2), (3), M.C.L.A. 388.1909(2), (3))</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ol style="list-style-type: none"> (1) Program eligibility; (2) The process for granting academic credits; (3) Any necessary financial arrangements for tuition, textbooks, and fees; (4) Criteria for any transportation aid; (5) Available support services; (6) Scheduling; (7) Communicating the possible consequences and benefits of participation, including all of the following: <ol style="list-style-type: none"> (a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements; (b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable; (c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. (8) The academic and social responsibilities of students and parents under the program; (9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll; (10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code; <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Partial</p> <p>Postsecondary Enrollment Options and Career and Technical Preparation Act: Tuition responsibility is shared by the district and student/parent. For a public school student, the district is required to pay to the higher education institution either the amount of the tuition or the amount of state funding the district receives for that student for the part of the day the student attends the course or career and technical preparation program. For example, if a student is enrolled in PSEO or Career and Technical Preparation Act coursework, 20 percent of the school day and the district receives \$10,000 from the state for that student, the district must pay the higher education institution either the cost of tuition or \$2,000 (20 x \$10,000), whichever is less.</p> <p>A district may, but is not required to, pay more to a postsecondary institution or career and technical preparation program on a student's behalf than is required by statute, and may use local school operating revenue for that purpose.</p> <p>The student must pay any additional tuition costs above and beyond what the district pays.</p> <p>For a nonpublic school student, the department of treasury pays the institution or career and technical preparation program. The student is responsible for paying the remainder of the costs that exceed the amount the department of treasury is statutorily required to pay.</p> <p>A public school or nonpublic school student who does not complete a course must refund the school district or department of treasury any funds not reimbursed the district or department of treasury by the postsecondary institution or career and technical preparation program.</p>	<p>Various models in states to address who pays tuition, and tuition levels charged.</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
	<p>If the eligible student does not repay this money, the school district may impose sanctions against the public school student as determined by school district policy. (M.C.L.A. 388.514, M.C.L.A. 388.1904, M.C.L.A. 388.1621b)</p> <p>Postsecondary Enrollment Options, Career and Technical Preparation Act and Concurrent Enrollment: For a district to be eligible for a supplemental payment to support student participation in PSEO, Career and Technical Preparation Act, or concurrent enrollment coursework, a district must submit an application to the department of education. The district must enter into a written agreement with a postsecondary institution and meet program requirements established in legislation, including agreeing to pay all eligible charges for PSEO or Career and Technical Preparation Act coursework, or ensuring the written agreement between the district and postsecondary partner provides that the postsecondary institution will not charge the student for any cost of the program, for concurrent enrollment. Funds are awarded to eligible districts in the following manner:</p> <ul style="list-style-type: none">• A payment of \$10 per credit, for up to three credits, for a credit-bearing PSEO, Career and Technical Preparation Act or concurrent enrollment course.• An additional payment of \$30 per pupil per course if the student successfully completes, and is awarded both high school and postsecondary credit for the course during the current school year.	



Model Component	Michigan Policy	What It Can Look Like in Policy
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Partial</p> <p>Districts: To be considered a full-time equated pupil for purposes of state funding, one of the following must be met:</p> <p>“(a) The combined number of classes that the pupil is enrolled in and attending at the high school and at an eligible postsecondary institution equals the number of scheduled classes per day at the high school necessary to reach the minimum required hours for a full-time pupil. Actual hours of instruction do not need to be computed.</p> <p>(b) The combined number of classes that the pupil is enrolled in and attending at the high school and at an eligible postsecondary institution equals the number of scheduled classes per day at the high school necessary to meet the minimum instructional time requirements of a reduced schedule. Actual hours of instruction do not need to be computed.</p> <p>(c) The sum of the actual instruction hours a pupil is enrolled in at the high school and at an eligible postsecondary institution and the number of hours of travel time meet the minimum number of hours required to meet a reduced schedule.” (Mich. Admin. Code R 340.7(7))</p> <p>Postsecondary institutions: Equal</p>	<p>WY: “A student participating in the program shall be counted within the average daily membership of the resident school district ... and concurrently by the participating higher education institution for its full-time equivalent enrollment count.” (W.S. § 21-20-201(e))</p>
Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Silent</p>	<p>OH: “All courses offered under the college credit plus program shall be the same courses that are included in the partnering college’s course catalogue for college-level, nonremedial courses and shall apply to at least one degree or professional certification at the partnering college.” (R.C. § 3365.12(A))</p> <p>“College credit plus classrooms at the participating secondary school shall consist of students who all follow the same college course syllabus, use the same text book and materials, aspire to achieve the same learning outcomes and are assessed using the same methods as the college course delivered on the college campus. (2) All students who have enrolled in an institution of higher education, under the college credit plus program, must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered.” (OAC 3333-1-65.2(B)(1), (2))</p> <p>Regulations also provide for course quality for online College Credit Plus courses. (OAC 3333-1-65.4(B))</p>

Model Component	Michigan Policy	What It Can Look Like in Policy
<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Partial</p> <p>Postsecondary Enrollment Options, Career and Technical Preparation Act and concurrent enrollment courses not funded through M.C.L.A. 388.1664b: Policy silent</p> <p>Concurrent enrollment courses funded through M.C.L.A. 388.1664b: For a district to be eligible for a supplemental payment, a district must “Ensure that the course is taught by either a high school teacher or postsecondary faculty pursuant to standards established by the postsecondary institution with which the district has entered into a written agreement to operate the concurrent enrollment program.” (M.C.L.A. 388.1664b(3)(c))</p>	<p>OH: “Each instructor teaching a course under the college credit plus program shall meet the credential requirements set forth in guidelines and procedures established by the chancellor of the Ohio board of regents.” (R.C. 3365.11)</p> <p>These guidelines are available at https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/Instructor%20Credential%20Requirement.pdf.</p> <p>Regulations further provide: “In addition to the traditional on-campus instruction offered by an institution of higher education for college level courses, under the college credit plus program an institution may do all of the following:</p> <p>(A) Provide instruction in college level courses in the secondary school with a secondary teacher if the following are met:</p> <p>(1) The teacher meets the qualification requirements to be the instructor that are set forth in the guidelines established by the chancellor of the Ohio board of regents, which are available at ohiohighered.org;</p> <p>(2) The college credit plus course offered in the secondary school shall follow the same course syllabus and learning outcomes, use the same text book and materials and assessments as the college course delivered on the campus;</p> <p>(3) The institution of higher education provides all secondary teachers who are teaching at least one college credit plus course with at least one three-hour professional development session per academic year.</p> <p>The institution of higher education may determine the format and delivery mechanism for each professional development session it provides. If the participating institution provides secondary teachers with professional development using technology, then there must be a manner in place to track secondary teachers’ participation and elicit teachers’ feedback, and for the institution to respond to teachers’ questions.</p> <p>(4) The institution conducts at least one full-period classroom observation of each college credit plus course taught by each secondary teacher during the 2015-2016 school year or during the first academic year the secondary teacher instructs the college course, and then alternating academic years thereafter. The institution may determine its own classroom observation format and whether the observation is on-site at the location of the classroom, partially on-site or uses technology provided the following are met:</p> <p>(a) The chief academic officer of the institution approves the classroom observation content expert and format;</p> <p>(b) The higher education observer provides the secondary instructor with any feedback supporting the quality of the college-level course;</p> <p>(c) The secondary school building administrator is notified at least twenty-four-hours in advance of when each observation is expected to occur;</p> <p>(d) If multiple sections of the same course are taught by the same instructor in the same or different secondary buildings, then only one observation is required. If multiple sections of the same course are taught by different instructors in the same or different secondary buildings, then each instructor must be observed in accordance with this rule.” (OAC 3333-1-65.4(A))</p>



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		<p>Regulations also provide for qualifications for online College Credit Plus instructors. (OAC 3333-1-65.4(B))</p> <p>In addition, “Each public and participating private college shall ...: Do both of the following with regard to high school teachers that are teaching courses for the college at a secondary school under the program:</p> <p>(1) Provide at least one professional development session per school year;</p> <p>(2) Conduct at least one classroom observation per school year for each course that is authorized by the college and taught by a high school teacher to ensure that the course meets the quality of a college-level course.” (R.C. § 3365.05(G))</p> <p>“The chancellor and the state superintendent also may submit a biennial report detailing the status of the college credit plus program, including an analysis of quality assurance measures related to the program, to the governor, the president of the senate, the speaker of the house of representatives and the chairpersons of the education committees of the senate and house of representatives.” (R.C. § 3365.15(E))</p>
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Yes</p> <p>Postsecondary Enrollment Options and Career and Technical Preparation Act: “Each intermediate school district annually shall collect from each of its constituent school districts and provide to the department at the same time that it submits the annual comprehensive financial report required under section 18 of the state school aid act of 1979, 1979 PA 94, MCL 388.1618, information for the immediately preceding school year on all of the following:</p> <p>(a) The amount of money expended by the school district for payments required under this act.</p> <p>(b) The number of eligible students who were enrolled in the school district and the number of those eligible students who enrolled in 1 or more postsecondary courses [or for CTE, eligible courses under this act] and received payment of all or part of eligible charges under this act, both in the aggregate and by grade level.</p> <p>(c) The percentage of the school district’s enrollment represented by the eligible students described in subdivision (b), both in the aggregate and by grade level.</p> <p>(d) The total number of [for PSEO, postsecondary] courses for which the school</p>	<p>CO: “(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <p>(a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs;</p> <p>(b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education;</p> <p>(c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year;</p> <p>(d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year;</p> <p>(e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program;</p> <p>(f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education;</p>



Model Component	Michigan Policy	What It Can Look Like in Policy
	<p>district made payment under this act, the number of those courses for which postsecondary credit was granted, the number of those courses for which high school credit was granted, and the number of those courses that were not completed by the eligible student.</p> <p>(2) Each eligible postsecondary institution [or career and technical preparation program that receives funds under this act] shall annually report to the department, in the form and manner prescribed by the department, all of the following information:</p> <p>(a) The number of eligible students who enrolled in the eligible postsecondary institution [or career and technical preparation program] under this act during the preceding academic year.</p> <p>(b) The total number of eligible courses completed by eligible students under this act at the eligible postsecondary institution [or career and technical preparation program] during the preceding academic year.</p> <p>(c) The number of eligible courses under subdivision (b) for which the eligible postsecondary institution [or career and technical preparation program] granted postsecondary credit to the eligible student.</p> <p>(d) The number of eligible courses under subdivision (b) for which the eligible postsecondary institution [or career and technical preparation program] declined to grant postsecondary credit to the eligible student.</p> <p>(3) Not later than March 1 of each year, the department shall prepare and submit to the house and senate fiscal agencies and the department of technology, management, and budget a summary annual report on the information received under this section.” (M.C.L.A. 388.521, M.C.L.A. 388.1911)</p> <p>Further, districts must annually report “The number and percentage of pupils enrolled in the school who enrolled during the immediately preceding school year in 1 or more postsecondary courses under the postsecondary enrollment options act or under section 21b of the state school aid act of 1979, being section 388.1621b of the Michigan Compiled Laws,” and a comparison</p>	<p>(g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year;</p> <p>(h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program;</p> <p>(i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled;</p> <p>(j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ...</p> <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



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	<p>of this information with the immediately preceding school year. (M.C.L.A. 380.1204a(1)(g) (i), (h))</p> <p>“By November 15 of each year, a community college [and public university] shall report the following information to the [center for educational performance and information] and post the information on its website under the budget transparency icon badge:</p> <p>(a) Opportunities for earning college credit through the following programs:</p> <p>(i) State approved career and technical education or a tech prep articulated program of study.</p> <p>(ii) Direct college credit or concurrent enrollment.</p> <p>(iii) Dual enrollment.</p> <p>(b) For each program described in subdivision (a) that the community college [or public university] offers, all of the following information:</p> <p>(i) The number of high school students participating in the program.</p> <p>(ii) The number of school districts that participate in the program with the community college [or public university].</p> <p>(iii) Whether a college [or university] professor, qualified local school district employee, or other individual teaches the course or courses in the program.</p> <p>(iv) The total cost to the community college [or public university] to operate the program.</p> <p>(v) The cost per credit hour for the course or courses in the program.</p> <p>(vi) The location where the course or courses in the program are held.</p> <p>(vii) Instructional resources offered to the program instructors.</p> <p>(viii) Resources offered to the student in the program.</p> <p>(ix) Transportation services provided to students in the program.” (M.C.L.A. 388.1809(5), M.C.L.A. 388.1845(6))</p>	



Model Component	Michigan Policy	What It Can Look Like in Policy
12. Programs undergo evaluation based on available data	Silent	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, the KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports the monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit	No	<p>Various state models ensure transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses – a dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned statewide course number must be transferable statewide. • MN: All courses delivered through NACEP-accredited programs must be recognized for transfer. • Blanket transfer: NM, OH and UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Minnesota Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Minnesota Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	Minnesota Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>Silent</p> <p>State policy is silent on districts/high school and public postsecondary institution participation in Postsecondary Enrollment Options (PSEO) and concurrent enrollment (CE).</p>	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of the Ohio board of regents, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>



