

SREB

Dual Enrollment Across SREB States

*Credentials, Workforce and
Student Success*

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Dual Enrollment Across SREB States

Credentials, Workforce and Student Success

Dual enrollment holds the promise of accelerating students' path to postsecondary education and in-demand careers. Opportunities for dual enrollment — college courses offered to high school students for both high school and college credit — are available in all SREB states, and 14 of 16 states enacted dual enrollment legislation in the last four years. To help states realize the potential of dual enrollment, since 2019 SREB has engaged policymakers, state and local educational leaders, and K-12 and postsecondary educators to identify and share promising policies and practices for states to consider. This report summarizes the work of the SREB Dual Enrollment Initiative to date, lays out its agenda for 2023, details dual enrollment programs in Southern states and lists enacted 2022 legislation.

SREB Dual Enrollment Initiative

In 2019, SREB launched the Dual Enrollment Initiative to help Southern states realize the promise and potential of dual enrollment. The dual enrollment advisory panel was convened to guide this endeavor, bringing together expertise from across the region.

Dual enrollment: college courses taught to high school students for both college and high school credit.

The advisory panel defined dual enrollment as college courses taught to high school students for both college and high school credit. The group framed the initiative's examination of dual enrollment within three aligned perspectives:

- an early start to completing a college credential
- a key component of workforce development
- a means for students to master industry-valued success skills

The panel identified some common challenges facing SREB states, for both students (access, eligibility and cost) and programs (quality, transfer, funding, data and reporting).

Much of the data on dual enrollment available to researchers is old and limited in scope, with findings highly dependent on context, according to SREB's 2020 report *Dual Enrollment Research: A Comprehensive Review*. The report found that dual enrollment often refers to both a concept (a high school student taking a college English course for dual credit) and a program (such as Early College, Advanced Placement, International Baccalaureate or work-based learning). Because of this, we cannot generalize results of dual enrollment studies from one program to the next — though this has often occurred. Even in studies using nationally representative data, the research is not conclusive on the extent to which positive outcomes for students in high school and college are caused by dual enrollment rather than other factors.

Strategic Partnerships: The 2023 Agenda

In 2023, the SREB Dual Enrollment Initiative will engage states and obtain external funding to advance dual enrollment as a means for high school students to complete college credentials that are aligned with workforce readiness. These postsecondary credentials may range from nine to 18 credit hours and will be offered by participating two- and four-year colleges and universities. Through partnerships connecting faculty with industry leaders, students and parents, states will develop dual enrollment practices that are effective, equitable, affordable and sustainable.

With a focus on student completion and program accountability, SREB will help states with these three priorities.

1. Use dual enrollment to improve high school students' completion of postsecondary credential programs that:
 - align with readiness for state and regional workforce priorities
 - integrate college-readiness standards
 - embed industry-valued success skills
 - ensure clear transfer of credit toward a specified degree
 - use open educational resources
 - support aggregated and disaggregated data collection and reporting to evaluate progress
 - include wraparound student support services
 - engage all students
2. Expand access to dual enrollment by increasing the number of high school faculty who are credentialed to teach postsecondary courses that award both college and high school credit.
 - Engage state leaders and college of education faculty in the development and implementation of a master's of education program that offers credentials to meet accreditation standards for in-demand subject areas.
 - Encourage state and local policies that engage, recruit and support high school teachers to gain these credentials.
 - Use open educational resources in the master's of education to allow more high school teachers to participate.
3. Identify, collect and report key data that aligns with states' dual enrollment objectives, to inform continuous improvement. SREB will help states:
 - create a plan for sharing the data with stakeholders and the public
 - develop a model of showing the return on states' investment in dual enrollment, in order to support sustainability

In advancing these objectives, SREB will continue to build on the advisory panel's examination of promising dual enrollment programs and practices. This effort will provide additional insight and direction in our work to align dual enrollment with credentials, workforce and success skills; address the persistent barriers of readiness, access and cost; and increase the number of high school faculty credentialed to teach courses for both college and high school credit.

Credentials, Workforce and Success Skills

One of the most important objectives of dual enrollment is offering students the chance to gain credentials and skills in high school that will help further their education and careers. In 2022, the SREB Dual Enrollment Advisory panel examined credentials of value, success skills and effective workforce development programs. The following programs and initiatives show promise for our future work integrating dual enrollment with postsecondary credentials and the workforce.

