

# COLLEGE IN HIGH SCHOOL PROGRAMS & DATA

Reporting and Using Dual Enrollment  
Data to Improve Equity



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# What Are College in High School Programs?

College in high school programs — which are referred to by many terms in states across the country — promote partnerships between secondary school systems and institutions of higher education that provide high school students with intentionally designed, rigorous, and authentic postsecondary experiences leading to officially transcribed and transferable college credit towards a recognized postsecondary degree or credential. These programs are distinct from credit by exam programs such as Advanced Placement (AP) and International Baccalaureate (IB), as they are authentic college courses through which students will always receive transcribed postsecondary credit if they pass the course.

A young woman with dark hair and glasses, wearing a white lab coat and blue nitrile gloves, is focused on adjusting a white anatomical model of a human skull and spine. The background is a solid dark blue, which transitions into a lighter blue diagonal band on the left side of the page.

# Why Reporting of Dual Enrollment Data Matters

College in high school programs, such as dual enrollment, concurrent enrollment, and early college high school provide significant benefits to students, including increased rates of college access and success. As a cornerstone of establishing the policy environment necessary to support increased college access and success for students through dual enrollment, states, school districts, and colleges must collect, publicly report, and use data on participation and success in these opportunities.

## Dual Enrollment is an Effective Tool to Support Student Success

National and state research studies have consistently shown that these programs improve rates of college access and completion, particularly for low income students, students of color, first generation college students, and other populations of students who are underrepresented in higher education. Students with disabilities may also find considerable value in participating in college in high school program opportunities.

The existing research shows that:

- Students who participate in college in high school programs are more likely to graduate high school, enroll in college, persist in college, and complete a college degree or credential. *Example: What Works Clearinghouse*
- Low income and underrepresented students in higher education experience the biggest positive impacts on their ability to access and complete college by getting a jumpstart on taking college classes in high school, particularly in early college high schools. *Example: American Institutes for Research*
- College in high school programs, and especially early colleges, show a strong return on investment for students in those states who have examined the long-term impact. *Example: American Institutes for Research*

## Access to Dual Enrollment is Not Equitable

State agencies are increasingly interested in using dual enrollment and related strategies to pursue equitable access to and readiness for postsecondary

education. However, existing national and state data also point to consistent equity gaps across multiple student demographics. The first step to closing these gaps is understanding which populations of students are underrepresented or underserved and where, in order to begin to develop targeted policy solutions to improve their access and success. As states articulate targets for participation in dual enrollment, clear and accessible information will be crucial to achieving meaningful accountability to these objectives.

Policy cannot be deployed to address equity gaps in dual enrollment access and success until those gaps are properly understood and tracked. Disaggregated data regarding access and completion of college in high school programs is critical for equity goals to be meaningful and for specific policy solutions to be targeted towards student populations in need.

Under the Every Student Succeeds Act (ESSA), high schools must report annual data on students taking accelerated coursework to earn postsecondary credit, disaggregated by the ESSA-identified student subgroups. States should go further than what ESSA requires in order to build data, reporting, and accountability systems that fully track and disaggregate data related to college in high school programs at the school level, include information on low income student participation and outcomes, and make that information transparent and understandable to students, families, educators, and communities.

The imperative to collect and deploy dual enrollment data on access and success has never been greater, given declining postsecondary enrollments and the need to accelerate student learning to address the

impacts of the COVID-19 pandemic. College in high school programs are effective tools to address many of these challenges, but only when they are thoughtfully targeted at the students with the greatest need.

### EQUITY GOAL AND PUBLIC REPORTING

In the College in High School Alliance's *Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs*, "Equity Goal and Public Reporting" is intentionally called out as the first principle of creating equitable access to high quality college in high school programs, as a cornerstone to developing appropriate policy solutions to address identified gaps. The principle reads:

*States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.*



## The Lack of National Data on Dual Enrollment Participation

Unfortunately, publicly available national data on dual enrollment participation is lacking, which makes the need for high quality data collection and reporting on the state level all the more important. What national data we do have is currently:

- **Old** — Much of the Institute of Education Sciences' national dual enrollment data is drawn from the [High School Longitudinal Study of 2009](#) (HSL:09), which is now over a decade old and does not reflect the significant changes to dual enrollment access in the last ten years.
- **Inconsistent** — Though dual enrollment participation has been a required data element for the US Department of Education's Office for Civil Rights biannual [Civil Rights Data Collection](#) (CRDC) since school year 2015–2016, there are discrepancies between data reported by schools to CRDC and existing state-level reporting for a number of states that still need to be resolved. Though a powerful tool, CRDC cannot be the only tool available to policymakers and practitioners given its limitations.
- **Too General** — The [National Student Clearinghouse's](#) enrollment reports track students under 18 who are enrolled in college nationally, which is largely considered a proxy for dual enrollment participation. While this data is very useful for understanding national enrollment trends by institution type, it is not disaggregated by student demographics.

- **Lacking Success Data** — National data on dual enrollment is largely limited to looking at questions around who is accessing dual enrollment opportunities, rather than reflecting whether those students are succeeding in the classes that they have access to.

### Most ESSA State Report Cards Provide Little Useful Dual Enrollment Data

In addition to a lack of national data, ESSA report cards also do not provide a good window into dual enrollment access and success nationwide as it stands. While more than half of state report cards include information on advanced coursework access in the state, either because of the statutory requirement in ESSA to include that information or because the state has included a College and Career Readiness Indicator (CCRI), unfortunately most state ESSA report cards are not a usable source of dual enrollment data.

In most cases where states have selected the CCRI, they have elected to use a meta-indicator that provides a single metric for all student completion of a variety of experiences including dual enrollment, Advanced Placement, International Baccalaureate, Career and Technical Education (CTE) courses and others. As a result, it is often impossible to determine the individual contribution of dual enrollment to the meta-indicator, and so there are few possible usable takeaways for dual enrollment stakeholders looking to improve equity of access and success.

Though meta-indicators may serve a larger political or public policy purpose, in order to be able to determine from the report card where the existing strengths and weaknesses are statewide in dual enrollment access

and success, disaggregated information by advanced coursework type and student demographic for each advanced coursework type is essential.

### Using This Resource

The following resource is designed to help states understand what data on dual enrollment access and success they should collect and report, and how that data can be used to close equity gaps and improve student outcomes. Examples will be provided of existing state dual enrollment reporting mechanisms and how they are being used to close equity gaps.

In addition to being valuable to states, many of the lessons and examples of this resource will also translate to the school district and college level through individual dual enrollment partnerships. In the absence of state action to advance reporting of dual enrollment access and success, school districts and colleges may wish to consider how many of these recommendations they can move ahead with in their own programs, to better understand where gaps in access and success exist and how to close them.



# Primary Approaches to Reporting Dual Enrollment Data

States use three primary mechanisms for reporting data on dual enrollment access and success:

- **Regular, periodic, or one-time reports** — A number of states have produced, or regularly produce, specific reports discussing dual enrollment access and success in their state.
- **State report card** — Many states also include dual enrollment data in their federally required reporting for accountability purposes, such as through the state report card required by the ESSA, and plan to do so in reporting under Perkins V.
- **State data dashboard** — Some states also include dual enrollment data within their school or district level data dashboards.

