



# FUNDING FOR EQUITY

Designing State Dual Enrollment  
Funding Models to Close Equity Gaps


## TABLE OF CONTENTS

<b>Introduction</b>	1
▶ Three Sustainable Funding Models	5
<b>Student Pays No Tuition</b>	7
▶ State Pays	8
▶ A Combination of State and District Pays	15
▶ District Pays	18
<b>Student Pays Reduced Tuition</b>	22
▶ Costs Split Between State and Student, District and Student, or State and/or District and Student	23
<b>Student Pays Anywhere from No to Full Tuition</b>	28
▶ Local Decision	29
<b>Conclusion</b>	35
▶ About the Author	36
<b>Appendices</b>	37
▶ Appendix 1: Leading State Models for Dual Enrollment	38
▶ Appendix 2: 50-State Funding Models for Dual Enrollment	40
▶ Appendix 3: Low-Income Student Pays Reduced to No Tuition	52



# INTRODUCTION

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*Of all the policy issues related to dual enrollment—a uniquely complex policy topic in and of itself—the question of who pays students’ tuition arguably poses the thorniest challenge of them all. A state’s dual enrollment funding model can either open the doors of program access or present an insurmountable barrier to participation for students (or districts, or postsecondary institutions) facing financial struggles.*

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As such, state funding model decisions have a significant impact on equity of access to dual enrollment. Dual enrollment equity means that the student population in a state's dual enrollment program mirrors the demographic, socioeconomic, and geographic diversity of the state's overall K–12 student population.

If a state's K–12 population is 20% African American, 30% rural, and 50% eligible for free and reduced-price lunch, the dually enrolled student population in a state that has achieved dual enrollment equity is 20% African American, 30% rural, and 50% eligible for free and reduced-price lunch.

Despite considerable recent gains in dual enrollment participation across the U.S., state and national data document challenging, persistent disparities in program access and enrollment along geographic, demographic, and socioeconomic lines. For example, data from the U.S. Department of Education's [2020–21 Civil Rights Data Collection \(CRDC\)](#) indicated that white students comprised 48% of the U.S. public high school population but accounted for 60% of the dual enrollment student population. The 2020–21 CRDC also showed that male students, students who were Latino, Black, or of two or more races, English learners, and students with disabilities were underrepresented in dual enrollment programs nationally. Other [federal data](#) bear out that as parental education level decreases, so does the likelihood that their student would take a dual enrollment course. Sadly, state-specific data from across the nation echo these findings.

A [2018 GAO analysis](#) of U.S. Department of Education data for the 2015–16 school year revealed that high-poverty or small high schools were significantly less likely than low-poverty and large high schools to offer dual enrollment coursework. Another [analysis](#) found that

while 52% of all American high schools lacked access to dual enrollment courses, 69% of high minority high schools did not offer dual enrollment coursework, more than twice the percentage of low minority high schools (33%) not providing dual enrollment opportunities.

With this reality that access to dual enrollment is inequitable nationally, there is much that states can and should be doing to design policy systems, including funding systems, to expand equity of access and success. [Research](#) shows that dual enrollment can have significant positive benefits for students in terms of their ability to access and complete college, and other factors. Therefore, it is essential that policy and funding systems are designed to minimize barriers and maximize access to these benefits.

#### DEFINING DUAL ENROLLMENT

*For purposes of this report, “dual enrollment” is an umbrella term referring to stand-alone college courses offered to high school students, regardless of course location, instructor type, or modality. When referring to the funding approach for a specific dual enrollment model, the state-designated term for that program is used. While some states use the term “early college” to refer to dual enrollment courses as defined for purposes of this publication, **this report does not include information on state funding approaches for schoolwide, sequential college in the high school approaches such as early and middle college high schools, including PTECH.***

### A MULTIFACETED CHALLENGE

The College in High School Alliance (CHSA) argues that dual enrollment funding models are part of a broader set of components essential to attaining dual enrollment equity. The CHSA report [Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs](#) sets forth six policy levers, each indispensable to state efforts to achieve dual enrollment equity. These six dual enrollment equity policy levers are below.

CHSA aspires to a national vision in which tuition poses no barrier to a student's participation in dual enrollment. The best dual enrollment funding approach is an equity-focused model that sustains and incentivizes participation among students, districts and institutions alike, while providing strong state (and national) return on investment.

**6 Navigational Supports:** States prioritize the student navigational supports and advising needed to ensure student success in college in high school courses, particularly for those students historically underserved by these programs.

**5 Instructor Capacity:** States develop strategies to recruit, support, and diversify the pool of instructors with the qualifications to teach college in high school while encouraging collaboration between K-12 and postsecondary partners as college in high school programs are scaled.

**4 Course Access & Availability:** States ensure that students are able to access college in high school courses, regardless of geography, with pathways that maximize opportunities for students to earn multiple college credits, and facilitate students exploring academic and career areas of interest while ensuring that those courses count toward high school graduation requirements.



**1 Equity Goal & Public Reporting:** 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.

**2 Program Integrity & Credit Transfer:** States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.

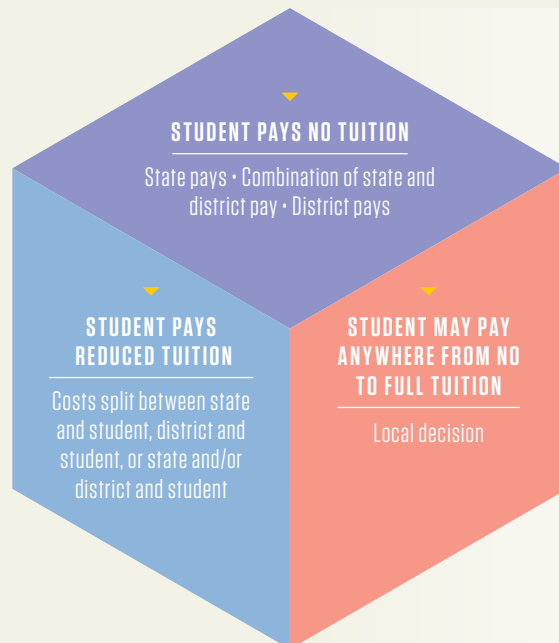
**3 Finance:** States design funding mechanisms that remove financial barriers for low-income and moderate-income students to participate and excel in college level work in high school.

### THREE SUSTAINABLE FUNDING APPROACHES

State policy leaders and their staff often ask, “What’s the one best dual enrollment funding model that my state can adopt?” The answer? **There is no one best dual enrollment funding model.** Each state’s model must reflect the policy and political leanings of its voters. It should be emphasized that when considering adopting another state’s dual enrollment funding approach, leaders must weigh the tradeoffs inherent in the alternate funding model, and the model’s political and financial “fit” within their own state’s unique financial and political context. Policymakers must ensure that a revamped funding approach serves the

state’s dual enrollment equity aspirations, and that students, parents, and various other state and local dual enrollment stakeholders find the approach palatable.

This report presents three approaches that eliminate student-borne tuition costs **for public school students** while supporting broad program access, as well as two models that may transfer some or all tuition costs to students and families. For all three models, the report identifies the states that have adopted each model and key considerations for policymakers. Note that states may have separate funding models for private and home school students, or limit state funding to public school students.



#### For each of these finance approaches, this report provides:

- The **equity rationale** for the model—what makes it appealing to states that have chosen it?
- Potential **benefits** and **challenges** the model presents for various state and local stakeholders
- **Questions states need to ask themselves**, to ensure program “fit” from a political, aspirational, and financial perspective
- **Best practices** and **lessons learned** from states that have adopted the model.

This report also highlights several leading funding models to consider, summarizing these states' funding approach and the features that make each model worthy of replication. The appendix provides a brief summary of all 50 states' dual enrollment funding approach(es) as of spring 2024, as well as state approaches that minimize or eliminate student-borne tuition costs for low-income families.

In addition to developing funding mechanisms to support high schools and college tuition costs, there are additional costs involved in providing dual enrollment such as textbooks and transportation. While this report does not explicitly address those additional costs, resources are available to help states think about how to address them. In addition, this report focuses on state policies and programs intended to reduce tuition costs for students; state policies that require student payment of full tuition have therefore been excluded.

*States should also consider the extent to which federal sources, including Perkins, GEAR UP, or ESSA funds, can offset state investment in dual enrollment tuition and other program costs, to maximize long-term sustainability. See the [College in High School Alliance's Federal Playbook](#) for more information on the use of federal funds to support dual enrollment.*

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STUDENT PAYS  
NO TUITION

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## State Pays

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Under this funding approach, the state pays dual enrollment tuition regardless of student family income. Students enrolled in courses covered by the state program are not charged tuition; postsecondary institutions typically do not receive the same tuition amounts per course as they would receive for a regularly matriculated student.



In addition, **Florida's** Dual Enrollment Scholarship Program ([E.S.A. § 1009.30](#))—funded through a state appropriation—reimburses eligible postsecondary institutions for summer-term public school students' tuition and instructional materials. (The program also reimburses institutions for private and home school students' tuition and instructional materials for fall and spring term courses.)

Equity Rationale for the Model	
Equal financial access to dual enrollment courses, regardless of family income	
Potential Benefits and Challenges	
Benefits	Challenges
<ul style="list-style-type: none"> <li>• Students don't pay tuition</li> <li>• Ideally, this approach equally incentivizes participation for all students and all school districts, regardless of student demographics, high school location, etc.</li> <li>• Treating all eligible students in the same way simplifies enrollment tracking reimbursement or payment of tuition for participating students (as opposed to tracking a subgroup of students based on underrepresented status). This approach can also simplify data sharing between state and local education entities.</li> <li>• Not requiring demonstration of need reduces student stigma and decreases the paperwork required from students and parents for participation. Both issues factor into student engagement in these programs.</li> </ul>	<ul style="list-style-type: none"> <li>• State reimbursement to institutions is generally at rates lower than the tuition revenue a regularly matriculated student would generate. This can disincentivize a higher education institution's participation.</li> <li>• State models awarding funds through a scholarship approach may disproportionately impact participation among eligible underrepresented students unaware of program eligibility requirements and application processes and deadlines. State scholarship programs requiring school staff to submit program applications may also disparately impact eligible students in underresourced high schools, in which school counselors with high caseloads and many other responsibilities may be constrained to communicate scholarship opportunities to students and submit participation applications before program deadlines.</li> <li>• Even in states that do not require students to apply for dual enrollment scholarship funds—in isolation from other supporting policy to ensure program access and engagement, this approach can exacerbate equity gaps by increasing the ease with which affluent students from college-educated families can take advantage of dual enrollment programs.</li> <li>• Annual legislative appropriations may not keep pace with increasing program enrollments, resulting in prorated reimbursements to postsecondary institutions or school districts. These lower reimbursement amounts may deter secondary or postsecondary partners from promoting student participation.</li> <li>• Sustaining policymaker buy-in may pose a challenge, particularly as costs increase with increased student participation, and new policymakers enter office.</li> <li>• Equal treatment is not equity. Policymakers and program staff may face challenging conversations centering on why an affluent student and low-income student receive the same benefit/opportunity.</li> </ul>

**QUESTIONS STATES NEED TO ASK THEMSELVES**

Policy components adjacent to the funding model can foster better equity outcomes. States need to assess their policies in the following key areas to ensure equitable access and participation.