Credentials of Value

South Carolina

The South Carolina Department of Education enlisted the assistance of SREB to review current secondary programs of study and develop a tiered system of credentials valued by business and industry. A thorough engagement process involving secondary and postsecondary faculty, program leaders and industry representatives examined enrollment data, labor market information and assessment blueprints. The engagement and collaboration of industry and educational shareholders led to the development of an effective process for identifying credentials that are valued by business, industry and education.

Manufacturing Skills Through Work and College

Alabama, Florida, Kentucky, Louisiana, Mississippi, Tennessee, Texas, Virginia and West Virginia

The Federation for Advanced Manufacturing Education or FAME USA is an industry-developed workforce initiative designed to address employment needs in the advanced manufacturing sector. FAME has chapters in nine SREB states. The program emphasizes “strong technical training, integration of manufacturing core competencies, intensive professional practices and intentional hands-on experience to build the future of the modern manufacturing industry.”

Although the models can vary depending upon employer need, students generally work three days a week for the sponsoring FAME employer and attend classes for two days through a partnering postsecondary institution. The college offers an industry-approved curriculum reinforced with on-site, work-based learning experiences. Successful students attain an industry-valued postsecondary credential at little or no cost and the opportunity for employment with the industry partner.

Grow Your Own Teachers

West Virginia

TeachWV is a workforce initiative to address the escalating need for teachers in the state. The Grow Your Own Pathway to Teaching Initiative brings a sense of urgency to strengthen the teacher pipeline by removing barriers and increasing supports for individuals seeking to pursue a career in teaching in the Mountain State.

Teaching vacancies have more than doubled in West Virginia, from 600 in 2015 to 1,544 in 2022. The Grow Your Own Pathway aligns secondary to postsecondary curriculum through dual enrollment and provides paid in-classroom training while prioritizing postsecondary credential attainment.

Employability Skills for Students and Faculty

Georgia

GeorgiaBEST is a statewide effort from the Georgia Department of Labor and the University of North Georgia. The program is designed to teach work-based employability skills identified by Georgia businesses. Programs serve high school and postsecondary students as well as adult employees, delivering training in school, college, and work environments. A train-the-trainer format empowers teachers and facilitators and engages students, whose skills are assessed and validated by GeorgiaBest before certification.

Quality Assurance Commons

Quality Assurance Commons was founded in 2016 to explore the employability skills attained by graduates of academic and technical postsecondary programs. QA Commons studied 24 programs across 14 two- and four-year postsecondary institutions to examine how employability skills were incorporated into college curricula and programs. The study identified a poor alignment of academic outcomes with employment, noting that graduates lacked clear proficiencies that could be applied to a work environment.

The study also noted that postsecondary faculty are often uninformed on current workforce skills and how to prepare students for employment. QA Commons cites Gallup surveys indicating that while 98% of university provosts rate their institutions very or somewhat effective at preparing students for the world of work, only 11% of employers and 13% of parents shared this perspective.

QA Commons advocates for a prominent level of engagement and collaboration whereby employers work with faculty to integrate workforce and academic preparation in a framework that offers eight Essential Employability Qualities. The strategy requires a top-down commitment from leadership and a bottom-up approach from faculty.

Teaching Apprenticeships

Arkansas, South Carolina, Tennessee, Texas and West Virginia

In fall 2022 the U.S. Department of Labor approved the Teacher Residency Apprenticeship Program as a registered apprenticeship program for teachers in Arkansas and the Columbia College Alternative Pathways to Educator Certification Program for teachers in South Carolina. They join Tennessee, Texas and West Virginia as SREB states achieving this national designation. In January 2022 Tennessee became the first state in the nation to receive federal approval for a teaching apprenticeship program. These programs are designed to expand the teacher pipeline by aligning paid in-classroom experiences with educational and instructional requirements and attainment of a four-year degree, a teaching license and a nationally recognized apprenticeship certification.

Persistent Barriers: Readiness, Access and Cost

One barrier to dual enrollment participation is many students' lack of readiness for college. An SREB analysis of ACT data across the Southern states shows a 64% gap in college readiness for students who graduate from high school. While 87% of students across SREB states are graduating from high school, only 23% test as college ready by national ACT standards. The following programs highlight the role dual enrollment can play in approaches to co-requisite course alignment, academic pathways and greater institutional flexibility in college admission requirements. All were examined as alternatives to the rigidity of standardized testing.

