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MAKING DUAL ENROLLMENT WORK FOR RURAL STUDENTS

Brad Mitchell



J.A. and KATHRYN
ALBERTSON FAMILY
FOUNDATION



• TABLE OF CONTENTS •

| | |
|---|-----------|
| ACKNOWLEDGEMENTS | i |
| INTRODUCTION | 1 |
| DUAL ENROLLMENT POLICY | 2 |
| NATIONAL TRENDS IN DUAL ENROLLMENT | 4 |
| EFFECTIVENESS | 4 |
| INSTRUCTION | 6 |
| CREDITING AND ELIGIBILITY | 6 |
| COST | 7 |
| ACCESS | 9 |
| DUAL ENROLLMENT IN RURAL SCHOOLS | 11 |
| DUAL ENROLLMENT IN IDAHO | 13 |
| PROGRAMS | 14 |
| TRANSFORMATIONAL MOVES | 16 |
| MAKING DUAL ENROLLMENT WORK FOR RURAL IDAHO | 19 |
| APPENDIX | 21 |
| ENDNOTES | 24 |
| BIBLIOGRAPHY | 25 |

• ACKNOWLEDGEMENTS •

The Rural Opportunities Consortium of Idaho (ROCI) was launched by the J.A. and Kathryn Albertson Family Foundation of Boise, Idaho during the summer of 2013. Since then, Bellwether Education Partners and a task force of experts led by Dr. Paul T. Hill have been working to foster a better understanding of the issues that affect rural education, inform policy discussions, and bring attention to the unique needs and circumstances of rural school children. The task force has published a series of papers on issues such as migration, technology, human capital, and economic development. A second series of papers, published in summer 2015, will focus on post-secondary transitions and challenges. Papers are posted online at www.rociidaho.com/research-publications.

ABOUT THE AUTHOR

Brad Mitchell is a senior director at Battelle for Kids, where he focuses on building and leveraging philanthropy to fund innovative education reform, especially around rural collaboratives that can serve as learning laboratories and pilot improvement initiatives. Previously, he led the Ohio Appalachian Collaborative, a partnership between Battelle for Kids and 21 school districts in southeast Ohio dedicated to developing a comprehensive approach for transformational change in rural education. Prior to joining Battelle for Kids, Dr. Mitchell served as the Ohio State University/Battelle Director of STEM Partnerships, where he was charged with identifying, launching, and supporting public and private partnerships that advanced STEM education. From 1984 to 2004, Brad was a professor in the School of Educational Policy and Leadership in the College of Education at The Ohio State University.

ABOUT ROCI • RURAL OPPORTUNITIES CONSORTIUM OF IDAHO



ROCI brings together some of the nation's best thinkers to conduct research on the challenges of rural education and identify innovations, programs, and models to address them. This effort informs a national body of work on rural education and explores implications for increasing the educational attainment and economic competitiveness of Idahoans and Americans.

ABOUT J.A. AND KATHRYN ALBERTSON FAMILY FOUNDATION



The J.A. and Kathryn Albertson Family Foundation is a Boise-based, private family foundation committed to the vision of limitless learning for all Idahoans. Since 1997, the J.A. and Kathryn Albertson Family Foundation has invested almost \$700 million in Idaho. The J.A. and Kathryn Albertson Family Foundation honors the legacy of Joe and Kathryn Albertson, founders of Albertsons grocery store, however it is not affiliated with Albertsons LLC. Grant-making is by invitation only. For more information, visit jkaf.org.

ABOUT BELLWETHER EDUCATION PARTNERS



Bellwether Education Partners is a nonprofit dedicated to helping education organizations—in the public, private, and nonprofit sectors—become more effective in their work and achieve dramatic results, especially for high-need students. To do this, Bellwether provides a unique combination of exceptional thinking, talent, and hands-on strategic support.