Model Component	Minnesota Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Partial</p> <p>In addition to eligibility requirements set by the institution, students must — in most instances — meet grade level requirements.</p> <p>“[A]n 11th or 12th grade pupil enrolled in a school or an American Indian-controlled tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to an eligible institution... a 9th or 10th grade pupil enrolled in a district or an American Indian-controlled tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to enroll in nonsectarian courses offered under subdivision 10, if:</p> <p>(1) the school district and the eligible postsecondary institution providing the course agree to the student’s enrollment; or</p> <p>(2) the course is a world language course currently available to 11th and 12th grade students, and consistent with section 120B.022 governing world language standards, certificates, and seals.” (M.S.A. § 124D.09, Subd. 5, Subd. 5b)</p> <p>“A 10th, 11th, or 12th grade pupil enrolled in a district or an American Indian-controlled tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may enroll in a career or technical education course offered by a Minnesota state college or university. A 10th grade pupil applying for enrollment in a career or technical education course under this subdivision must have received a passing score on the 8th grade Minnesota Comprehensive Assessment in reading as a condition of enrollment. A current 10th grade pupil who did not take the 8th grade Minnesota Comprehensive Assessment in reading may substitute another reading assessment accepted by the enrolling postsecondary institution.” (M.S.A. § 124D.09, Subd. 5a)</p>	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>



Model Component	Minnesota Policy	What It Can Look Like in Policy
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>Yes</p> <p>“A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately. If a pupil is in a learning year or other year-round program and begins each grade in the summer session, summer sessions shall not be counted against the time of participation. If a school district determines a pupil is not on track to graduate, the limit on participation does not apply to that pupil. A pupil who has graduated from high school cannot participate in a program under this section. A pupil who has completed course requirements for graduation but who has not received a diploma may participate in the program under this section.” (M.S.A. § 124D.09, Subd. 8)</p>	
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Yes, for students participating in PSEO or CE</p> <p>Students earn high school and postsecondary credit for PSEO and CE credit.</p> <p>High school credit is not automatically awarded for a course the student pays for him/herself — the student must request the credit, but credit must be granted if the student requests it.</p> <p>Specifically:</p> <p>“A district shall grant academic credit to a pupil enrolled in a course for secondary credit if the pupil successfully completes the course. Seven quarter or four semester college credits equal at least one full year of high school credit. Fewer college credits may be prorated.”</p> <p>“‘Concurrent enrollment’ means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits.” (M.S.A. § 124D.09, Subd. 3(c))</p>	<p>Statute defines a dual credit course as a college course taken by a high school student for credit at both the college and high school level. (110 ILCS 27/5)</p>



Model Component	Minnesota Policy	What It Can Look Like in Policy
	<p>For students enrolling in a postsecondary course outside of PSEO or CE: “A district must also grant academic credit to a pupil enrolled in a course for postsecondary credit if secondary credit is requested by a pupil.” (M.S.A. § 124D.09, Subd. 12)</p>	
<p>5. All students and parents are annually provided with program information</p>	<p>Yes</p> <p>“By March 1 of each year, a district must provide up-to-date information on the district’s Web site and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.” (M.S.A. § 124D.09, Subd. 7)</p> <p>“A postsecondary institution may provide information about its programs to a secondary school or to a pupil or parent and it may advertise or otherwise recruit or solicit a secondary pupil to enroll in its programs on educational and programmatic grounds only except, notwithstanding other law to the contrary, and for the 2014-2015 through 2019-2020 school years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit a secondary pupil residing in a school district with 700 students or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic, or financial grounds.” (M.S.A. § 124D.09, Subd. 9, M.S.A. § 135A.101, Subd. 1)</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>



Model Component	Minnesota Policy	What It Can Look Like in Policy
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Yes</p> <p>“The school or school district must provide counseling services to pupils and their parents or guardian before the pupils enroll in courses under this section to ensure that the pupils and their parents or guardian are fully aware of the risks and possible consequences of enrolling in postsecondary courses. The school or school district must provide information on the program including who may enroll, what institutions and courses are eligible for participation, the decision-making process for granting academic credits, financial arrangements for tuition, books and materials, eligibility criteria for transportation aid, available support services, the need to arrange an appropriate schedule, consequences of failing or not completing a course in which the pupil enrolls, the effect of enrolling in this program on the pupil’s ability to complete the required high school graduation requirements, and the academic and social responsibilities that must be assumed by the pupils and their parents or guardian. The person providing counseling shall encourage pupils and their parents or guardian to also use available counseling services at the postsecondary institutions before the quarter or semester of enrollment to ensure that anticipated plans are appropriate.</p> <p>Prior to enrolling in a course, the pupil and the pupil’s parents or guardian must sign a form that must be provided by the school or school district and may be obtained from a postsecondary institution stating that they have received the information specified in this subdivision and that they understand the responsibilities that must be assumed in enrolling in this program. The department must, upon request, provide technical assistance to a school or school district in developing appropriate forms and counseling guidelines.” (M.S.A. § 124D.09, Subd. 6)</p>	<p>OH: Ohio requires the school or district to provide similar information to students and parents/guardians before program enrollment.</p> <p>In addition to this information, the following advising must be provided:</p> <p>“(1) Each institution of higher education admitting and enrolling a student under the college credit plus program shall issue the following:</p> <p>(a) A pre-term notice of admission to the institution, including the specific course registrations and credit hours, to be sent not later than fourteen calendar days prior to the first day of classes for the term of enrollment if the student’s enrollment is within fourteen calendar days prior to the first day of classes of the term, then a pre-term notice of admission shall be sent upon enrollment to all of the following:</p> <p>(i) The participant;</p> <p>(ii) The participant’s parent;</p> <p>(iii) The secondary school of the participant;</p> <p>(iv) The superintendent of public instruction.</p> <p>(b) A confirmation of course enrollment notice, listing the courses and hours of enrollment, and the option elected by the participant under division (A) or (B) of section 3365.06 of the Revised Code for each course not later than twenty-one calendar days after the first day of classes for a term of enrollment to all of the following:</p> <p>(i) The participant;</p> <p>(ii) The secondary school of the participant;</p> <p>(iii) The superintendent of public instruction.</p> <p>(c) Information on how a student may participate in the postsecondary institution’s course evaluation process upon completion of the college credit plus course.</p> <p>(2) Each participating institution of higher education shall provide the following academic support services for the college credit plus program:</p> <p>(a) Assign an academic advisor who is employed by the institution to each student enrolled in that institution under the college credit plus program and ensure the following occur:</p> <p>(i) Prior to the first day of the term of enrollment at the institution, provide to each participating student the name and contact information of the academic advisor assigned to the student, along with the advisor’s office hours and meeting scheduling process.</p> <p>(ii) Have a mandatory meeting between the assigned academic advisor and each student enrolled under the college credit plus program, which shall occur prior to the date on which a withdrawal from a course would negatively affect a participant’s grade point average. The mandatory meeting, shall include, but not be limited to, information regarding the following:</p> <p>(a) Academic resources available to assist students;</p> <p>(b) Availability of the college advisor to assist students after the meeting;</p> <p>(c) Process for engaging faculty and other campus resources for academic assistance;</p> <p>(d) Postsecondary institution’s student handbook and codes of conduct;</p> <p>(e) Academic impact of dropping a course after the prescribed no-fault withdrawal date.</p> <p>(b) Prior to the first day of the term of enrollment at the institution, each institution of higher education enrolling a student under the college credit plus program shall provide to each school counselor or other identified school staff designated</p>



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		<p>to provide counseling services to students of the secondary school the following information:</p> <ul style="list-style-type: none"> (i) A roster of participants from that school who are enrolled in the institution and a list of course enrollment for each participant; (ii) The date signifying when withdrawal from a course would negatively affect a participant's grade." (OAC 3333-1-65.3(E)) <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so." (R.C. § 3365.04(B))</p>
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Yes, for students participating in PSEO or CE</p> <p>PSEO: M.S.A. § 124D.09, Subd. 19 provides a formula for the department of education to make payments to postsecondary institutions. "A postsecondary institution that receives reimbursement for a pupil under subdivision 13 may not charge that pupil for fees, textbooks, materials, support services as defined in section 135A.16, or other necessary costs of the course or program in which the pupil is enrolled if the charge would be prohibited under section 123B.37, except for equipment purchased by the pupil that becomes the property of the pupil." (M.S.A. § 124D.09, Subd. 19)</p>	<p>Various models in states to address who pays tuition, and tuition levels charged.</p>



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<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Yes</p> <p>PSEO: “A pupil who is in the postsecondary enrollment options program is counted as 1.2 pupil units.” (M.S.A. § 126C.05, Subd. 1(h))</p> <p>CE: Statute provides for a supplemental payment of up to \$150 per pupil per concurrent enrollment course. “The money must be used to defray the cost of delivering the course at the high school.” To be eligible, the district must partner with a postsecondary program that is “accredited by the National Alliance of Concurrent Enrollment Partnership, in the process of being accredited, or ... shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by the commissioner of education and the chancellor of the Minnesota State Colleges and Universities.” (M.S.A. § 124D.091)</p> <p>“For the purpose of computing state aids for a district, a pupil enrolled [in concurrent enrollment] shall be counted in the average daily membership of the district as though the pupil were enrolled in a secondary course that is not offered in connection with an agreement.” (M.S.A. § 124D.09, Subd. 16)</p>	
Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Yes</p> <p>“To establish a uniform standard by which concurrent enrollment courses and professional development activities may be measured, postsecondary institutions must adopt and implement the National Alliance of Concurrent Enrollment Partnership’s program standards and required evidence for accreditation by the 2020-2021 school year and later...</p> <p>“Beginning in fiscal year 2011, districts only are eligible for aid if the college or university concurrent enrollment courses offered by the district are accredited by the National Alliance of Concurrent Enrollment Partnerships, in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by the commissioner of education and the chancellor of the Minnesota State Colleges and Universities.” (M.S.A. § 124D.091)</p>	



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<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Yes</p> <p>“To establish a uniform standard by which concurrent enrollment courses and professional development activities may be measured, postsecondary institutions must adopt and implement the National Alliance of Concurrent Enrollment Partnership’s program standards and required evidence for accreditation by the 2020-2021 school year and later...</p> <p>“Beginning in fiscal year 2011, districts only are eligible for aid if the college or university concurrent enrollment courses offered by the district are accredited by the National Alliance of Concurrent Enrollment Partnerships, in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by the commissioner of education and the chancellor of the Minnesota State Colleges and Universities.” (M.S.A. § 124D.091)</p>	
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Yes</p> <p>“The commissioner shall submit the following information on rigorous course taking, disaggregated by student subgroup, school district, and postsecondary institution, to the education committees of the legislature each year by February 1:</p> <p>(1) the number of pupils enrolled in postsecondary enrollment options ..., including concurrent enrollment, career and technical education courses offered as a concurrent enrollment course, advanced placement, and international baccalaureate courses in each school district;</p> <p>(2) the number of teachers in each district attending training programs offered by the College Board, International Baccalaureate North America, Inc., or Minnesota concurrent enrollment programs;</p> <p>(3) the number of teachers in each district participating in support programs;</p> <p>(4) recent trends in the field of postsecondary enrollment options ..., including concurrent enrollment, advanced placement, and international baccalaureate programs;</p> <p>(5) expenditures for each category ..., including career and technical education courses offered as a concurrent enrollment course; and</p>	



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	<p>(6) other recommendations for the state program or the postsecondary enrollment options ..., including concurrent enrollment.” (M.S.A. § 120B.13, Subd. 4)</p> <p>In addition, “When reporting student performance under section 120B.36, subdivision 1, the commissioner annually, beginning July 1, 2011, must report two core measures indicating the extent to which current high school graduates are being prepared for postsecondary academic and career opportunities: ... a rigorous coursework measure indicating the number and percentage of high school graduates in the most recent school year who successfully completed one or more college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study under section 120B.021, subdivision 1a, or industry certification courses or programs.” (M.S.A. § 120B.35, Subd. 3(c)(2))</p>	
<p>12. Programs undergo evaluation based on available data</p>	<p>Yes</p> <p>PSEO: “The commissioner shall submit the following information on rigorous course taking, disaggregated by student subgroup, school district, and postsecondary institution, to the education committees of the legislature each year by February 1 ... other recommendations for the state program or the postsecondary enrollment options ... including concurrent enrollment.” (M.S.A. § 120B.13, Subd. 4)</p> <p>CE: “Postsecondary institutions offering courses taught by the secondary teacher according to subdivision 10, and are members in the National Alliance of Concurrent Enrollment Partnerships (NACEP), must report all required NACEP evaluative survey results by September 1 of each year to the commissioners of the Office of Higher Education and the Department of Education. The commissioners must report by December 1 of each year to the committees of the legislature having jurisdiction over early education through grade 12 education. (b) Postsecondary institutions that have not adopted and implemented the NACEP program standards and required evidence for accreditation, are required to conduct an annual survey of concurrent enrolled students who successfully completed the course who are one year out of high school, beginning with the high school graduating class of 2016. By September 1 of each year, the postsecondary institutions must report the evaluative survey results to the commissioners of the Office of Higher Education</p>	