Questions to Ensure Equitable Access	
<b>Mandates on Course Offerings</b>	
Are all public high schools or districts required to enter into dual enrollment agreements?	▶ States should consider requiring all public high schools to enter into dual enrollment agreements, so that local administrator commitment to dual enrollment is not a barrier to program access.
Are all public postsecondary institutions required to enter into dual enrollment agreements?	▶ States should consider requiring all public postsecondary institutions to enter into dual enrollment agreements. If dual enrollment program participation is determined by each institution's leadership, the state may not realize its goal of ensuring equitable access.
<b>Course/Student Limitations</b>	
How many courses will the state cover?	▶ While permitting high school students to enroll full-time in postsecondary coursework will allow the most motivated students to earn an associate degree before high school graduation, the volume of credit hours that the state must pay for under such policies may not prove sustainable in the long term, thus compromising future program access.
What types of courses will the state cover?	▶ States may consider limiting state-funded courses to: <ul style="list-style-type: none"> <li>• A set of courses recognized for transfer among all public two- and four-year institutions in the state.</li> <li>• Broadly applicable general education courses, and CTE courses applicable to in-demand credentials and degrees.</li> </ul>
What student grade levels can access state-funded courses?	▶ States should weigh the potential benefits and disadvantages to limiting the student grade levels that can access state-funded courses.
Are only public school students funded, or are private school and/or home school students eligible to participate under the state-funded rate?	▶ States should consider whether they will allow all students who meet program eligibility requirements—regardless of school type—to access state-funded dual enrollment courses.

Questions to Ensure Equitable Access	
<b>Funding Amounts and Processes</b>	
<p>What tuition or reimbursement amount will the state pay for each enrolled student?</p>	<p>▶ A few approaches to dual enrollment tuition-setting can balance the state's ability to sustain long-term program support with the district and institution's need for funds supporting program delivery costs:</p> <ul style="list-style-type: none"> <li>• A uniform reduced tuition rate (e.g., Idaho, Kentucky)</li> <li>• An allocation automatically generated in a state-established formula (e.g., Iowa)</li> <li>• A flat amount from a legislative appropriation to be allocated to participating institutions (e.g., Georgia)</li> </ul>
<p>What mechanism will transfer tuition payments from the state to the institution or district in a timely manner? Which state agency is best situated to process payments?</p>	<p>▶ States must determine the answer to this question based on local context. Maximizing efficiency augments the state dollars available to support program access and participation.</p>
<p>Who pays non-tuition participation costs—fees, textbooks, course materials, etc.?</p>	<p>▶ Non-tuition course costs passed on to students and families can disparately impact program participation for underserved learners. Non-tuition course costs borne exclusively by school districts may reduce the number of course sections or student enrollments they can provide, particularly in small or rural districts, underresourced districts, and districts experiencing declining student enrollment.</p> <p>States should consider approaches that ensure fees, textbooks, course materials, transportation, and other program expenses do not pose an obstacle to student participation or districts' ability to offer dual enrollment opportunities. To minimize student-borne participation costs beyond tuition without unduly burdening K-12 partners, districts and postsecondary institutions may split non-tuition costs or the postsecondary institution may provide textbooks at no charge to students. States may also consider an appropriation subsidizing institution-borne costs, or encourage postsecondary use of open educational resources (OER), <u>including</u> in courses delivered to high school students.</p>
<b>Data Collection and Reporting</b>	
<p>What data on program benefits to students, and K-12 and postsecondary partners, should the state collect and publicly report to demonstrate the state's return on investment and help sustain policymakers' commitment to the funding model?</p>	<p>▶ States should annually collect and publish participation and outcomes data, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Cost savings to families and the state for postsecondary courses completed via dual enrollment</li> <li>• Credit hours completed in broadly transferable, broadly applicable general education courses, and CTE courses required for in-demand credentials.</li> <li>• The relationship between dual enrollment participation and             <ul style="list-style-type: none"> <li>– Higher postsecondary matriculation rates</li> <li>– Lower remedial placement rates</li> <li>– Higher levels of student postsecondary success, including persistence and completion</li> <li>– Reduced time to degree</li> </ul> </li> </ul>

## BEST PRACTICES AND LESSONS LEARNED

### Expect significant participation gains—and associated increases in state expenditures

Generally, states that adopt funding models that shift dual enrollment tuition responsibility from students and families to the state see immediate and steep increases in program participation rates; these sharp inclines in participation rates demand a more considerable state financial commitment.

### Simplicity and transparency are key in implementation systems

To implement an equitable “state pays” dual enrollment funding model, states must establish a means to distribute state funds to school districts and/or postsecondary institutions that is at once expedient, accurate, simple, and transparent. Policy approaches that support these features include:

#### Setting a statewide tuition rate or reimbursement rate

- **Idaho** dual credit courses taught at the high school by a high school instructor (the most common delivery model in the state) are charged at a uniform tuition rate of \$75 per credit hour across all participating public and private institutions.

*Idaho’s Advanced Opportunities program, the only of its kind in the nation, establishes a fund of \$4,625 for each public school student in grades 7–12 from an annual state appropriation. Students may apply these funds toward any of several acceleration options: dual credit tuition; AP, IB or professional certification exam fees; CTE workforce training courses, or “overload” courses, taken in addition to a full credit load and outside of the regular school day, including during the summer.*

- Per **Georgia** statute, public and private institutions participating in the state dual enrollment program receive an allocation from an annual appropriation. Each institution must consider the allocation to be full payment for a student’s tuition, mandatory fees, and books, up to a limit of 30 semester hours.
- **New Hampshire** has set a statewide dual enrollment tuition rate for courses offered through the New Hampshire Community College System. Students in grades 10, 11, and 12 can complete two free dual and concurrent enrollment courses per year, with the state paying colleges \$150 per course for an Early College At Your High School and Early College Online approved concurrent enrollment course. Community colleges receive half the tuition of a traditional course (\$215.00 per credit for the 2024–25 academic year) for an Early College on Campus approved dual enrollment course. Students may pay this tuition rate for community college courses beyond those covered by the state. Across all such delivery models, the institution accepts such amount as full payment for course tuition beyond the two free courses for 10th, 11th and 12th grade students.

#### Centralizing and streamlining payment processes

Approaches that streamline payment processes support equity by ensuring that tuition payments do not hinge upon student and parent understanding of bureaucratic procedures, or strain already overstretched district or school-level human resources.

- **Georgia** payments are disbursed to postsecondary institutions by the Georgia Student Finance Commission.
- The **Idaho** State Department of Education pays dual credit tuition funds to postsecondary institutions at the end of each semester based on the number of dual credits the Advanced Opportunities portal indicates were completed at each institution.

**Establishing clear initial program parameters may mitigate sustainability challenges**

Student participation in “State Pays” funding models can ultimately reach a point at which state funding falls short of tuition reimbursement obligations. It is more politically palatable to students and parents to expand course caps and eligible student grade levels than to pare back the opportunities from which earlier student cohorts benefited.

When establishing a “State Pays” model, state leaders may consider codifying parameters on eligible students, credit hours, and courses, in order to ensure that state funding levels in the long run can keep pace with program enrollments. Potential program guardrails are listed on page 11 in the “Questions states need to ask themselves” table under “Course/student limitations”.

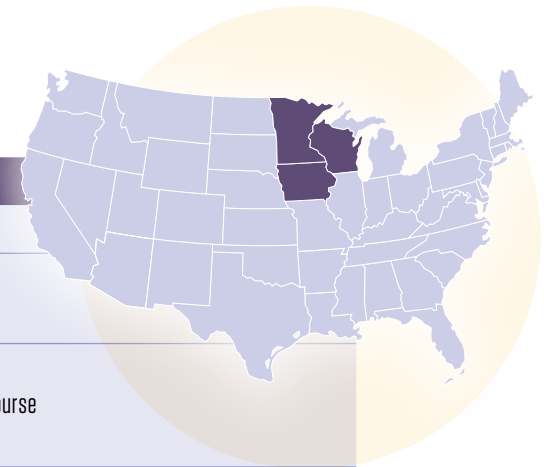


## Combination of State and District Pay

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Under this model, state policy either:

- Defines the respective portion of tuition that the state and district will pay, or
- Requires that districts make initial tuition payments to the postsecondary partner. The state subsequently provides an appropriation or a supplemental weight in the school funding formula based on reported dual enrollment participation.



State	For Eligible Courses Completed Through
Iowa	Concurrent Enrollment, a.k.a. Contracted Courses
Minnesota	Concurrent Enrollment (courses offered at the high school by an approved high school instructor or faculty member)
Wisconsin	Early College Credit Program (ECCP) (courses taken at a University of Wisconsin, Tribal, or private institution). Combination of state and district pay, provided a student is taking a course for both high school and college credit.

\*See also page 24 for states in which either the district and student, the state and student, or state, district, and student pay.

#### Equity Rationale for the Model

Equity of student access to dual enrollment courses, regardless of family income, with less strain on state coffers

#### Potential Benefits and Challenges

##### Benefits

- Students don't pay
- Ideally, this approach equally incentivizes participation for all students and all school districts, regardless of student demographics, high school location, etc.

##### Challenges

- The school district and/or postsecondary institution may not receive the same level of funding it would receive for a traditional high school or postsecondary student
- Sustaining both state and local leader buy-in may pose a challenge, particularly as costs increase with increased student participation and policymaker turnover occurs.

#### QUESTIONS STATES NEED TO ASK THEMSELVES

##### Questions Previously Posed for the "State Pays" Model Regardless of Funding Mechanism

- Mandates on course offerings
- Course/student limitations
- Funding transfer mechanisms
- The entity responsible for non-tuition participation costs
- Data collection and reporting

In addition to these questions, states considering the “Combination of state and district pay” mechanism should also assess their policies in the following key areas below to ensure equitable access and engagement.

Questions to Ensure Equitable Access	
Funding Amounts and Processes	
What tuition amount will the state and school district respectively cover?	▶ The funds that the school district receives from the state should be adequate such that districts—particularly low-resource districts or those with declining student enrollments—are not unduly limited in the number or type of dual enrollment courses they can offer or deterred from offering dual enrollment altogether.
Should tuition be paid by the district and partially reimbursed by the state, either at a flat rate or through an appropriation?	▶ A state’s approach will vary based what is palatable to state policymakers, and state and local K–12 and postsecondary stakeholders.  If the state chooses a flat rate, there should be an opportunity for rate adjustments if and when needed. An appropriation that does not increase with rising inflation and student participation rates will disincentivize school districts from providing equitable access.  Alternatively, states that fund K–12 programs through a formula-based model can add a supplemental weight for dually enrolled students.

### BEST PRACTICES AND LESSONS LEARNED

#### Significant participation gains, including among diverse learners

Across the board, states that have adopted this funding approach have seen gains in student participation, including among underrepresented groups. In just one example, **Minnesota** provides that a district offering a postsecondary course taught by high school teacher (defined in Minnesota statute as concurrent enrollment) is eligible for up to \$150 per student enrolled in a concurrent enrollment course ([M.S.A. § 124D.091](#)). From 2020–2022, concurrent enrollment participation increased 23% and 12% among English learners and special education students, respectively.

#### Need to communicate with policymakers to sustain state appropriation

In states in which districts make initial tuition payments to the postsecondary partner and receive a subsequent

legislative appropriation to defray program expenditures, states need to clearly and persuasively communicate program value to legislators, including data on program growth, the benefits of student participation—particularly for students underrepresented in higher education in the state—and the state’s return on investment in the program. This communication is all the more vital as program enrollments—and district costs—rise, and districts need higher levels of state funding to keep pace.

