



# SREB policy brief

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## Redesigning Dual Enrollment to Promote College Completion

Reform efforts in America's public high schools over the last decade have focused on graduating all students and ensuring they are ready for college and careers. One way policy-makers have increased the rigor of the high school curriculum and bridged the readiness gap between high school and college is through accelerated learning options — including dual enrollment programs.

The National Center for Education Statistics (NCES) defines dual enrollment as an “organized system with special guidelines that allows high school students to take college courses” and potentially earn college credit. Most dual enrollment policies in SREB states were established more

than 30 years ago for high-achieving students who needed a more challenging high school curriculum.

Today, greater numbers of students are turning to dual enrollment programs to get a head start in college and move more quickly toward a career. As a result, dual enrollment is growing and, in many states, is serving a more diverse mix of students. Consequently, dual enrollment policies in many SREB states may need to be redesigned to ensure that all participants are well served. This *SREB Policy Brief* updates leaders and lawmakers on the current status and implementation of dual enrollment policies in the region and offers key policy considerations they should address.

### A primer on dual enrollment

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All dual enrollment programs are built on partnerships between high schools and colleges, though structure and delivery methods vary. The amount and type of credit awarded depend on each student's performance as well as state policy. Students can earn college credit only — or both high school and college credits — for completing the courses successfully. Courses are taught by college professors or high school teachers certified by the college as adjunct faculty. Students can take courses on a college campus, at a high school, online, or at another specified location. Courses can be offered individually or as part of a sequence.

States use a variety of terms to refer to their dual enrollment programs, including *dual credit* and *concurrent* and *joint enrollment*. *Dual credit* refers to courses that award both high school and college credits. *Concurrent* and *joint enrollment* are often used interchangeably for dual credit programs and for those that give students the opportunity to earn college credit only — without recognizing the inherent differences between them and how these differences affect students. For the purposes of this report, dual enrollment refers to all of these programs.

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Dual enrollment programs differ from other accelerated learning options. They allow states to have greater control over the curriculum taught and more flexibility in how courses are offered. Other accelerated learning options — such as the College Board’s Advanced Placement (AP) program and the International Baccalaureate (IB) program — use more prescribed structures. These programs follow a curriculum set by their sponsoring organizations that require students to succeed on nationally standardized exams to earn college credits, regardless of where in the nation they take the courses. Early college high schools and the federally funded tech-prep program use an established sequence of courses to move students toward a high school diploma and a postsecondary degree or certificate concurrently. (See Appendix A for descriptions of these accelerated learning options.)

A 2005 NCES study estimated that 87 percent of all U.S. public high schools offered their students at least one of these accelerated learning programs. Noted educational researcher Clifford Adelman has concluded that students’ success in these programs may be a better predictor of their future success in college than standardized tests or high school grade-point averages.

Many SREB states in recent years have instituted policies identifying one or more accelerated learning programs as ways to prepare all students for college. Arkansas and West Virginia passed legislation in 2004 and 2008, respectively, requiring every high school to offer at least four AP courses — ensuring access to these courses for all students in these states. North Carolina and Texas invested in early college high schools, bringing a more rigorous high school curriculum and the first two years of college specifically to more first-generation, minority students and students from low-income families.

But only dual enrollment relies on partnerships between high schools and colleges within a state to offer *individual* courses for college credit. Through these partnerships, education leaders can create links between K-12 and higher education agencies that lead to important information exchanges. These exchanges can identify strengths and weaknesses in standards, assessments and instruction, while facilitating discussions among education stakeholders about what it means to be college-ready.

## How dual enrollment programs benefit students

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The primary benefit of dual enrollment programs is to give motivated high school students the opportunity to take more rigorous course work while still in high school. The programs also can give these students a head start on college and reduce their time- and credits-to-degree.

Over the years, little data have been available to evaluate whether these benefits have been realized. However, recent survey results from the SREB-State Data Exchange on the status of graduates from two- and four-year colleges in 2008-2009 found that taking college-level courses in high school shortens time-to-degree for many graduates.