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	<p>and the Department of Education. The commissioner must report by December 1 of each year to the committees of the legislature having jurisdiction over early education through grade 12 education. The survey must include, at a minimum, the following student information:</p> <ul style="list-style-type: none"> (1) the participant’s future education plans, including the highest degree or certification planned; (2) whether the participant is enrolled or plans to enroll in a Minnesota postsecondary institution, either public or private; (3) the number of credits accepted or denied by postsecondary institutions; (4) the college or university attended; (5) the participant’s satisfaction level with the concurrent enrollment program; (6) the participant’s demographics, such as gender, parent education level, qualification for free or reduced-price lunch in high school, Pell grant qualification, and ethnicity; and (7) a place for participants to provide comments.” <p>(M.S.A. § 124D.09, Subd. 10a)</p> <p>In addition, “(a) A postsecondary institution offering courses taught by the secondary teacher according to subdivision 10 must establish an advisory board. The purpose of the advisory board is to engage stakeholders in concurrent enrollment decisions. The duties of the board must include the following:</p> <ul style="list-style-type: none"> (1) providing strategic advice and input relating to concurrent enrollment issues; (2) recommend and review proposals for concurrent enrollment course offerings; (3) serve as a coordinating entity between secondary education and postsecondary institutions; and (4) increase the understanding and collaboration among concurrent enrollment partners, stakeholders, the legislature, and the public.” <p>“(d) The board shall report to the postsecondary institution periodically as requested by the postsecondary institution to provide advice and proposals described in paragraph (a).” (M.S.A. § 124D.09, Subd. 10b(a), (d))</p>	



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Transferability		
<p>13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit</p>	<p>Yes</p> <p>PSEO: “Notwithstanding section 135A.08 or other law to the contrary, all MnSCU institutions must give full credit to a secondary pupil who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a MnSCU institution after leaving secondary school. Once one MnSCU institution certifies as completed a secondary student’s postsecondary course or program that is part or all of a goal area or a transfer curriculum, every MnSCU institution must consider the student’s course or program for that goal area or the transfer curriculum as completed.” (M.S.A. § 135A.101, Subd. 3)</p> <p>CE: “The Board of Trustees of the Minnesota State Colleges and Universities and the Board of Regents of the University of Minnesota must, and private nonprofit and proprietary postsecondary institutions should, award postsecondary credit for any successfully completed courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships offered according to an agreement under subdivision 10. Consistent with section 135A.101, subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a MnSCU institution after leaving secondary school. Once one MnSCU institution certifies as completed a secondary student’s postsecondary course or program that is part or all of a goal area or a transfer curriculum, every MnSCU institution must consider the student’s course or program for that goal area or the transfer curriculum as completed.” (M.S.A. § 124D.09, Subd. 12(f))</p>	<p>Various state models ensure transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses — a dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned statewide course number must be transferable statewide. • Blanket transfer: NM, OH and UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Missouri Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Missouri Policy” responses below:

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

Unclear: Education Commission of the States was unable to determine whether policy is fully, partially or not aligned with model policy component.

Missouri has two programs:

Dual Credit is defined as college level courses taught by high school instructors to high school students, who earn both high school and college credit for these courses. **Dual Enrollment** refers to students concurrently enrolled at a high school and a postsecondary institution. Dual enrollment students may or may not earn high school credit for such courses. (Missouri Coordinating Board for Higher Education [Dual Credit Policy](#), June 3, 2015)

Model Component	Missouri Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>Partial</p> <p>State policy does not require high schools to offer dual credit/dual enrollment, or require institutions to admit otherwise eligible high school students. However, regulation governing the Missouri School Improvement Program provides, “[High school] Students will have access to postsecondary preparation (e.g., Advanced Courses, Advanced Placement, International Baccalaureate, Technical Skills Attainment, Dual Enrollment, and Dual Credit).” (5 Mo. Code of State Regulations 20-100.255 App. A(R-3)(2))</p>	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of the Ohio board of regents, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>



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<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Partial</p> <p>In addition to meeting the same requirements for course placement as traditional postsecondary students, students seeking enrollment in dual credit courses taught at the high school by an approved high school instructor must meet additional eligibility criteria:</p> <ul style="list-style-type: none"> • Students in grades 11-12 with a grade point average between 2.5–2.99 (on a 4.0 scale) must provide a signed letter of recommendation from their principal or guidance counselor and provide written permission from a parent or guardian. • Students in grade 10 must have an overall minimum 3.0 GPA (on a 4.0 scale), provide a signed letter of recommendation from their principal and guidance counselor, and provide written permission from a parent or guardian. • Students in ninth grade must have an overall minimum 3.0 GPA (on a 4.0 scale), score at the 90th percentile or above on the ACT or SAT, provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or guardian. (Missouri Coordinating Board for Higher Education Dual Credit Policy, Sections 6.2, 6.3, June 3, 2015) 	<p>OH: “(1) In order for a public secondary school student to participate in the program, all of the following criteria shall be met:</p> <p>(a) The student or the student’s parent shall inform the principal, or equivalent, of the student’s school by the first day of April of the student’s intent to participate in the program during the following school year ... program.</p> <p>(b) The student shall both:</p> <p>(i) Apply to a public or a participating private college, or an eligible out-of-state college participating in the program, in accordance with the college’s established procedures for admission...;</p> <p>(ii) Meet the college’s established standards for admission and for course placement, including course-specific capacity limitations...</p> <p>(d) The student and the student’s parent shall sign a form, provided by the school, stating that they have received the counseling required ... and that they understand the responsibilities they must assume in the program.” (R.C. § 3365.03(1)(a) through (d))</p>
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>Silent</p> <p>No cap set in state policy.</p>	
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>Dual credit courses (taught by high school instructors) confer both high school and postsecondary credit; dual enrollment courses (taken at the postsecondary institution) offer postsecondary credit, but may or may not result in high school credit. (CBHE Dual Credit Policy, Section 11.0, June 3, 2015)</p>	<p>KY: The CPE/KDE Dual Credit Policy states, “Dual credit courses are college-level courses that simultaneously earn both secondary and transcribed college credit that count toward a postsecondary degree or credential.” Offering of articulated credit is discouraged under the Dual Credit Policy.</p>



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<p>5. All students and parents are annually provided with program information</p>	<p>Silent</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Partial</p> <p>Yes, for dual credit courses (offered at the high school by high school instructors). All students in dual credit courses must have access to student services and academic support similar to that afforded to students on the college campus, including, but not limited to advisers and other resources requisite for college-level academic performance.</p> <p>In addition, institutions of higher education and partner high schools should also work collaboratively to establish and maintain early alert systems for students showing signs of poor academic performance. (CBHE Dual Credit Policy, Sections 6.4, 6.5, June 3, 2015)</p>	<p>OH: “Each public and participating nonpublic secondary school shall...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <p>(1) Program eligibility;</p> <p>(2) The process for granting academic credits;</p> <p>(3) Any necessary financial arrangements for tuition, textbooks, and fees;</p> <p>(4) Criteria for any transportation aid;</p> <p>(5) Available support services;</p> <p>(6) Scheduling;</p> <p>(7) Communicating the possible consequences and benefits of participation, including all of the following:</p> <p>(a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements;</p> <p>(b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable;</p> <p>(c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.</p> <p>(8) The academic and social responsibilities of students and parents under the program;</p> <p>(9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll;</p> <p>(10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code;</p> <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p>



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Finance		
7. Responsibility for tuition payments does not fall to parents/students	<p>Partial</p> <p>Local agreement between the student's district and the college or university determines whether the tuition is paid by the student's district or by the student/parent. Institutions are prohibited from using fees as a means of enticing school districts or competing with other institutions for dual credit students. Institutions must charge reasonable fees for providing dual credit courses. (V.A.M.S. 167.223(4); Section 5.7 of CBHE Dual Credit Policy, June 3, 2015)</p> <p>2016 S.B. 997 establishes the Dual Credit Scholarship Act, codified as V.A.M.S. 173.2500-2505. The scholarship provides up to \$500 of financial assistance annually to students enrolled in dual credit courses who meet one or more specified indicators of economic need.</p>	Various models in other states remove tuition burden from students/parents.
8. Districts and postsecondary institutions are fully funded or reimbursed for participating students	<p>Yes</p> <p>"For purposes of state aid, the pupil's resident district shall continue to count the pupil in the average daily attendance of such resident district for any time the student is attending a postsecondary course.</p> <p>... Any pupil enrolled in a two-year college under a postsecondary course option shall be considered a resident student for the purposes of calculating state aid to the two-year college." (V.A.M.S. 167.223(2), (3))</p>	
Ensuring Program Quality		
9. Courses have the same content and rigor regardless of where and to whom they are taught	<p>Yes</p> <p>The CBHE Dual Credit Policy requires that courses offered in high schools by high school instructors duplicate courses delivered on campus to matriculated students. On-campus college faculty must ensure that each dual credit course has the same level of academic rigor and comparable standards of evaluation as its campus-based equivalent. (Sections 5.0, 7.0, 8.0, 10.3, 10.4 of CBHE Dual Credit Policy, June 3, 2015)</p>	



Model Component	Missouri Policy	What It Can Look Like in Policy
<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Yes</p> <p>“High school instructors of dual credit courses are, in effect, adjunct instructors of the college or university providing dual credit. As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Dual credit instructors shall possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees for which they must possess the same level of degree.</p> <p>“Instructors using credentials for qualification with a master’s level degree in a discipline or subfield other than that in which he or she is teaching must have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.</p> <p>“Institutions may, at their discretion, employ as dual credit instructors for career and technical programs an individual who has superior knowledge and tested experience in the discipline in which he or she is teaching. However, the knowledge and experience of any dual credit instructor must be measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.</p> <p>“New dual credit instructors must participate in orientation activities provided by the dual credit provider institution and/or academic department.</p>	



Model Component	Missouri Policy	What It Can Look Like in Policy
10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation	<p>“In order to assure comparability of the dual credit course with the corresponding college course and to foster collaboration between high school instructors and college faculty, academic departments at the institution shall provide instructors of dual credit courses with support services. These include, but are not limited to, opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education, access to appropriate professional development opportunities, and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.</p> <p>“The chief academic officer of the postsecondary institution is responsible for involving full time faculty in the appropriate academic department in the selection and evaluation of all dual credit instructors. Dual credit instructors are evaluated regularly in accordance with established institutional policies and procedures. Regular on-site course evaluations at the high school should occur once a year for the first two years for new instructors. For all instructors, evaluations should occur a minimum of once every two years. Annual reports of student performance and feedback should also be utilized and analyzed with respect to the continuation of the dual credit instructor.”</p> <p>(Sections 5.0, 7.0, 8.0, 10.3, 10.4 of CBHE Dual Credit Policy, June 3, 2015)</p>	



Model Component	Missouri Policy	What It Can Look Like in Policy
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Partial</p> <p>Yes, for dual credit courses. All institutions providing dual credit courses must submit the required files, data and information files to the Missouri Department of Higher Education, following its prescribed data definitions and reporting dates. Precise reporting instruments, methods, and processes will be developed in collaboration with institutions.</p> <p>The CBHE must transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions. (Sections 10.5, 10.6 of CBHE Dual Credit Policy, June 3, 2015)</p> <p>No reporting requirement for dual enrollment courses.</p>	<p>CO: “On or before February 1, 2011, and on or before February 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ul style="list-style-type: none"> (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; (c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; (d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; (e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education; (g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year; (h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program; (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled; (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree... <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	Missouri Policy	What It Can Look Like in Policy
<p>12. Programs undergo evaluation based on available data</p>	<p>Partial</p> <p>Yes, for dual credit courses. “Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.”</p> <p>In addition, the dual credit policy directs the Missouri Department of Higher Education to “establish an Early College Advisory Board to assist the department in monitoring dual credit providers and assuring the quality and integrity of dual credit programs.” (CBHE Dual Credit Policy, June 3, 2015, Sections 5.4, 10.2)</p> <p>No evaluation component for dual enrollment courses.</p>	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education (CPE) to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
<p>Transferability</p>		
<p>13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit</p>	<p>Yes</p> <p>“Credits earned by students in dual credit courses that meet this policy’s guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All students’ rights and responsibilities as outlined in CBHE’s Credit Transfer Guidelines shall apply.” (CBHE Dual Credit Policy, June 3, 2015, Section 9.1)</p>	



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Nebraska Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Nebraska Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	Nebraska Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	Silent	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>



Model Component	Nebraska Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Silent</p> <p>However, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, provide that while eligibility requirements are locally determined, eligible students will typically:</p> <ul style="list-style-type: none"> • Be juniors or seniors. • Meet the prerequisites of the course or otherwise demonstrate the ability to achieve success in the course (or be identified as high-ability or gifted students). <p>Students will also typically have achieved one of the following:</p> <ul style="list-style-type: none"> • Have a GPA of 3.0 or better. • Earned an ACT composite score of at least 20 or an equivalent score on another valid assessment. • Earned an ACT sub-score of at least 20 or equivalent on another valid assessment relevant to the offered dual enrollment course or courses. • Rank in the upper one-half of their high school class. • Demonstrate through some alternative means the capacity for academic success in the desired course or courses (for example, student portfolios, letters of recommendations, and student performances/exhibitions.). 	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>Silent</p>	<p>MN: “A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.” (M.S.A. § 124D.09, Subd. 8)</p>
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>Courses led by high school instructors holding the Postsecondary Teaching Permit are for high school and college credit.</p> <p>However, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, define “dual-credit students” as earning high school and college credit, and “concurrent enrolled students” as earning college credit only.</p>	<p>MO: “Public high schools may, in cooperation with Missouri public two-year colleges and public or private four-year colleges and universities, offer postsecondary course options to high school students. A postsecondary course option allows eligible students to attend vocational or academic classes ... and receive both high school and college credit upon successful completion of the course.” (V.A.M.S. 167.223(1))</p>