• INTRODUCTION •

There is compelling evidence about the value and high return on investment created when a student, particularly in a rural school, secures dual enrollment credit in high school. While increasing college access and reducing college costs and student debt are important dual enrollment¹ outcomes, there is a bigger and more important story to be told: **Dual enrollment can be a prime factor in the pursuit of personal, local, and state economic prosperity when connected to college and career pathways that are real and relevant.**

Unfortunately, a comprehensive and coherent approach to dual enrollment is difficult—particularly for largely rural states that are tight-fisted and cash-strapped. Questions about who pays, how much, and for what can unduly inhibit serious conversation about dual enrollment as a vital education and economic development solution. This paper strives to open up the conversation a bit by addressing two essential questions:

1. What is the state of dual enrollment nationally, in rural settings, and in Idaho?
2. What are the strategic moves necessary to make dual enrollment work for rural students, their families, and local communities?

From cost to impact, the first part of this paper describes what we know about the efficacy of dual enrollment solutions. We close with some foundational strategies for amplifying the power of dual enrollment to advance rural educational opportunity and economic prosperity. **Put simply, a well-organized dual enrollment system can have substantial impact on the future of rural learning, living, and livelihood.**

• DUAL ENROLLMENT POLICY •

The dual credit policy agenda has existed for some time, but has picked up considerable steam in recent years. Dual enrollment addresses several challenges to postsecondary success:

- Support for traditional at-risk students (Hofmann 2012)
- Degree completion (Hofmann 2012; Krueger 2006)
- Timely degree program completion (Hofmann 2012; Krueger 2006)
- Remedial education for incoming high school students (Rutschow and Schneider 2011; Allen 2010; Hofmann 2012)

As of 2015, 47 states and the District of Columbia have legislation or statutes that govern one or more statewide dual enrollment programs. In general, these programs face challenges in securing qualified instructors, covering program costs, and managing program logistics. For example, Pennsylvania's program is currently inactive (as of February 2015) due to inadequate state funding (ECS 2015).

Several policy initiatives over the last decade have improved access and alignment of dual enrollment programs, including:

- Collaboration with P–16 education
- Articulation between high schools and colleges (Krueger 2006)
- Communication of dual enrollment options to parents and students (Krueger 2006)
- Incorporation of more industry-related curriculum and standards that lead to career/technical certification (Dounay Zinth 2014)

However, some issues from the early history of dual enrollment policy remain today:

- Funding to ensure that economically disadvantaged students have access to programs (Krueger 2006)
- Equity to ensure that quality program options are widely available (Krueger 2006)
- Standards to ensure rigor in curriculum and instruction (Krueger 2006)

• NATIONAL TRENDS IN DUAL ENROLLMENT •

In 2011, the National Center for Education Statistics (NCES) surveyed 1,650 higher education initiatives on various aspects of dual enrollment. Forty-six percent reported having high school students in dual enrollment programs. Approximately 1.28 million high school students took these courses for college credit within the programs. Sixty-four percent of higher education institutions with dual enrollment programs reported that courses were taught at high schools, while 48 percent were taught via distance education (Ralph 2013).

Twenty-eight percent of the surveyed institutions reported that about 136,400 high school students were enrolled in college coursework outside a dual enrollment program.²

The following are some national trends in various areas.

EFFECTIVENESS

The research on dual enrollment effectiveness is clear in that students who take dual enrollment courses are more likely to finish high school, enter college, and complete a degree than their peers who do not take dual enrollment coursework (NCSL 2015). Low-income, traditionally underrepresented, and English as a Second Language (ESL) students stand to gain the most from dual enrollment programs.

The empirical evidence on rural-specific programs or Idaho-based programming is less extensive. However, there are basic indicators of high quality dual enrollment programs (NCSL 2015). The majority of high-quality programs include:

- Coursework that meets high academic standards
- Availability to a wide range of students
- Transferability to postsecondary institutions
- Sustainable funding structures

Additional facts include:

- Dual enrollment students are more likely to complete a bachelor's degree on time (Radunzel et al. 2014; USDOE 2004; Allen and Dadgar 2012)
- Taking dual enrollment coursework is associated with increases in college GPA (Allen and Dadgar 2012; Karp et al. 2007)
- Students who took two or more dual enrollment courses before college were more likely to receive an associate's or bachelor's degree (An 2012)
- In terms of college retention, dual enrollment students are more likely to return to the same institution than those who have no dual enrollment credit (Radunzel et al. 2014)
- Dual enrollment is positively related to increased likelihood of receiving a high school diploma (Karp et al. 2007)
- Students taking courses on college campuses had slightly better outcomes than students taking courses at a high school or those not in dual enrollment
- Dual enrollment conveys college expectations to students and allows them to practice it (i.e., role-related learning) (Karp 2012)
- Greater persistence in college is associated with dual enrollment
- Dual enrollment re-engages high school dropout students
- Higher credit accumulation is associated with dual enrollment
- Higher college GPA is associated with dual enrollment
- Completing multiple dual enrollment courses is better
- The effect may differ by dual enrollment course subject