*For information about what dual enrollment data your state reports, please see the Appendix.*

## Dual Enrollment is an Effective Tool to Support Student Success

	1 REGULAR, PERIODIC OR ONE-TIME REPORTS	2 STATE REPORT CARD	3 STATE DATA DASHBOARD
Benefits	<ul style="list-style-type: none"> <li>+ Allows the state to communicate to stakeholders a wide range of access and success data for dual enrollment, disaggregated by student demographics.</li> <li>+ States can adopt an experimental research design for their data to support rigorously tested results.</li> <li>+ Allows states to create specific metrics for measuring dual enrollment program access and success.</li> </ul>	<ul style="list-style-type: none"> <li>+ Provides a high-level overview of dual enrollment data, suitable for most audiences.</li> <li>+ Allows stakeholders to easily access statewide participation and success data, disaggregated by student demographics.</li> <li>+ Updated annually by law, providing a consistent mechanism through which to access this data.</li> </ul>	<ul style="list-style-type: none"> <li>+ Provides data on district and individual school level, disaggregated by student demographics.</li> <li>+ Allows local stakeholders to understand specific access and success gaps in their local school(s).</li> <li>+ District and school level data can provide for the development of targeted interventions.</li> </ul>
Constraints	<ul style="list-style-type: none"> <li>– Requires ongoing political commitment and resources to produce the report, unless mandated by law.</li> <li>– States must be careful in how they contextualize the data not to mislead or present overly favorable interpretations to suit the report's objectives.</li> </ul>	<ul style="list-style-type: none"> <li>– If a state uses a meta-indicator for college and career readiness, it is very difficult to understand the impact of dual enrollment specifically.</li> <li>– Many report cards do not currently provide information on dual enrollment participation and success, disaggregated by student population.</li> </ul>	<ul style="list-style-type: none"> <li>– When used in isolation without being paired with statewide data through a report or report card, it can be difficult to understand statewide trends.</li> <li>– When certain student demographic groups are small and distributed across school districts, information on those students can be obscured to protect them from being identifiable.</li> </ul>

*A state looking to build a robust data system for college in high school programs should **PLAN TO REPORT DATA ON DUAL ENROLLMENT ACCESS AND SUCCESS USING ALL THREE OF THESE REPORTING MECHANISMS** to provide the fullest picture of the space to the largest audience.*



# Improving Dual Enrollment Data Reporting

To improve the use of dual enrollment data, the College in High School Alliance and the Data Quality Campaign have prepared the following framework to consider when developing new dual enrollment data reporting mechanisms or modifying existing ones to advance equity of access and success in college in high school programs.



**TO DEVELOP A DUAL ENROLLMENT DATA REPORTING SYSTEM THAT CREATES MEANINGFUL DATA** *that can be used by multiple stakeholders to support student success*, **POLICYMAKERS SHOULD ENGAGE IN A THREE PHASE PROCESS.**



In addition to providing a series of recommended questions, data elements, and use cases for dual enrollment data, we also provide a series of examples of states where the data elements are already reported and in use.

States that have established Statewide Longitudinal Data Systems (SLDS) can make the best use of dual enrollment data collection and reporting, as these

systems that tie together K-12 and higher education data allow for stakeholders to properly contextualize, connect, and act on the data presented, such as through tracking student outcomes post-high school graduation and understanding the impact of dual enrollment on their onward postsecondary journeys.

However, all states, regardless of whether they possess an SLDS or not, can make significant improvements from their existing baseline on dual enrollment access and success.

## 1.1 ▶ STATE CONSIDERATIONS BEFORE REPORTING DUAL ENROLLMENT DATA

Question	Rationale
Why is the state wanting to report data on college in high school program access and success?	States should understand clearly why they are providing dual enrollment data, e.g., to report on the state's progress in improving equity of access and success.
Who is the intended audience?	States should understand who the audience is for their dual enrollment data reporting, to ensure that what is reported and how the findings are presented allow for maximum impact.
How will the state use its data?	States should have a clear idea of where and how the reporting will be used to advance their overall aims for improving student access and success to dual enrollment.
What do local stakeholders want from dual enrollment data?	States should also understand what kind of data would be most beneficial for the intended local stakeholders that the state ultimately wants to use the data.
How much data do you have access to, and how accurate is it?	States should understand what data they are already collecting on these programs across both secondary and postsecondary agencies, as the state may already be collecting data that is just not being reported.



## 2.1 ► REQUIRED DATA ELEMENTS FOR EFFECTIVE DUAL ENROLLMENT DATA REPORTING

Data Element	Rationale	Example
Disaggregation between advanced coursework types.	States should report any data examining advanced coursework options in the state as a whole disaggregated by type of advanced coursework. For example, data on AP and dual enrollment should be reported separately to understand the student impact of each type of advanced coursework individually. They should not be reported as one combined metric.	<ul style="list-style-type: none"><li>• The <a href="#">Indiana Commission for Higher Education's Early College Credit Report 2021</a> explicitly delineates between dual credit and AP.</li><li>• The <a href="#">Minnesota Department of Education's</a> report to the legislature on rigorous course-taking explicitly breaks down AP, IB, on campus dual enrollment, and concurrent enrollment.</li><li>• The <a href="#">Hawaii Data eXchange Partnership's College and Career Readiness Indicators Dashboard</a> provides school-level data for dual credit and AP separately.</li></ul>
Clear definitions of dual enrollment program types, including but not limited to: <ul style="list-style-type: none"><li>• Location of instruction (e.g., in high school, on college campus, online asynchronous, remote synchronous)</li><li>• Type of instructor (e.g., postsecondary faculty, high school instructor)</li><li>• Type of credit earned (e.g., both high school and college credit, college credit only, etc.)</li></ul>	Each state uses different terms to describe college in high school programs, and different terms may have different applications from state-to-state. Clear definitions of program types included in the reporting mechanism are essential.	<ul style="list-style-type: none"><li>• The <a href="#">Colorado Department of Education and Higher Education's</a> joint annual report on Concurrent Enrollment for school year 2018-2019 includes a definitions page defining program types and important terms used in the report.</li><li>• The <a href="#">Ohio Departments of Education and Higher Education's</a> annual report on College Credit Plus provides data on participation for different types of dual enrollment in the state.</li></ul>