Model Component	Nebraska Policy	What It Can Look Like in Policy
5. All students and parents are annually provided with program information	Silent	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>
6. Counseling/advising is made available to students and parents before and during program participation	<p>Silent</p> <p>However, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, provide: “Eligible students receive guidance regarding their program responsibilities, weighted credit options, if any, and specific grading practices.”</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ol style="list-style-type: none"> 1. Program eligibility; 2. The process for granting academic credits; 3. Any necessary financial arrangements for tuition, textbooks, and fees; 4. Criteria for any transportation aid; 5. Available support services; 6. Scheduling; 7. Communicating the possible consequences and benefits of participation, including all of the following: <ol style="list-style-type: none"> a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements; b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable; c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. 8. The academic and social responsibilities of students and parents under the program; 9. Information about and encouragement to use the counseling services of the college in which the student intends to enroll; 10. The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code; For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))



Model Component	Nebraska Policy	What It Can Look Like in Policy
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Partial</p> <p>Students generally: Policy is silent on which entity is responsible for tuition payments.</p> <p>The Access College Early Scholarship Program provides financial assistance to low-income high school students for courses taken for credit from a qualified postsecondary educational institution. Statute establishes student eligibility requirements, application, approval, award, and review of adverse decision processes, and reporting requirements.</p> <p>The scholarship award shall equal the lesser of tuition and mandatory fees accrued by the student after any discounts applicable to such student from the qualified postsecondary educational institution or the tuition and mandatory fees that would have been accrued by the student for the same number of credit hours if the student were taking the course as a full-time, resident, undergraduate student from the University of Nebraska-Lincoln. (Neb.Rev.St. § 85-2103 through -2108)</p> <p>In addition, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, provide: “School districts and postsecondary education institutions should work together to ensure broad access to dual enrollment courses for all students, irrespective of the students’ financial resources. Postsecondary education institutions are encouraged to offer tuition remissions or find other means of support for eligible students qualifying for free or reduced lunches or otherwise demonstrating financial need.</p> <p>“School districts that receive state aid related in part to significant numbers of students challenged by poverty or English language limitations should consider using such aid or finding other means of support to fund the tuition expenses of eligible students who would not otherwise be able to enroll in dual enrollment courses.”</p>	<p>Various alternative models in other states remove tuition burden from students/parents.</p>
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Yes</p>	



Model Component	Nebraska Policy	What It Can Look Like in Policy
Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Silent</p> <p>Policy is silent on measures to ensure curricular rigor. However, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, provide:</p> <p>Curriculum</p> <ol style="list-style-type: none"> 1. Courses must reflect college-level experiences and rigor as well as district and state standards and practices. 2. Course outlines or syllabi (including at minimum a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/ outcomes, and course calendar) utilized in the program meet district(s), state, and college/ university standards. 3. Courses in this program are of the highest quality and intended to challenge eligible students while preparing them for transition to postsecondary education. <p>Assessment</p> <ol style="list-style-type: none"> 1. Assessment policies and procedures are consistent with district and college/university practice. 2. To assure the academic rigor of courses for which college credit will be awarded, universities or colleges participating in dual enrollment programs will include valid student and faculty assessment measures that are consistent with the typical assessment measures of such university or college. 3. Ideally, curricula should progress logically and neatly with greater complexity and depth as students pass from secondary to postsecondary education. Therefore, jointly developed assessment policies and procedures of K-12 schools and postsecondary education institutions should be designed to align dual enrollment curricula with state course content standards. Additional statewide cooperative work is needed to accomplish this objective. 	<p>See Education Commission of the States' Dual Enrollment Course Content and Instructional Quality for details of state policies ranging the spectrum from local control to highly structured.</p>



Model Component	Nebraska Policy	What It Can Look Like in Policy
<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Yes</p> <p>The Postsecondary Teaching Permit authorizes a high school instructor to teach courses for postsecondary and high school credit. (Neb. Admin. R. & Regs. Tit. 92, Ch. 21, § 005.18)</p> <p>In addition, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, provide:</p> <p>“Faculty</p> <ol style="list-style-type: none"> 1. Instructors meet approved requirements for teaching at the department/college level. Minimally, instructors for academic courses hold a master’s degree. Instructors meet district teaching requirements for program participation. All faculty have the mutual support of the district and college/university participating in the dual enrollment program. 2. High school and postsecondary faculty receive appropriate orientation and training (for example, curriculum, assessment, policies, and procedures) for participation in the program. 3. Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate. 4. High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology. <p><i>The preceding faculty guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials.”</i></p>	



Model Component	Nebraska Policy	What It Can Look Like in Policy
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Silent</p>	<p>CO: “(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ul style="list-style-type: none"> (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; (c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; (d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; (e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education; (g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year; (h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program; (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled; (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ... <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	Nebraska Policy	What It Can Look Like in Policy
<p>12. Programs undergo evaluation based on available data</p>	<p>Silent</p> <p>Policy is silent. However, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, provide:</p> <p>Evaluation</p> <ol style="list-style-type: none"> 1. The district(s) and college/university review the program on an annual basis. 2. Program participants are tracked following graduation through postsecondary experiences when possible. Tracking elements may include district(s) data (for example, class rank, GPA, ACT where available, AP exam where available and appropriate, and course outcomes and grade) and postsecondary data (such as GPA, major, number of hours completed, and enhancements, if appropriate to program). 3. Data sharing occurs consistent with the policies of the district(s) and college/university. 	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education (CPE) to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures, and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
<p>13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit</p>	<p>Silent</p>	<p>Various state models ensure transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses — dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned statewide course number must be transferable statewide. • MN: All courses delivered through NACEP-accredited programs must be recognized for transfer. • Blanket transfer: NM, OH, UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: North Dakota Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “North Dakota Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	North Dakota Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	Partial “In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall make available to each student: ... One unit of an advanced placement course or one unit of a dual-credit course.” (NDCC, 15.1-21-02(1)(i))	OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C)) With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section. (2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))



Model Component	North Dakota Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>No</p> <p>In addition to meeting entrance requirements set by postsecondary institution, students must:</p> <ul style="list-style-type: none"> • Be in grades 10-12. • Obtain written permission from the district superintendent. • Earn minimum English and math scores. <p>ENGLISH: English 110 ACT: English sub test: 18 SAT: Writing: 430 COMPASS: Writing Skills: 77 PLAN: English sub test: 15 ACCUPLACER: Write Placer: 5</p> <p>MATH: Math 103 ACT: Math sub test: 21 SAT Critical: Reading+Math: 990 COMPASS: Algebra: 49 PLAN: Math sub test: 19 ACCUPLACER: Elementary Algebra 116</p> <p>(NDCC, 15.1-25-01 and -02, DPI Dual Credit Policy)</p>	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>Partial</p> <p>NDUS procedures provide: “There is no statutory limit to the number of courses or credits received by students through the dual-credit delivery mode.” However, “Individual campuses may place restrictions on the number of courses and credits which a student may receive via dual-credit during any given academic term or time period.” (NDUS Procedures Section 402.3.2, “Delivery of Dual-Credit College Courses,” (I)(C))</p>	<p>MN: “A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.” (M.S.A. § 124D.09, Subd. 8)</p>
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Yes</p> <p>“Any North Dakota student enrolled in grade ten, eleven, or twelve in a public high school is eligible to receive high school and postsecondary credit for the successful completion of an academic course offered by any postsecondary institution accredited by a regional accrediting organization or a career and technical education course offered by a postsecondary institution in a program accredited by a national or regional accrediting organization recognized by the United States department of education.” (NDCC, 15.1-25-01)</p>	



Model Component	North Dakota Policy	What It Can Look Like in Policy
<p>5. All students and parents are annually provided with program information</p>	<p>Silent</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Partial</p> <p>Policy does not require counseling/advising on participation benefits/potential consequences.</p> <p>However, NDUS procedures provide: “high school counselors and teachers should advise students regarding their academic readiness to participate in dual-credit courses, and only those students who are academically ready should enroll in a dual-credit course.” (NDUS Procedures Section 402.3.2, “Delivery of Dual-Credit College Courses,” (I)(A))</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ol style="list-style-type: none"> 1. Program eligibility; 2. The process for granting academic credits; 3. Any necessary financial arrangements for tuition, textbooks, and fees; 4. Criteria for any transportation aid; 5. Available support services; 6. Scheduling; 7. Communicating the possible consequences and benefits of participation, including all of the following: <ol style="list-style-type: none"> a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements; b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable; c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. 8. The academic and social responsibilities of students and parents under the program; 9. Information about and encouragement to use the counseling services of the college in which the student intends to enroll; <p>(10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code;</p> <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p>



Model Component	North Dakota Policy	What It Can Look Like in Policy
Finance		
7. Responsibility for tuition payments does not fall to parents/students	<p>Partial</p> <p>“The student and the student’s parent or legal guardian are responsible for all costs of attendance at a postsecondary institution under this chapter. For purposes of this section, ‘costs’ includes tuition, fees, textbooks, materials, equipment, and other necessary charges related to the course in which the student has enrolled.” (NDCC, 15.1-25-03)</p> <p>However, low-income students in grades 10-12 who have been approved to take a dual credit course may submit a Dual Credit Assistance Application to the Bank of North Dakota. Approved students may receive assistance for up to two courses per academic year.</p>	Various alternative models in other states remove tuition burden from students/parents.
8. Districts and postsecondary institutions are fully funded or reimbursed for participating students	Yes	
Ensuring Program Quality		
9. Courses have the same content and rigor regardless of where and to whom they are taught	<p>Yes</p> <p>NDUS Procedures Section 402.3.2, “Delivery of Dual Credit Courses,” (II)(B), “Course Section Approval,” establishes detailed requirements to ensure course rigor.</p>	
10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation	<p>Yes</p> <p>“As is the case with all adjunct instructors, the instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus. Approved high school instructors teaching dual-credit courses within the high school are considered to be adjunct instructors of the sponsoring NDUS college or university.</p> <p>If the adjunct instructor is a high school teacher, the district Superintendent must first give written approval for their instructor to teach on behalf of NDUS sponsoring school.</p> <p>Preference for teachers holding an MA degree in the content area will be only one criterion considered in the employment of adjunct instructors to teach dual-credit college courses.” (NDUS Procedures Section 402.3.2, “Delivery of Dual-Credit College Courses,” (II)(C)(1), (2))</p>	



Model Component	North Dakota Policy	What It Can Look Like in Policy
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Silent</p>	<p>CO: “(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ul style="list-style-type: none"> a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education; g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year; h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program; (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled; (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ... <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	North Dakota Policy	What It Can Look Like in Policy
12. Programs undergo evaluation based on available data	Silent	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education (CPE) to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office, and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures, and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <p>Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials.</p> <p>Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit.</p> <p>Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students.</p> <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit	<p>Yes</p> <p>All dual-credit courses have equal transferability status within the North Dakota University System in accordance with the General Education Requirement Transfer Agreement (GERTA) and other transfer agreements. (NDUS Procedures Section 402.3.2, "Delivery of Dual-Credit College Courses,"(II)(B)(7))</p>	



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Ohio Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Ohio Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

Unclear: It is not clear whether state policy aligns with the model policy component.

No: Policy provisions are contrary to model policy component.