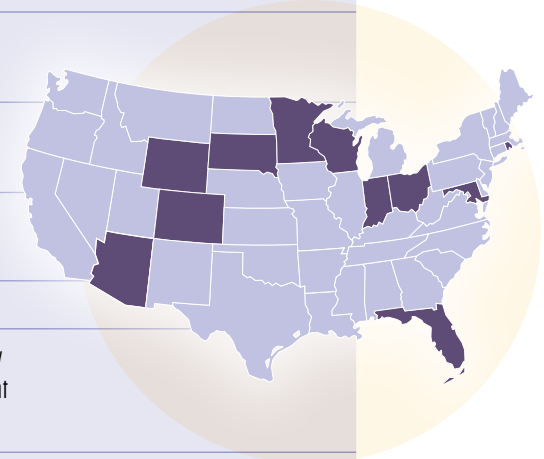
**Minnesota** legislation requires that an annual report be published on postsecondary enrollment options (PSEO), concurrent enrollment, Advanced Placement (AP), and International Baccalaureate (IB), including student enrollments and recommendations for these programs ([M.S.A. § 120B.13](#)).

## District Pays

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Under this model, state policy requires district revenues (i.e., per-pupil funds, funds generated by average daily membership, etc.) to cover tuition expenses. Students may be charged fees but are generally not charged tuition.

State	For Eligible Courses Completed Through
Arizona	Concurrent Enrollment (for courses offered on a postsecondary campus)
Colorado	Concurrent Enrollment (for programs conducted in accordance with statute at a high school, postsecondary institution, or other location or modality)
Florida	Dual Enrollment (for courses offered during the regular school year by a postsecondary faculty member either on campus or at a public high school)
Indiana	Dual Enrollment (for courses offered by Ivy Tech institutions on the college campus)
Maryland	Dual Enrollment
Minnesota	PSEO by contract (courses taught by postsecondary faculty member at the postsecondary institution, online, or at the high school through a locally-determined funding approach that differs from the statutorily-defined PSEO funding model)
Ohio	College Credit Plus
Rhode Island	Dual Enrollment (for full-time enrollment at a community college)
South Dakota	Dual Credit (University faculty teach a university course at a school district)
Wisconsin	Start College Now (for courses taken at a state technical college)
Wyoming	Dual and Concurrent Enrollment



**Rationale for the Model**

- Funds district would already pay for educating student now applied to dual enrollment tuition
- K-12 funding less susceptible to fluctuations than public higher education funding
- May be perceived by some policymakers as politically “easier” than other funding models

**Potential Benefits and Challenges**

Benefits	Challenges
<ul style="list-style-type: none"> <li>• Students don't pay</li> </ul>	<ul style="list-style-type: none"> <li>• Adding programming that draws from already strained district resources can be unpopular.</li> <li>• This approach can disproportionately stress under-resourced districts.</li> <li>• Placing tuition burden entirely on districts may:                             <ul style="list-style-type: none"> <li>– Generate ill-will towards the program among some local decisionmakers</li> <li>– Force local leaders to make tough decisions to meet program demand among students, parents</li> </ul> </li> </ul>

## QUESTIONS STATES NEED TO ASK THEMSELVES

In addition to these questions applicable across funding models, states considering the “District pays” mechanism should also assess their policies in the following key areas below to ensure equitable access and engagement.

Questions to Ensure Equitable Access	
Funding Amounts and Processes	
What tuition amount will the district pay for each enrolled student?	<p>▶ Several approaches to levels of tuition paid can cover costs while balancing the district’s ability to maintain long-term program support with the needs of the district and postsecondary partner:</p> <ul style="list-style-type: none"> <li>• A flat rate that all districts are charged for eligible courses</li> <li>• A locally determined rate, with parameters on the minimum or maximum tuition that districts can be charged</li> <li>• Differing tuition levels depending on where and by whom a course is taught</li> <li>• Differing tuition levels depending upon institution type (two-or four-year, public or private.) However, this may add a layer of complexity that creates a barrier to equitable access.</li> </ul>
Local Agreements Between K–12 and Postsecondary Partners	
To what extent should the state specify the content and parameters of local agreements?	▶ To minimize substantial variations in program access or quality from one district to another, states may consider specifying the access and quality elements that must be addressed in local agreements between K–12 and postsecondary partners. Florida <a href="#">F.S.A. § 1007.271(21)</a> has one of the most comprehensive lists.
Should the state require K–12 and postsecondary partners to annually submit their dual enrollment partnerships to a state agency for review?	▶ Yes, provided that state policy requires local agreements to specify program elements (for example, the tuition amount being paid or reimbursed per student per course) that may vary from district to district and that may create inconsistencies in equity.

## BEST PRACTICES AND LESSONS LEARNED

### Parameters for permissible tuition amounts

Setting a minimum and maximum that districts can be charged for dual enrollment tuition can avert situations where an institution might otherwise seek to win a competitive advantage over other institutions by offering tuition below what other institutions are offering.

Setting parameters for tuition rates can also avoid disputes between K–12 and postsecondary partners if the course is offered at the high school, either by a postsecondary faculty member or an approved high school instructor.

- **Florida** statute establishes that for public school students dually enrolled in public institutions, school districts pay the institution the standard tuition rate for courses taken on the postsecondary campus (during

the fall and spring terms), the costs associated with the proportion of the faculty member's salary and benefits to provide the course if the faculty member travels to the high school, and no payment if the course is delivered at the high school by an approved school district faculty member (F.S.A. § 1007.271(21)(n)(1))

- Under the Concurrent Enrollment Act, **Colorado** statute provides that dual enrollment tuition rates must be negotiated between the K-12 and

postsecondary partners. Tuition charged by a public two-year college may not exceed the student share of Colorado resident tuition rate for the course. Tuition charged by any other postsecondary institution may not exceed the student share of the Colorado resident tuition rate for a general education course. Both tuition rates are set by the state board for community colleges and occupational education. (C.R.S.A. §§ 22-35-104(6)(b)(III), 22-35-105(3)(a)(I) and (II))



# STUDENT PAYS REDUCED TUITION

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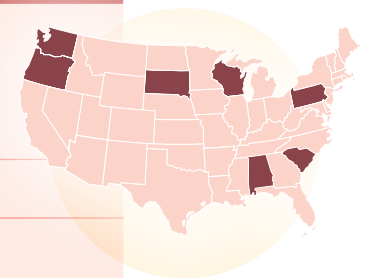
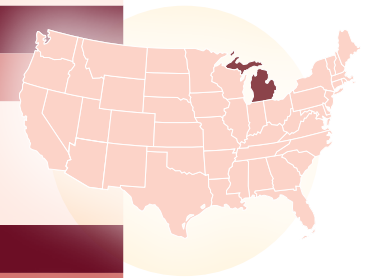
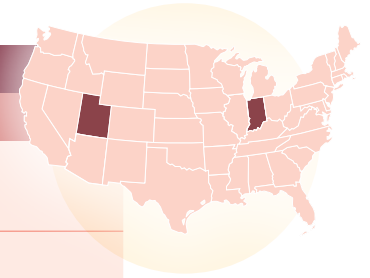


## Costs Split Between State and Student, District and Student, or State and/or District and Student

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Under this model, state policy directs the state or district to cover some but not all tuition expenses. Students are expected to pay the portion of tuition not handled by the state or district. The states listed below do not include those in which the state or district covers dual enrollment tuition only for low-income students.

State and Student Share Payment	
State	For Eligible Courses Completed Through
Indiana	Dual Credit (priority liberal arts and approved CTE courses taught at the high school by an approved high school instructor; applies only to students not eligible for free or reduced-price lunch)
Utah	Concurrent Enrollment (courses offered at the high school or postsecondary institution, via interactive videoconferencing [IVC], or online)
District and Student Share Payment	
State	For Eligible Courses Completed Through
Michigan	Dual Enrollment (courses completed at the postsecondary institution through Postsecondary Enrollment Options or the Career and Technical Preparation Act). The district may pass onto the student any costs the school district is not required to cover.
Either State and Student, District and Student, or State, District and/or Student Share Payment	
State	For Eligible Courses Completed Through
Alabama	Dual Enrollment. Combination of state and local decision, for community college courses supported by a legislative appropriation. A college may choose to use its state dual enrollment appropriation to defray or cover dual enrollment tuition costs. If the college does not use its allocation to pay dual enrollment tuition costs, the student is responsible for tuition costs unless such costs are covered by another source.
Oregon	Dual Credit. Tuition responsibility may be split between state and district, state and student, or state, district, and student.
Pennsylvania	Combination of state and local decision. Responsibility for tuition that is not covered by state dual credit grant funds is locally determined.
South Carolina	Tuition responsibility may be split between state and student or district and student. High school students dually enrolled in South Carolina Technical College System courses may apply for Lottery Tuition Assistance grants after applying all other state aid.
South Dakota	Combination of state and district or state and student, for courses taken through the State Subsidized High School Dual Credit Program for 11th and 12th graders. A district is authorized but not required to pay any portion under the student's share not covered by state funding.
Washington	Running Start (courses offered at the postsecondary campus and online). Combination of state, district, and student pay (for non-low-income students)
Wisconsin	Early College Credit Program (ECCP) (courses taken for college credit only at a University of Wisconsin, Tribal, or private institution)



**NEW JERSEY'S INNOVATION DUAL ENROLLMENT PILOT**

*State pays and policy silent. Although state policy is silent on the entity responsible for paying dual enrollment tuition, funds appropriated in FY 2024 and FY 2025 support the Innovation Dual Enrollment Pilot. In each fiscal year, the pilot program has awarded four dual enrollment partnerships competitive grants, which allows for eligible expenses such as covering students' dual enrollment tuition, as well as other program expenses.*

**Rationale for the Model**

Decreases the barrier of tuition cost for students and parents

**Potential Benefits and Challenges**

**Benefits**

- May increase program reach, by reducing the impact that the state, districts, postsecondary partners or students might otherwise bear in isolation
- Students may take course selections, coursework more seriously if they're bearing some financial responsibility. Potential for less financial pain for districts and/or postsecondary partners
- May reduce potential disparities in program offerings in low-resource districts or districts with high percentages of low-income students unable to cover their own tuition

**Challenges**

- Without parameters on the amount students are charged (including waivers for low-income students), access and participation may be compromised
- Program sustainability may be compromised without:
  - Parameters on eligible courses
  - Ongoing communication to policymakers on program rationale, return on investment

**QUESTIONS STATES NEED TO ASK THEMSELVES**

In addition to these questions applicable across funding models, states considering this funding approach should also assess their policies in the following key areas below to ensure equitable access and engagement.

**Questions to Ensure Equitable Access**

**Funding Amounts and Processes**

Does the student and/or district or state pay the same cost regardless of

- Instructor type?
- Institution type (two- or four-year? Public or private)?
- Course location or modality?
- The number of courses a student has completed?

▶ To minimize confusion or misinformation, non-low-income students should be charged the same tuition regardless of instructor or institution type, course location or modality, or the number of dual enrollment courses a student has completed.

Questions to Ensure Equitable Access	
Funding Amounts and Processes	
How can policy create an equitable balance of district- or state- and student-borne costs?	<p>▶ The combined district or state and student-borne portions of tuition should be equal to or less than the tuition generated by a regularly matriculated student in the same course. The student-borne portion of tuition for non-low-income students should be minimal/reasonable.</p> <p>Placing too great a tuition burden on districts can force them to make difficult financial tradeoffs in order to meet student and parent demand for coursework.</p>
What, if anything, do low-income students pay?	<p>▶ Low-income students should not be charged tuition. Processes should be instituted such that districts notify the state or postsecondary institution when a low-income student enrolls in a dual enrollment course, so that their portion of tuition may be waived or paid by an entity other than the student.</p>

### BEST PRACTICES AND LESSONS LEARNED

Indiana authorizes the Commission for Higher Education (CHE) to identify a set of priority dual credit courses (taught by an approved high school instructor at the high school) to receive state funding ([IC 21-43-1.5-1](#)) and set a rate to be charged a student for such courses ([IC 21-43-1.5-2](#)). Indiana policy ensures the quality and applicability of courses and incentivizes K–12/postsecondary partnerships to offer these courses.