Test-Optional Admission Pilot

Oklahoma

During the coronavirus pandemic a number of postsecondary institutions waived standardized testing as a requirement for college admission. The Oklahoma State Regents for Higher Education approved a voluntary, test-optional program of study to lessen dependence on standardized testing and allow participating institutions more flexibility in postsecondary admissions. The study will run from 2021 to 2025, and approved postsecondary institutions will be allowed to use their own metrics criteria for admission and dual enrollment participation.

Reaching Underrepresented Students

Kentucky

Bluegrass Community & Technical College in Lexington, Kentucky, has developed a dual credit program that focuses on reaching students attending partnering high schools who are bilingual, Hispanic or Latino, Native American, Black or the first generation in their family to attend college. The Culturally Responsive Dual Credit Program is a yearlong program that allows high school students to earn college and high school credit in two aligned postsecondary courses. After completing a four-week preparatory session, students are enrolled in Introduction to Humanities, progressing to History of the U.S. Since 1865 the following semester. The preparatory session is designed to establish college readiness in lieu of traditional ACT-testing criteria. Support for reading and writing, language acquisition and study skills are provided through individualized coaching, peer mentors, and access to scholarship and leadership opportunities.

Pathway 2030

Louisiana

Louisiana has developed new college admission pathways to increase access and success in postsecondary education. The Pathway 2030 Initiative aims to engage an additional 180,000 Louisianans in postsecondary education by the decade's end. The plan is anchored by three aligned strategies designed to increase college going, improve college success and count all credentials of value. Pathway 2030 builds on the continuing success of a task force created by the Louisiana legislature in 2019 to provide a framework for advancing dual enrollment.

The task force's strategy encompasses universal access and equity, funding mechanisms, course access and pathways, program integrity, and annual reporting as major components of the state dual enrollment program.

Within this context, beginning in fall 2023 new college admission pathways will provide an avenue to postsecondary admission for high school students who earn college credit through dual enrollment, Advanced Placement, International Baccalaureate, or the College Level Examination Program. The program has been described as “a first in the nation approach” to expand access to postsecondary enrollment. The pathway outlines new academic requirements within 18, 15, 12 and nine credit hours of early college credit, correlating with admission to the state's flagship, statewide, regional and historically Black postsecondary institutions.

Aligning College Admission, Pathways and Dual Enrollment

Virginia

Virginia has developed two programs to advance student compliance with institutional guidelines for articulation, guaranteed admissions agreements, and dual admissions including dual enrollment students. The Passport is a 16-credit hour program of courses that are transferable and satisfy a lower-division general education requirement at any public institution of higher education. The Passport is also designed to be a component of the Uniform Certificate of General Studies Program, which is a 30- to 32-credit hour program of transferable courses that satisfy a lower-division general education requirement at any public institution of higher education. A grade of C or better is required on all coursework.

Both programs were developed in 2019 and updated in 2021. To ensure standardization, quality and transparency in implementing and updating the programs and agreements, all public institutions of higher education in the Commonwealth, the Department of Education and the Virginia Association of School Superintendents were engaged and consulted.

Open Resources for Affordability and Relevance

Across the South

The advisory panel also identified the cost of faculty, textbooks and course materials as the driving factor escalating the cost of dual enrollment. In the early months of the dual enrollment initiative, Open Educational Resources were identified as a potential sustainment strategy to address these growing costs. Studies indicate that 65% of college students don't buy textbooks because they are too expensive, with full-time, in-state undergraduate students at four-year state universities spending an annual average of \$1,226 for books and supplies.

As recipient of a 2021 Hewlett Foundation Open Educational Resource Grant, SREB held an in-person meeting of the advisory panel at the 2022 Open Educational Resources and Dual Enrollment Conference on aligning OER with the objectives of the Dual Enrollment Initiative. Plans are underway to do so again in 2023. The OER conference is an ideal forum to engage and inform policymakers, educators, practitioners and other interested parties on how best to realize the potential of OER in dual enrollment courses and programs.