- Students who completed bachelor’s degrees in 2008-2009 at the same institution where they first began and also had a record of taking college-level credits in high school completed college in 4.6 years on average in the 10 responding SREB states. Their counterparts without a record of taking college-level credit in high school completed in an average of 5.0 years. Students who did not attempt college credits in high school also took longer to complete associate’s degrees in the nine responding SREB states — 1.6 years more — than those who did.

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The survey provided only preliminary information about the total number of college credits attempted by graduates because the portion of the survey related to these data was voluntary. Five SREB states provided information about their graduates.

- Students who completed a bachelor's degree in 2008-2009 at the same institution where they began and also had a record of attempting courses for college-level credit in high school earned more credit-hours (137 hours) than their counterparts without a record of college-level courses in high school (134 hours). Students who completed associate's degrees and attempted college credits in high school took fewer hours (73 hours) to complete a degree than their counterparts (79 hours).

In short, participation in programs that allowed students to take college courses in high school — including dual enrollment — **reduced time-to-degree** for both bachelor's and associate's degree students when compared with students who did not take college courses in high school, but it did not necessarily reduce the number of credit-hours students took once they got to college.

Other research shows that participants in dual enrollment often accrue additional benefits, however. A 2007 report from the Community College

Research Center (CCRC) found that Florida students who took dual enrollment courses were **more likely than their peers to earn a high school diploma and enroll in college** — and often were more successful after they arrived.

The CCRC report also found that dual enrollment students who went to college were **more likely to persist** into the second year of college and had “statistically significant” **higher grade-point averages** in college than their college peers who had not participated in dual enrollment. These results were true for students in both high school career/technical and academic concentrations. They also were true regardless of whether students attempted many or only a few dual enrollment credits. Simply participating was enough to benefit from these courses.

Transfer-of-credit policies are closely linked to state dual enrollment policies. Students taking dual enrollment courses in public two- and four-year colleges need to understand how the credits they earn can be used to complete college and certificate requirements. Strong statewide transfer policies can address how credits earned through dual enrollment at any institution within the state will transfer to other two- and four-year colleges.

## Dual enrollment programs are growing fast

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The 2005 NCES study found that 5 percent of all high school students — more than 800,000 — took at least one dual enrollment course in the 2002-2003 school year. More than three-fourths of these students took these courses at public two-year colleges. Dual enrollment accounted for 1.2 million course enrollments compared with the 1.8 million students who took at least one AP course the same year. Although more students participated in AP than dual enrollment, a larger proportion (71 percent) of public high schools across the nation offered dual enrollment than AP (67 percent).

Many SREB states, however, do not report student participation in dual enrollment. In the few states that collect and publically report data, dual enrollment programs appear to be thriving. In fact, recent participation growth suggests that several SREB states increasingly have used dual enrollment programs to meet college-readiness goals. For example:

- **Florida's** program has increased by 3,000 students annually in recent years, boasting more than 44,000 high school students in college courses in 2008. These numbers are predicted

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to increase as policy-makers expand the state's accountability indicators for high schools to include student participation in accelerated learning programs such as dual enrollment and AP.

- In **Kentucky**, the number of high school students enrolled in college courses at public institutions more than tripled from 2001 to 2008 — from nearly 5,400 in 2001 to more than 17,000. Policy-makers have used dual enrollment in recent years as a way to afford all high school students the “right to participate in rigorous and academically challenging curriculum.” In addition, the proportion of students taking dual enrollment courses at public four-year colleges has grown since 2002.
- An American Institutes for Research report commissioned by the **Texas** Education Agency

in 2011 found the state's dual enrollment program grew by 31 percent to just over 94,000 participants from 2007 to 2009. Nearly three of four dual credit courses were in core academic subjects, and one of five was in a career or technical education course.