### 2.1 ► REQUIRED DATA ELEMENTS FOR EFFECTIVE DUAL ENROLLMENT DATA REPORTING

Data Element	Rationale	Example
<p>Participation data disaggregated by student demographics including at least:</p> <ul style="list-style-type: none"><li>• Race/Ethnicity</li><li>• Gender</li><li>• Economic status</li><li>• Disability status</li><li>• English language learner status</li></ul>	<p>States should report data on participation in college in high school programs by student demographics to understand size and scope of existing equity gaps.</p>	<ul style="list-style-type: none"><li>• The <a href="#">Kentucky Department of Education's School Report Card</a> includes enrollment and completion data for 17 subpopulations of students, including all five recommended in this field.</li><li>• The <a href="#">Louisiana Board of Regents' 2021 Annual Dual Enrollment Report</a> includes participation data by gender, race, economic status, and disability status.</li><li>• The <a href="#">Ohio Departments of Education and Higher Education's</a> annual report on College Credit Plus includes data broken down by gender, race, economic status, and disability status.</li><li>• The <a href="#">Florida State Report Card</a> includes dual enrollment participation data broken down by race, gender, students with disabilities, and English language learners compared to student enrollment as a whole.</li><li>• The <a href="#">Hawaii Data eXchange Partnership's</a> College and Career Readiness Indicators Dashboard provides school-level data on participation broken down by gender, race, students with disabilities, English language learners, and economic status.</li></ul>
<p>Student success data, also disaggregated by student demographic.</p>	<p>Access to college in high school programs is not sufficient to ensure student success; students must also pass the courses as well. It is essential to understand not just how many students are participating in these experiences but how many are passing the courses, accumulating college credit, and completing credentials. Student success data should, to the extent practicable, also be disaggregated by student demographics to understand equity gaps in program success.</p>	<ul style="list-style-type: none"><li>• The <a href="#">Indiana Commission for Higher Education's</a> Early College Credit Report 2021 has significant data, including degree or credential completion in dual credit, college access, and persistence, degree or credential completion in postsecondary, time to degree, and on time completion statistics. Some data is also disaggregated by race and income status.</li><li>• The <a href="#">Colorado Department of Education and Higher Education's</a> joint annual report on Concurrent Enrollment for school year 2018-2019 includes data on credential attainment, matriculation to college, persistence in college, and college completion.</li><li>• The <a href="#">Ohio Departments of Education and Higher Education's</a> annual report on College Credit Plus includes significant success data, including courses and credit completion, average GPA broken down by college partner, GPA data by course delivery method, type of institution, and credential attainment.</li><li>• The <a href="#">Idaho State Board of Education's</a> 2020 Dual Credit Report includes information on course pass rates, including broken down by academic and CTE courses, as well as how success rates varied by student demographics.</li></ul>





### 2.1 ► REQUIRED DATA ELEMENTS FOR EFFECTIVE DUAL ENROLLMENT DATA REPORTING

Data Element	Rationale	Example
Clear explanation of the overall population of students included in the reporting.	States need to be transparent about the size of the total population of students included in its reporting, particularly on state report cards, to properly contextualize the results. For example, states should define grade levels included in the data, and whether students in private school or students who are homeschooled are also included. States should also report, to their best ability, dual enrollment courses taken from both public and private institutions	The <a href="#">Louisiana Board of Regents' 2021 Annual Dual Enrollment Report</a> defines the population of students covered by reporting to include public and non-public school participation, broken down by type of school (e.g., public district, public charter, public virtual, nonpublic Catholic parish, nonpublic independent, and other religious schools).



## 2.2 ► ENCOURAGED DATA ELEMENTS FOR EFFECTIVE DUAL ENROLLMENT DATA REPORTING

Data Element	Rationale	Example
<p>Participation and success data disaggregated by additional student demographics, such as:</p> <ul style="list-style-type: none"><li>• Geography and/or school locale (e.g., urban, suburban, rural, town, virtual)</li><li>• CTE concentrator status</li><li>• School size</li><li>• High poverty/low poverty school status (e.g., percent of Economically Disadvantaged and/or Title I high schools)</li><li>• School racial/ethnic diversity (e.g., percent of Students of Color)</li><li>• School type (traditional public/charter etc.)</li></ul>	<p>States should include student participation and success data disaggregated by as many populations of students as are relevant for the state to gain a complete understanding of equity gaps.</p>	<ul style="list-style-type: none"><li>• The <a href="#">Ohio Departments of Education and Higher Education's</a> annual report on College Credit Plus also includes data broken down by county, grade level, and delivery type.</li><li>• The <a href="#">Illinois Community College Board's</a> annual 2020 report includes data on participation broken down by location of student instruction and information about regional participation in dual credit.</li><li>• The <a href="#">Hawaii Data eXchange Partnership's</a> College and Career Readiness Indicators Dashboard provides school-level data on participation broken down by many demographics including CTE concentrator status.</li></ul>
<p>Disaggregation by multiple student demographics, e.g., race and gender or race and student economic status to identify student groups with the biggest gaps in equity of access or success in dual enrollment.</p>	<p>In addition to disaggregation by as many student demographics as possible, states should consider reporting participation and outcome data across more than one demographic if the data indicates those populations are experiencing sizable equity gaps — e.g., looking at gender data for different racial demographics or by economic status to understand more completely where equity gaps are largest.</p>	<p>The <a href="#">Kentucky Council on Postsecondary Education's</a> August 2020 report includes short discussions about participation by gender and racial demographics and also by low income and racial demographics.</p>



## 2.2 ► ENCOURAGED DATA ELEMENTS FOR EFFECTIVE DUAL ENROLLMENT DATA REPORTING

Data Element	Rationale	Example
Data on the type of course experiences that students are participating in.	This data can help inform states on popular college and career pathways offered through college in high school programs and determine whether students are taking intentional, sequenced, and easily transferable courses.	<ul style="list-style-type: none"><li>• The <a href="#">Kentucky Department of Education's School Report Card</a> includes enrollment and completion data for students in 27 subject areas.</li><li>• The <a href="#">Indiana Commission for Higher Education's Early College Credit Report 2021</a> has data on the course sequences that Indiana students are accessing, including technical courses and priority liberal arts courses, with some demographic information on who is participating in these sequences.</li><li>• The <a href="#">Louisiana Board of Regents' 2021 Annual Dual Enrollment Report</a> includes data on general education courses taken and career and technical education fields pursued by students at the course level for commonly taken courses and at the subject level (CIP2 codes) for others.</li></ul>
Differentiating the data between different college in high school program models.	Where states are operating several models of college in high school programs (e.g., dual enrollment and early college high school), states may wish to consider unpacking the data to show access and success data for each type of program to understand any specific issues impacting them.	<ul style="list-style-type: none"><li>• The <a href="#">Colorado Department of Education and Higher Education's</a> joint annual report on Concurrent Enrollment for school year 2018–2019 includes a specific breakout for data on the ASCENT program, which is a fifth year model operating in Colorado.</li></ul>
Cost savings or return on investment information.	Demonstrating data on whether college in high school program participation in the state yields savings to students or the state can be important in contextualizing the existing state investment in the programs.	<ul style="list-style-type: none"><li>• The <a href="#">Indiana Commission for Higher Education's Early College Credit Report 2021</a> provided cost savings for Indiana students and the state on a per year basis.</li><li>• The <a href="#">Ohio Departments of Education and Higher Education's</a> annual report on College Credit Plus includes tuition savings information for Ohio students, broken down by type of institution of higher education.</li></ul>



## 2.2 ► ENCOURAGED DATA ELEMENTS FOR EFFECTIVE DUAL ENROLLMENT DATA REPORTING

Action	Rationale	Example
Applying a research design to the data.	Using a rigorous research, quasi-experimental or experimental design allows the state to control for variables (such as prior student academic performance) to understand the specific value of college in high school programs in advancing student outcomes.	<ul style="list-style-type: none"><li>• The <a href="#">Kentucky Council on Postsecondary Education's</a> August 2020 report used propensity score matching and logistic regression analysis to examine the effects of dual credit participation on postsecondary educational outcomes.</li><li>• The <a href="#">Idaho State Board of Education's</a> 2020 Dual Credit Report does not use a research design, but it does include important contextual information about how users should interpret the data and be careful about what to infer from the data without additional statistical modeling.</li></ul>

In addition to data around student access and success to dual enrollment and understanding the contours and circumstances of where and how it takes place, there are other data elements that states may wish to collect and use to help inform policy and program design and implementation, which will also have an impact on student access and success. These include:

- **Dual Enrollment Teacher Workforce Data** — Many states are suffering from a lack of credentialed high school teachers who are allowed to teach dual enrollment courses. Tracking the teacher workforce and available number of credentialed teachers can help the state understand where shortages of teachers are leading to access challenges.
- **Dual Enrollment Credit Transfer Success** — A significant question that impacts onward student success in postsecondary education relates to how many of the student's credits transferred successfully to their onward institution of higher education. If credit transfer and acceptance rates are low, the state may wish to implement new policies to improve them.