INSTRUCTION

As of 2015, at least 32 states provide online courses for dual enrollment programs (ECS 2015). From the latest national survey, in high schools with dual enrollment programs:

- Forty-five percent have both college and high school instructors
- Thirty-four percent have only high school instructors
- Twenty percent report that courses are taught by college instructors only

Most states require high school dual enrollment teachers to have the same qualifications as postsecondary institution instructors. Put another way, the majority (87 percent) of schools with high school instructors report that minimum teaching qualifications for dual

enrollment courses were the same as those required by college instructors (Ralph 2013). Most higher education institutions require instructors to have a master's or doctoral degree to teach postsecondary education (Occupational Outlook Handbook 2015).

Most states require high school dual enrollment teachers to have the same qualifications as postsecondary institution instructors. Put another way, the majority (87 percent) of schools with high school instructors report that minimum teaching qualifications for dual enrollment courses were the same as those required by college instructors.

CREDITING AND ELIGIBILITY

More than half (62 percent) of the surveyed dual enrollment programs reported in 2011 that high school students typically took one or two courses per academic term. It was least common for students to take three or more courses per term (Ralph 2013).

The vast majority (95 percent) of higher education institutions awarded college credit immediately upon course completion. Most institutions noted that students in grades 11 and 12 (91 percent and 97 percent, respectively) were eligible to take courses, while fewer reported that students in grades 9 and 10 (25 percent and 40 percent, respectively) were eligible. Less than half (46 percent) of institutions reported that dual enrollment program eligibility was the same as regular college admission standards.

COST

Most higher education institutions (56 percent) reported offering dual enrollment coursework to high school students at a discounted tuition rate. However, the source paying for dual enrollment varied. Seventy-seven percent of institutions reported that it was most common for the institution to pay for dual enrollment course tuition, followed by parents and students (66 percent), high schools or public school districts (44 percent), and the state (38 percent). When responsible for covering tuition, students and parents generally paid out of pocket. They also paid out of pocket for program-related fees and books (Ralph 2013). While the opportunity could be highly beneficial, low-income families and students may find dual enrollment programs cost-prohibitive when required to cover such expenses (Dounay Zinth 2014).

Students' eligibility for financial aid begins at the onset of their dual enrollment course participation, regardless of whether they access it then.

The majority of states fund traditionally enrolled students and dual-enrolled students equally. However, the party responsible for covering costs varies by state, with most leaving the decision up to local entities that make agreements with school districts (ECS 2015).

Also of note, dual enrollment reduces the time to complete a degree by increasing the number of credits students have once enrolled in college (Allen and Dadgar 2012). Students' eligibility for financial aid begins at the onset of their dual enrollment course participation, regardless of whether they access it then. This is important because students who struggle to pass courses or attend a college without an articulation agreement³ may run out of funding toward the end of their college careers (Sunderland 2014). Dual enrollment programs can be cost-prohibitive for rural students when parents/students must cover tuition and fees (Johnson and Brophy 2006).

HOW STATES COVER DUAL ENROLLMENT COSTS

• Figure 1 •

| | Number of States |
|---|------------------|
| Local decision (e.g., dependent upon agreement between school district and postsecondary institution, student choice, delivery model, etc.) | 14 |
| Multiple programs; programs vary in entity primarily responsible for tuition | 11 |
| Student/parent | 9 |
| State (e.g., legislative appropriation or reimbursement) | 4 |
| Student's school district | 4 |
| Not set in state policy | 4 |
| Combination of district and student/parent | 3 |
| Combination of state and student/parent | 1 |

Source: Education Commission of the States Dual Enrollment 50 State Analysis Database.