The increased use of dual enrollment courses may result from the relative ease and low cost of establishing these programs compared with other accelerated learning options. The key components of dual enrollment programs — college courses — already exist. Implementing the program simply requires states to create clear pathways for high school students to enroll in these courses, but it does not require expensive professional development (as does the AP program), curriculum redesign (as does the IB program) or school creation (as do early college high schools).

## How SREB states structure dual enrollment policies

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The structure and implementation of dual enrollment programs in SREB states vary considerably. Policies range from Florida's well-defined statewide program to Maryland's unstructured, decentralized one. (See the table on Pages 8 and 9 for descriptions of dual enrollment programs in SREB states.)

Six SREB states — Arkansas, Delaware, Florida, Georgia, Oklahoma and Tennessee — require all high schools to offer dual enrollment opportunities to their qualified students. Three of these states — Arkansas, Georgia and Tennessee — plus three additional SREB states — Kentucky, Louisiana and Virginia — have established more than one dual enrollment program to offer different credit opportunities to their students.

In general, dual enrollment policies in SREB states address the following **seven components**:

1. **Type of credit:** State policy determines whether students can earn high school and college credits or only college credit for successfully com-

pleting a dual enrollment course. Fourteen SREB states offer a program that awards both high school and college credits; four of them have an additional program that awards college credit only. Oklahoma offers students the opportunity to earn college credit only. Virginia allows districts to partner with colleges to make both high school and college credits available if they choose. Tennessee offers high school credit to students who pass an assessment at the end of the dual credit course. Six SREB states permit students to take postsecondary technical or occupational courses in their dual enrollment programs.

*Key issues:*

- States that do not offer students the opportunity to earn both high school and college credits in dual enrollment courses may discourage capable high school students from participating in these college-level courses while in high school.
- States that do not define high school credits clearly in Carnegie units may confuse students

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and parents about how these credits apply to high school requirements and college admission.

- 2. Tuition:** The parties responsible for paying student tuition and fees for dual enrollment courses vary. They include students, the states, colleges, school districts, or a combination. In SREB states, students and their families most often pay the tuition and fees for these courses, although in some cases, states or institutions waive the tuition.

Seven SREB states require students to pay tuition for dual credit courses, although many of these states offer discounts to students with financial need. Three SREB states cover costs for their dual credit courses: Georgia through a state lottery for qualifying students; Louisiana and Tennessee by reimbursing institutions based on credit-hours. Two SREB states — Florida and Oklahoma — waive tuition for certain students. Delaware, Texas and Virginia allow individual institutions to waive tuition if they choose. North Carolina allows students to earn up to 44 hours of college credit tuition-free.

Five SREB states offer students additional dual enrollment programs that grant college credit only. Three of these states require students or their families to pay for the courses. Louisiana covers its program costs, while Oklahoma depends on multiple sources to cover tuition and fees.

*Key issues:*

- Dual enrollment policies that require students or their families to pay tuition and fees make it difficult for students from low-income families to participate because high school students do not qualify for financial aid programs such as the federal need-based Pell Grant and direct loan programs, or for state aid, which generally is not available to these students in SREB states.
- Students may have uneven access to dual enrollment courses and be uncertain about their ability to pay for them because many states allow

postsecondary institutions to determine tuition policy for these courses, deciding whether to offer them at full, reduced or no cost.

- 3. Course location:** Generally, state policies permit dual enrollment courses to be taught on either high school or college campuses. Blackboard Institute researchers estimated that 74 percent of dual enrollment courses in 2010 were taught in high schools. States indicated that they preferred offering courses at high schools because instruction, transportation and program administration costs were lower. Currently, 14 SREB states teach dual enrollment courses on either high school or college campuses. Georgia requires that its college-credit-only dual enrollment courses be taught only on college campuses.

In recent years, with the expansion of distance learning, dual enrollment classes also are offered online. In fact, a Babson Research Group survey in 2009 found that 47 percent of school districts used postsecondary online courses for dual enrollment students. Seven SREB states allow college-administered online programs to offer dual enrollment courses.