Open Resources and Affordability

Tennessee

The Tennessee Board of Regents oversees the College System of Tennessee of open-access institutions focused on student success and workforce development. In 2020 TBR expanded its commitment to open educational resources into the high school space through a statewide dual credit program. Beginning in academic year 2022-23, a series of 13 courses aligned to Tennessee Transfer Pathways will use open educational resources as the primary textbook, serving 40,000 high school students annually. From 2019 to 2022 the Tennessee Board of Regents awarded more than \$1.4 million in OER development grants to 58 faculty-led teams at 25 colleges and universities and saved postsecondary students over \$6.6 million on textbooks and instructional materials.

Expanding the Dual Enrollment Teacher Workforce

Indiana

A statewide program designed to increase the number of high school faculty credentialed to teach college credit courses, Teach Dual Credit Indiana offers graduate courses in six content areas that meet the postsecondary credentialing standards of the Indiana Commission for Higher Education. Approved courses are available at no cost to teachers who teach in Indiana public schools, including charter schools, or in a fully accredited in-state private school.

2022 Dual Enrollment Legislation

Six of 16 SREB states enacted legislation concerning dual enrollment in 2022 on a wide range of issues, including efforts to improve student success, expand access, address course-credit transfer, lower student costs, increase funding and improve student counseling. Legislation also aimed to align offerings to high-wage, in-demand workforce sectors, modify programs to meet specified goals, and improve program planning and collaboration among secondary schools and postsecondary institutions.

Florida SB 2524 — Specifies that postsecondary institutions may not charge private school dual enrollment students for materials and that private school dual enrollment students may attend under the Dual Enrollment Scholarship Program only through an agreement between the school and postsecondary institution. Changes the date for institutions to report and the department of education to reimburse them for dual enrollment scholarship recipients from two annual dates to within 30 days of the end of registration and 30 days within receipt of the report, respectively.

Florida SB 7044 — Requires postsecondary institutions participating in the statewide course numbering system to accept and apply general education courses and credit, including those earned through dual enrollment, to satisfy general education requirements before being applied as elective credit.

- Kentucky HB 1** — General appropriations measure, raises dual credit tuition ceiling from 2/5 to 1/2 of the Kentucky Community and Technical College System tuition rate. Doubles from two to four the number of general education dual credit courses that high school juniors and seniors may take under the Dual Credit Scholarship Program.
- Kentucky SB 94** — Extends Work Ready Kentucky Scholarship Program to students with intellectual disabilities in comprehensive transition and postsecondary programs.
- Louisiana HB 1** — General appropriations measure, includes \$5 million to the Louisiana Board of Regents for master plan goals related to dual enrollment, as well as for math and English pathways and credentialing for teachers.
- Louisiana HB 333** — Requires the state board of education’s student advisement policy to require counselors to inform students and parents of advanced courses and early college opportunities including dual enrollment.
- Louisiana HR 161** — Requests the Louisiana Office of Student Financial Assistance to offer state financial aid programs to college-ready dual enrollment students, local college tuition discounts to college-ready low-income dual enrollment students, and early high school graduation scholarships to those ready and willing to begin college a year early.
- Louisiana SB 261** — Creates statewide baccalaureate transfer pathways including dual enrollment courses in the statewide common course numbering system.
- Mississippi HB 1388** — Comprehensive Career and Technical Education Reform Act. Specifies that if a community college does not participate in the dual credit program or does not have certain courses available for participating high school dual credit students, they may enroll in dual credit courses with another participating college in the state.
- South Carolina HB 3144** — Codifies the South Carolina Workforce Industry Needs Scholarship. Requires each technical college to allocate at least 5% of their SCWINS allocation to dual enrollment students.
- Tennessee HB 2429** — Creates the Industry 4.0 high school diploma for students pursuing careers in high-need, high-skill industries after graduation. Incorporates dual enrollment courses and grants.
- Tennessee SB 2370** — Requires each state college of applied technology to partner with local school districts beginning 2023-24 to provide early postsecondary opportunities to high school students, including dual enrollment and dual credit.
- Tennessee SB 2405** — Concerns education lottery scholarship programs.
- Specifies, for the dual enrollment grant program, that tuition does not include any mandatory fees levied by an institution.
 - Articulates objectives of the dual enrollment grant program as an opportunity for high school students to earn an initial technical credential or a semester of college credit by high school graduation, free of tuition and fees, and a way to encourage technical and applied colleges to establish technical middle college programs in partnership with local school districts so students can earn an advanced technical certificate or diploma by high school graduation.