#### Minimizing student cost as participation barrier

Per the [CHE policy](#) resulting from the aforementioned directive, non-low-income students may be charged \$25 per credit hour for priority liberal arts courses and select postsecondary credit-bearing CTE courses. Institutions are authorized, upon demonstration of financial need, to grant a student financial assistance, including a tuition waiver ([IC 21-43-4-12](#)), and must waive dual credit tuition for a student eligible for free or reduced-price lunch ([IC 21-14-8-1](#)).

For priority dual credit or CTE courses taken at Ivy Tech Community College campuses (Indiana’s largest public

postsecondary institution, with over 40 locations statewide), students are also not charged tuition; rather, the district pays the student’s tuition ([IC 21-43-4-19.5](#)).

#### Using funding to incentivize offering of and enrollment in broadly applicable, transferable courses

- **Incentivize students to select broadly applicable courses—and for liberal arts, broadly transferable courses.** The list of priority liberal arts courses students may access at the \$25 per credit hour tuition rate (or at no cost for low-income students) is approved annually by the CHE and Statewide Transfer and Articulation Committee. All priority liberal arts courses are in the [Indiana Core Transfer Library](#), a set of courses that transfer among all Indiana public two- and four-year institutions, as well as five independent institutions. The CTE courses offered at the \$25 per credit hour rate apply to the Indiana Department of Education-approved career pathways.
- **Incentivize public institutions to offer broadly applicable, broadly transferable courses.** Public two- and four-year institutions recover a portion of lost tuition revenue for priority dual credit courses

and dual credit CTE courses through a legislative appropriation. Every biennium, public institutions submit to the legislature a head count of enrollment in priority courses and CTE dual credit courses per semester, and the legislature provides an appropriation to defray the cost of lost tuition revenue. As of the 2023–2025 biennium, the reimbursement is approximately \$50 per credit hour.

The actual amount of tuition to be charged for priority dual credit and CTE dual credit courses (up to \$25/credit hour) is to be determined in the local agreement between the K–12 and postsecondary partners. In practice, many institutions waive tuition for priority dual credit and CTE dual credit courses.

- **Facilitate student counseling/advising.** Creating a single statewide list of courses offered at reduced or no tuition that either apply toward a career pathway or general education requirements helps guidance counselors advise students into courses most likely to be applicable to the credential or degree they aspire to earn.
- **Ensure course quality.** Per Indiana statute, all institutions offering dual credit courses (in which an approved high school teacher delivers the course at the high school)—including but not limited to those offered for the \$25/hour tuition rate—must either be accredited by the National Alliance of Concurrent Enrollment

Partnerships or approved by the CHE (IC 21-43-4-19.2). Ensuring through these mechanisms that courses delivered by high school instructors hold students to college-level expectations may assuage concerns about the broad transferability of priority dual credit courses, or the significant state investment the Indiana model represents.

### QUALITY MATTERS

*Since 2004, the National Alliance of Concurrent Enrollment Partnerships (NACEP) has served as the nation's sole accrediting body for concurrent enrollment partnership programs providing an essential component of external review for quality assurance and quality improvement of these unique educational programs. Accreditation is awarded to programs after a comprehensive peer review by a team of experienced representatives of NACEP-accredited concurrent enrollment partnerships. Applicants conduct a self-study and prepare an accreditation application with evidence documenting how the college or university implements NACEP's 16 national standards for program quality in the areas of: curriculum, faculty, students, assessment, partnerships, and program evaluation.*



STUDENT PAYS ANYWHERE  
FROM NO TO FULL TUITION

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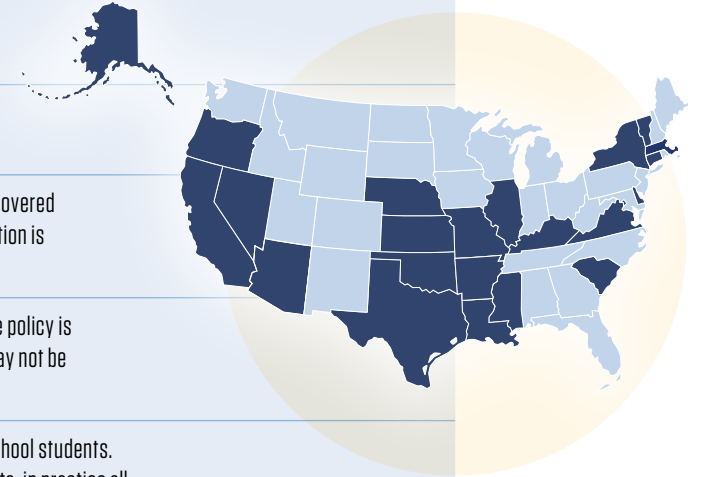
## Local Decision or Policy Silent

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Under this model, state policy either is silent on tuition payment processes, or directs the K-12 and postsecondary partners to determine the tuition to be charged and the party/parties responsible for paying tuition.

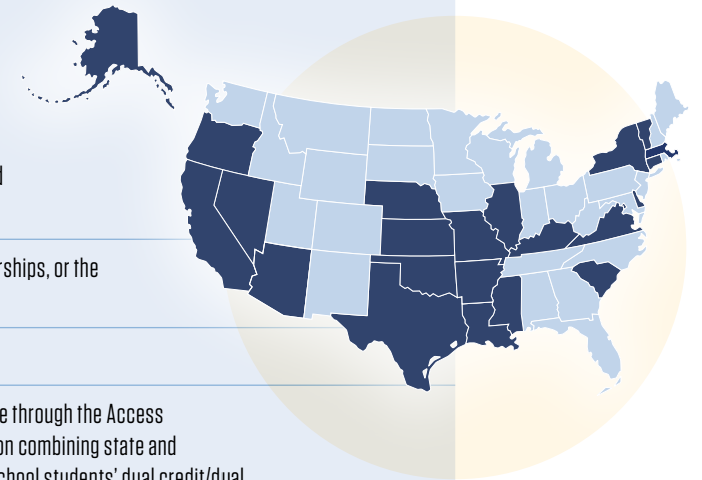
Note that some states listed below cover tuition for approved eligible dual enrollment scholarship applicants, limited numbers of courses, grade levels, institution types, or course types, and leave to local determination the entity responsible for tuition not covered by state funds.

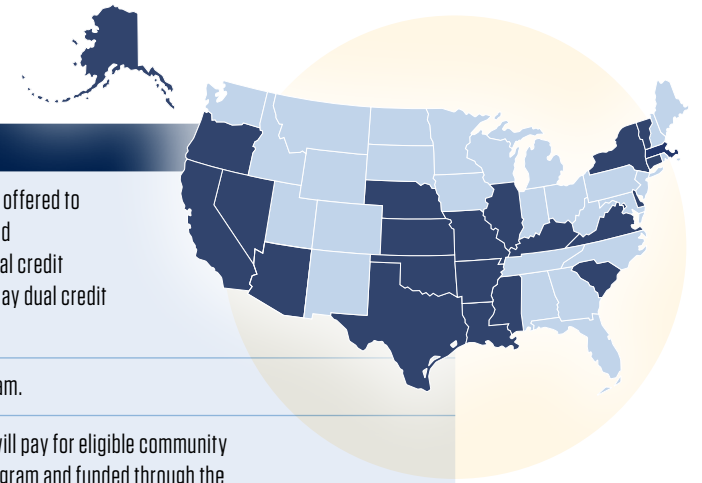
State	Details
Alaska	While policy is silent on who pays tuition, in practice, external funders (e.g., school districts, tribal organizations, municipalities) pay tuition on the behalf of the majority of students.
Arizona	For community college courses offered at a high school or CTE center during the school day.
Arkansas	For concurrent enrollment and endorsed concurrent enrollment courses not covered by the Arkansas Concurrent Challenge Scholarship. Up to 6 credit hours of tuition is waived for low-income students.
California	For courses taken through College and Career Access Pathways (CCAP). While policy is silent on who pays tuition for CCAP courses, policy specifies that students may not be charged tuition. In practice, institutions waive tuition.
California	For community college courses taken by special part-time or full-time high school students. While state policy permits community colleges to waive fees for such students, in practice all colleges waive fees for high school students.
Connecticut	For dual credit courses generally
Delaware	However, subsidized tuition for low-income students.
District of Columbia	For students whose tuition is not covered by the DC Dual Enrollment Consortium Program.
Illinois	Local decision for dual credit agreements between a school district and community college district. First for FY 2024 and continued for FY 2025, the Illinois Community College Board (ICCB) is awarding dual credit grants to select community colleges to reduce equity gaps and enhance dual credit programs at high schools with substantial percentages of underserved learners.
Kansas	Student pays, unless the student's district elects to pay all or a portion of the student's fees, books, materials and equipment.
Kentucky	For courses not covered by the Dual Credit Scholarship Program or Work Ready Kentucky Scholarship Program for high school students. Students may not be charged a tuition amount that exceeds the state-set dual credit tuition scholarship rate.





State	Details
Louisiana	The dual enrollment agreement between a secondary and postsecondary partner must specify which costs are respectively borne by students and families and covered by the secondary and postsecondary partners.
Massachusetts	While policy is silent on the entity responsible for covering tuition, in practice tuition arrangements are negotiated between the secondary and postsecondary partner, or directly with families. State funding for the Commonwealth Dual Enrollment Partnership (CDEP) covers or defrays tuition costs for one course for applicant students from low-income and other underrepresented populations. Students must enroll in a course offered through a CDEP-participating institution.
Mississippi	Locally determined. Student pays, unless tuition is covered by grants, scholarships, or the school district.
Missouri	Policy silent on tuition for non-low-income students.
Nebraska	For students who do not receive dual enrollment/dual credit tuition assistance through the Access College Early (ACE) Scholarship Program. In addition, a legislative appropriation combining state and federal funds is allocated to all community college districts to support high school students' dual credit/dual enrollment tuition; the amount of tuition covered and, as applicable the entity responsible for covering the remaining tuition varies by community college district.
Nevada	Policy silent. However, state-set reduced tuition rates for dual and concurrent enrollment students are set by the Nevada System of Higher Education (NSHE).
New York	Policy silent. However, statute authorizes community colleges, the trustees of the City University of New York (CUNY), and the trustees of the State University of New York (SUNY) to offer reduced or waived tuition to dual and concurrent enrollment students.
Oklahoma	Policy silent for students who do not receive a state-funded tuition waiver for 12th and 11th grade students.
Oregon	For Expanded Options courses
South Carolina	Local decision, for dual credit courses not covered by the state's Lottery Tuition Assistance program





State	Details
Texas	Local decision (except for low-income students, see Appendix 3), for courses offered to non-low-income students through an agreement between a school district and postsecondary partner. The agreement must state the funding sources for dual credit courses, including for tuition. Per statute, a school district is not required to pay dual credit tuition or other associated costs.
Vermont	Local decision for courses not covered by the Vermont Dual Enrollment Program.
Virginia	Policy silent. However, effective with the 2025–26 academic year, the state will pay for eligible community college courses completed through the College and Career Ready Virginia Program and funded through the College and Career Ready Virginia Fund.