*Key issues:*

- Students taking dual enrollment courses taught at high schools in classes with only high school dual enrollment students may not experience the full benefits of college, including interactions with college students and professors, or access to college libraries and laboratories.
- Colleges offering online dual enrollment courses to high school students without providing adequate academic support may put students without independent learning skills at higher risk of failure.
- Locating dual enrollment courses exclusively on college campuses may prevent some students from participating, if dependable transportation is not available.

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- 4. Institution eligibility:** States differ in their policies on which postsecondary institutions can offer dual enrollment courses in partnership with high schools. Traditionally, community colleges have provided most dual enrollment opportunities for high school students. But in the last decade, many public — as well as a few select private — four-year colleges and universities have begun to offer dual enrollment courses to meet the growing demand. As a result, 13 SREB states now rely on both two- and four-year public institutions to offer dual enrollment opportunities. Five of these 13 states also allow approved private colleges to participate. Three SREB states require all college-credit opportunities for high school students to be offered only by public two-year colleges.

Research documented by the nonprofit organization Jobs for the Future indicates that some students unfamiliar with the demands of college may need additional student support services beyond those generally available in the classroom. Colleges and universities eligible to offer dual enrollment courses need support systems extensive enough to help these students.

*Key issue:*

- Students taking dual enrollment courses at two- and four-year colleges may not receive the student services they need to succeed on a college campus. They may fall behind and not know where to turn for academic or social supports.
- 5. Eligibility requirements:** Currently, all SREB states except Maryland set minimum academic requirements in state-level policy for students to participate in dual enrollment courses. These qualifications vary widely, and their restrictiveness often determines the reach of a state's dual enrollment program. Eligibility requirements may include class standing, minimum grade-point average, minimum standardized test scores, a written recommendation or academic progress. Ten SREB states also require that students meet the basic college entrance require-

ments of the college offering the dual enrollment course. Fourteen SREB states outline statewide minimum eligibility requirements for participation in their programs.

Some states — such as Tennessee — require students to be at least juniors in high school and to meet minimum institutional requirements to take a college course. Others — such as Alabama — also stipulate that dual enrollment students must have at least a B average, meet entrance requirements of the college they are attending and receive a written recommendation.

*Key issues:*

- States that rely on strict academic requirements for participation in dual enrollment courses may prevent some high school students who would benefit from taking certain specialized, college-level academic courses from being able to enroll.
  - States that require a minimum standardized test score may exclude some students who have otherwise demonstrated readiness for college-level courses.
- 6. Quality assurances:** Few SREB states address in their state policies the quality of instruction available to dual enrollment students. Most leave those measures up to the colleges and universities awarding the credit. Thirteen SREB states address the minimum credentials an instructor must have in order to teach a dual enrollment course: a master's degree and at least 18 hours of postbaccalaureate course work in the subject they are teaching. Only six SREB states establish rigorous measures for all dual enrollment instructors, including those who teach in partner high schools. These include participating in professional development, training or evaluation provided by their supervising college, in addition to the basic credentials.

More SREB states discuss course quality in their state policies, however. Nine SREB states require that course content mirror that of the equivalent postsecondary course — including

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using the same syllabus, readings, exams and learning outcomes. Two additional states identify general course content guidelines.

*Key issues:*

- Dual enrollment courses that are not monitored for instructional quality and rigor may not be comparable to their college counterparts.
- Many states do not use evaluations of instructor quality as a measure of program success.

**7. Funding:** Of all the components, funding has drawn the most scrutiny in recent years. Students participating in dual enrollment courses typically attend two state-funded institutions simultaneously — a public high school and a public college — potentially earning credit at both for a single course. Policy-makers have struggled to find the best way to fund both institutions for serving the same student at the same time. With little current research on return on investment in dual enrollment programs, education leaders have tried to assure policy-makers and stakeholders that they are getting value for their investment and that the state is not unnecessarily paying for the same instructional hours at both institutions.