Model Component	Ohio Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>Yes</p> <p>“All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of the Ohio board of regents, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Yes</p> <p>For College Credit Plus, colleges and universities must apply the same admissions and placement criteria they use for regularly matriculated students.</p> <p>“Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p> <p>“The student shall:</p> <p>(i) As a condition of eligibility, be remediation-free, in accordance with one of the assessments established under division (F) of section 3345.061 of the Revised Code. However, a student who scores within one standard error of measurement below the remediation-free threshold for one of those assessments shall be considered to have met this requirement if the student also either:</p> <p>(I) Has a cumulative high school grade point average of at least 3.0. If the student is seeking to participate under section 3365.033 of the Revised Code, the student must have an equivalent cumulative grade point average in the applicable grade levels.</p> <p>(II) Receives a recommendation from a school counselor, principal, or career-technical program advisor.</p> <p>(iii) Meet the college’s and relevant academic program’s established standards for admission, enrollment and for course placement, including course-specific capacity limitations, pursuant to section 3365.05 of the Revised Code.” (R.C. § 3365.03(A)(1)(b)(ii))</p> <p>“(1) A participating institution of higher education shall apply its established admission criteria for participation in the college credit plus program, which shall not do any of the following:</p> <p>(a) Be set at a higher standard than the admission criteria established for other students attending the institution;</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>(b) Require different standards among students participating in college credit plus based on secondary grade-level or student age.</p> <p>(2) In conjunction with the institution’s admission criteria and prior to making a final admission decision, a participating institution of higher education shall evaluate each student who is applying to the institution under college credit plus, against one of the standards identified in the ‘Uniform Statewide Standards for Remediation-Free Status,’ dated December 2012. The ‘Uniform Statewide Standards for Remediation-Free Status’ are available on the Ohio board of regents’ website: ohiohighered.org.</p> <p>(a) Institutions shall use evaluation results as part of their assessment of students’ readiness to participate in postsecondary coursework. Institutions shall also review as part of their admissions process students’ high school GPA, end-of-course examination scores, a writing assessment, a review of previous college work, secondary teacher recommendations and other data as applicable.</p> <p>(b) Classroom placement decisions shall be governed by the institution’s policies and applicable state law, regulations and in accordance with section 3365.02 of the Revised Code.” (OAC 3333-1-65.3(D)(1), (2))</p>	
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>Yes</p> <p>Under the program, a student “may enroll at a college, on a full- or part-time basis[.]” (R.C. § 3365.02(A))</p> <p>“Each secondary school shall verify, upon receipt of a pre-term notice of admission received pursuant to rule 3333-1-65.3 of the Administrative Code, that a student electing to participate in the college credit plus program is not taking more than thirty college credit hours during an academic year and not more than the equivalent of four academic years or one hundred and twenty college credit hours total through the college credit plus program under division (B) of section 3365.06 of the Revised Code, including those students eligible to start participating in the program in seventh and eighth grade.” (OAC 3333-1-65.2(B)(4))</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>A participant may elect to receive only college credit, or both high school and college credit. Specifically:</p> <p>“(A) The participant may elect at the time of enrollment to be responsible for payment of all tuition and the cost of all textbooks, materials and fees associated with the course. The college shall notify the participant about payment of tuition and fees in the customary manner followed by the college. A participant electing this option also shall elect, at the time of enrollment, whether to receive only college credit or high school credit and college credit for the course.</p> <p>(1) The participant may elect to receive only college credit for the course. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course, but the governing entity of a public secondary school or the governing body of a participating nonpublic secondary school shall not award the high school credit.</p> <p>(2) The participant may elect to receive both high school credit and college credit for the course. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course and the governing entity of a public school or the governing body of a participating nonpublic school shall award the participant high school credit.” (R.C. § 3365.06(A))</p>	<p>IL: Statute defines a dual credit course as a college course taken by a high school student for credit at both the college and high school level. (110 ILCS 27/5)</p>
<p>5. All students and parents are annually provided with program information</p>	<p>Yes</p> <p>“Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents.</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p> <p>Regulation provides: “In satisfying the required annual informational session with partnering colleges within thirty miles of the school, multiple high schools within a district and multiple districts may participate together in a combined event, as long as in each instance parents and students have an opportunity to interact with a representative of and receive information from each participating postsecondary and their secondary school, so they will understand their college credit plus opportunities.</p> <p>“A secondary school may incorporate the counseling session pursuant to division (B) section 3365.04 of the Revised Code into the annual informational session provided the secondary school makes alternate dates available for those unable to attend the annual informational session.” (OAC 3333-1-65.1(A)(2))</p> <p>“A partnering college shall coordinate with each partnering secondary school within thirty miles of the institution or the nearest partnering school if there are no partnering schools within thirty miles to present an informational session for interested students and parents. The institution of higher education shall provide a staff representative who is able to answer questions regarding admission standards and procedures as well as program and degree requirements.” (OAC 3333-1-65.1(B)(2))</p> <p>In addition, “(a) Each secondary school shall issue a notice, prior to February first of each year, providing information about the college credit plus program to students and parents through multiple and easily accessible resources, including, but not limited to, the following:</p> <ul style="list-style-type: none"> (i) The school’s website; (ii) Written communications including those generally distributed to students e.g., course offerings; (iii) Student assemblies; 	



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>(iv) Joint communication events with postsecondary institutions.</p> <p>(b) The notice shall include the following information:</p> <p>(i) Costs:</p> <p>(a) Notice of college credit plus opportunities that have no cost to students, including the free option to attend public institutions of higher education;</p> <p>(b) Clear references to the potential cost of participation with a nonpublic institution of higher education;</p> <p>(c) The prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education;</p> <p>(d) Nonpublic secondary schools must include an explanation that funding and participation may be limited for its students.</p> <p>(ii) Criteria for student participation, including, but not limited to, the following:</p> <p>(a) The requirement for a counseling session prior to participation pursuant to division (B) of section 3365.04 of the Revised Code.</p> <p>(b) A notice that states: a. Students must submit a written notice of their intent to participate in the upcoming academic year, by April first, in accordance with section 3365.03 of the Revised Code, but may submit the written notice of intent to participate as early as February fifteenth. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April first notice of intent deadline in order to improve chances of meeting summer registration timelines.</p> <p>(iii) Student participation options:</p> <p>(a) A statement that secondary schools cannot limit a student's participation in the college credit plus program to only the courses offered in that school and that students may also participate on-line or at any other participating institution of higher education, or any combination thereof.</p> <p>(b) A statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may take institution of higher education, concurrently.</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>(c) List of courses offered at the secondary school through an agreement with an institution of higher education.</p> <p>(d) A statement that students should review the course catalog of an institution of higher education for a full listing of course offerings by the institution.</p> <p>(e) Specific information regarding a student’s option to participate in the college credit plus program, at the high school-if applicable-, online, or at an institution of higher education, shall be made part of all communications developed by the secondary school to promote the college credit plus program.</p> <p>(f) Specific information pertaining to the student’s opportunity to participate during the summer term and for any student participating in a summer term that transfers to a new secondary school, the responsibility of the student to notify the institution of higher education and the student’s prior and new secondary school of such transfer.</p> <p>(g) Information communicated regarding a student’s option to participate in accordance with paragraphs (A)(1)(b)(i) and (A)(1)(b)(ii) of this rule, shall also include notice to the student of all deadlines pertinent to the student’s participation; including all deadlines associated with summer term participation.</p> <p>(iv) The designated point of contact at the secondary school for its college credit plus program who can answer questions of students and parents and the community regarding the program’s operation and who will act as a liaison to the state of Ohio to monitor future changes or amendments to the program.</p> <p>If a nonpublic secondary school with a student receiving funding under the program was not able to comply with the annual notice requirement due to the timing of the election of the student’s participation in the program, it shall comply with the annual notice requirement the following academic year.” (OAC 3333-1-65.1(A))</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Yes</p> <p>“Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <p>(1) Program eligibility;</p> <p>(2) The process for granting academic credits;</p> <p>(3) Any necessary financial arrangements for tuition, textbooks and fees;</p> <p>(4) Criteria for any transportation aid;</p> <p>(5) Available support services;</p> <p>(6) Scheduling;</p> <p>(7) Communicating the possible consequences and benefits of participation, including all of the following:</p> <p>(a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements;</p> <p>(b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable;</p> <p>(c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.</p> <p>(8) The academic and social responsibilities of students and parents under the program;</p> <p>(9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll;</p> <p>(10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code;</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p> <p>“The student and the student’s parent shall sign a form, provided by the school, stating that they have received the counseling required under division (B) of section 3365.04 of the Revised Code and that they understand the responsibilities they must assume in the program.” (R.C. § 3365.03(A)(1)(d))</p> <p>“(1) Each institution of higher education admitting and enrolling a student under the college credit plus program shall issue the following:</p> <p>(a) A pre-term notice of admission to the institution, including the specific course registrations and credit hours, to be sent not later than fourteen calendar days prior to the first day of classes for the term of enrollment if the student’s enrollment is within fourteen calendar days prior to the first day of classes of the term, then a pre-term notice of admission shall be sent upon enrollment to all of the following:</p> <ul style="list-style-type: none"> (i) The participant; (ii) The participant’s parent; (iii) The secondary school of the participant; (iv) The superintendent of public instruction. <p>(b) A confirmation of course enrollment notice, listing the courses and hours of enrollment, and the option elected by the participant under division (A) or (B) of section 3365.06 of the Revised Code for each course not later than twenty-one calendar days after the first day of classes for a term of enrollment to all of the following:</p> <ul style="list-style-type: none"> (i) The participant; (ii) The secondary school of the participant; (iii) The superintendent of public instruction. <p>(c) Information on how a student may participate in the postsecondary institution’s course evaluation process upon completion of the college credit plus course.</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>(2) Each participating institution of higher education shall provide the following academic support services for the college credit plus program:</p> <p>(a) Assign an academic advisor who is employed by the institution to each student enrolled in that institution under the college credit plus program and ensure the following occur:</p> <p>(i) Prior to the first day of the term of enrollment at the institution, provide to each participating student the name and contact information of the academic advisor assigned to the student, along with the advisor’s office hours and meeting scheduling process.</p> <p>(ii) Have a mandatory meeting between the assigned academic advisor and each student enrolled under the college credit plus program, which shall occur prior to the date on which a withdrawal from a course would negatively affect a participant’s grade point average. The mandatory meeting, shall include, but not be limited to, information regarding the following:</p> <p>(a) Academic resources available to assist students;</p> <p>(b) Availability of the college advisor to assist students after the meeting;</p> <p>(c) Process for engaging faculty and other campus resources for academic assistance;</p> <p>(d) Postsecondary institution’s student handbook and codes of conduct;</p> <p>(e) Academic impact of dropping a course after the prescribed no-fault withdrawal date.</p> <p>(b) Prior to the first day of the term of enrollment at the institution, each institution of higher education enrolling a student under the college credit plus program shall provide to each school counselor or other identified school staff designated to provide counseling services to students of the secondary school the following information:</p> <p>(i) A roster of participants from that school who are enrolled in the institution and a list of course enrollment for each participant;</p> <p>(ii) The date signifying when withdrawal from a course would negatively affect a participant’s grade.” (OAC 3333-1-65.3(E))</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Yes</p> <p>“No participant that is enrolled in a public college shall be charged for any tuition, textbooks, or other fees related to participation in the program.” (R.C. § 3365.07(A)(3))</p> <p>“For each public or nonpublic secondary school participant enrolled in a public college:</p> <p>(1) If no agreement has been entered into under division (A)(2) of this section, both of the following shall apply:</p> <p>(a) The department shall pay to the college the applicable amount as follows:</p> <p>(i) For a participant enrolled in a college course delivered on the college campus, at another location operated by the college, or online, the lesser of the default ceiling amount or the college’s standard rate;</p> <p>(ii) For a participant enrolled in a college course delivered at the participant’s secondary school but taught by college faculty, the lesser of fifty per cent of the default ceiling amount or the college’s standard rate;</p> <p>(iii) For a participant enrolled in a college course delivered at the participant’s secondary school and taught by a high school teacher who has met the credential requirements established for purposes of the program in rules adopted by the chancellor, the default floor amount.</p> <p>(b) The participant’s secondary school shall pay for textbooks, and the college shall waive payment of all other fees related to participation in the program.” (R.C. § 3365.07(A))</p> <p>“(B) ‘Default ceiling amount’ means one of the following amounts, whichever is applicable:</p> <p>(1) For a participant enrolled in a college operating on a semester schedule, the amount calculated according to the following formula: $\frac{(0.83 \times \text{formula amount})}{30}$ X number of enrolled credit hours</p> <p>(2) For a participant enrolled in a college operating on a quarter schedule, the amount calculated according to the following formula: $\frac{(0.83 \times \text{formula amount})}{45}$ X number of enrolled credit hours</p> <p>(C) ‘Default floor amount’ means twenty-five per cent of the default ceiling amount ...</p> <p>(I) ‘Maximum per participant charge amount’ means one of the following amounts, whichever is applicable:</p>	<p>Various models in states to address who pays tuition and tuition levels charged.</p>



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>(1) For a participant enrolled in a college operating on a semester schedule, the amount calculated according to the following formula:</p> <p style="text-align: center;">((formula amount / 30)</p> <p style="text-align: center;">X number of enrolled credit hours)</p> <p>(2) For a participant enrolled in a college operating on a quarter schedule, the amount calculated according to the following formula:</p> <p style="text-align: center;">((formula amount / 45)</p> <p style="text-align: center;">X number of enrolled credit hours) ... (U)</p> <p>‘Standard rate’ means the amount per credit hour assessed by the college for an in-state student who is enrolled in an undergraduate course at that college, but who is not participating in the college credit plus program, as prescribed by the college’s established tuition policy.” (R.C. § 3365.01(B), (C), (I), (U))</p> <p>R.C. § 3365.07 also sets forth an alternative payment structure for public school participants enrolled in a public college, as well as standard payment models and alternative payment structures for tuition, textbooks and fees, for each public secondary school participant enrolled in a private college, and for each nonpublic secondary school participant enrolled in a private or eligible out-of-state college.</p>	
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Partial</p> <p>High schools: Reduced funding for participating students. Specifically:</p> <p>“Payments made for public secondary school participants under this section shall be deducted from the school foundation payments made to the participant’s school district or, if the participant is enrolled in a community school, a STEM school, or a college-preparatory boarding school, from the payments made to that school under section 3314.08, 3326.33, or 3328.34 of the Revised Code. If the participant is enrolled in a joint vocational school district, a portion of the amount shall be deducted from the payments to the joint vocational school district and a portion shall be deducted from the payments to the participant’s city, local, or exempted village school district in accordance with the full-time equivalency of the student’s enrollment in each district. Amounts deducted under division (F)(1)</p>	<p>WY: “A student participating in the program shall be counted within the average daily membership of the resident school district ... and concurrently by the participating higher education institution for its full-time equivalent enrollment count.” (W.S. § 21-20-201(e))</p>