### 3.1 ► STATES

Action	What to Do
Inform relevant policymaker stakeholders.	Ensure that all relevant agencies with governance authority over dual enrollment in the state receive and understand the data being reported, and their implications.
Help stakeholders interpret the reporting.	In addition to informing stakeholders, states should also work to help ensure that stakeholders understand the data and their implications.
Make data informed decisions on policy changes.	As policy change is considered in the state, whether at the relevant governance agencies or in the legislature, ensure that existing data collection and reporting are consulted to understand how policy changes will impact the state's dual enrollment partnerships.
Gather feedback on data collection and reporting to improve the process.	Work with stakeholders to gather feedback on the state's data collection and reporting process for dual enrollment and implement continuous improvement to ensure the data collected is the most relevant data with the lowest burden on school districts and colleges.

### 3.2 ► SCHOOL DISTRICTS AND COLLEGES

Action	What to Do
Engage with the data.	Engage with data provided by the state to understand where equity gaps exist in access and success.
Implement program changes aligned to areas of need.	Once equity gaps in access and success have been identified, programs should implement targeted changes to close gaps.

### 3.3 ► STUDENTS, PARENTS, AND OTHER INDIVIDUALS

Action	What to Do
Advocate for change.	Show the data to program and policy leaders to advocate for changes to expand equity of access and success.

**COLLECTING AND REPORTING** *information on dual enrollment access and success*  
**IS AN IMPORTANT FIRST STEP TOWARDS CLOSING EQUITY GAPS AND ADVANCING OPPORTUNITIES FOR STUDENTS.** *Once data has been used to identify policy issues or access and success gaps that need addressing, the next question is: **HOW DO WE SOLVE THOSE CHALLENGES?***

...

The [College in High School Alliance](#) and its partners have published a number of resources on policy for college in high school programs that includes specific actionable recommendations for policy and program changes, including:

#### Policy Resources

- [Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs](#)
- [Funding for Equity: Designing State Dual Enrollment Funding Models to Close Equity Gaps](#)
- [Improving Eligibility Requirements for Dual Enrollment](#)
- [State Approaches to Ensuring Quality for College in High School Programs](#)
- [The Role of College in High School Programs in Student Recovery from COVID-19: COVID-19 Funding Guidance](#)
- [Rethinking Dual Enrollment to Reach More Students](#)
- [Prioritizing Equity in Dual Enrollment](#)

#### Practice Resources

- [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)
- [Designing Dual Enrollment to Reach English Learners](#)
- [Dual Enrollment for Students from Special Populations](#)
- [Creating Strong Transitions From High School Through College: A Progress Report on Redesigning Senior Year](#)
- [Co-Design, Co-Delivery, and Co-Validation: Creating High School and College Partnerships to Increase Postsecondary Success](#)
- [Differentiated Dual Enrollment and Other Collegiate Experiences](#)
- [The Classroom Visit](#)
- [Discipline-Specific Professional Development for Continuing Instructors](#)
- [Initial Course Specific Training for Concurrent Enrollment Instructors](#)
- [NACEP High School Guide to Launching and Managing Concurrent Enrollment Programs](#)

### ▶ DESIGNING YOUR DUAL ENROLLMENT DATA REPORTING FOR MAXIMUM IMPACT

The most impactful dual enrollment reporting will be that which:

- ☐ Understands its purpose and audience.
- ☐ Uses clear language.
- ☐ Is regularly updated, ideally annually.
- ☐ Supplies clear definitions for dual enrollment program type and disaggregates between different types of advanced coursework (e.g., AP and IB) where applicable.
- ☐ Provides clear information on student access and success metrics.
- ☐ Clearly articulates progress toward access and performance goals or benchmarks.
- ☐ Clearly demonstrates gaps in equity of access and success disaggregated by student demographics.
- ☐ Is used to support ongoing efforts to expand equity of access and success to dual enrollment.



# Profiles in Progress

To demonstrate the ways in which states are already incorporating some of these lessons into their own dual enrollment collection and reporting mechanisms, we have presented examples from six states where a number of the data elements indicated above are being reported, and where dual enrollment data is actionably being used to advance student success.

However, while each of these six states may stand at the forefront of dual enrollment data collection, reporting, and use, it is important to recognize that all states — including our profiles in progress — have additional work to do to improve their existing reporting and usage structures to align completely with the recommendations above.



As required by [statute](#), the Colorado Departments of Education and Higher Education jointly publish an [Annual Report on Concurrent Enrollment](#).

Data gathered by the Colorado Departments of Education and Higher Education has subsequently been used to advance policy in the state supporting expanded access and success to concurrent enrollment, particularly for underrepresented students. In response to data showing that some school districts were not offering concurrent enrollment opportunities at the same rate as others, the Colorado legislature passed [SB19-176](#) which created a Concurrent Enrollment Expansion and Innovation Grant program specifically to address access gaps.

From 2016-2017 to 2017-2018 participation in Concurrent Enrollment increased

**11** PERCENT  
Asian students

**16** PERCENT  
African American students

**23** PERCENT  
Hawaiian or  
Pacific Islander students

**17** PERCENT  
Hispanic students

**18** PERCENT  
Native American students

**7** PERCENT  
White students

FIGURE 1

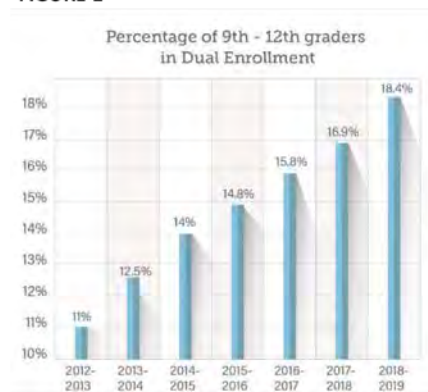
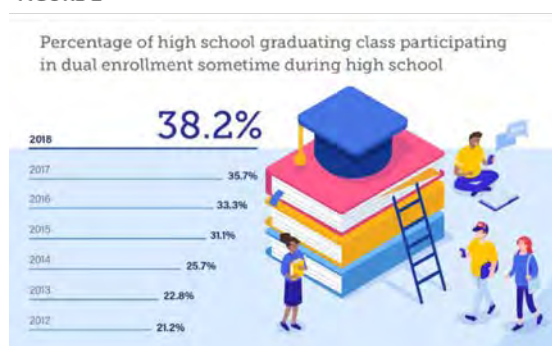