States can choose to fund participating high schools and colleges at the same level for a dual enrollment student as they would a student separately enrolled in each institution. Or, they

can reduce the funding to one or both institutions to reflect the shared instructional responsibilities for a dually enrolled student. Most often, states fund both institutions at their full level in order to promote institution participation in the programs. In fact, 13 SREB states fund high schools and colleges for an enrolled high school student at the same level as that of a regularly enrolled student. Only one state — Tennessee — reduces funding to high schools for students who participate in dual enrollment.

*Key issues:*

- Current state policies that favor funding models that promote program growth may not be sustainable in tight economic times because the state is essentially paying two institutions for the same instructional hours.
- Reducing funding from the current model creates a disincentive for high schools and colleges to participate. If a college's funding is reduced, it may pass some of the costs on to high school students who do not have access to financial aid through tuition and/or fees. If a high school's funding is reduced, it may choose to limit dual enrollment opportunities for students.
- States may consider providing funding incentives to high schools or colleges that promote student participation or performance in dual enrollment courses.

## Dual Enrollment Programs in SREB States

	Program Name(s)	Type of Credit Earned <sup>1</sup>	Who Pays Tuition <sup>2</sup>	Where Courses Are Located <sup>3</sup>	Eligible Institutions <sup>4</sup>	Student Eligibility Requirements <sup>5</sup>	Quality Assurances <sup>6</sup>	How Schools are Funded for Dual Enrollment Students <sup>7</sup>		
								HS	PS	
Alabama	Dual Enrollment	HS and PS	Student	HS or PS	2-YR and 4-YR	Standing, GPA, recommendation, institution requirements	Instructor quality, collegiate involvement, evaluation	Equally	Equally	Alabama
Arkansas	Concurrent Enrollment	HS and PS	Student	Not specified	2-YR and 4-YR	Recommendation, standardized test	Instructor quality, course content, collegiate involvement	Equally	Equally	Arkansas
	Dual Enrollment	PS				Recommendation		Reduced	Not defined	
Delaware	Dual Enrollment	HS and PS	Varies	HS, PS or Virtual	2-YR, 4-YR and Private	Determined by college	Instructor quality, course content	Equally	Equally	Delaware
Florida	Dual Enrollment	HS and PS	College	HS or PS	2-YR, 4-YR and Private	GPA, institution requirements, standardized test	Instructor quality	Equally, with qualifications	Equally, with qualifications	Florida
Georgia	ACCEL	HS and PS	Lottery	HS, PS or Virtual	2-YR, 4-YR and Private	Institution requirements, academic progress	Course content	Equally	Equally	Georgia
	Joint Enrollment	PS	Student	PS						
Kentucky	Dual Credit	HS and PS	Student	HS or PS	2-YR, 4-YR and Private	Institution requirements, academic progress	Instructor quality, course content	Equally	Equally	Kentucky
	Dual Enrollment	PS								
Louisiana	Early Start	HS and PS	State	HS or PS	2-YR, 4-YR and Private	Standing, recommendation, standardized test, academic progress	Instructor quality, course content	Equally	Equally	Louisiana
	TOPS-Tech Early Start	PS			2-YR and 4-YR	Standing, GPA, standardized test, academic progress				
Maryland	None	Not specified	Student	Not specified	2-YR	Not specified	Not specified in state policy	Equally, with qualifications	Equally, with qualifications	Maryland
Mississippi	None	HS and PS	Varies	HS, PS or Virtual	2-YR and 4-YR	Institution requirements, academic progress	Instructor quality	Equally	Equally	Mississippi
North Carolina	Career and College Promise	HS and PS	College	HS or PS	2-YR	Standing, GPA, standardized test, academic progress	Course content, college instructors only	Equally	Equally	North Carolina
Oklahoma	Concurrent Enrollment	PS	Varies	HS, PS or Virtual	2-YR and 4-YR	Standing, GPA, recommendation, standardized test	Instructor quality, course content	Equally	Equally	Oklahoma
South Carolina	Dual Enrollment	HS and PS	Student	HS, PS or Virtual	2-YR and 4-YR	Standing, GPA, recommendation, institution requirements	Instructor quality, course content, collegiate involvement, evaluation	Equally	Equally	South Carolina
Tennessee	Dual Enrollment	HS and PS	State	HS, PS or Virtual	2-YR and 4-YR	Standing, institution requirements	Not specified in state policy	Reduced	Equally, with qualifications	Tennessee
	Dual Credit	PS (HS credit if assessment is passed)								
Texas	Dual Credit	HS and PS	Varies	HS, PS or Virtual	2-YR and 4-YR	Standing, institution requirements, standardized test	Instructor quality, course content, evaluation	Equally	Equally	Texas
Virginia	Dual Enrollment	HS and PS	Varies	HS or PS	2-YR	Standing, recommendation, institution requirements	Instructor quality, course content, evaluation	Equally	Equally	Virginia
	Concurrent Enrollment	PS (District may offer HS credit)		Not specified						
West Virginia	None	HS and PS	Student	HS or PS	2-YR and 4-YR	Recommendation, institution requirements	Instructor quality, course content	Equally	Equally	West Virginia