Rationale for the Model
<ul style="list-style-type: none"> <li>• Easier to gain policymaker support than other models</li> <li>• Appealing in local-control states</li> </ul>
Potential Benefits and Challenges
Benefits
<ul style="list-style-type: none"> <li>• Districts/institutions must reach mutually agreeable arrangement</li> <li>• Students might pay little to nothing</li> </ul>
Challenges
<ul style="list-style-type: none"> <li>• Some postsecondary institutions may charge districts or students full tuition (or close to it), resulting in significant disparities in student access and affordability statewide</li> </ul>

**TEXAS' FAST PROGRAM**

*Through the Financial Aid for Swift Transfer (FAST) Program, eligible students may enroll in eligible dual credit courses at no cost to them if they were educationally disadvantaged [eligible for free-/reduced-price lunch] at any time during the four school years preceding the student's enrollment in the dual credit course. Eligible institutions may participate only if the tuition charged does not exceed the tuition rate established in HECB rule. Public institutions of higher education must annually opt in or opt out of the program. In fall 2024, virtually all Texas public two-year institutions were participating in the FAST program V.T.C.A., Education Code § 28.0095; 19 TAC § 13.500 - 13.506*

### QUESTIONS STATES NEED TO ASK THEMSELVES

In addition to these questions applicable across funding models, states considering the “Local decision” mechanism should also assess their policies in the following key areas below to ensure equitable access and engagement.

Questions to Ensure Equitable Access	
Funding Amounts and Processes	
Should state policy set parameters on how much tuition may be charged any student statewide, or low-income students specifically?	▶ Yes. State policy can identify external (federal, state, or private) funding sources districts may use to help cover tuition expenses.
Data Collection and Reporting	
With the potential that the “Local Decision” model creates for inequitable access, what is the role of state-level dual enrollment data collection and reporting systems?	▶ State data reports must be externally-facing and designed to easily identify inequities in access and participation rates. If necessary, data systems must be created or enhanced, or made public-facing in order to collect and report reliable dual enrollment data, in order to identify local disparities.
Risk of Inequitable Program Access	
Does the benefit of local flexibility outweigh the potential downside of uneven program access across the state?	▶ States should consider a dual enrollment funding model other than the “Local Decision” model to mitigate or eliminate the risk of inequitable program access that this funding model poses.

### BEST PRACTICES AND LESSONS LEARNED

#### Tuition Parameters

If the local decision is to charge students tuition (either discounted tuition or the same tuition as regularly matriculated students), should the state prohibit low-income students from being charged? Should the state provide tuition support for low-income students, and if so, how?

Policy options to ensure students in financial need have dual enrollment course access include:

- **Requirement that local agreements cover low-income students’ costs:** Arkansas’ low-income students cannot

be charged participation costs for up to six credit hours of endorsed concurrent enrollment coursework taught by a high school teacher at the high school. Low-income students’ costs must be covered by the student’s school district, the postsecondary partner, or through a cost-sharing agreement between the district and postsecondary institution (A.C.A. § 6-16-1204(e)(3))

- **Earmarked state funds:** Delaware prohibits a student from being denied access to dual enrollment courses because of the student’s or family’s inability to pay (14 Del. Admin. Code 506.3.1.5). However, a portion of the legislature’s annual \$1.5 million in college access funding since 2014 has been earmarked for dual

enrollment expenses for low-income students. Funds are retroactively awarded to districts based on numbers of dually-enrolled low-income students reported to the department of education.

- **State-funded scholarship program: Nebraska** policy is silent on the entity responsible for covering dual enrollment tuition. However, the Access College Early Scholarship Program offers awards covering tuition and fees to applicant students whose parent/guardian meets financial eligibility criteria or has experienced an extreme hardship (Neb. Rev. St. §§ 85-2104, 85-2105). In 2023–2024, \$ 1,110,314 in state funds supported 5,584 scholarships supporting 17,746 credit hours taken.

#### Identifying external funding sources

Communicating to local partners that dual enrollment tuition responsibility does not necessarily lie with a single entity, and that alternatives to the district or student are possible, can jog creative thinking on this issue. The **Arkansas** Division of Higher Education's Concurrent Enrollment Policy provides that, for courses not covered by the Concurrent Enrollment Scholarship Program, the student pays tuition, unless course costs are paid by the school district, a postsecondary scholarship, a grant, or a private foundation.

#### Using data to identify local disparities in offerings and access

While disparities in program offerings and access are likely to exist across dual enrollment funding models, they may be particularly exacerbated when the amount of tuition to be paid is entirely at the discretion of the K–12 and postsecondary partner. **Kentucky's** Dual Credit Policy (first adopted in 2016 and most recently revised in 2024) calls for the Council for Postsecondary Education (CPE) to “[maintain] the Dual Credit Dashboard in collaboration with the Kentucky Center for Statistics (KYSTATS)”.

The Kentucky Council on Postsecondary Education's dual credit dashboard provides data on program availability and credit hours attempted, by institution, district, and high school to allow for cross-state comparisons on course access and participation rates.



# CONCLUSION

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Designing a state dual enrollment funding model that places equity at its core and removes tuition burdens for low income students is complex, but states have options for how to design models that suit their specific governance or political circumstances while still meeting important objectives. Each state's circumstances are likely to be slightly different, and so different questions and challenges will likely be at play.

Where possible, states should be using this resource to look beyond the foundations of the existing finance system to identify new questions worth answering or challenges worth addressing. Many states have already developed dual enrollment funding systems, but every state has more to do to ensure equitable access and success for low income and underrepresented students in college in high school programs.

This paper is a key resource to assist policymakers in navigating the complex set of options available to create policy that serves students in need. By addressing equity through intentional use of state funding we can grow and sustain dual enrollment programs and empower our nation with the educated workforce to meet the needs of the 21st century economy.

CHSA and Zinth Consulting, LLC are ready, willing, and able to work with states interested in adopting some of the lessons of this resource and reforming their dual enrollment funding model. Don't hesitate to reach out through the CHSA website, [www.collegeinhighschool.org](http://www.collegeinhighschool.org) or the Zinth Consulting website, [www.zinthconsulting.com](http://www.zinthconsulting.com), to start the conversation.

#### **ABOUT THE AUTHOR**

*This report was authored by Jennifer Zinth of [Zinth Consulting LLC](http://www.zinthconsulting.com), with support from Alex Perry of the [College in High School Alliance](http://www.collegeinhighschool.org) and [Foresight Law + Policy](http://www.foresightlaw.com) and Amy Williams from the [National Alliance of Concurrent Enrollment Partnerships](http://www.nationalallianceofconcurrentenrollmentpartnerships.org). This paper is an update to a previously published version of [this paper by the same name in 2019](#).*

A young woman with long dark hair and glasses is looking down at a laptop. She is wearing a black turtleneck. The background is a blurred cafe setting with warm lighting. The image is framed by a teal geometric shape.

# APPENDICES

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APPENDIX 1

## Leading State Models to Consider

There is significant variation in approaches to funding dual enrollment, with each state developing a customized approach to whether and how it supports these programs. The following states have funding models that appear to meet both state and program needs, support program growth, and provide specific funding to support dual enrollment access and success. States interested in making changes to their dual enrollment funding model are recommended to begin with looking at the different funding approaches of these states, as they seem most promising.

State	Brief Summary	Key Features
Idaho	A recurring appropriation creates a fund of \$4,625 for each public school student in grades 7–12. Using a statewide portal, students may use account funds for several purposes, including dual credit tuition. <sup>1</sup> Participating public and private institutions adhere to a statewide dual credit tuition rate of \$75 per credit hour.	<ul style="list-style-type: none"> <li>• State pays (no tuition expense for school districts or families)</li> <li>• Eliminates school district responsibility of issuing tuition payments to postsecondary partner</li> <li>• State-funded at a level to allow students to complete most of an associate's degree upon high school graduation</li> <li>• Eligible general education courses transfer statewide</li> <li>• Statewide reduced tuition rate makes it unnecessary for districts to “shop around” for the lowest dual credit tuition rate</li> <li>• Centralized, streamlined tuition payment process</li> <li>• Empowers parents and students—gives them choice in how to apply state funds</li> </ul>
Indiana	<p>State-supported dual credit courses are offered in high schools by approved high school teachers. Published in a statewide list reviewed annually, eligible courses are general education (“priority”) courses transferable to public two- and four-year institutions statewide, and CTE courses leading to credentials in high-demand occupations in the state.</p> <p>Statute requires that tuition for priority dual credit courses be waived for low-income students. While statute permits non-low-income students in priority courses to be charged up to \$25 per credit hour, in practice many institutions waive tuition for all dual credit students regardless of family income.</p> <p>Every biennium, public institutions receive a partial reimbursement from a legislative appropriation based on reported credit hours earned in priority and CTE dual credit courses.</p>	<ul style="list-style-type: none"> <li>• In most instances, state pays (no tuition cost for districts, little to no tuition expense for non-low-income families, no tuition expense for low-income families)</li> <li>• Designates state entity, not the school district, responsible for issuing tuition payments to postsecondary partner—thus minimizing district-borne staffing and resource burden associated with program participation</li> <li>• Eligible general education courses transfer to public (and some private) institutions statewide</li> <li>• Eligible CTE courses lead to credentials in high-demand occupations in the state</li> <li>• Incentivizes financial incentives for public postsecondary institutions to offer—and for students to complete—CTE and general education courses that will apply towards attainment of their postsecondary and career goals</li> <li>• Does not impose a state funding barrier on the number of eligible courses eligible students may complete.</li> </ul>

<sup>1</sup> Effective July 1, 2024, each private school student in grades 7–12 has a fund of \$2,500 they may draw funds from for dual credit tuition and postsecondary credit-bearing exams, and CTE certificate exams. (I.C. § 33-4603)



State	Brief Summary	Key Features
Iowa	<p>School districts may enter into contractual agreements with community colleges for the provision of concurrent enrollment courses at the high school or college campus. The agreements specify the tuition amount the secondary partner will pay the postsecondary partner. The state K–12 funding system automatically generates an additional weight for school districts based on the portion of the school day each student was enrolled in contracted college courses the previous school year. The weight is .5 for general education courses and .7 for CTE courses.</p>	<ul style="list-style-type: none"> <li>• Supports local control by permitting local secondary and postsecondary partners to identify mutually agreeable tuition rates</li> <li>• Automatically generating concurrent enrollment district allocations through supplemental weights in the K–12 funding formula minimizes district concerns about concurrent enrollment tuition expenses incurring significant financial loss.</li> <li>• Greater weight for CTE courses acknowledges that CTE courses are more expensive to deliver than general education courses</li> <li>• Does not impose a state funding barrier on the number of eligible courses eligible students may complete.</li> </ul>
Kentucky	<p>State dual credit scholarship programs funded through an annual appropriation allow eligible students to enroll in general education and CTE courses at no tuition cost to them. 11th and 12th graders may enroll in two approved dual credit courses each school year and 9th through 12th graders may enroll in up to two approved CTE dual credit courses each school year. Districts apply to the Kentucky Higher Education Assistance Authority (KHEAA) on the behalf of eligible students. Participating institutions charge and receive reimbursement from KHEAA at the statewide non-negotiable dual credit tuition rate, which in spring 2024 is 40% of the Kentucky Community and Technical College System in-state credit hour tuition rate.</p>	<ul style="list-style-type: none"> <li>• State pays (no tuition expense for school districts or families)</li> <li>• Designates state agency, not the school district, responsible for issuing tuition payments to postsecondary partner—thus minimizing district-borne staffing and resource burden associated with program participation</li> <li>• Placing responsibility with districts for submitting student scholarship applications may minimize the extent to which students miss out on scholarships due to parent and student lack of awareness of scholarship opportunities, missed application deadlines, or other factors unrelated to a student's ability to succeed in a college-level course</li> <li>• Statewide non-negotiable tuition rate makes it unnecessary for districts to “shop around” for the lowest dual credit tuition rate—may also reduce competition among institutions for district dual credit partnerships</li> <li>• Reduced tuition payment to participating institutions promotes long-term sustainability of the state's financial commitment to the programs.</li> </ul>
Utah	<p>The state board of education allocates funds from an annual concurrent enrollment appropriation to local education agencies (LEAs) and the state board of higher education on a 60/40 split based on whether instruction for reported credit hours completed was delivered by an approved secondary instructor or postsecondary faculty member. For faculty-led courses, 60% of the allocation goes to the board of higher education and 40% to the LEA; the 60/40 split is reversed for secondary instructor-led courses. The legislature must adjust the appropriation in proportion to increases or decreases in the number of statewide course credits earned and the value of the weighted pupil unit.</p> <p>Statute allows institutions to charge up to \$5 per credit for students eligible for free and reduced lunch. In part due to the complexity of confirming eligibility, USHE institutions have held to \$5 per credit for all students for all delivery modalities.</p>	<ul style="list-style-type: none"> <li>• Keeping concurrent enrollment tuition to \$5 per credit hour rate for all delivery modalities and students regardless of family income reduces state and local staff time, and ultimately, state and local expense for program delivery</li> <li>• Annual appropriation must be aligned with increases or decreases in course completion levels and state aid for K–12 students</li> <li>• 60/40 split recognizes the additional expense borne by the program partner who leads instruction</li> <li>• State funds diminish the financial burden for LEAs and postsecondary institutions</li> <li>• A modest tuition charge for non-low-income students may encourage students to take course selections and coursework more seriously</li> </ul>

## APPENDIX 2

## Alphabetical Listing of States and Funding Approaches

The table below lists state funding approaches as codified in state policy that apply to **dual enrollment students in public high schools** regardless of family income. **This listing does not include state funding approaches for middle college and early college high school models, including P-TECH.**

Instances where there is evidence that practice statewide deviates from policy are identified below. **Dual enrollment funding models for students in private school or home school settings may differ from those listed below.** Policies providing tuition reductions or waivers for economically disadvantaged public school students are listed in Appendix 3, “Low-Income Student Pays Reduced to No Tuition.”