ACCESS

As of 2012, only four percent of higher education institutions had a dual enrollment program targeted toward at-risk high school students, which accounts for approximately 22,100 participating students. These programs reported offering additional support, including academic advising (74 percent), tutoring (68 percent), study skills workshops (65 percent), college application and selection counseling (60 percent), financial aid counseling (49 percent), and other services.

Exclusively online dual enrollment programs may find that some students have trouble adjusting to the rigor without regular teacher-student and/or student-peer interactions.

Distance learning is an option for dual enrollment, although it may pose access challenges for rural school districts (Dounay Zinth 2014). Exclusively online dual enrollment programs may find that some students have trouble adjusting to the rigor without regular teacher-student and/or student-peer interactions. Similarly, important academic supports may be left out (e.g.,

counseling, advising, and tutoring). Some rural areas may also lack the bandwidth and technological infrastructure necessary for a robust online dual enrollment system. Finally, consistent data comparing delivery of method-based outcomes is not yet widely available. Districts that wish to explore new online dual enrollment programming may consider using a blended delivery method to mitigate such challenges.

Also of note:

- Dual enrollment courses taken in high school were as effective as traditional college courses in preparing students for subsequent college coursework (Radunzel et al. 2014).
- Underrepresented students, particularly African American students who participated in Florida's dual enrollment programs, enrolled in postsecondary education at higher rates than those who did not participate (Florida Department of Education 2004).
- Unlike AP courses, dual enrollment curricula are not as bound by standardized test requirements; this allows them to go deeper on a given topic, modeling an actual college-level course (Klopfenstein and Lively 2012).

- Dual enrollment students are more likely than their peers to enter college (Dounay Zinth 2014).
- Dual enrollment students exhibit greater gains among groups that typically struggle in college. For example, students of color and ESL students taking dual enrollment in California were more likely to graduate from high school and transition to four-year institutions, and were less likely to take remedial courses in college (Hughes et al. 2012).
- Critics posit that there is not enough attention paid to the quality of dual enrollment, when compared to seat time and standardized testing (Dougan 2005).

• DUAL ENROLLMENT IN RURAL SCHOOLS •

Rural communities were more likely than suburban and urban communities to have high school dual enrollment programs in 2011.

Rural communities were more likely than suburban and urban communities to have high school dual enrollment programs in 2011 (Ralph 2013). In the same year, 631,900 rural community high school students were enrolled in a dual credit program. Among high schools with dual enrollment programs, 94 percent

of rural schools had students enrolled in dual credit courses with an academic focus, and 55 percent had students enrolled in courses with a technical or vocational focus (Ralph 2013).

When compared to suburban and urban schools, rural schools were the least likely to have courses taught on a college campus (48 percent, 46 percent, and 37 percent, respectively), and most likely to have courses taught via distance education (13 percent, 15 percent, and 38 percent, respectively). For academic and technical/vocation coursework, most rural students (290,000) taking dual enrollment courses were taught at the high school (Ralph 2013).

However, more students were instructed using distance learning for academic subjects than for technical/vocational courses. Rural high schools relied primarily on grade level and school counselor/administrator approval to determine eligibility. The majority of rural high school dual enrollment program instructors were high school teachers.

According to a 2004 study of rural, low-income Upward Bound participants, the primary issues when transitioning from high school to college were financial and social (Grimard

and Maddaus 2004). In an examination of rural high school student perceptions of dual enrollment, researchers suggest that accessing dual enrollment coursework in the final years of high school can re-engage or motivate students who are in the senior slump (Johnson and Brophy 2006).

Research supports the idea that dual enrollment is associated with postsecondary success, and some studies consider it an approach to address remedial education (Rutschow and Schneider 2011; Allen 2010; Hofmann 2012). The most recent research on dual enrollment demonstrates that options are available to most (86 percent) rural high school students (Allen et al. 2014). In fact, in the 2002–2003 school year, 22 percent of high school dual enrollment students were rural, which grew to 31 percent between 2010 and 2011. Rural high school dual enrollment growth (12 percent) was above the national average (7.2 percent) between 2003 and 2011 and was higher than both suburban (2.7 percent) and urban rates of enrollment (8.8 percent).

The majority of high schools offered dual enrollment at a secondary institution (53 percent), followed by distance learning (38 percent) and postsecondary locations (37 percent). However, only 11 percent of rural students took dual enrollment courses using distance learning, while 69 percent taking dual enrollment coursework did so at the high school. Twenty percent took courses at postsecondary institutions (Ralph 2013).