FIGURE 2

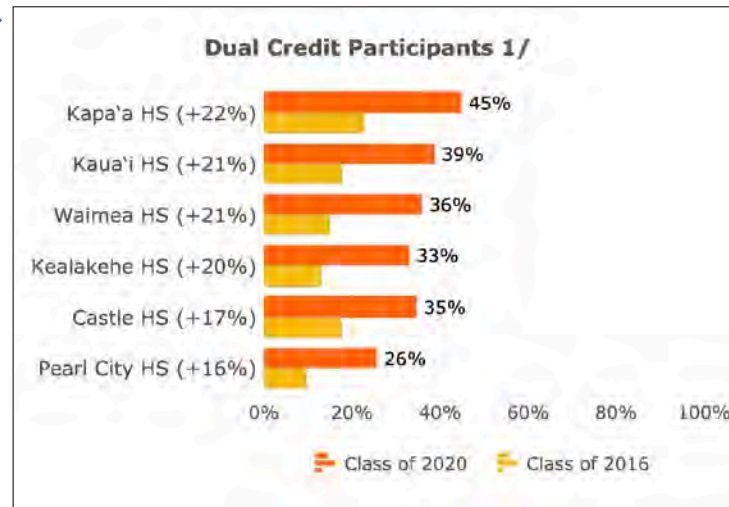


Left Source: [Annual Report on Concurrent Enrollment: 2017-2018 Academic Year](#), page 6

Right Top and Bottom Source: [Pathway to Affordability: Annual Report on Dual and Concurrent Enrollment in Colorado](#), page 8

Colorado's Annual Report on Concurrent Enrollment includes:	
✓ Disaggregation between advanced coursework types.	▶ <i>The Annual Report on Concurrent Enrollment only addresses college in high school programs.</i>
✓ Clear definitions of dual enrollment program types.	▶ <i>The report provides a clear definition of Concurrent Enrollment, the Accelerating Students through Concurrent ENrollment Program (ASCENT), and other high school dual enrollment programs.</i>
✓ Participation data disaggregated by student demographics.	▶ <i>The report includes disaggregated Concurrent Enrollment participation data by race and gender, though not by economic status, disability status, and English language learners. For race and gender, the report also tracks changes year to year in participation to show trends.</i>
✓ Student success data, also disaggregated by student demographic.	▶ <i>The report includes the number of credit hours attempted and passed by students in Concurrent Enrollment. The latest report also includes data on college persistence and completion.</i>
✓ Clear explanation of the overall population of students included in the reporting.	▶ <i>The report provides a count of the number of students participating in college in high school opportunities in Colorado, the percentage of 9th–12th graders participating, and breaks that information down to the individual college level.</i>
✓ Data on the type of course experiences that students are participating in.	▶ <i>The report includes information on the number of career and technical education courses taken by students in concurrent enrollment, and the number of students who were enrolled in and completed a specific postsecondary pathway while in high school.</i>
✓ Cost savings or return on investment information.	▶ <i>The latest report includes data on workforce earnings for students in concurrent enrollment compared to those who were not.</i>
✓ Applying a research design to the data.	▶ <i>The latest report's data on college persistence, completion, and workforce earnings is derived by controlling for academic performance, race, gender, income status, and English language learner status.</i>

The [Hawaii Data eXchange Partnership's College and Career Readiness Indicators Dashboard](#) is one of the few dashboards that provides significant usable data for stakeholders regarding dual enrollment access and success at the individual school level.



Source: Screenshot of the [Hawaii Data eXchange Partnership's College and Career Readiness Indicators Dashboard](#), Taken July 2021

#### Hawaii's College and Career Readiness Dashboard includes:

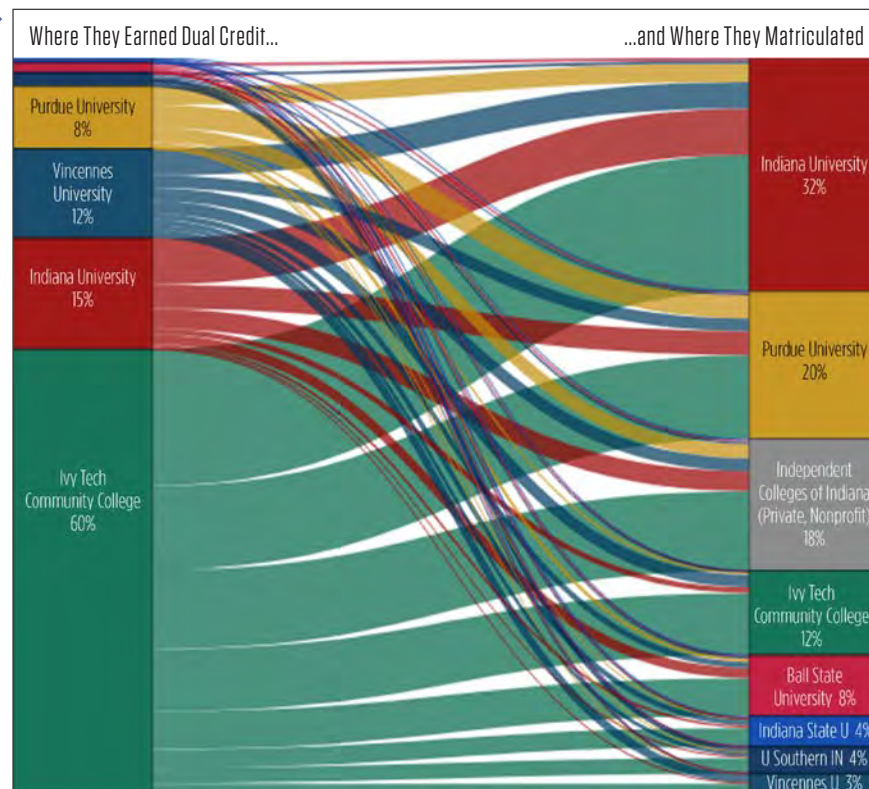
- |  |   |
|--|---|
| ✓ Disaggregation between advanced coursework types.                | ▶ Separate data specific to dual credit and AP can be accessed through the dashboard.   |
| ✓ Participation data disaggregated by student demographics.        | ▶ Dual credit participation data can be accessed at the individual high school level disaggregated by gender, race, economic status, disability status, English language learner status, and for CTE concentrators. |
| ✓ Student success data, also disaggregated by student demographic. | ▶ The dashboard provides high school level data on students earning more than six credits through dual credit.  |

The Indiana Commission for Higher Education (CHE) has published reports on dual credit and early college access and success for the state in 2016, 2017, 2019, and most recently in 2021.

The report is very visual, providing a good mix of explanatory text with easy to understand graphics and charts showing dual credit access and success by Indiana students.

Indiana is a state with significant policy in place that supports dual credit. The reports and the data collected are communicated by CHE to colleges and school districts to inform improvements in practice at dual credit programs across the state, such as in addressing rural gaps in dual credit access and in encouraging more intentional dual credit course taking experiences by students, such as those offered through the [Indiana College Core](#).