State	Program Name <sup>1</sup>	Funding Approach
Alabama	Dual Enrollment	Combination of state and local decision. The Alabama Community College System allocates an annual appropriation to the 23 system colleges offering dual enrollment. Colleges prioritize these Dual Enrollment Scholarship funds to meet the needs of local partnerships and maximize their benefits to the optimal number of participants. Scholarship funds may be applied to include tuition, materials, and supplies as determined by local agreements. Dual enrollment expenses not covered by the scholarship are the responsibility of the student.  <a href="#">2023 S.B. 88; Chancellor’s Procedure for Policy 801.03: Admission: Dual Enrollment/Dual Credit for High School Students; Alabama Community College System Policy 801.03; Ala. Admin. Code r. 290-3-1-.02(11)</a>
Alaska	Dual Enrollment	Local decision. While state policy designates the student/parent as responsible for dual enrollment tuition costs, in practice external funders (e.g., school districts, tribal organizations, municipalities) pay tuition on the behalf of the majority of students.  <a href="#">Regents’ Policy P10.05.015, University Regulation R10.05.015(A), (C)</a>
Arizona	Concurrent Enrollment (on postsecondary campus)	District pays  <a href="#">A.R.S. § 15-901.07</a>
Arizona	Dual Enrollment (community college courses at high school)	Local decision  <a href="#">A.R.S. § 15-1821.01(1)(b), A.R.S. § 15-101(11)</a>
Arkansas	Concurrent Enrollment (for courses funded through Concurrent Challenge Scholarship Program)	State pays. Each academic year lottery funds are awarded to eligible applicants in grades 10–12 to cover the lesser of (1) \$125 for each eligible course the student is enrolled in at an approved institution of higher education, for up to two eligible courses a semester, or (2) the actual tuition and mandatory fees for up to two courses a semester. Eligible courses are transferable endorsed concurrent enrollment courses in English, math, science, or social studies that meet certain statutory requirements, or courses in a certificate program.  <a href="#">A.C.A. § 6-85-401 through -406; ADHE Concurrent Challenge Scholarship webpage</a> <b>Also see Arkansas in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>

<sup>1</sup> Unless otherwise noted, the program name refers to course offerings regardless of course location.

State	Program Name <sup>1</sup>	Funding Approach
Arkansas	Concurrent Enrollment (outside Concurrent Enrollment Scholarship Program)	Local decision. Tuition is paid by the student, unless course costs are paid by the school district, a postsecondary scholarship, a grant, or a private foundation. Each institution sets concurrent enrollment tuition and fee rates.  <a href="#">ADHE Concurrent Enrollment Policy</a> <b>Also see Arkansas in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>
California	College and Career Access Pathways (at high school)	Policy silent. Under policy, students may not be charged tuition. In practice, institutions waive tuition.  <a href="#">West's Ann. Cal. Educ. Code § 76004</a>
California	Special part-time or full-time students (at community college)	Policy silent. Under policy for community college tuition generally, colleges may waive fees. In practice, all institutions waive fees for high school students.  <a href="#">West's Ann. Cal. Educ. Code § 48800-48802</a> <a href="#">West's Ann. Cal. Educ. Code § 76300</a>
Colorado	Concurrent Enrollment (all locations)	District pays  <a href="#">C.R.S.A. § 22-35-103</a> , <a href="#">C.R.S.A. § 22-35-105</a>
Connecticut	Dual Credit	Policy silent
Delaware	Dual Enrollment	Policy silent. In practice, tuition may be paid by the district, by the student or student's family, by grant funds, or waivers. Table in Appendix 3 describes Delaware model for covering dual enrollment tuition for low-income students.  <b>Also see Delaware in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>
District of Columbia	Dual Enrollment	State pays, for courses covered by the <a href="#">DC Dual Enrollment Consortium Program</a> . The Office of the State Superintendent of Education (OSSE) awards program funds to applicant students to cover tuition and books for up to two 3-credit courses per semester at participating institutions of higher education.
District of Columbia	Dual Enrollment	Policy silent, for students whose tuition is not covered by the DC Dual Enrollment Consortium Program
Florida	Dual Enrollment	District pays (for courses taken by public school students during the regular school year). The district pays the institution the standard tuition rate per credit hour when the course is offered on the postsecondary campus during the fall or spring term. When a faculty member teaches a course at the high school, the district pays the institution "the costs associated with the postsecondary institution's proportion of salary and benefits to provide the instruction." Districts do not pay institutions when the course is offered at the high school by an approved high school instructor.  Subject to an appropriation, the state pays tuition for dual enrollment courses taken during the summer term.  <a href="#">F.S.A. § 1007.271</a>

State	Program Name <sup>1</sup>	Funding Approach
Georgia	Dual Enrollment	<p>State pays. Funds from an annual legislative appropriation provide an allocation to public institutions that agree to accept the allocation amount as full payment for tuition, mandatory and non-course related fees, and course books for eligible high school students taking eligible dual credit courses. Institutions must waive student fees and provide textbooks at no cost to students, until students reach the 30-credit-hour funding cap (an exception to the 30-credit-hour cap is available to students participating in the Accelerated Career Diploma Program provided for in <a href="#">Ga. Code Section 20-2-149.2</a> to the extent necessary for such students to complete such program). <a href="#">Ga. Code Ann., § 20-2-161.3</a></p> <p>In addition, students may access HOPE grant funds for eligible career, technical, and agricultural education (CTAE) courses regardless of credit hour caps provided in the aforementioned dual enrollment legislation. <a href="#">Ga. Code Ann., § 20-2-161.4</a></p> <p><a href="#">Ga. Code Section § 20-2-149.2</a> establishes the Accelerated Career Diploma (ACE) Grants program, under which the Georgia Student Finance Commission must disburse accelerated career education grants covering tuition for high school students pursuing an eligible degree or diploma through the Technical College System of Georgia, or an eligible certificate identified by the State Workforce Development Board.</p>
Hawaii	Early College (courses offered at high schools by University of Hawaii faculty or approved high school teachers) <sup>2</sup>	<p>State pays. The Hawaii Department of Education pays Early College tuition to the University of Hawaii from a legislative appropriation. The Early College tuition rate is a statewide dollar amount per credit approved by the University of Hawaii Board of Regents.</p> <p><a href="#">University of Hawaii Tuition 2020–21 to 2022–23</a> approved by the Board of Regents on May 16, 2019; University of Hawaii Early College <a href="#">webpage</a></p>
Hawaii	Running Start (courses offered on the postsecondary campus)	<p>Student pays. Students who do not receive a GEAR UP Running Start scholarship are responsible for tuition, fees, and books.</p> <p>University of Hawaii Running Start <a href="#">webpage</a></p> <p><b>Also see Hawaii—Running Start in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>
Idaho	Advanced Opportunities Dual Credit <sup>3</sup>	<p>State pays. The statewide dual credit tuition rate is \$75 per credit hour. Each public school student in grades 7–12 has a legislatively-funded Advanced Opportunities account of \$4,625 that they may use to pay for dual credit tuition, among other purposes.</p> <p><a href="#">I.C. § 33-4602</a></p>
Illinois	Dual Credit <sup>4</sup>	<p>Local decision. The partnership agreement between the school district and community college must identify costs the community college district will assess for dual credit courses. Through an appropriation first approved for FY 2024 and continued for FY 2025, the Illinois Community College Board (ICCB) is awarding dual credit grants to community colleges to reduce equity gaps and enhance dual credit programs at high schools with substantial percentages of underserved learners.</p> <p><a href="#">110 ILCS 27/16</a>, <a href="#">110 ILCS 27/35</a></p>

2 In this instance, “Early College” does not refer to the Early College High School model. | 3 For courses taken outside Advanced Opportunities, the school district may fully or partially pay the institution for courses taken for secondary credit. [IC 33-5110](#) In FY 2020, 94 percent of dual credit courses were taken through Advanced Opportunities. | 4 Annually, roughly 90 percent of Illinois dual credits are completed through community colleges. Policy is silent on the dual credit funding model for four-year institutions. In practice, tuition responsibility is determined in the MOU between the secondary and postsecondary partners.

State	Program Name <sup>1</sup>	Funding Approach
Indiana	Dual Credit (courses offered at the high school by an approved instructor) <sup>5</sup>	Combination of state and student pay. While by statute students who are not low-income may be charged up to \$25 per credit hour for priority and approved CTE dual credit courses, in practice, many Indiana institutions waive dual credit tuition for all students regardless of income. Every biennium, public two- and four-year institutions receive a partial reimbursement from a legislative appropriation based on reported credit hours earned in priority (liberal arts) and CTE courses taught at the high school by an approved high school instructor.  <u>IC 21-43-1.5-2</u> ; Indiana Commission for Higher Education Policy on Rates for Dual Credit Courses Taken in a High School Setting, May 9, 2013 <b>Also see Indiana in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>
Indiana	Dual Enrollment (for priority and CTE courses offered by Ivy Tech institutions on the college campus)	District pays <u>IC 21-43-4-19.5</u>
Iowa	Concurrent Enrollment or Contracted Courses <sup>6</sup>	Combination of state and district pay. School districts and community colleges enter into a contractual agreement that determines the tuition amount the district will pay the college. The following funding cycle, the state K–12 school funding formula allocates districts an additional weight per concurrent enrollment student based on the portion of the school day a student was enrolled in college coursework. The weight is .7 for CTE courses and .5 for liberal arts courses.  <u>I.C.A. § 261E.8, I.C.A. § 257.11(3)</u>
Kansas	Multiple terms used for same funding model <sup>7,8</sup>	Local decision. A student pays the negotiated amount of tuition and related expenses, unless the student’s district elects to pay all or a portion of the student’s fees, books, materials, and equipment.  <u>K.S.A. 72-3223, K.S.A. 72-3224</u>
Kansas	Excel in CTE	State pays. An annual legislative appropriation covers tuition for a student enrolled in a tiered CTE community college course leading to an industry-recognized credential for a recognized high-demand occupation in the state. High-demand occupations are annually <u>identified</u> by the Kansas Department of Labor; based on this list, related industry-recognized credentials are annually approved by the Kansas State Board of Regents and the Kansas State Board of Education.  <u>K.S.A. 72-3819</u> ; Excel in CTE <a href="#">webpage</a>