Also of note:

- Being challenged with coursework in a college-level environment is perceived positively by rural high school students (Johnson and Brophy 2006).
- Dual enrollment students in Texas attending public high school are slightly less likely to attend schools offering AP courses than non-dual enrollment students; they also have a greater chance of attending school in a rural area (Radunzel et al. 2014).

• DUAL ENROLLMENT IN IDAHO •

In Idaho, dual enrollment participation is voluntary, although all high schools must provide advanced opportunities. The Idaho Department of Education supports several dual enrollment programs (sometimes referred to as concurrent enrollment programs). The state also has several independent programs. State programs allow students to take college courses at their high schools, taught by teachers who receive adjunct certification from local universities. Some students take courses online. All Idaho higher education institutions accept dual credit courses.

According to the 2015 *Idaho State Board of Education Report on Dual Credit*, the number of high school students taking dual credit courses in Idaho increased by almost 150 percent between 2008 and 2014 (Idaho State Board of Education 2015). In 2014, more than 12,000 Idaho students received almost 70,000 dual credit hours. Moreover, Idaho students with dual credit experience enrolled in college at higher rates, earned higher grades, and experienced higher rates of college retention than students who had no dual credit. In fact, dual credit students earned better college grades than their peers who had performed at the same level in high school.

Although the general attitude toward dual enrollment is positive in the education community, there are significant challenges with regard to infrastructure alignment, funding, and instructional support:

Varying scheduling models

The more than 150 high schools across the state of Idaho do not have aligned bell schedules, so it has been difficult to share courses between schools. In addition,

no statewide articulation agreements are being implemented at this time, leaving it up to students to determine dual enrollment course transferability (CCRSC 2015).

Data collection infrastructure

Idaho districts are locally controlled, which means each district has its own data management system. Until 2009, there was no statewide institutional data system, which means that data collection could differ across districts.

Financing

The state reimburses districts for the cost of dual enrollment coursework, so relying on multiple data systems to maintain accounting has also been difficult.

Attracting and retaining talented teachers

The talent pool in Idaho is smaller compared to other regions, so it can be difficult to find certification programs for newcomers and to retaining existing teachers is difficult.

Idaho has addressed some of these barriers by streaming lessons from other regions, using the statewide data network (which is paid for by the state). To better facilitate transferability, third-party organizations have developed software for students to check whether their dual enrollment courses count at a postsecondary institution. The Idaho State Department of Education has also developed agreements with higher education institutions to charge Idaho high school students a flat rate for postsecondary costs (Idaho Department of Education telephone call, 2015).

PROGRAMS

The following programs are available in Idaho:

8 in 6 Program

Students complete eight years of traditional school in six years on an advanced path. Participants take two years of middle school, four years of high school, and two years of college. During this time, students take overload courses in the summer or after school to begin satisfying the requirements at the next level (e.g., high school and college) before it starts. The state covers up to \$225 per course.

Fast Forward Program

Juniors can receive \$200 and seniors can receive \$400 to pay for dual credit tuition and college entry exams. This new program began in fall 2014 and is open to any student with junior or senior standing.

Dual Credit for Early Completers

Accelerated students can earn credit if they satisfy their graduation requirements earlier than senior year. The state covers classes taken after requirements are satisfied. Students can take classes online. The program waives some requirements based on the student's grade level (e.g., a service project typically taken in the final semester may be taken earlier).

Scholarship Program

Students who graduate at least one year early can receive support applicable at any state institution.

Most stakeholders in Idaho agree that concurrent enrollment should play a more central role in postsecondary success. Issues concerning affordability, equitable access to quality curriculum and instructors, credit transferability, and isolated innovation still need to be addressed. State programs need to focus on intentional advising for students and parents. The goal is to begin postsecondary and career conversations earlier. Although support mechanisms for advising are in place, messaging and operations improvements are still needed. Finally, Idaho's state institutional data system was designed in the 2008–2009 school year, and it has been a challenge to implement. The data management system is likely to evolve into something cleaner and simpler.