In addition to the reporting included in the Early College Credit Report described below, the report also includes data on credit transfer by dual credit students to institutions of higher education in the state. Indiana's CHE also collects data on the credential status of teachers engaged in teaching dual credit courses in the state, to understand where there are gaps in required credentials that may lead to access gaps for students and to advocate for resources to address those gaps.



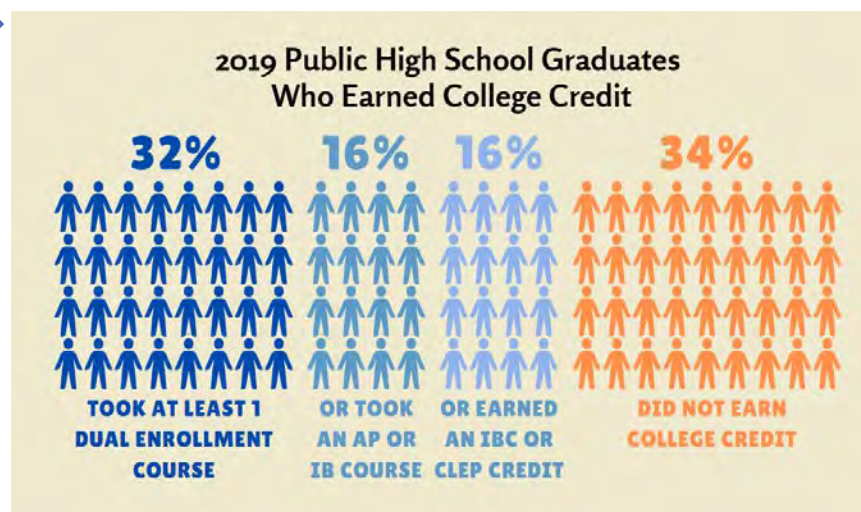
Source: [Indiana Early College Credit Report 2021](#), page 28



Indiana's Early College Credit Report includes:	
<p>✓ Disaggregation between advanced coursework types.</p>	<p>▶ <i>The report clearly differentiates between dual credit, early college, and AP, and notes which data is relevant to which type of advanced coursework.</i></p>
<p>✓ Clear definitions of dual enrollment program types.</p>	<p>▶ <i>The report has a definitions table and additional explanations of dual credit and early college.</i></p>
<p>✓ Participation data disaggregated by student demographics.</p>	<p>▶ <i>Data is disaggregated by race and economic status (though not gender, disability status, and English language learners). Participation data are also provided by institutions of higher education, and broken down by county, showing geographic distribution of dual credit availability for students.</i></p>
<p>✓ Student success data, also disaggregated by student demographic.</p>	<p>▶ <i>The report has significant student success data, including degree or credential completion in dual credit, college access and persistence, degree or credential completion in postsecondary, time to degree, and on time completion statistics. In addition, some data on degree or credential completion in dual credit are disaggregated by race and income status.</i></p>
<p>✓ Clear explanation of the overall population of students included in the reporting.</p>	<p>▶ <i>The report provides the number of Indiana high school graduates and the subset of those graduates who earn dual credit, AP credit, or both.</i></p>
<p>✓ Data on the type of course experiences that students are participating in.</p>	<p>▶ <i>Data are provided on the overall course sequences that Indiana students are accessing, including technical courses and priority liberal arts courses, with some demographic information on who is participating in these sequences.</i></p>
<p>✓ Cost savings or return on investment information.</p>	<p>▶ <i>For the first time, the 2021 Indiana Early College Credit report provides a quantified metric of cost savings to both students and the state from dual credit.</i></p>

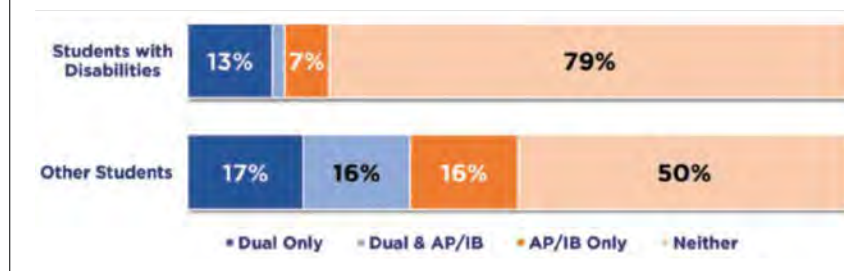
The [Louisiana Board of Regents'](#) 2021 Annual Dual Enrollment Report is the first annual report published by Louisiana and was requested by the [Louisiana Dual Enrollment Framework Task Force](#) to track the state's progress towards its goal of creating universal statewide access to dual enrollment and inform decision making by policymakers about increasing dual enrollment access and success in the state.

Based on the report's data, the Louisiana Board of Regents has also made a series of recommendations for advancing dual enrollment access and success in the state.



Source: [Dual Enrollment Annual Report](#) Summary Presentation, June 16 2021

**Figure 14: 2018-19 Public High School Graduates Who Took Advanced Courses, by Disability Status**



Source: [Louisiana Dual Enrollment 2021 Annual Report \(2018-2019 School Year\)](#), page 18

# Louisiana's Annual Dual Enrollment Report includes:

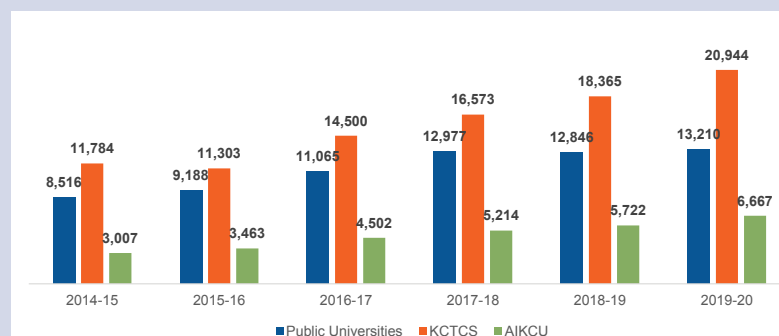
<p>✓ Disaggregation between advanced coursework types.</p>	<p>▶ <i>The report clearly delineates between dual enrollment and AP where appropriate and provides specific data for each.</i></p>
<p>✓ Clear definitions of dual enrollment program types.</p>	<p>▶ <i>The report includes a discussion of delivery methods for dual enrollment in the state by the various institutions of higher education involved in dual enrollment partnerships, and provides data on enrollments by delivery method (online, hybrid, and on-site).</i></p>
<p>✓ Participation data disaggregated by student demographics.</p>	<p>▶ <i>Participation data is disaggregated by race, gender, economic status, disability status, type of school (e.g., parish, virtual, charter, etc.), and location (geographic as well as city, rural, town, suburban). In addition, the state reports participation data for quintiles of schools in the state based on percentage of students who are students of color and percentage of students who are economically disadvantaged.</i></p>
<p>✓ Student success data, also disaggregated by student demographic.</p>	<p>▶ <i>The report provides course grades and passing rates, disaggregated by race/ethnicity and economic status. It provides aggregate data on the number of courses students took, as well as postsecondary credentials earned by high school students, disaggregated by college, high school, credential type, and by program of study.</i></p>
<p>✓ Clear explanation of the overall population of students included in the reporting.</p>	<p>▶ <i>The report includes two sections with different populations: (1) Dual enrollment provided by public postsecondary institutions is defined to include all high school student enrollment in public institutions in the 2018–19 school year, including students at public and non-public schools, homeschools, and out-of-state students; and (2) Dual enrollment taken by public high school graduates includes all students graduating from public high schools in 2018–19, including courses taken by public and private colleges and universities, both in-state and out-of-state.</i></p>
<p>✓ Data on the type of course experiences that students are participating in.</p>	<p>▶ <i>Includes data on general education courses taken and career and technical education fields pursued by students, at the course level for commonly taken courses and at the subject level (CIP2 codes) for others.</i></p>

Kentucky is one of the only states that has provided the stakeholders with significant usable data on dual credit through both its School Report Card and through a complementary one-time report that used a rigorous research design to understand student outcomes.