- Expands dual enrollment grant program to students in grades 9 and 10 for courses at technical and applied colleges.
- Removes student GPA and ACT/SAT score requirements for initial eligibility for two or three dual enrollment courses in one semester.
- Lowers the required minimum GPA in dual enrollment courses to maintain program eligibility from 2.75 to 2.0.
- Revises provisions for calculating of award amounts: The Tennessee Board of Regents determines the amount for a student's first five courses and the Tennessee Student Assistance Corporation the remaining five.
- Specifies that the tuition an institution charges a grant recipient may not exceed the amount of the award but that the institution may levy additional fees.
- Eliminates provision that reduced a student's HOPE scholarship on a dollar-for-dollar basis for any dual enrollment grant received after the fourth dual enrollment course attempted.

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Statewide Dual Enrollment Programs in SREB States

Access

State-Funded Programs

State and Program Name	Grades	Schools public, private, charter, home	Participating Postsecondary Institutions	Course of Study Limitations	Course Maximums
Alabama — Dual Enrollment for Dual Credit	10-12	All	Alabama Community College System	Approved courses	Subject to local agreements
Arkansas — Concurrent Challenge Scholarship Program	11-12	All	Participating public, private	Approved courses	Two courses per term, eight total
Georgia — Dual Enrollment Program	10-12	All	Approved public, private	Approved courses	Maximum 30 credit hours
Kentucky — Dual Credit Scholarship Program	11-12	All ³	Participating public, private	Approved courses	Four courses total
Work Ready Scholarship	9-12	All ³		Approved CTE courses	Two CTE courses per year
North Carolina — Career and College Promise	10-12 ¹ 11-12 ²	All	North Carolina Community College System	Pathway curriculum courses	N/A
Oklahoma — Concurrent Enrollment	11-12	All	State colleges, universities	N/A	Nine credit hours in grade 11, 18 credit hours in grade 12
Tennessee — Dual Enrollment Grant	9-12	All	Participating public, private	Lower division courses; applied technology courses only for students in grades 9-10	Maximum 10 courses total or 1,296 clock hours at college of applied technology
West Virginia — early enrollment courses for high school students, local high school associate degree programs	9-12	Public ³	State colleges, universities	Approved courses	Set by district policy, local agreements and available degree programs
Earn a Degree, Graduate Early (EDGE)	9-12	Public ³	West Virginia Community and Technical College System	Approved courses in pathway/cluster/major	Subject to local agreements and course offerings

¹ College Transfer Pathways and Career Technical Curriculum Pathways

² Workforce Continuing Education Pathways

³ State does not have charter schools

Access

Other-Funded Programs

State and Program Name	Grades	Schools public, private, charter, home	Postsecondary Institutions	Course of Study Limitations	Course Maximums
Delaware — Policies for Dual Enrollment and Awarding Dual Credit	10-12	Public, charter	Participating public, private	Courses on state transfer matrix, approved CTE courses	Subject to local agreements and funding
Florida — Dual Enrollment	6-12	All	Florida College System	Courses creditable for degree or certificate	Prohibited by law
Louisiana — Dual Enrollment	9-12	All	All public, private postsecondary institutions	Set by the postsecondary institutions	N/A
Maryland — Dual Enrollment	Set locally	Public, charter	Community colleges	College credit-bearing courses	Subject to local agreements
Mississippi — Dual Enrollment-Dual Credit	10-12	All	Public colleges, universities	Approved courses	Determined by institution
South Carolina — Dual Enrollment	11-12	Public, charter	Public colleges, universities	College credit-bearing courses	N/A
Texas — College Credit Program	9-12	All	Participating public, private	Undergraduate core, CTE or foreign language courses	Prohibited by law
Virginia — High School Dual Enrollment	9-12	All	Community colleges	College and CTE credit-bearing courses	N/A