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>of this section shall be calculated in accordance with rules adopted by the chancellor, in consultation with the state superintendent, pursuant to division (B) of section 3365.071 of the Revised Code.” (R.C. § 3365.07(F)(1))</p> <p>Postsecondary institutions: Equal funding, if the participant elects at the time of enrollment for each course to have the college reimbursed. In this case, the college may include that student in the calculation used to determine its state’s share of instruction funds appropriated to the Ohio board of regents by the general assembly. (R.C. § 3365.07(G))</p>	
Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Yes</p> <p>“All courses offered under the college credit plus program shall be the same courses that are included in the partnering college’s course catalogue for college-level, nonremedial courses and shall apply to at least one degree or professional certification at the partnering college.” (R.C. § 3365.12(A))</p> <p>“College credit plus classrooms at the participating secondary school shall consist of students who all follow the same college course syllabus, use the same text book and materials, aspire to achieve the same learning outcomes and are assessed using the same methods as the college course delivered on the college campus.</p> <p>(2) All students who have enrolled in an institution of higher education, under the college credit plus program, must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered.” (OAC 3333-1-65.2(B)(1), (2))</p> <p>Regulations also provide for course quality for online College Credit Plus courses. (OAC 3333-1-65.4(B))</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Yes</p> <p>“Each instructor teaching a course under the college credit plus program shall meet the credential requirements set forth in guidelines and procedures established by the chancellor of the Ohio board of regents.” (R.C. 3365.11)</p> <p>These guidelines are available at https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/Instructor%20Credential%20Requirement.pdf.</p> <p>Regulations further provide: “In addition to the traditional on-campus instruction offered by an institution of higher education for college level courses, under the college credit plus program an institution may do all of the following:</p> <p>(A) Provide instruction in college level courses in the secondary school with a secondary teacher if the following are met:</p> <p>(1) The teacher meets the qualification requirements to be the instructor that are set forth in the guidelines established by the chancellor of the Ohio board of regents, which are available at ohiohighered.org;</p> <p>(2) The college credit plus course offered in the secondary school shall follow the same course syllabus and learning outcomes, use the same text book and materials and assessments as the college course delivered on the campus;</p> <p>(3) The institution of higher education provides all secondary teachers who are teaching at least one college credit plus course with at least one three-hour professional development session per academic year.</p> <p>The institution of higher education may determine the format and delivery mechanism for each professional development session it provides. If the participating institution provides secondary teachers with professional development using technology, then there must be a manner in place to track secondary teachers’ participation and elicit teachers’ feedback, and for the institution to respond to teachers’ questions.</p> <p>(4) The institution conducts at least one full-period classroom observation of each college credit plus course taught by each secondary teacher during the 2015-2016 school year or during the first academic year the secondary teacher instructs the college course, and then alternating academic years thereafter.</p>	



Model Component	Ohio Policy	What It Can Look Like in Policy
	<p>The institution may determine its own classroom observation format and whether the observation is on-site at the location of the classroom, partially on-site or uses technology provided the following are met:</p> <p>(a) The chief academic officer of the institution approves the classroom observation content expert and format;</p> <p>(b) The higher education observer provides the secondary instructor with any feedback supporting the quality of the college-level course;</p> <p>(c) The secondary school building administrator is notified at least twenty-four-hours in advance of when each observation is expected to occur;</p> <p>(d) If multiple sections of the same course are taught by the same instructor in the same or different secondary buildings, then only one observation is required. If multiple sections of the same course are taught by different instructors in the same or different secondary buildings, then each instructor must be observed in accordance with this rule.” (OAC 3333-1-65.4(A))</p> <p>Regulations also provide for qualifications for online College Credit Plus instructors. (OAC 3333-1-65.4(B))</p> <p>In addition, “Each public and participating private college shall ...: Do both of the following with regard to high school teachers that are teaching courses for the college at a secondary school under the program:</p> <p>(1) Provide at least one professional development session per school year;</p> <p>(2) Conduct at least one classroom observation per school year for each course that is authorized by the college and taught by a high school teacher to ensure that the course meets the quality of a college-level course.” (R.C. § 3365.05(G))</p> <p>“The chancellor and the state superintendent also may submit a biennial report detailing the status of the college credit plus program, including an analysis of quality assurance measures related to the program, to the governor, the president of the senate, the speaker of the house of representatives and the chairpersons of the education committees of the senate and house of representatives.” (R.C. § 3365.15(E))</p>	



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<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Yes</p> <p>“The chancellor of higher education and the superintendent of public instruction jointly shall do all of the following:</p> <p>(A) Adopt data reporting guidelines specifying the types of data that public and participating nonpublic secondary schools and public and participating private colleges, including eligible out-of-state colleges participating in the program, must annually collect, report and track ... The types of data shall include all of the following: (1) For each secondary school and college: (a) The number of participants disaggregated by grade level, socioeconomic status, race, gender and disability; (b) The number of completed courses and credit hours, disaggregated by the college in which participants were enrolled; (c) The number of courses in which participants enrolled, disaggregated by subject area and level of difficulty. (2) For each secondary school, the number of students who were denied participation in the program under division (A)(1) (a) or (C) of section 3365.03 or section 3365.031 or 3365.032 of the Revised Code.</p> <p>Each participating nonpublic secondary school shall also include the number of students who were denied participation due to the student not being awarded funding by the department of education pursuant to section 3365.071 of the Revised Code. (3) For each college: (a) The number of students who applied to enroll in the college under the program but were not granted admission; (b) The average number of completed courses per participant; (c) The average grade point average for participants in college courses under the program. The guidelines adopted under this division shall also include policies and procedures for the collection, reporting and tracking of such data. (B) Annually compile the data required under division (A) of this section. Not later than the thirty-first day of December of each year, the data from the previous school year shall be posted in a prominent location on both the chancellor of higher education’s and the department of education’s web sites.</p> <p>(C) Until December 2023, submit an annual report on outcomes of the college credit plus program that are supported by empirical evidence to the governor, the president of the senate, the speaker</p>	<p>CO: “(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <p>(a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs;</p> <p>(b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education;</p> <p>(c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year;</p> <p>(d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year;</p> <p>(e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program;</p> <p>(f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education;</p> <p>(g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year;</p> <p>(h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program;</p> <p>(i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled;</p> <p>(j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ...</p> <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



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	<p>of the house of representatives and the chairpersons of the education committees of the senate and house of representatives. The report shall include all of the following, disaggregated by cohort: (1) Number of degrees attained; (2) Level and type of degrees attained; (3) Number of students who receive a degree in two different subject areas; (4) Time to completion of a degree, disaggregated by level and type of degree attained; (5) Time to enrollment in a graduate or doctoral degree program; (6) The number of students who participate in a study abroad course; (7) How all of the measures described in division (C) of this section compare to both: (a) The overall student population who did not participate in the college credit plus program; (b) Any similar measures compiled under the former postsecondary enrollment options program, to the extent that such data is available. The first report shall be submitted not later than December 31, 2018, and each subsequent report shall be submitted not later than the thirty-first day of December each year thereafter until December 2023.” (R.C. 3365.15(A) through (C))</p> <p>“(1) Failure to comply with the requirements of the college credit plus program, including, but not limited to, reporting data, may result in the chancellor and the superintendent withholding payment to, demanding repayment from, sending a distribution amount that is in favor of the other participating party, suspending the ability to negotiate future alternative funding structure, or suspending the institution of higher education’s eligibility to continue participating in the program.</p> <p>(2) The chancellor shall make available a current list of institutions that are suspended from participation due to noncompliance.” (OAC 3333-1-65.3(B)(1), (2))</p> <p>In addition, while not a graded measure for public school accountability, “the department shall include on a school district’s or building’s report card all of the following without an assigned letter grade: ... The number of a district’s or building’s students who have earned at least three college credits through dual enrollment or advanced standing programs, such as the post-secondary enrollment options program under Chapter 3365. of the Revised Code and state-approved career-technical courses offered through dual enrollment or statewide articulation,</p>	

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	<p>that appear on a student’s transcript or other official document, either of which is issued by the institution of higher education from which the student earned the college credit. The credits earned that are reported under divisions (B)(2) (b) and (C)(2)(c) of this section shall not include any that are remedial or developmental and shall include those that count toward the curriculum requirements established for completion of a degree.” (R.C. § 3302.03(B)(2)(b))</p>	
<p>12. Programs undergo evaluation based on available data</p>	<p>Yes</p> <p>“The chancellor of higher education and the superintendent of public instruction jointly shall do all of the following: ...</p> <p>(D) Establish a college credit plus advisory committee to assist in the development of performance metrics and the monitoring of the program’s progress. At least one member of the advisory committee shall be a school guidance counselor. ...</p> <p>(E) The chancellor and the state superintendent also may submit a biennial report detailing the status of the college credit plus program, including an analysis of quality assurance measures related to the program, to the governor, the president of the senate, the speaker of the house of representatives and the chairpersons of the education committees of the senate and house of representatives. If the chancellor and state superintendent choose to jointly submit the biennial report, both of the following shall apply:</p> <p>(1) The report shall include only data available through the higher education information system administered by the chancellor. (2) The first report shall be submitted not later than December 31, 2017, and each subsequent report shall be submitted not later than the thirty-first day of December every two years thereafter.” (R.C. 3365.15(D), (E))</p> <p>In addition, “Each institution of higher education admitting and enrolling a student under the college credit plus program shall issue the following: ... Information on how a student may participate in the postsecondary institution’s course evaluation process upon completion of the college credit plus course.” (OAC 3333-1-65.3(E) (1)(c))</p>	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, the KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by the retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports the monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>



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Transferability		
<p>13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit</p>	<p>Yes</p> <p>Ohio’s public two- and four-year colleges and universities must accept transfer credit for successfully completed (as defined in transfer policy), college-level courses from Ohio institutions of higher education, which are accredited by the North Central Association of Colleges and Schools, the Higher Learning Commission or other regional accrediting commissions recognized by the Council On Higher Education Accreditation.</p>	<p>Various state models ensure the transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses – a dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned statewide course number must be transferable statewide. • Blanket transfer: NM, OH and UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: South Dakota Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “South Dakota Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Model Component	South Dakota Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	Partial “Eligible students may enroll in approved courses once approval is gained from the designated high school/home school administrator.” (SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines , last revised 12/2017, 3.3.1)	OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C)) With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section. (2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))



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<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Partial</p> <p>SDCL § 13-28-37, as amended by 2018 H.B. 1099, requires the institution of higher education or postsecondary technical institute to set admission standards.</p> <p>At present, the South Dakota Board of Regents guidelines establish the eligibility requirements below.</p> <p>Concurrent Enrollment and In-District Delivery</p> <p><i>Applicants must meet one of the three requirements below:</i></p> <p>1. High school junior eligible to enroll in a high school in South Dakota who meets one of the following requirements:</p> <ul style="list-style-type: none"> a) Earn an ACT composite score of 24 reflective of the 70th percentile; or b) Rank in the upper one-third of their graduating class; or c) Earn a cumulative GPA of at least 3.50 on a 4.0 scale. <p>2. High school senior eligible to enroll in a high school in South Dakota who meets one of the following requirements:</p> <ul style="list-style-type: none"> a) Earn an ACT composite score of 21 reflective of the 50th percentile; or b) Rank in the upper one-half of their graduating class; or c) Earn a cumulative GPA of at least 3.25 on a 4.0 scale. <p>3. High school junior or senior eligible to enroll in a high school in South Dakota who meets all of the following undergraduate admissions requirements:</p> <ul style="list-style-type: none"> a) ACT score of 18 (or 21 for USD & SDSM&T); and b) Successful completion of coursework Requirements: <ul style="list-style-type: none"> • Four Years of English. • Three years of advanced mathematics. • Three years of laboratory science. • Three years of social studies. • One year of fine arts. <p><u>(Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 3).</u></p>	<p>OH: “Each public and participating private college shall do all of the following with respect to the college credit plus program:</p> <p>(A) Apply established standards and procedures for admission to the college and for course placement for participants. When determining admission and course placement, the college shall do all of the following:</p> <p>(1) Consider all available student data that may be an indicator of college readiness, including grade point average and end-of-course examination scores, if applicable...” (R.C. § 3365.05(A)(1))</p>