Note: For state legislative code, rules and statutes associated with these policies, see Appendix B.

<sup>1</sup> Students can earn high school (HS), postsecondary (PS) or both types of credit for successfully completing a dual enrollment course.

<sup>2</sup> State-designated parties responsible for paying the tuition and fees for dual enrollment courses can include the student, college, state or state lottery. In some states, the responsible party varies, depending on student circumstances.

<sup>3</sup> Location refers to where dual enrollment courses can be taught: on the high school campus (HS), the college campus (PS) or through college-administered online programs (Virtual).

<sup>4</sup> Postsecondary institutions designated as potential partners for high schools to offer dual enrollment courses include public two-year (2-YR) and four-year (4-YR) colleges and universities, and certain nonprofit two- and four-year private colleges (Private).

<sup>5</sup> States identify various eligibility requirements that students must meet to participate in dual enrollment, including meeting a minimum class standing, attaining a minimum GPA, receiving a recommendation by either a high school or college administrator, meeting the minimum institution requirements to attend the college, attaining a minimum standardized test score and/or showing some other form of academic progress.

<sup>6</sup> States require certain quality components for dual enrollment courses and instructors, including guidelines for instructor quality (minimum credentials, requirements for content knowledge, minimum position as adjunct faculty), collegiate involvement in course approval and faculty management, guidelines for course content (similar standards, textbooks, exams, syllabi and learning outcomes as a similar traditional college course), and/or evaluation of rigor and effectiveness of dual enrollment courses or faculty.

<sup>7</sup> States fund high schools (HS) and colleges (PS) that participate in dual enrollment at levels equal to or below those for non-participating students. Some states fund institutions equally but with qualifications, depending on contact-hours or instructional responsibilities for dual enrollment students.

Sources: Education Commission of the States' Dual Enrollment Database and state legislative code.



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## Next step: Re-examining state dual enrollment policy

SREB states should review the issues identified in this brief as a part of updating their college- and career-readiness policies and strategies. State policymakers and education leaders may want to utilize the following key policy considerations compiled by SREB as a starting point for future discussions:

### *Key policy considerations:*

#### 1. Type and amount of credit awarded

- State policy should identify the type and amount of credit a dual enrollment student may earn by successfully completing approved courses.
- State policy should provide every dual enrollment student with the opportunity to earn both high school and college credits that count toward graduation and degree completion, respectively.
- If high school credit is awarded for completing these college courses, state policy should define the equivalency in Carnegie units.

#### 2. Tuition and cost responsibility

- State policy should clearly define the parties responsible for paying tuition and other costs associated with dual enrollment courses that high school students take, because high school students do not qualify for most financial aid opportunities.
- State policy should promote access to dual enrollment courses for all students — regardless of ability to pay — either by opening state aid programs to high school students or providing tuition and fee waivers for needy students.