• TRANSFORMATIONAL MOVES •

There is a better likelihood of generating public and private resolve and resources around dual enrollment when everybody understands that clear, strong pathways and a dual enrollment system greatly enhance rural communities' ability to identify, grow, and keep local talent.

There are standard questions about the viability of dual enrollment—affordability, accessibility, logistics, teacher quality, and student preparedness, to name a few. Like many promising educational innovations, dual enrollment can be threatening to established interests. High school teachers worry about changes in their workload and/or being displaced. Higher education institutions, particularly community colleges, are concerned about the impact on their revenue stream. Community members

wonder about what will happen to the traditional high school as a center of social and athletic activity. Throughout all of these legitimate questions and concerns, the evidence clearly shines a light on the capacity of dual enrollment to change the lives and prospects of rural students and towns.

At the core of any real and lasting change tied to dual enrollment are **three transformational strategies**. Workable solutions emerge when these three strategies galvanize a commitment to action.

1. ***Make dual enrollment a workforce and economic development imperative.*** Expanded access to advanced curriculum for more rural students is a civil right and an economic necessity. There is a better likelihood of generating public and private resolve and resources around dual enrollment when everybody understands that clear, strong pathways, and a dual enrollment system greatly enhance rural communities' ability to identify, grow, and keep local talent. Instead of being overly organized around academic test scores and/or policies designed for urban education, rural schools increase their value for personal and local benefit when they provide their students viable pathways to prosperity. These pathways must be tied to place-based assets, opportunities, and needs. For example, many rural communities are facing labor market shortages in critical areas such as health care, infrastructure repair, and social well-being (e.g., substance abuse, mental health, and social work). Structured and customized educational pathways tied to dual enrollment courses not only help individuals, they also help rural communities revitalize themselves.

2. ***Enhance dual enrollment as a learner-choice option.*** Similar to recent consumer behavior regarding cable television services, more and more students prefer to have the option of unbundling which educational services they want, and deciding when and how they want to receive them. Competency-based education, new adaptive learning technologies, and demand for reduced college costs and student debt are putting immense pressure on higher education institutions to unbundle their educational delivery system. Shorter, less expensive certificate-based education programs are growing. The translation of college credit into gainful employment is going beyond antiquated notions of seat time and letter grades. Dual enrollment can bend the cost curve and reshape connections between rural schools, communities, and employers.

Reconceiving dual enrollment as a credential-based system will enable students to assemble learning experiences that give them competencies they need for postsecondary success, whether it be employment or a college education. If small and often geographically isolated rural districts are to exert their influence on the unbundling of higher education, they must take collaborative action for collective impact. Instead of serving at the whim of higher education, rural school collaboratives can use their combined weight to build and sustain cost-effective dual enrollment systems that work for their students and communities.

- 3. Strengthen the value of dual enrollment as a significant factor in helping low-income students find a path out of poverty.** In the last decade, the percentage of students from the highest income families earning bachelor's degrees has grown to 82 percent, while the percentage of students from the lowest income levels has fallen to just eight percent (Craig 2015). Add the growing student debt burdens taken on by the eight percent of low-income students who achieve a college degree, and future prospects for economic success look even bleaker. The "college completion equals economic performance" script is well known, but it is not evenly distributed. For rural places, particularly where there is persistent poverty, dual enrollment opportunities can help shift both the mindset and the reality that college is within reach.

Dual enrollment offers another way to make education a viable path to success. However, early college credit attainment for a few high-flying students is not enough. There is an opportunity to position dual enrollment as a vital success experience for all students. For example, we can connect dual enrollment courses to blended learning options and the development of social and emotional learning skills that employers identify as essential: grit, curiosity, teamwork, and self-mastery. This will require creative investments in infrastructure needs such as broadband access, along with the redesign of time, instructional talent, and resources in high school.

• MAKING DUAL ENROLLMENT WORK FOR RURAL IDAHO •

We close this paper with three specific and practical ways to make dual enrollment work for rural Idaho.