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	<p>For High School Dual Credit (HSDC) and In-District Delivery</p> <p><i>Applicants must meet one of the requirements outlined above, or may qualify by meeting the benchmarks on one of the assessments below:</i></p> <ul style="list-style-type: none"> • 10th grade ACT Aspire Summative Assessment – (Score 434 or higher). • Accuplacer (Sentence Skills – Score 86 or higher AND Elementary Algebra Score 76 or higher). <p><u>(Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 4.2).</u></p>	
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>No</p> <p>(SD BOR Academic Affairs Guidelines, <u>Dual/Concurrent Credit Administration Guidelines</u>, last revised 12/2017, 3.2.1)</p> <p>“Student enrollment is limited to no more than 9 credit hours in any given academic term. Waivers to exceed this credit hour threshold may be approved by the institutional dual credit contacts with verification that the student has participated in prior dual credit or concurrent credit activities, and that:</p> <ul style="list-style-type: none"> 4.6.3.1. All credit hours attempted through the HSDC or concurrent enrollment programs must have been completed with a “B” or higher; OR, 4.6.3.2. The student has a 3.0 cumulative GPA in all HSDC or concurrent enrollment coursework.” (SD BOR Academic Affairs Guidelines, <u>Dual/Concurrent Credit Administration Guidelines</u>, last revised 12/2017, 4.6.3.) 	<p>MN: “A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.” (M.S.A. § 124D.09, Subd. 8)</p>

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<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>“If approved, the student shall receive full credit toward high school graduation as well as postsecondary credit for each postsecondary course.” (SDCL § 13-28-37)</p> <p>“All students in a concurrent enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for the state’s smaller school districts, at a minimum more than 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.” (SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 5.2.3)</p>	<p>MO: “Public high schools may, in cooperation with Missouri public two-year colleges and public or private four-year colleges and universities, offer postsecondary course options to high school students. A postsecondary course option allows eligible students to attend vocational or academic classes ... and receive both high school and college credit upon successful completion of the course.” (V.A.M.S. 167.223(1))</p>
<p>5. All students and parents are annually provided with program information</p>	<p>Silent</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>
<p>6. Counseling/advising is made available to students and parents before and during program participation</p>	<p>Silent</p>	<p>OH: “Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program: ...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ol style="list-style-type: none"> 1. Program eligibility; 2. The process for granting academic credits; 3. Any necessary financial arrangements for tuition, textbooks, and fees; 4. Criteria for any transportation aid; 5. Available support services; 6. Scheduling;



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		<p>7. Communicating the possible consequences and benefits of participation, including all of the following:</p> <ul style="list-style-type: none">a) The consequences of failing or not completing a course under the program, including the effect on the student's ability to complete the secondary school's graduation requirements;b) The effect of the grade attained in a course under the program being included in the student's grade point average, as applicable;c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. <p>8. The academic and social responsibilities of students and parents under the program;</p> <p>9. Information about and encouragement to use the counseling services of the college in which the student intends to enroll;</p> <p>10. The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code; For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so." (R.C. § 3365.04(B))</p>



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Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Partial</p> <p>“A state subsidized high school dual credit program shall be established for any student in grades eleven or twelve. The institution of higher education or postsecondary technical institute offering the credit shall set the admission standards. A participating institution shall regularly submit course availability, enrollment, and completion data to the Department of Education.</p> <p>The Board of Regents shall set a high school dual credit tuition rate equivalent to forty-three percent of the undergraduate off-campus tuition rate. The student taking the course shall pay an amount equal to thirty-three and three tenths percent of the total high school dual credit tuition rate and a school district may pay any portion of the student’s share. The state shall pay an amount equal to sixty-six and seven tenths percent of the total high school dual credit tuition rate. No institute of higher education or postsecondary technical institute offering the credit may require any additional fees.</p> <p>The student is responsible for any other costs involved with attending a postsecondary institution. For the purposes of this section, the term, undergraduate off-campus tuition rate, means the per-credit rate, as set by the Board of Regents, that was in effect on January first of the previous fiscal year.” (2018 H.B. 1099)</p> <p>“Students enrolled through the HSDC program receive a reduced tuition rate, which is one-third of the reduced rate of the course as established by the Board of Regents in its Tuition and Fee Schedule.” (SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 4.7.1)</p> <p>“Students enrolled in concurrent credit coursework offered through the Externally Supported tuition receive a reduced rate of \$40 per credit hour.” (SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 5.3.1.2)</p>	<p>Various alternative models in other states remove tuition burden from students/parents.</p>
<p>8. Districts and postsecondary institutions are fully funded or reimbursed for participating students</p>	<p>Partial</p> <p>Postsecondary institutions generate less revenue for HSPC students.</p>	<p>WY: “A student participating in the program shall be counted within the average daily membership of the resident school district ... and concurrently by the participating higher education institution for its full-time equivalent enrollment count.” (W.S. § 21-20-201(e))</p>



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Ensuring Program Quality		
<p>9. Courses have the same content and rigor regardless of where and to whom they are taught</p>	<p>Yes</p> <p>HSDC: Courses taught by postsecondary faculty</p> <p>Concurrent Enrollment and In-District Delivery: “The expectation ... is that the courses cover the material and content at the same level required for the same course offered at the postsecondary institution, and students are held to the same college-level standards.” Postsecondary programs are NACEP accredited, or managed using the NACEP standards.</p> <p>“The course syllabus is developed by the faculty of the institution granting credit.”</p> <p>“The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An acceptable alternative is a student evaluation and assessment system developed jointly by the discipline faculty of the university and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.”</p> <p>(SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 5.1, 5.2.2.1, 5.2.2.3.3 and .4)</p>	
<p>10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation</p>	<p>Yes</p> <p>HSDC: Courses taught by postsecondary faculty</p> <p>Concurrent Enrollment and In-District Delivery: “Instructor of Record: The high school-based concurrent enrollment course must be taught by a high school teacher who has been approved by the postsecondary institution and who meets the standards used by the institution to hire adjuncts in the discipline. While a Master’s degree in the subject/discipline teaching is preferred, faculty typically must have a Master’s degree with 18 graduate hours in the subject discipline/taught.”</p> <p>“Faculty Mentor: A faculty member in the discipline of the course from the credit granting university is assigned to and actively engaged as a mentor for the high school teacher.” (SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 5.2.2.3.1 and .2)</p>	



Model Component	South Dakota Policy	What It Can Look Like in Policy
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Partial</p> <p>Reporting made, but not for public consumption.</p> <p>HSDC and In-District Delivery: “One week after the completion of 60% of the semester, the Board of Regents will supply the SDDOE with a complete list of all students and the following data elements:</p> <ul style="list-style-type: none"> a) Student Last Name. b) Student Middle Initial. c) Student First Name. d) Date of Birth. e) Academic Status. f) Ethnicity. g) School District. h) Home Institution. i) Course Name. j) Credit Hours Attempted. k) Sponsored Amount. <p>Two weeks after the posting of final grades the BOR will supply the SDDOE with the academic performance for all participating HSDC students.”</p> <p>Concurrent Enrollment: “Each Regental institution offering concurrent enrollment courses in a given term must submit a list of courses to the System Vice President of Academic Affairs at the end of each semester. Each course list must include student grade performance.” (SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 4.8.1 and .2, 5.4)</p>	<p>CO: “(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <ul style="list-style-type: none"> (a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs; (b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education; (c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year; (d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year; (e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program; (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education; (g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year; (h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program; (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled; (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; ... <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108(1), which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	South Dakota Policy	What It Can Look Like in Policy
12. Programs undergo evaluation based on available data	<p>Partial</p> <p>HSDC: Policy silent</p> <p>Concurrent Enrollment: Eligible programs are NACEP-accredited or follow NACEP standards, which include an evaluation component.</p>	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education (CPE) to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures, and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit	<p>Silent</p> <p>However, “most Regental institution credits are transferrable among all Regental institutions and other Regionally Accredited institutions.” (SD BOR Academic Affairs Guidelines, Dual/Concurrent Credit Administration Guidelines, last revised 12/2017, 1.1)</p>	<p>Various state models ensure transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses — dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned statewide course number must be transferable statewide. • MN: All courses delivered through NACEP-accredited programs must be recognized for transfer. • Blanket transfer: NM, OH, UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.



EDUCATION COMMISSION OF THE STATES GAP ANALYSIS: Wisconsin Dual Enrollment Policies

JENNIFER DOUNAY ZINTH

Explanation of “Wisconsin Policy” responses below:

Silent: Policy does not explicitly prohibit, encourage or require a specified action.

Partial: Policy to some extent addresses model policy component, but further refinement of policy would be beneficial.

No: Policy provisions are contrary to model policy component.

Note:

- **W.S.A. 38.12(14)** (also known as the **Start College Now Program**) governs dual enrollment courses offered by Wisconsin Technical College System institutions.
- The **Early College Credit Program** is offered effective July 1, 2018, by University of Wisconsin institutions, tribal colleges and private nonprofit institutions. **Provisions do not apply** if all of certain provisions apply, including that **the course is taught by a high school teacher** (at a public or private school).
- The **Course Options** and **Youth Options** programs are eliminated effective July 1, 2018, and are not reflected in this profile.

In instances where 2017-18 policy adoptions provide for two versions of policy language (effective on and until July 1, 2018), language below that is effective July 1, 2018.

Model Component	Wisconsin Policy	What It Can Look Like in Policy
Access		
1. All eligible students are able to participate	<p>No</p> <p>38.12(14): “(am) A school board may refuse to permit a pupil to attend a technical college ... if the pupil is a child with a disability, ... and the school board determines that the cost to the school district under par. (dm) would impose an undue financial burden on the school district. (b) The technical college district board shall admit the pupil to the technical college if he or she meets the requirements and prerequisites of the courses or courses for which he or she applied, except as follows: ...</p> <p>2. The district board may reject an application from a pupil who has a record of disciplinary problems, as determined by the local board.” (W.S.A. 38.12(14)(am), (b))</p> <p>Early College Credit Program: District participation is voluntary. “A school board or the governing body of a participating private school may enter into an agreement with an institution of higher education to facilitate the early college credit program.” (W.S.A. 118.55(8)(b))</p>	<p>OH: “All public secondary schools and all public colleges shall participate in the [College Credit Plus] program and are subject to the requirements of this chapter. Any nonpublic secondary school or private college that chooses to participate in the program shall also be subject to the requirements of this chapter.” (R.C. § 3365.02(C))</p> <p>With the exception of expelled students, “(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.</p> <p>(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.” (R.C. § 3365.03(B))</p>



Model Component	Wisconsin Policy	What It Can Look Like in Policy
<p>2. Student eligibility requirements are based on demonstration of ability to access college-level content</p>	<p>Partial/Unclear</p> <p>For both programs, it is unclear if colleges and universities may set requirements that exceed requirements for regularly matriculating students.</p> <p>38.12(14): The student must be in grades 11-12, have obtained a parent or guardian’s written approval, be “in good academic standing,” not be “a child at risk, as defined in s. 118.153(1)(a),” and not have previously received a failing grade or failed to complete a course for which the school board or the governing body of a participating private school has made payment.” (W.S.A. 38.12(14)(a))</p> <p>“The technical college district shall admit the pupil to the technical college if he or she meets the requirements and prerequisites of the course or courses for which he or she applied” (W.S.A. 38.12(14)(b))”</p> <p>Early College Credit Program: “An institution of higher education shall admit a pupil to attend a course under this section if ... The pupil meets the requirements and prerequisites of the course.” (W.S.A. 118.55(4))</p>	<p>OH: “(1) In order for a public secondary school student to participate in the program, all of the following criteria shall be met:</p> <p>(a) The student or the student’s parent shall inform the principal, or equivalent, of the student’s school by the first day of April of the student’s intent to participate in the program during the following school year ... program.</p> <p>(b) The student shall both:</p> <p>(i) Apply to a public or a participating private college, or an eligible out-of-state college participating in the program, in accordance with the college’s established procedures for admission...;</p> <p>(ii) Meet the college’s established standards for admission and for course placement, including course-specific capacity limitations...</p> <p>(d) The student and the student’s parent shall sign a form, provided by the school, stating that they have received the counseling required ... and that they understand the responsibilities they must assume in the program.” (R.C. § 3365.03(1)(a) through (d))</p>
<p>3. Caps on the maximum number of courses students may complete are not overly restrictive</p>	<p>No</p> <p>Both programs: “A school board or the governing body of a participating private school may establish a written policy limiting the number of credits for which the school board or governing body will pay under sub. (5) and s. 38.12 (14) (d) to the equivalent of 18 postsecondary semester credits per pupil.” (W.S.A. 118.55(7t))</p>	<p>IN: “A student may enroll in courses offered by an eligible institution on a full-time or part-time basis during secondary school upon the recommendation of a school administrator.” (IC 21-43-4-4)</p>