The Kentucky Department of Education's School Report Card contains some of the most comprehensive data on dual credit access and success available from any state. In addition to including enrollment and completion data for 17 subpopulations of students, the School Report Card also includes participation and success data for students in 27 subject areas.

In addition, in August 2020, the Kentucky Council on Postsecondary Education (CPE) published a research report that uses a propensity score matching and logistic regression analysis to answer several important questions to the state: whether dual credit positively affects the probability of persisting to a second year of college and earning a first-year GPA of 3.0 or higher. The research design used by the study to conduct regression analysis on the data ensures that the results found by the study can be attributed to the impact of dual credit access by students and not other factors such as prior academic performance.

Figure 1. Dual Credit Participation Across Institutions and Academic Years



Source: Kentucky Postsecondary Education Data System. This graph shows the number of high school students who were enrolled in dual credit courses at public universities, KCTCS or private institutions by academic year.

Source: Dual Credit & Student Success: The Effect of High School Dual Credit on Educational Outcomes at Kentucky Public Universities, page 6

Dual Credit Participation and Performance

Group	Student Enrollment	Student Completion	Students with Qualifying Grade
All Students	36,788	33,086	31,401
Female	21,237	19,404	18,606
Male	15,551	13,682	12,795
African American	2,102	1,771	1,651
American Indian Or Alaska Native	34	26	23
Asian	837	769	767

Source: Kentucky Department of Education School Report Card, Advanced Coursework

# Kentucky's School Report Card and Report on Dual Credit Student Success includes:

<p>✓ Disaggregation between advanced coursework types.</p>	<p>▶ <b>Report Card:</b> The report card has dual credit information included separately from AP.</p> <p><b>Report:</b> The study defines dual credit as distinct from AP courses and analyzes them in isolation.</p>
<p>✓ Participation data disaggregated by student demographics.</p>	<p>▶ <b>Report Card:</b> The report card provides participation data disaggregated by 17 subpopulations of students, including race, gender, economic status, disability status, English language learners, and more.</p> <p><b>Report:</b> Participation data is provided by gender, race (as one measure of underrepresented minority status), income status, and whether the student was considered underprepared by the Commission on Postsecondary Education's college readiness standards.</p>
<p>✓ Student success data, also disaggregated by student demographic.</p>	<p>▶ <b>Report Card:</b> The report card includes student success data — including course completion and earning a qualifying grade — for subpopulations and for the subjects offered in dual credit.</p> <p><b>Report:</b> The study's research questions look at whether students persisted to a second year of college and earned a first-year GPA of 3.0 or higher, including by the demographic groups identified above.</p>
<p>✓ Clear explanation of the overall population of students included in the reporting.</p>	<p>▶ <b>Report:</b> The study provides information on the dataset used to draw its conclusions.</p>
<p>✓ Disaggregation by multiple student demographics, e.g., race and gender or race and student economic status to identify student groups with the biggest gaps in equity of access or success in dual enrollment.</p>	<p>▶ <b>Report:</b> The study reviewed the interaction between low income and underrepresented minority status for dual credit participants.</p>
<p>✓ Data on the type of course experiences that students are participating in.</p>	<p>▶ <b>Report Card:</b> The School Report Card includes enrollment and completion data for students in 27 separate subject areas.</p>
<p>✓ Applying a research design to the data.</p>	<p>▶ <b>Report:</b> The study uses a propensity score matching and logistic regression analysis to examine the effects of dual credit participation on postsecondary educational outcomes.</p>

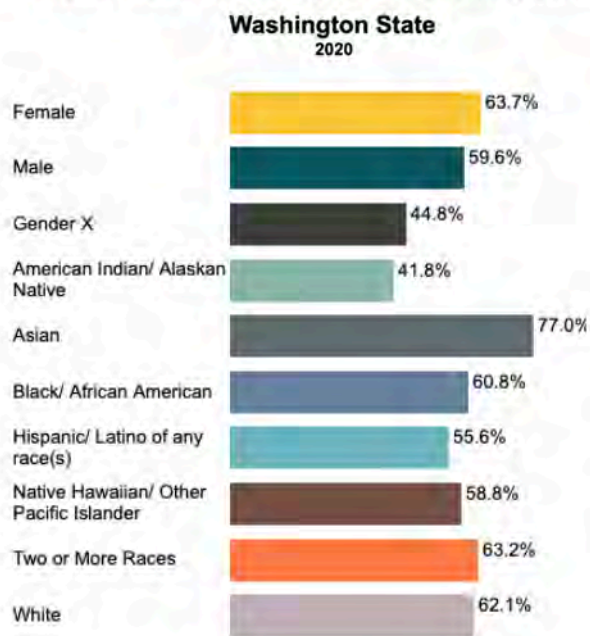
Washington is one of the few states that produces annual, publicly available reporting on participation in the state's dual credit programs through its [Washington State Report Card](#).

This data is broken down by type of dual credit taken, with demographic information provided for dual credit participation inclusive of race, income status, and students with disabilities, among others. In addition to the report card, the Washington Office of Superintendent of Public Instruction also produces an annual report to the legislature on [Dual Credit program enrollment](#).

The state has been active in providing support to district leaders and school administrators in working to analyze their own data to identify barriers to achieving equity in dual credit programs. In addition to publishing a [Dual Credit System Improvement Guide](#), the Office of Superintendent of Public Instruction launched a [Building Equitable, Sustainable Dual Credit](#) grant, of which one of the grant's use of funds is to "use student data to serve all students who are ready, or almost ready, for dual credit work" and encourage school districts to engage much more closely with data on dual credit access in their localities.

The Washington Education Research and Data Center also convened a multi-sector group of policy leaders and researchers to develop a data set and analysis for current and emerging dual credit data-driven questions and topics.