1. ***Place a greater focus on student motivation and success skills.*** Use inexpensive social media technologies to nudge dual enrollment and postsecondary social and emotional learning success behaviors of rural students across time and space (this increases demand). **Go On Idaho** uses inexpensive communication technology to promote proven behavioral economic nudges, such as regularly sending personalized tweets and text messages to students as they pursue their college and career pathways. Research shows that teaching students success behaviors and giving them the right nudge at the right time in the right way can make a significant difference in student engagement and persistence.
2. ***Integrate, collaborate around, and leverage dual enrollment strategies, resources, and leadership.*** Build regional collaboratives composed of local school, higher education, business, and civic leaders committed to changing the ways they do business with higher education by redeploying resources to integrate college and career pathways, blended learning, and dual enrollment. Leverage rural leadership networks, such as **Idaho Leads**, to strengthen support for the integration of pathways, blended learning, and dual enrollment. Rural districts can advance educational and economic growth locally and statewide by working in unison.

- 3. Blend job-focused dual enrollment courses through technology.** Support highly skill-based dual enrollment course design through an accessible and interactive portal. Use existing **online Idaho learning networks** to support a broadly accessible platform of the state's most effective dual enrollment course designs, particularly in postsecondary gateway subjects such as math and English, and of jobs tied to key state economic drivers. Similar to the National Center for Academic Transformation, which helps colleges learn how to use technology to improve student learning outcomes and reduce instructional costs, the state could expand rural school access to high-quality, Idaho-grown dual enrollment course designs that build skills and grow jobs, particularly for local benefit. Idaho leads the nation in the integration of the Kahn Academy in everyday educational practice, especially for remote rural places. We can build upon this momentum by making dual enrollment courses vital places and sources for highly effective blended learning.

Successful implementation of these strategies demands that we align traditional rural community views and values about self-necessity and collective responsibility with the design of a dual enrollment system that optimizes opportunity and minimizes costs. Well-designed and -delivered dual enrollment systems are big investments in better life chances for rural students and their communities. It requires organizing at the community level, changing mindsets, and strengthening relationships across many borders.

It begins with a simple question: ***How do we make dual enrollment work for rural students?***

• APPENDIX: CHARACTERISTICS OF DUAL ENROLLMENT PROGRAMS BY GEOGRAPHY •

URBAN/SUBURBAN DUAL ENROLLMENT

| Overview | Finance | Delivery Method |
|--|--|--|
| <p>Urban dual enrollment growth (8.8 percent) was above the national average (7.2 percent) between 2003 and 2011.</p> <p>Suburban dual enrollment growth (2.7 percent) was below the national average (7.2 percent) between 2003 and 2011.</p> <p>482,000 urban and 565,800 suburban students were dual enrolled in 2011.</p> <p>These students are more likely to receive AP or IB courses.</p> <p>Dual enrollment courses taught on college campuses primarily included a mix of high school and college students.</p> <p>College professors are likely to travel to high school to teach courses.</p> | <p>At least two-thirds of schools offering dual credit noted that transportation is needed, and parents/students are the primary source of transportation in these regions.</p> <p>Urban students were the least likely to cover full or partial tuition, fees, or books for academic and technical courses in 2011.</p> | <p>More than 90 percent of students enrolled in dual enrollment courses with academic focus; these courses are least likely to be taught using distance education, but equally likely to be taught at a high school or college campus location.</p> <p>64 percent of urban students in dual enrollment courses have a career and technical/vocational focus.</p> <p>57 percent of suburban students in dual enrollment courses focus on career and technical/career education.</p> <p>Equally likely to use high school-based courses for career and technical courses (approximately 32 percent in 2011).</p> <p>155,800 urban and 151,100 suburban students took career and technical dual enrollment courses in 2011.</p> <p>326,100 urban and 414,700 suburban students took academic-focused dual enrollment courses in 2011.</p> |