Model Component	Wisconsin Policy	What It Can Look Like in Policy
<p>4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses</p>	<p>Partial</p> <p>Yes, for 38.12(14); student decision for the Early College Credit Program. Specifically:</p> <p>38.12(14): “The pupil is eligible to receive both high school and technical college credit for courses successfully completed at the technical college.” (W.S.A. 38.12(14)(c))</p> <p>Early College Credit Program: “any public high school pupil who is not attending a technical college under s. 38.12(14) or 118.15(1)(b) and any high school pupil attending a private school may enroll in an institution of higher education for the purpose of taking one or more nonsectarian courses at the institution of higher education, including during a summer semester or session. The pupil shall submit an application to the institution of higher education in the previous school semester. The pupil shall indicate on the application whether he or she will be taking the course or courses for high school credit or postsecondary credit or both, if applicable.” (W.S.A. 118.55(2))</p>	<p>Statute defines a dual credit course as a college course taken by a high school student for credit at both the college and high school level. (110 ILCS 27/5)</p>
<p>5. All students and parents are annually provided with program information</p>	<p>Partial</p> <p>38.12(14): Policy silent</p> <p>Early College Credit Program: Notification specifies students, not parents. “Annually by October 1, each school board shall provide information about the program under this section to all pupils enrolled in the school district in the 8th, 9th, 10th, and 11th grades.” (W.S.A. 118.55(8) (a))</p>	<p>OH: “Each public and participating nonpublic secondary school shall...</p> <p>(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven; ...</p> <p>(C) Promote the program on the school’s web site, including the details of the school’s current agreements with partnering colleges;</p> <p>(D) Schedule at least one informational session per school year to allow each partnering college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no partnering colleges located within thirty miles of the school, the school shall coordinate with the closest partnering college to offer an informational session.” (R.C. § 3365.04(A), (C), (D))</p>



Model Component	Wisconsin Policy	What It Can Look Like in Policy
6. Counseling/advising is made available to students and parents before and during program participation	Silent	<p>OH: “Each public and participating nonpublic secondary school shall...</p> <p>(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:</p> <ul style="list-style-type: none"> (1) Program eligibility; (2) The process for granting academic credits; (3) Any necessary financial arrangements for tuition, textbooks, and fees; (4) Criteria for any transportation aid; (5) Available support services; (6) Scheduling; (7) Communicating the possible consequences and benefits of participation, including all of the following: <ul style="list-style-type: none"> (a) The consequences of failing or not completing a course under the program, including the effect on the student’s ability to complete the secondary school’s graduation requirements; (b) The effect of the grade attained in a course under the program being included in the student’s grade point average, as applicable; (c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education. (8) The academic and social responsibilities of students and parents under the program; (9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll; (10) The standard packet of information for the program developed by the chancellor of the Ohio board of regents pursuant to section 3365.15 of the Revised Code; <p>For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.” (R.C. § 3365.04(B))</p>



Model Component	Wisconsin Policy	What It Can Look Like in Policy
Finance		
<p>7. Responsibility for tuition payments does not fall to parents/students</p>	<p>Partial</p> <p>38.12(14): Students may be subject to payments for courses deemed not comparable to courses offered in the district. Specifically: “Subject to s. 118.55 (7t), for each pupil attending a technical college under this subsection, the school board shall pay to the technical college district board, in 2 installments payable upon initial enrollment and at the end of the semester, for those courses taken for high school credit, an amount equal to the cost of tuition, course fees, and books that a pupil who is attending the technical college and who is a resident of this state would be charged, except that the school board is not responsible for payment for any courses that are comparable to courses offered in the school district.” If a student’s district is required to pay for the course under this provision, “A pupil taking a course at a technical college for high school credit ... is not responsible for any portion of the tuition and fees for the course.” (W.S.A. 38.12(14)(f))</p> <p>Early College Credit Program: Students not responsible for costs related to a course taken for high school credit (regardless of whether a student also receives postsecondary credit), and deemed not comparable to a course offered in the school district or participating private school. Courses taken for postsecondary credit only, and/or deemed comparable to a course offered in the district or private school will incur student-borne costs.</p> <p>Specifically: “Subject to sub. (7t), the school board of the school district in which a pupil attending an institution of higher education under this section is enrolled and the governing body of the participating private school attended by a pupil who is attending an institution of higher education under this section shall be responsible for the following amount: “(a) If the pupil is taking a course for high school credit, regardless of whether the course is also taken for postsecondary credit, and if the course is not comparable to a course offered in the school district, 75 percent of the actual cost of tuition for the course, as determined under par. (d).</p>	<p>Various models in states to address who pays tuition, and tuition levels charged.</p>



Model Component	Wisconsin Policy	What It Can Look Like in Policy
	<p>If a pupil attending a private school is taking a course for high school credit, regardless of whether the course is also taken for postsecondary credit, and if the course is not comparable to a course offered by the participating private school, 75 percent of the actual cost of tuition for the course, as determined under par. (d). If the pupil takes a course described under this paragraph at a high school in a school district or at a participating private school, the school board of the school district or the governing body of the participating private school shall be responsible for the costs of books and other necessary materials for the course.</p> <p>“(b) If the pupil is taking a course for postsecondary credit and if the course is not comparable to a course offered in the school district, 25 percent of the actual cost of tuition for the course, as determined under par. (d).</p> <p>“(c) If the pupil is attending a private institution of higher education, the lesser of the following:</p> <ol style="list-style-type: none"> 1. The actual cost of tuition, fees, books and other necessary materials directly related to the course. 2. An amount determined by dividing the state total net cost of the general fund in the previous school year by the state total membership in the previous school year, dividing that quotient by the statewide average number of high school credits taken by full-time pupils in the previous school year, as determined by the state superintendent, and multiplying that quotient by the number of high school credits taken by the pupil at the private institution of higher education, as determined under sub. (3) (b). In this subdivision, ‘net cost’ has the meaning given in s. 121.004 (6), and ‘membership’ has the meaning given in s. 121.004 (5). <p>“(d) If a school board or the governing body of a participating private school is required to pay tuition on behalf of a pupil under this subsection, the tuition charged for each credit assigned to the course may not exceed the following:</p> <ol style="list-style-type: none"> 1. For an institution of higher education under sub. (1) (bm) 1., other than a University of Wisconsin college campus, as defined in s. 36.05 (6m), one-third of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the educational institution as an undergraduate student. 	



Model Component	Wisconsin Policy	What It Can Look Like in Policy
	<p>Subject to sub. (7t), neither the institution of higher education nor the school board nor the governing body may charge any additional costs or fees to a pupil to attend a course under this section.</p> <p>1m. For an institution of higher education under sub. (1) (bm) that is a University of Wisconsin college campus, as defined in s. 36.05 (6m), one-half of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the college campus as an undergraduate student. Subject to sub. (7t), neither the college campus nor the school board may charge any additional costs or fees to a pupil to attend a course under this section.</p> <p>“(e)</p> <p>1. Subject to sub. (7t), within 30 days after the end of the semester, the school board of the school district in which a pupil who attended an institution of higher education under this section was enrolled and the governing body of a participating private school attended by a pupil who attended the institution of higher education under this section shall pay the institution, on behalf of the pupil, the amount determined under par. (d) and shall submit an itemized report to the department of the amounts paid under this subdivision.</p> <p>2. Subject to subd. 3., from the appropriation under s. 20.445 (1) (d), the secretary of the department of workforce development shall, on behalf of the school board of a school district in which a pupil who attended an institution of higher education under this section was enrolled and on behalf of the governing body of a participating private school and a pupil who attended the private school and who attended an institution of higher education under this section, pay to the department of public instruction the following amount:</p> <p>a. For a pupil who took a course for high school credit, as described in par. (a), 25 percent of the actual cost of tuition for the course, as determined under par. (d). The department of public instruction shall reimburse the school board of the school district or the governing body of the private school the amount received from the department of workforce development under this subd. 2. a.</p>	



Model Component	Wisconsin Policy	What It Can Look Like in Policy
	<p>b. For a pupil who took a course for postsecondary credit, as described in par. (b), 50 percent of the actual cost of tuition for the course, as determined under par. (d). The department of public instruction shall reimburse the school board of the school district or the governing body of the private school the amount received from the department of workforce development under this subd. 2. b.</p> <p>3. If the appropriation under s. 20.445 (1) (d) in any fiscal year is insufficient to reimburse all school districts and all governing bodies eligible for the full amount of reimbursable tuition costs under subd. 2., the secretary of the department of workforce development shall notify the state superintendent, who shall prorate the amount of the payments under subd. 2. among eligible school districts and governing bodies.</p> <p>“(6) Responsibility of pupil for tuition and fees; institution of higher education.</p> <p>(a) Subject to sub. (7t), a pupil taking a course at an institution of higher education for high school credit under this section is not responsible for any portion of the tuition and fees for the course if the school board, the state superintendent on appeal under sub. (3) (b), the governing body of the participating private school, or the governing body on appeal under sub. (3) (b) has determined that the course is not comparable to a course offered in the school district or at the participating private school, whichever is applicable.</p> <p>(b) A pupil taking a course at an institution of higher education for high school credit under this section is responsible for the tuition and fees for the course if the school board or the governing body of the participating private school has determined that the course is comparable to a course offered in the school district or at the participating private school, unless the state superintendent or the governing body reverses the decision of the school board or governing body, respectively, on appeal under sub. (3) (b).</p>	



Model Component	Wisconsin Policy	What It Can Look Like in Policy
	<p>(c) 1. Except as provided in subd. 2., a pupil taking a course under this section at an institution of higher education only for postsecondary credit is responsible for 25 percent of the actual cost of tuition for the course, as determined under sub. (5) (d). The school board of the school district in which the pupil attending an institution under this section is enrolled and the governing body of a participating private school attended by a pupil attending an institution of higher education under this section shall establish a written policy governing the timing and method for recovering from the pupil or the pupil's parent or guardian the pupil's share of tuition as specified in this subdivision.</p> <p>2. The school board or the governing body of the participating private school shall waive the pupil's responsibility for costs under subd. 1. if the department determines that the cost of the course would pose an undue financial burden on the pupil's family. ...</p> <p>(b) If a school board is required to pay tuition and fees on behalf of a pupil under sub. (5) (a) or (c) 1. or (7r) (d) [sub. (5) (a) or (c) 1. or s. 38.12 (14) (d)], the tuition and fees charged may not exceed the amount that would be charged a pupil who is a resident of this state." (W.S.A. 118.55(5), (6), (7t)(b))</p>	



Model Component	Wisconsin Policy	What It Can Look Like in Policy
8. Districts and postsecondary institutions are fully funded or reimbursed for participating students	Yes District: Receives same FTE, but pays certain amount to institution of higher education.	
Ensuring Program Quality		
9. Courses have the same content and rigor regardless of where and to whom they are taught	Silent Early College Credit Program: In practice, courses may be offered only at the postsecondary institution or online. Courses taught at the high school — by the high school instructor — are ineligible.	
10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation	Silent	



Model Component	Wisconsin Policy	What It Can Look Like in Policy
<p>11. Districts and institutions publicly report on student participation and outcomes</p>	<p>Silent</p> <p>38.12(14): Silent</p> <p>Early College Credit Program: No. However, due to program design, DPI will be collecting program information for purposes of district reimbursement.</p>	<p>CO: “On or before February 1, 2011, and on or before February 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses, and courses related to apprenticeship programs and internship programs. The report must include, but need not be limited to:</p> <p>(a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements, including cooperative agreements concerning course work related to apprenticeship programs and internship programs;</p> <p>(b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education;</p> <p>(c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year;</p> <p>(d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year;</p> <p>(e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program;</p> <p>(f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education;</p> <p>(g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year;</p> <p>(h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program;</p> <p>(i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled;</p> <p>(j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree ...</p> <p>(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program ..., which studies may be prepared by a party other than the department or the department of higher education.” (C.R.S.A. § 22-35-112(2), (3))</p>



Model Component	Wisconsin Policy	What It Can Look Like in Policy
12. Programs undergo evaluation based on available data	Silent	<p>KY: The CPE/KDE Dual Credit Policy directs the Kentucky Council on Postsecondary Education to establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, the KCTCS office and AIKCU. The CPE president may appoint additional members to this council. Among the charges to the Dual Credit Advisory Council is to provide recommendations to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures and reporting responsibilities.</p> <p>In addition, the Dual Credit Policy directs the CPE to:</p> <ul style="list-style-type: none"> • Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by the retention and completion of postsecondary credentials. • Create and monitor an accountability system with metrics related to student access, quality, affordability and transferability of credit. • Ensure that student information is available in the CPE data system that supports the monitoring and tracking of dual credit students. <p>The Dual Credit Policy directs the KDE to create a school accountability model to provide feedback and a continuous improvement model for dual credit.</p>
Transferability		
13. Postsecondary institutions accept and apply credit earned through dual enrollment as standard transfer credit	<p>No</p> <p>38.12(14): Silent</p> <p>Early College Credit Program: While there is no guarantee of course transfer, “If a pupil specifies ... that he or she intends to take a course for postsecondary credit at an institution of higher education that is within the University of Wisconsin System, the board of regents of the University of Wisconsin System shall notify the pupil whether credits earned for the course are transferable between and within institutions within the system.” (W.S.A. 118.55(3)(c))</p>	<p>Various state models ensure the transfer of dual enrollment credit. These include:</p> <ul style="list-style-type: none"> • Agreed-upon bank of statewide transferable courses — a dual enrollment course in that bank of courses must transfer. • Statewide course numbering system: Any dual enrollment course assigned a statewide course number must be transferable statewide. • MN: All courses delivered through the NACEP-accredited programs must be recognized for transfer. • Blanket transfer: NM, OH and UT. • Statewide exam: TN Dual Credit students who pass dual credit challenge exams earn college credit accepted by all Tennessee public postsecondary institutions.