### What percent of high school students completed a dual credit course, by student demographics?



Source: Screenshot of the [Washington State Report Card](#), Taken July 2021



# Washington's State Report Card includes:

<p>✔ Disaggregation between advanced coursework types.</p>	<p>▶ <i>The state level data does disaggregate between types of advanced coursework in the state, including college in the high school and Running Start, the state's two dual enrollment programs.</i></p>
<p>✔ Participation data disaggregated by student demographics.</p>	<p>▶ <i>Dual credit participation data is provided by race, gender, economic status, disability status, English language learner status, and more. Though this information is not available disaggregated by type of dual credit on the report card, this information can be calculated from the available data. This information can be accessed at the state, school district, and individual school level.</i></p>
<p>✔ Clear explanation of the overall population of students included in the reporting.</p>	<p>▶ <i>Denominators are provided to allow for calculations and comparability.</i></p>

# Acknowledgments

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All photos courtesy of [Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action](#).

# Appendix: Existing State Reporting

The following list includes all publicly available state dual enrollment reporting mechanisms that include any specific, discernible data from dual enrollment. Where multiple years of data are available, the most recent year's data as of the date of publication have been included below:

- CA** California Department of Education — [College/Career Measures Reports & Data](#) (2019)
- CO** Colorado Departments of Education & Higher Education — [Pathway to Affordability: Annual Report on Concurrent Enrollment in Colorado](#) (2020)
- FL** Florida Department of Education — [2019–2020 Florida Report Card](#) (2021)
- GA** Georgia Governor's Office of Student Achievement — [Georgia Dual Enrollment and Postsecondary Outcomes: 2017–2018 Analysis of Dual Enrollment Outcomes](#) (2019)
- GA** Georgia Department of Education — [2019 College and Career Ready Performance Index \(CCRPI\) Reports](#) (2021)
- HI** Hawaii Data eXchange Partnership — [College & Career Readiness Indicators \(CCRI\)](#) (2020)
- ID** Idaho State Board of Education — [Dual Credit Report 2020](#) (2021)
- IL** Illinois Community College Board — [Dual Credit in the Illinois Community College System](#) (2020)
- IL** Illinois State Board of Education — [Illinois Report Card](#) (2020)
- IN** Indiana Commission for Higher Education — [Indiana Early College Credit Report](#) (2021)
- IN** Indiana Department of Education — [College & Career Readiness](#) (2019)
- KS** Kansas State Department of Education — [Kansas K–12 Report Generator](#) (2021)
- KY** Kentucky Department of Education — [School Report Card](#) (2020)
- KY** Kentucky Council on Postsecondary Education — [Dual Credit & Student Success: The Effect of High School Dual Credit on Educational Outcomes at Kentucky Public Universities](#) (2020)

- LA** Louisiana Board of Regents — [Louisiana Dual Enrollment 2021 Annual Report](#) (2021)
- MA** MassINC — [Early College as a Force for Equity in the Post-Pandemic Era: Discussion Paper](#) (2021)
- MD** MD Maryland Longitudinal Data System Center — [2020 Dual Enrollment Report](#) (2020)
- ME** Maine Department of Education — [ESSA Dashboard: Early College Coursework](#) (2020)
- ME** Maine's Public Universities — [2020 Early College Report](#) (2021)
- MI** Michigan School Data — [College Opportunities for High School Students](#) (2019)
- MN** Minnesota Department of Education — [Rigorous Course Taking: Advanced Placement, International Baccalaureate, Concurrent Enrollment and Postsecondary Enrollment Options Programs](#) (2019)
- MN** Minnesota Department of Education — [Minnesota Report Card](#) (2018)
- MT** Montana University System — [Dual Enrollment Program Update: Report for the Montana University System Board of Regents](#) (2018)
- NC** North Carolina Department of Public Instruction — [North Carolina State Report](#) (2019)
- ND** North Dakota State Government — [North Dakota Early College Coursework](#) (2020)
- NE** Nebraska Department of Education — [An Evaluation of the Impact of Dual Credit and Dual Enrollment on College-Going in Nebraska](#) (2017)
- NJ** New Jersey Department of Education — [School Performance Reports](#) (2020)
- OH** Ohio Department of Education — [School & District Results 2019–2020](#) (2020)
- OH** Ohio Departments of Education & Higher Education — [College Credit Plus Annual Report 2019–2020](#) (2020)
- PA** Pennsylvania Department of Education — [Future Ready PA Index](#) (2020)
- SC** South Carolina Department of Education — [School Report Card](#) (2019)
- SD** South Dakota Legislature — [Dual Credit Program Evaluation Report](#) (2019)
- TX** The University of Texas System — [Strengthening Dual Credit in Texas](#) (2018)
- UT** Utah State Board of Education and Utah System of Higher Education — [2019–20 Concurrent Enrollment Summary Data](#) (2020)
- VA** Virginia Department of Education — [Virginia State Quality Profile](#) (2020)
- VT** Vermont State Colleges System — [Report on Act 77 of 2013](#) (2020)
- WA** Washington Office of Superintendent of Public Instruction — [Dual Credit Programs Enrollment](#) (2019)
- WA** Washington Office of Superintendent of Public Instruction — [Washington State Report Card](#) (2020)

In addition, the following state-level studies have been produced by the Regional Education Labs (REL) of the Institute of Education Sciences (IES):

- ID** REL Northwest — [Getting Ahead With Dual Credit: Dual-Credit Participation, Outcomes, and Opportunities in Idaho](#) (2016)
- OR** REL Northwest — [Earning College Credits in High School: Options, Participation, and Outcomes for Oregon Students](#) (2017)
- RI** REL Northeast and Islands — [The Effects of Accelerated College Credit Programs on Educational Attainment in Rhode Island](#) (2021)

Continued >

The following state reporting mechanisms included dual enrollment data, but only as part of a meta-indicator, from which no specific data for dual enrollment could be discerned.

<b>AL</b>	<a href="#">Alabama Department of Education Report Card</a>
<b>AR</b>	<a href="#">Arkansas Department of Education 2019 State Report Card</a>
<b>AZ</b>	<a href="#">Arizona Superintendent of Public Instruction School Report Cards</a>
<b>CT</b>	<a href="#">Connecticut State Department of Education EdSight</a>
<b>DE</b>	<a href="#">Delaware Department of Education Report Card</a>
<b>IA</b>	<a href="#">Iowa Department of Education School Performance Profiles State Summary</a>
<b>ID</b>	<a href="#">Idaho State Department of Education College/Career Readiness</a>
<b>MA</b>	<a href="#">Massachusetts Department of Education School &amp; District Profiles</a>

<b>MS</b>	<a href="#">Mississippi Department of Education Accountability Data</a>
<b>MT</b>	<a href="#">Montana Office of Public Instruction 2019–2020 Report Card</a>
<b>NM</b>	<a href="#">New Mexico Public Education Department Graduation and College and Career Readiness</a>
<b>NY</b>	<a href="#">New York State Department of Education State Report Card</a>
<b>OK</b>	<a href="#">Oklahoma State Department of Education State Report Card</a>
<b>SD</b>	<a href="#">South Dakota Department of Education State Report Card</a>
<b>TN</b>	<a href="#">Tennessee Department of Education State of Tennessee</a>
<b>TX</b>	<a href="#">Texas Education Agency Federal Report Card for Texas Public Schools</a>
<b>WV</b>	<a href="#">West Virginia Department of Education Balanced Scorecard Dashboard</a>

In addition to the publicly reported data sources, several states including Wisconsin and Utah provide school districts and colleges dual enrollment data through private channels.