Student Eligibility and Cost

State-Funded Programs

State	Eligibility — beyond postsecondary admission requirements	Cost — tuition, fee, and other costs to students (including books and course materials)
Alabama	2.5 GPA, high school principal approval	Tuition and books paid by dual enrollment program funding
Arkansas	Completed student success plan	State provides up to \$125 per course, annual student maximum \$500; student responsible for any costs in excess (books, materials, fees, tuition)
Georgia	Grade 10 students must obtain 1200 SAT/26 ACT to take core courses (other than career, technical and agriculture courses)	No tuition or fees cost to student; institution provides books, materials at no cost to student; additional course fees may be charged to student
Kentucky	2.5 GPA for general ed. courses, 2.0 GPA for CTE, or minimum placement test score; institutions may impose higher GPA requirements; must complete digital college success session annually	No tuition or fees cost to student; student responsibility for book, materials costs determined by local agreement
North Carolina	Grades 11-12 students: 2.8 GPA, or demonstrated readiness, or (for CTE paths only) principal recommendation; additional requirements for grades 9-10 students	Student provided tuition waiver; student responsible for books, materials, additional fees
Oklahoma	Minimum ACT/SAT score or 3.0 GPA, class rank requirement for university dual enrollment	Student provided tuition waiver; student responsibility for books, materials, course fees determined by local agreement
Tennessee	Admission to postsecondary institution as dual enrollment student	Postsecondary institution may not charge tuition and fees in excess of dual enrollment grant amount; students responsible for books, materials and additional fees
West Virginia	Recommendation of high school principal based on student's personalized education plan	Institution sets tuition of at least \$25 per credit hour, book and material costs
	Open to all public high school and CTE students	No cost to students for EDGE program credits

Student Eligibility and Cost

Other-Funded Programs

State	Eligibility — beyond postsecondary admission requirements	Cost — tuition, fee, and other costs to students (including books and course materials)
Delaware	Addressed in articulation agreement between college and school district, public school or charter school	Addressed in articulation agreement between college and school district, public school or charter school
Florida	2.0 GPA for career certificate program 3.0 GPA and minimum score on placement test for college credit program	Students exempt from tuition, lab, enrollment fees, books and materials costs
Louisiana	For academic courses, one of the following: <ul style="list-style-type: none"> - 2.5 GPA and demonstrated mastery on standardized test or counselor recommendation - 3.0 GPA in subject area and counselor recommendation - Enrolled in an approved Early College Academy For technical courses, one of the following: <ul style="list-style-type: none"> - 2.0 GPA - Counselor recommendation based on relevant high school performance - Enrolled in an approved Early College Academy 	Determined by memorandum of understanding between secondary and postsecondary institutions, average tuition \$100 per credit hour; cost of books and course materials varies by school district Board of Regents seeking additional funding to minimize dual enrollment participation costs to families
Maryland	Addressed in memorandum of understanding between district board of education and community college	Addressed in memorandum of understanding; district prohibited from charging tuition to student receiving free or reduced price lunch. Books, materials or fees may be charged.
Mississippi	For academic courses: 3.0 GPA, recommendation of principal or counselor and 14 Core Carnegie Units earned or minimum ACT/SAT score For career and technical courses: 2.0 GPA and recommendation of principal or counselor	Determined by local policy and addressed in memorandum of agreement
South Carolina	3.0 GPA and principal recommendation	Determined in agreement between student and parent, school district, college or university
Texas	Meet college readiness standards as determined by score on Texas Success Initiative assessment or other standardized assessments	Agreement between school or district and college or university must describe and assign responsibility for program costs
Virginia	Parental consent and approval of high school official	Agreement between district and college; schools and colleges encouraged to provide courses at no cost to students