5 Ivy Tech is Indiana’s statewide community college system. For dual enrollment courses offered on-campus by an Ivy Tech institution, the student’s district pays. Students pay nothing for Ivy Tech dual enrollment courses, regardless of family income. IC 21-43-4-19.5 While Ivy Tech provides the majority of college courses to Indiana high school students, relatively few courses are completed through Ivy Tech’s dual enrollment model. | 6 Iowa statute also provides for Postsecondary Enrollment Options (PSEO), through which liberal arts and CTE courses are offered at community colleges, public four-year institutions, and accredited private institutions for high school and postsecondary credit. I.C.A. § 261E.6, I.C.A. § 261E.7. However, in recent years no high school students statewide have enrolled in college coursework through the PSEO model. 2024 Iowa Community Colleges Fall Enrollment Report | 7 **Concurrent enrollment:** Postsecondary courses offered at the high school by an approved high school teacher through a dual credit cooperative agreement between a school district and postsecondary institution. Upon successful course completion, students receive high school and college credit. **Dual credit enrollment:** Postsecondary courses taught by postsecondary faculty through a cooperative agreement between a school district and postsecondary institution. Upon successful course completion, students receive high school and college credit. **Dual enrollment:** Enrollment of high school students in postsecondary coursework outside of a dual credit cooperative agreement exclusively for transcripted postsecondary credit. Courses may be taken at the institution’s main campus, additional locations, or online. Kansas Board of Regents Policy Manual, Chapter III, 13, Dual Credit Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Cooperative Agreements Entered Pursuant to the Kansas Challenge to Secondary Schools Act | 8 Excel in CTE statute also directs state funding to be disbursed to districts and institutions for each student graduating high school having earned an industry-recognized credential in a high-demand occupation recognized by the state. K.S.A. 72-3819 However, in recent years no funding has been allocated for this purpose.

State	Program Name <sup>1</sup>	Funding Approach
Kentucky	Dual Credit Scholarship Program and Work Ready KY Dual Credit Scholarship Program	<p>State pays under each of these programs. Under the Dual Credit Scholarship Program, eligible 11th and 12th graders may enroll in two dual credit courses per school year. Under the Work Ready KY Dual Credit Scholarship program, students in grades 9–12 may apply for a scholarship to enroll in up to two approved CTE dual credit courses per academic year.</p> <p>Under both programs, participating institutions charge and receive reimbursement from the state at the institution's dual credit tuition rate, which in the 2024–25 and 2025–26 academic years may not exceed the dual credit tuition rate ceiling of 50% of the Kentucky Community and Technical College System in-state credit hour tuition rate.</p> <p><a href="#">KRS § 164.786</a>, <a href="#">KRS § 164.787</a>, <a href="#">2024 H.B. 6</a></p>
Kentucky	Dual Credit (outside scholarship program)	<p>Local decision. However, regardless of who pays dual credit tuition, institutions may not charge a dual credit tuition rate that exceeds the dual credit tuition rate ceiling of 50% of the Kentucky Community and Technical College System in-state credit hour tuition rate.</p>
Louisiana	Dual Enrollment	<p>Local decision. The Memorandum of Understanding between each secondary and postsecondary institution must address fees and costs charged to students and families, and those covered by secondary and postsecondary institutions.</p> <p><a href="#">Louisiana Board of Regents Academic Affairs Policy 2.22: Minimum Requirements for Dual Enrollment (2023)</a></p>
Maine	Early College <sup>9</sup>	<p>State pays. The legislature makes an annual Aspirations appropriation that covers up to 12 credit hours per academic year for eligible students. Once students have completed these credit hours (or if students do not meet Aspirations eligibility criteria), they may enroll in community college and university courses each academic year at a reduced early college tuition rate.</p> <p><a href="#">20-A M.R.S.A. § 4775</a> and <a href="#">§ 4776</a>; <a href="#">Maine Community College System website</a>; <a href="#">University of Maine website</a></p>
Maryland	Dual Enrollment	<p>District pays. A local education agency (LEA) pays an institution of higher education, from the LEA's college and career readiness (CCR) funding formula allotment, 75% of tuition for a Maryland institution of higher education, for a student who has met the state CCR standard. In Fiscal Years 2025 and 2026, LEAs must pay for a total of four courses per eligible student per year, two courses each in the fall and spring academic terms. LEAs may elect to cover additional tuition and fees. Revisions to these requirements for Fiscal Year 2027 will be discussed in fall 2025.</p> <p>If under an agreement in existence before July 2020 a public institution charged less than 75% the cost of tuition to a dually enrolled student, the county board must pay the cost of tuition under the existing agreement.</p> <p><a href="#">MD Code, Education, § 15-127</a></p> <p><b>Also see Maryland in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>
Massachusetts	Dual Enrollment	<p>Policy silent. In practice, dual enrollment tuition arrangements are negotiated between the secondary and postsecondary partner or with families directly.</p> <p><b>Also see Massachusetts in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>
Michigan	Dual Enrollment	<p>Combination of district and student pay. Unless otherwise agreed to by the postsecondary partner and the district, the school district pays the postsecondary partner the lesser of either the amount of the eligible charges, or the prorated percentage of the statewide pupil-weighted average foundation allowance based on the portion of the school year the student attends postsecondary coursework. A school district may pay more than is required by statute. The student pays any costs not covered by the school district. <a href="#">M.C.L.A. 388.514</a>, <a href="#">M.C.L.A. 388.1904</a>, <a href="#">M.C.L.A. 388.1621b</a></p>

<sup>9</sup> "Early College" in Maine refers to college courses taken by high school students, regardless of instructor type, or course modality or location. It does not refer to the Early College High School model.

State	Program Name <sup>1</sup>	Funding Approach
Minnesota	Concurrent Enrollment (course taught by high school teacher or postsecondary faculty member at high school or online)	Combination of state and district pay. The school district pays the postsecondary institution an amount designated in the agreement between the school district and postsecondary partner. The district receives an amount from an annual legislative appropriation for each student enrolled in a concurrent enrollment course, which is intended to defray the district cost of offering the course. Although statute provides that districts receive \$150 per concurrent enrollment student per course, in practice, districts receive a prorated amount.  <u>M.S.A. § 124D.091</u>
Minnesota	Postsecondary Enrollment Options (PSEO) (formula model) (at postsecondary institution or online)	State pays. The department of education pays the postsecondary institution a reimbursement per credit hour for courses taken for postsecondary and secondary credit (no reimbursements are made for courses taken for postsecondary credit only). For a student enrolled in coursework through PSEO, the state reduces the aid to the district proportionate to the time the student is not receiving instruction at the high school. Students must give up at least one period at the high school to access PSEO coursework.  <u>M.S.A. § 124D.09</u> , subd. 13
Minnesota	PSEO by contract (taught by postsecondary faculty member at postsecondary institution, online, or at the high school)	District pays. The district pays the postsecondary partner an amount determined in the agreement between the secondary and postsecondary partner. The district retains its state aid.  <u>M.S.A. § 124D.09</u> , subd. 10
Mississippi	Dual Enrollment/Dual Credit	Local decision. Dual enrollment tuition may be paid by the postsecondary institution, the local school district, the student's family, or by grants, foundations or other private or public sources. Tuition payments must be made directly to the credit-granting institution.  <u>Mississippi Institutions of Higher Learning, Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs, Fall 2024</u>
Missouri	Dual Credit/Dual Enrollment	Policy silent  <b>Also see Missouri in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>
Montana	One-Two-Free (scholarship)	State pays. With funds provided through a biennial legislative appropriation, One-Two-Free covers tuition for two Montana University System courses or up to six credit hours.  <u>Montana University System website</u>
Montana	Concurrent Enrollment and Early College <sup>10</sup> (outside scholarship program)	Student pays. Students who have used their One-Two-Free funds may enroll in early college coursework at the statewide early college tuition rate of 50% of the resident 2-year tuition rate, including for courses taken through public four-year institutions.  <u>Montana University System Commissioner's Directive, Early College Student Tuition and Ineligibility for Board Designated Waivers</u> <b>Also see Montana in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>

<sup>10</sup> Concurrent Enrollment courses are taught at the high school by an approved high school instructor for high school and college credit. MCA 20-15-310 Early College courses are standard postsecondary courses offered on the institution's campus or online. Early College students may enroll for dual credit (high school and college credit) or for college credit only. MCA 20-15-310

State	Program Name <sup>1</sup>	Funding Approach
Nebraska	Dual Enrollment, Dual Credit, or Concurrent Enrollment <sup>11</sup> through community colleges	Local decision. Through June 2025, a legislative appropriation combining state and federal funds is allocated to all community college districts to support high school students' dual credit/dual enrollment tuition; the amount of tuition covered and, as applicable the entity responsible for covering the remaining tuition varies by community college district. <sup>12</sup>  <b>Also see Nebraska in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>
Nebraska	Dual Enrollment, Dual Credit, or Concurrent Enrollment through four-year institutions	Policy silent  <b>Also see Nebraska in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>
Nevada	Dual Enrollment (taught by NSHE instructor) or Concurrent Enrollment (taught by approved high school teacher) <sup>13</sup>	Policy silent. However, reduced rates for concurrent and dual enrollment were first established in 2022–23. For concurrent enrollment, a flat rate of \$75 per course is in place through 2024–2025 for all participating NSHE institutions. An increase to \$100 will occur in 2025–26 and the 2026–27 rate will be \$110 per course. The dual enrollment per-credit rate is a substantially discounted rate, and there is a further reduction for students who qualify for free and reduced lunch. For both concurrent and dual enrollment, in June 2024 the Board of Regents established a policy that will increment the rate annually based on the Higher Education Price Index (HEPI).  <u>NSHE Procedures and Guidelines Manual</u> , Chapter 7, Section 2, “Concurrent and Dual Enrollment Registration Fees”; <u>NSHE Board of Regents Handbook</u> , Title 4, Chapter 17, Section 1, “Concurrent and Dual Enrollment Registration Fees.”  <b>Also see Nevada in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>
New Hampshire	Dual and Concurrent Enrollment, Early College <sup>14</sup> (covered by state appropriation)	State pays. Through an annual legislative appropriation, a student may enroll in up to 2 dual or concurrent enrollment courses, pending availability of funding, at no cost to them in each grade 10–12. The state pays the CCSNH institution the rate of \$150 per course for all Early College courses offered at the high school and for fully-online Early College courses. The state pays half the cost of Early College courses offered on the college campus. CCSNH must accept such amount as full payment for dual enrollment course tuition.  <u>N.H. Rev. Stat. § 188-E:27</u> , <u>N.H. Rev. Stat. § 188-E:29</u>
New Hampshire	Dual and Concurrent Enrollment, Early College (in excess of courses covered by state program)	Student pays. A student may enroll in more than 2 dual or concurrent enrollment courses in any grades 10–12 at the student’s expense.  <u>N.H. Rev. Stat. § 188-E:27</u>

<sup>11</sup> Dual enrollment and dual credit are used interchangeably to refer to a postsecondary course delivered to high school students that typically, upon successful course completion, confers both transcribed postsecondary credit and high school credit. “Concurrent enrollment” sometimes refers to courses offered at the high school for postsecondary credit only. Neb. Rev. St. § 79-1201.01; Nebraska Coordinating Commission for Postsecondary Education, College Course Offerings for High School Students by Nebraska Public Institutions, 2022–23 | <sup>12</sup> In two community college districts, students pay no tuition and the community college district absorbs costs not covered by the allocation. In four community college districts, students are charged reduced tuition; it is locally determined which entity (e.g., district or student) covers the tuition cost. | <sup>13</sup> “Dual credit” is an umbrella term referring to postsecondary courses offered to high school students for postsecondary and high school credit. N.R.S. 389.160, N.R.S. 389.310 | <sup>14</sup> Statute uses the terms dual and concurrent enrollment to refer to courses designated by the Community College System of New Hampshire (CCSNH) as part of the dual and concurrent enrollment program, while CCSNH policy uses the term Early College.