#### 3. Course location and institution eligibility

- State policy should promote participation among secondary and postsecondary insti-

tutions and identify the locations where dual enrollment courses can be taught.

- State policy should encourage dual enrollment courses to be taught on college campuses to ensure high school students more fully benefit from participation — and it should ensure students from low-income families have transportation options whenever possible.
- Courses taught on high school campuses or through college online options should promote full use of the college's resources, including visits to the campus.

#### 4. Eligibility requirements for participating students

- State policy should outline the eligibility requirements for high school students who take college courses while still enrolled in high school so they reflect the admission criteria for the participating college.
- State policy should balance the eligibility criteria to guarantee that students who participate in dual enrollment meet college-ready standards, while not restricting participation so much that many students who would benefit from participating in specific courses are prevented from doing so.

#### 5. Quality assurances for courses and instructors

- State policy should require dual enrollment faculty to be evaluated by the same effectiveness measures as their non-dual enrollment college faculty peers.
- State policy should require colleges to evaluate dual enrollment courses to ensure they are taught to the same level of quality as other similar courses or sections of the same courses at those colleges. This could

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require the use of the same syllabi, instructional materials, exams and quizzes as similar college courses.

- State policy should require that all dual enrollment courses be evaluated to guarantee they meet at least the same level of rigor as their non-dual enrollment counterpart courses.

#### 6. School funding

- State policy should identify equitable ways to fund the high schools and colleges that educate the same students through dual

enrollment courses in order to maximize savings to the state while also providing incentives to institutions to participate.

- State policy should tie reimbursement to actual contact-hours with institution personnel.
- State policy should provide incentives to high schools and colleges to participate in dual enrollment by tying certain accountability measures or performance funding to student participation and success in dual enrollment courses.

## Conclusion

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Most dual enrollment policies in SREB states were originally established for high-achieving students who needed a more challenging high school curriculum. Over the last decade, however, exploding enrollments in the program and a wider mix of students have changed this dynamic.

Policy-makers in SREB states may need to redesign their state policies to ensure that all students who participate are successful. This brief is intended to help policy-makers begin discussions anew on dual enrollment policy.

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## Appendix A - Accelerated Learning Options Defined

<b>Name</b>	<b>Description</b>
<b><i>Advanced Placement (AP)</i></b>	Administered by the College Board, the AP program allows high school students to take one or more college-level courses and possibly earn college credit upon passing (scoring a 3 or higher) the associated exam. AP courses do not use actual college curricula; high school instructors use teaching materials provided by the College Board based on typical college introductory courses. Courses are taught on high school campuses or through virtual schools. Often, AP courses meet specific graduation requirements for high school.
<b><i>Dual/Concurrent Enrollment</i></b>	These programs are based on partnerships between postsecondary institutions and high schools that allow high school students to enroll in courses that are often identical to college courses, rather than being at a college level or “college-like.” Credit may be earned at both the high school and college level simultaneously (known as dual credit) or only at the college level. Courses are taught on high school or college campuses or at another location. Most are taught by high school instructors who also hold at least adjunct faculty status at the participating institution.
<b><i>International Baccalaureate (IB)</i></b>	Administered by the International Baccalaureate Organization (IBO), the IB program includes a comprehensive, two-year curriculum that focuses on six academic areas, as well as a community service component and an independent project. It allows students to take a rigorous sequence of classes for which they may earn college credit upon passing (scoring a 4 or higher) the corresponding IB exams. All IB courses are taught at an IB school by high school teachers trained by the IBO.
<b><i>Early College High Schools</i></b>	Established originally to help students at risk of dropping out of high school meet graduation requirements and transfer into postsecondary education, early college high schools are located on college campuses (most often, community colleges) and provide both high school and college courses. These education models provide supplemental services to students, including academic and social support. No one method of delivery is universal; most programs depend heavily on partnership between the participating high school and college to determine structure. This program is used more extensively to reach middle- to low-achieving students.
<b><i>Tech-Prep Program</i></b>	A nationwide, federally funded program that emphasizes career/technical education and partnerships between high schools and community colleges, it is designed to offer a sequenced program of study that combines at least two years of high school and two years of college, leading to an associate’s degree or certificate in a particular career. Courses are taught at either the high school or the college, by either college professors or high school teachers.
Source: Office of Vocational and Adult Education, U.S. Department of Education.	