Program Quality, Funding, Data and Reporting

State-Funded Programs

State	Program Quality beyond postsecondary accreditation standards, including credit transferability	Program Funding identified funding source, state or other	Data and Reporting data collection and reporting requirements in statute, policy
Alabama	School-college agreement, approved courses in approved programs, annual evaluation	Legislative appropriation to Alabama Community College System	Annual submission of evaluation plan to college system chancellor
Arkansas	College or university must verify that courses meet state standards	Excess lottery proceeds	College or university appoints data, verification, compliance administrator
Georgia	Eligible courses aligned with postsecondary degree or credential requirements; statewide core course articulation, other course articulations based on postsecondary institution agreements	Annual appropriation to Georgia Student Finance Commission	Required annual evaluation; enrollment and student record data reported to statewide longitudinal data system
Kentucky	Limited to state-approved courses; general education credits accepted for transfer at in-state institutions, with exceptions; limited transfer of CTE credits	Annual appropriation to Kentucky Higher Education Assistance Authority	Annual report by Dual Credit Advisory Council (including access, participation and outcomes)
North Carolina	Quality determined by student retention, completion, employment and employer satisfaction; transfer governed by statewide articulation agreement between community college and university systems	Included in biennial state appropriation for North Carolina Community College System operations	Annual report by NCCCS and Department of Public Instruction of impact on high school graduation rates, postsecondary progress and credential attainment
Oklahoma	Rigor of and instructor qualifications for off-campus courses must be same as on-campus; dual enrollment credits transfer under statewide general education articulation matrix	Annual appropriation to Oklahoma State Regents for Higher Education	Annual report to legislative and executive branches
Tennessee	Courses listed in Tennessee Transfer Pathways transfer to all Board of Regents institutions	Lottery proceeds	Annual report by Tennessee Student Assistance Corporation
West Virginia	Required routine evaluation of instructors and courses Required agreement between college, tech ed districts, and Community and Technical College System	Determined by local policy Annual appropriation to CTCS	Annual compliance reporting; coordination and reporting of early enrollment opportunities by postsecondary institution Annual report to Legislative Oversight Commission on Education Accountability

Program Quality, Funding, Data and Reporting

Other-Funded Programs

State	Program Quality beyond postsecondary accreditation standards, including credit transferability	Program Funding identified funding source, state or other	Data and Reporting data collection and reporting requirements in statute, policy
Delaware	State maintains course matrix as transfer standard of general education non-elective credit (CTE not included)	Funding sources addressed in agreement between institution and school or district; state funding for low-income students, CTE courses	School or district required to file articulation agreement, local dual enrollment policies with Delaware Department of Education
Florida	FCS guarantee of transferability per dual enrollment articulation agreements	District reimburses college from state formula funds at tuition rate for on-campus courses, at cost for courses delivered at high schools; Dual Enrollment Scholarships (for private and home school students all year, public school students in summer) funded by annual appropriation to Florida Department of Education which reimburses colleges at cost	Dual enrollment agreement submitted annually to FLDOE; report to FLDOE of Dual Enrollment Scholarship students who were enrolled in fall and spring terms (March 15) or summer term (July 15)
Louisiana	All general ed courses transferrable to state's public institutions; Board of Regents policy provides additional quality requirements	No direct state funding; Supplemental Course Allocation funds may be used by schools for dual enrollment Board of Regents seeking state funding for dual enrollment	Public institutions required to annually report dual enrollment data to Board of Regents Data used in annual state dual enrollment report which includes information on participation, performance and equity
Maryland	Local agreement memorandum must meet requirements in state policy	Law requires district to pay specified percent of tuition cost to college	Longitudinal Data Center annual report on dual enrollment in Maryland
Mississippi	Compliance with state dual enrolment and accelerated programs manual; evaluation of dual credit instructors on high school campuses	Appropriation to Mississippi Department of Education available to reimburse districts for cost of accelerated courses including dual credit; funding otherwise determined by local policy and memorandum of agreement between postsecondary institution and school district	Institutions track and report individual student data to their respective system offices
South Carolina	Student advised to acknowledge course transferability by inclusion on state transfer list or direct articulation agreement	Districts provided weighted formula funds for dual enrollment students; two-year institutions provided enrollment funds	Annual dual enrollment compliance report from institutions to South Carolina Commission on Higher Education
Texas	Texas General Education Core Curriculum, foreign language credits transferrable to in-state public colleges and universities	State funding provided to districts based on State Board of Education rules, to colleges and universities based on Texas Higher Education Coordinating Board rules	Annual report of program data by districts, institutions to THECB
Virginia	Required partnership agreement between school and college, appointment by college of dual enrollment coordinator; dual enrollment credits must be accepted for transfer the same as regular undergraduate credits	Average daily membership funding to public school; full-time equivalent funding to college; neither may be penalized in state funding	Colleges required to assess faculty effectiveness, student success

SREB

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The Southern Regional Education Board works with states to improve education at every level, from early childhood through doctoral education and the workforce. An interstate compact and a nonprofit, nonpartisan organization based in Atlanta, SREB was created in 1948 by Southern governors and legislatures to advance education and improve the social and economic life of the region. SREB states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.