Note: All sources previously cited

RURAL DUAL ENROLLMENT

| Overview | Finance | Delivery Method | Access and Quality |
|--|---|--|--|
| <p>High school dual enrollment growth (12 percent) was above the national average (7.2 percent) between 2003 and 2011.</p> <p>Higher percentage of rural students enrolled in dual credit programs than urban or suburban students.</p> <p>Rural high school students made up 22 percent of dual enrollment students in 2002–03, which grew to 31 percent in 2010–11.</p> <p>More high school-based dual enrollment courses were taught by high school teachers.</p> <p>Dual enrollment courses taught on college campuses primarily included a mix of high school and college students.</p> | <p>Some states offer financial aid to high school teachers (reallocation of professional development funds, loan repayment programs, or scholarships).</p> <p>Other states, like Ohio, offer blended learning professional development to mitigate costs and attract talent.</p> <p>About half of parents covered tuition, books, and fee costs out of pocket for academic courses in 2011.</p> <p>About 30 percent of parents covered tuition, books, and fee costs out of pocket for career/technical courses in 2011.</p> <p>The state provides \$1.3 million each year for interactive video conferencing designed for dual enrollment.</p> | <p>More likely than urban or suburban to receive dual enrollment via distance learning in 2011.</p> <p>Equally likely to use high school-based courses for career and technical courses (approximately 32 percent in 2011).</p> <p>11 percent of rural students took dual enrollment courses using distance learning, while 69 percent took dual enrollment coursework at the high school; 20 percent took courses at postsecondary institutions.</p> <p>178,700 students took career and technical dual enrollment courses in 2011.</p> <p>453,300 students took academic-focused dual enrollment courses in 2011.</p> <p>53 percent of high schools offering dual enrollment did so at the secondary institution; 38 percent offered dual enrollment via distance learning, and 37 percent at postsecondary locations.</p> | <p>Dual enrollment options are available to 86 percent of rural high school students.</p> <p>More than 90 percent of students are enrolled in dual enrollment courses with an academic focus.</p> <p>55 percent of students were in courses with a career and technical/vocational focus in 2011.</p> <p>Half of schools offering dual credit noted that they need transportation, and parents/students are the primary source of transportation in those cases.</p> |

Note: All sources previously cited

IDAHO DUAL ENROLLMENT

| Overview | Finance | Delivery Method | Logistics |
|---|--|--|---|
| <p>High school teachers who obtain adjunct faculty status receive increased compensation.</p> <p>Required high school courses are aligned with required college credits.</p> <p>Dual credit can be awarded for tech prep courses.</p> <p>Grades become part of the college transcript.</p> <p>A 3.0 GPA is required to take dual enrollment courses in some schools, but a statewide measure is not required.</p> | <p>Funding is a local decision; students/parents make full or partial payments.</p> <p>Students can earn up to 36 credit hours at \$65 per credit in high school (\$2,340). If taken on a college campus, credits can cost \$200–\$272 per credit (\$6,700).</p> <p>The cost savings over two semesters of college equals approximately \$18,000.</p> <p>Grade 12 students eligible to receive funds from the state can take dual credit courses: \$400 for grade 12, \$200 for grade 11.</p> <p>The state disburses funds and reports annually to the legislature; districts receive reimbursement.</p> <p>A cap of \$150,000 allocated to educational support programs can be used to develop/maintain online courses from the Idaho Digital Learning Academy.</p> | <p>Courses offered at high school, postsecondary institutions, and virtually.</p> <p>Schools can use their own teachers, the Idaho Digital Learning Academy, or the Idaho Education Network.</p> | <p>Students can earn a high school credit while peers in the same class earn college credit; college-level assignments are more rigorous.</p> <p>Some schools prefer dual enrollment over AP because if students do not pass the AP exam, no college credits are received.</p> <p>Districts are not required by law to advise parents of dual enrollment opportunities, but districts must provide information to secondary students each year.</p> <p>Counseling/advising is available for students from high schools, but they are also encouraged to take advantage of postsecondary advising supports.</p> <p>Students receive a transferability guide and have access to online course-transfer-guide tools.</p> <p>For professional/technical high schools, the state requires dual credit offerings.</p> |

Note: All sources previously cited

• ENDNOTES •

- 1 Definition: Unless otherwise stated, “dual credit is defined as a course or program where high school students can earn both high school and postsecondary credits for the same courses,” as opposed to exam-based courses such as Advanced Placement or International Baccalaureate (Ralph 2013).
- 2 NCES considers “outside a dual enrollment program” as high school students who were enrolled in courses through the postsecondary institution and were treated as regular college students.
- 3 An articulation agreement between two or more institutions allows a formalized pathway for student transfers. Institutions partner to coordinate and identify comparable coursework so degree requirements can be acquired at one institution and transferred to another.
- 4 “Not set in state policy” means state law does not specify which parties must pay for dual enrollment tuition.

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