## Appendix B - Sources for SREB State Dual Enrollment Policies

	Program Names	State Legislative Codes and Rules
Alabama	Dual Enrollment	Chapter 290: Education, Section 290-3-1
Arkansas	Concurrent Enrollment	Title 6: Education, Section 6-16-1202 to 1204 and Section 6-18-223
	Dual Enrollment	Title 6: Education, Section 6-60-202
Delaware	Dual Enrollment	Title 14: Education, Section 14-500-506
Florida	Dual Enrollment	Title XLVIII: K-20 Education Code, Sections 1007.235, 1007.27 and 1007.271
Georgia	ACCEL	Title 20: Education, Section 20-2-159-5
	Joint Enrollment	Rule 160-4-2-.34
Kentucky	Dual Credit	Title VIII: Education, Sections 158.007, 158.622, 160.348, 160.002, 164.098 and 164.580
	Dual Enrollment	
Louisiana	Early Start	Title 17: Education, Sections 17:3048:5 and 17:3137
	TOPS-Tech Early Start	
Maryland	None	Title 18: Education, Sections 18-107, 18-1401 and 18-14A-01 to 02
Mississippi	None	Title 37: Education, Sections 37-15-38 and 37-16-17
North Carolina	Career and College Promise	Chapter 115D: Community Colleges, Sections 115D-5(b) and 20(4); Session Law 2011-145
Oklahoma	Concurrent Enrollment	Title 70: Schools, Section 628-13
South Carolina	Dual Enrollment	Title 59: Education, Section 59-59-210
Tennessee	Dual Enrollment	Title 49: Education, Sections 49-4-902, 916, and 930, and Sections 49-6-3111 and 8303
	Dual Credit	
Texas	Dual Credit	Chapter 28 of the Education Code: Courses of Study; Advancement, Sections 28.009 and 28.010
Virginia	Dual Enrollment	Title 8: Education, Sections 20.131.100 and 20.160.10
	Concurrent Enrollment	
West Virginia	None	Chapter 18: Education, Section 18-2E-5 and Title 133: Higher Education Policy Commission, Section 133-19-1

Sources: Education Commission of the States' Dual Enrollment Database; and state legislative codes, rules and laws.

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## Other SREB Publications of Potential Interest

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- *Measuring Success by Degrees: The Status of College Completion in SREB States* (2010)  
As part of the *Challenge to Lead* education goals series, this report examines where the SREB region stands on improving two- and four-year degree and certification completion rates.
- *The Next Generation of School Accountability: A Blueprint for Raising High School Achievement and Graduation Rates in SREB States* (2009)  
This report documents recommendations of the SREB Committee to Improve High School Graduation Rates and Achievement, including 10 key principles that serve as a blueprint for high school reform.
- *New Measures, New Perspectives: Graduates' Time- and Credits-to-Degree in SREB States* (2011)  
This research brief introduces new measures for key indicators of progress, distinguishes them from graduation rate measures, and reports the first results on time-to-degree and credits-to-degree in the SREB region.
- *Participation and Success in the Advanced Placement Program Continue to Grow in SREB States* (2010)  
As a part of the *Challenge to Lead* education goals series, this policy brief describes AP progress in SREB states and also highlights gains made by Hispanic students across the region. It offers strategies for policy-makers interested in strengthening programs.
- *SREB States Maintain Lead in Advanced Placement and International Baccalaureate Programs* (2009)  
As part of the *Challenge to Lead* education goals series, this policy brief outlines AP progress in SREB states, gains made by underrepresented student groups and — for the first time — results for students from low-income families. Strategies for policy-makers interested in strengthening programs are included.

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