State	Program Name <sup>1</sup>	Funding Approach
New Jersey	Dual Enrollment	<p>State pays and policy silent. Although state policy is silent on the entity responsible for paying dual enrollment tuition, funds appropriated in FY 2024 and FY 2025 support the Innovation Dual Enrollment Pilot. In each fiscal year, the pilot program has awarded four dual enrollment partnerships competitive grants, which allows for eligible expenses such as covering students' dual enrollment tuition, as well as other program expenses.</p> <p>Effective with the 2025–26 academic year, the state will invite school districts to apply to the commissioner of education for funds to support dual enrollment coursetaking in grades 9–12. Program funds will be awarded to school districts with lower college-going rates and prioritize participation of students eligible for free and reduced-price lunch. Eligible students in approved districts will be able to complete up to 15 credit hours a semester at no cost to them; partnering institutions must waive student fees and charge the participating district no more than \$100 per credit hour for each participating student. (2023 New Jersey Chapter 272)</p> <p><b>Also see New Jersey in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>
New Mexico	Dual Credit <sup>15</sup>	<p>State pays. Institutions must report dual credit student data to the higher education department in the same manner as they report course enrollments for matriculated students. As such, institutions receive the same state funding for dual credit students as they do for matriculated students. In the dual credit agreement between the LEA and postsecondary partner, the postsecondary institution must agree to waive tuition for dual credit students, including private school and home school students.</p> <p><u>N.M. Admin. Code 6.30.7.8, N.M. Admin. Code 6.30.7.12</u></p>
New York	Dual or Concurrent Enrollment	<p>Policy silent. However, statute authorizes community colleges, the trustees of the City University of New York (CUNY), and the trustees of the State University of New York (SUNY) to offer reduced or waived tuition to dual and concurrent enrollment students, with no decrease in state or local funding, for such students earning high school and college credit.</p> <p><u>McKinney's Education Law § 355(3-a), McKinney's Education Law § 6206(7)(e), McKinney's Education Law § 6303(6)</u></p>
North Carolina	Career and College Promise (CCP)	<p>State pays. Community colleges waive CCP student tuition. CCP students and matriculated students generate the same level of state aid.</p> <p><u>ID SBCCC 400.11 Education Services through Career and College Promise (Curriculum)</u></p>
North Dakota	Dual Credit	<p>Student pays. Tuition may not be waived for high school students. The North Dakota University System (NDUS) charges high school students one of three tuition rates depending on the course delivery model:</p> <ul style="list-style-type: none"> <li>• SBHE Approved Regular Tuition Rate: For high school students enrolling in courses delivered in the same manner and/or location as college students.</li> <li>• High School Student Subsidized Tuition Rate: For high school students enrolling in courses taught by an approved high school instructor, and the district subsidizes most of the cost of instruction, including the instructor's salary.</li> <li>• High School Student Unsubsidized Tuition Rate: For high school students enrolling in courses taught by faculty or a high school instructor (or other qualified staff) who is also an approved instructor of the institution, and the institution subsidizes the cost of instruction and paying the instructor directly. College students may also be enrolled in the class.</li> </ul> <p><u>NDUS Procedural Manual, Procedure 805.1 Tuition</u></p> <p><b>Also see North Dakota in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>

<sup>15</sup> "Dual credit" refers to postsecondary courses offered to students in grades 9–12 at their secondary school, at a postsecondary institution, or online that confer secondary and postsecondary credit. "Concurrent enrollment" refers to enrollment of students in grades 9–12 in postsecondary courses not designated as dual credit, including courses not listed in the dual credit master agreement between the local education agency (LEA) and postsecondary institution. N. M. S. A. 1978, § 21-1-1.2; N.M. Admin. Code 6.30.7.11, N.M. Admin. Code 6.30.7.7

State	Program Name <sup>1</sup>	Funding Approach
Ohio	College Credit Plus (CCP)	<p>District pays. Tuition payments for CCP participants in a school district or joint vocational school district are deducted from the school foundation payments that would otherwise be made to the participant's school district and/or joint vocational school district.</p> <p>Statute establishes a default floor and default ceiling amount for CCP tuition rates, that the Ohio Department of Education and Workforce must pay the postsecondary institution unless the secondary school and postsecondary partner have entered into an agreement for an alternative payment structure for tuition, textbooks, and fees.</p> <p><u>R.C. § 3365.01, R.C. § 3365.07</u></p>
Oklahoma	Concurrent Enrollment (state-funded tuition waiver)	<p>State pays. From an annual legislative appropriation, applicant high school seniors receive a tuition waiver for resident tuition for up to 18 credit hours in their senior year. If funds remain after the high school senior concurrent enrollment program is fully funded, high school juniors may receive a tuition waiver for up to nine credit hours in their junior year, subject to available funds.</p> <p><u>70 Okl. St. Ann. § 628.13</u></p>
Oklahoma	Concurrent Enrollment (courses taken outside the state-funded tuition waiver)	Policy silent
Oregon	Dual Credit	<p>Combination of state and district, state and student, or state, district and student. The Oregon Department of Education apportions monies from the High School Graduation and College and Career Readiness Fund to each school district based on the extended weighted average daily membership of high school students computed per a formula codified in statute. In practice, some districts pay dual credit tuition expenses not covered by the allotment; others charge students for remaining tuition costs.</p> <p><u>O.R.S. § 327.859</u></p>
Oregon	Expanded Options (at postsecondary institution)	<p>Combination of state and district, state and student, or state, district and student.</p> <p><u>O.R.S. § 340.045(3)</u></p>
Pennsylvania	Dual Credit	<p>Combination of state and local decision. A school entity<sup>16</sup> may but is not required to pay a student's dual enrollment tuition. In 2023, the Pennsylvania Department of Education awarded \$6.7 million in dual credit grants to 100 high schools statewide. These funds could be used for any of several purposes to broaden dual credit participation, including subsidizing tuition costs. However, as of March 2024, data have not yet been published documenting local use of these funds, which must be expended by June 30, 2024. <u>24 P.S. § 15-1525</u>;</p> <p>Through the Dual Credit Innovation Grant Program established through 2024 legislation, the Pennsylvania Department of Education may award grant funds to public institutions of higher education offering dual credit to students enrolled in a school entity. Funds must be used to increase the institution's capacity to provide dual credit courses; offering dual credit courses that are tuition-free for students is one of five allowable expenditures of grant funds. The department must prioritize awards that expand the public institution's dual credit offerings, with a particular emphasis on providing courses aligned with high-priority occupations and serving students experiencing education instability, students in CTE programs, low-income students, historically underserved student groups, and rural students.</p> <p>Responsibility for dual credit tuition not covered by grant funds is locally determined.</p>

<sup>16</sup> A "school entity" may be a school district, charter school, regional charter school, or cyber charter school.

State	Program Name <sup>1</sup>	Funding Approach
Rhode Island	Dual Enrollment (part-time enrollment at a public postsecondary institution) and Concurrent Enrollment (postsecondary coursework offered at high school by approved high school instructor)	State pays. Concurrent enrollment course costs are set annually by postsecondary institutions and approved by the Board of Education. Tuition for concurrent enrollment and part-time dual enrollment is covered through state funds. The 2024 legislature appropriated \$2.3 million to support dual and concurrent coursework for students statewide. <a href="#">200-RICR-10-00-1</a>
Rhode Island	Dual Enrollment (full-time enrollment at a community college)	District pays. LEAs must support the costs of full-time dual enrollment students enrolled at a community college. Tuition rates may not exceed the cost of full-time enrollment at the institution and may not exceed 50 percent of the per-pupil aid generated by the student. <a href="#">200-RICR-10-00-1</a>
South Dakota	Dual Credit (In-District Delivery) <sup>17</sup>	District pays. The university charges the High School Dual Credit tuition rate set by the Board of Regents. Districts cover participating students' tuition costs. South Dakota Board of Regents Academic Affairs Guidelines, Section 7, " <a href="#">Dual/Concurrent Credit Administration Guidelines</a> ," 7.1
South Dakota	State Subsidized High School Dual Credit Program (at high school or postsecondary institution)	Combination of state and district or state and student. The South Dakota Board of Regents sets a high school dual credit tuition state equal to 43 percent of the undergraduate tuition rate. The South Dakota Department of Education pays 66.7 percent of the tuition rate per course. The student or the student's district pays the remaining 33 percent of tuition. <a href="#">SDCL § 13-28-37.1</a> ; South Dakota Board of Regents Academic Affairs Guidelines, Section 7, " <a href="#">Dual/Concurrent Credit Administration Guidelines</a> ," 7.1
South Dakota	Concurrent Enrollment (at high school by approved high school instructor)	Student pays. Concurrently enrolled students are charged a reduced tuition rate of \$40 per credit hour. South Dakota Board of Regents Academic Affairs Guidelines, Section 7, " <a href="#">Dual/Concurrent Credit Administration Guidelines</a> ," 7.1
Tennessee	Dual Enrollment	State pays. State lottery proceeds support two versions of the dual enrollment grant. The first version covers eligible applicant 11th and 12th graders' tuition and fees in up to 10 courses completed at or through public two- and four-year institutions and approved private institutions. The second version allows any 9th–12th grade student to take up to 1,296 clock hours, the length of the longest technical program, at a Tennessee College of Applied Technology (TCAT). <a href="#">T. C. A. § 49-4-930</a> ; <a href="#">Tenn. Comp. R. &amp; Regs. 1640-01-19-.11</a>
Texas	Dual Credit	Local decision. The agreement between the school district and postsecondary partner to offer a dual credit program must state the funding sources for dual credit courses, including for tuition. Per statute, a school district is not required to pay dual credit tuition or other associated costs. Public institutions may waive all or a portion of tuition and fees for a high school student enrolled in a course for dual or joint credit. <a href="#">V.T.C.A., Education Code § 28.009</a> , <a href="#">V.T.C.A., Education Code § 130.008</a> ; <a href="#">19 TAC § 4.85</a> <b>Also see Texas in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b>

<sup>17</sup> University faculty deliver university courses at a school district location through a partnership agreement. South Dakota Board of Regents Academic Affairs Guidelines, Section 7, "[Dual/Concurrent Credit Administration Guidelines](#)," 7.1

State	Program Name <sup>1</sup>	Funding Approach
Utah	Concurrent Enrollment	<p>Combination of state and student pay. The state board of education allocates funds from an annual concurrent enrollment appropriation to local education agencies (LEAs) and the state board of higher education on a 60/40 split based on whether instruction for reported credit hours completed was delivered by an approved secondary instructor or postsecondary faculty member. For faculty-led courses, 60% of the allocation goes to the board of higher education and 40% to the LEA; for secondary instructor-led courses, 60% of the allocation goes to the LEA and 40% to the board of higher education. The legislature must adjust the appropriation in proportion to increases or decreases in the number of statewide course credits earned and the value of the weighted pupil unit.</p> <p>By statute, institutions may charge students who are not low-income no more than \$30 per credit hour for an in-person course taught by faculty; \$15 per credit hour for a course delivered via video conferencing; and \$10 per credit hour for a course taught at an LEA by an approved secondary instructor. Statute allows institutions to charge up to \$5 per credit for students eligible for free and reduced lunch. In part due to the complexity of confirming eligibility, USHE institutions have held to \$5 per credit for all students for all delivery modalities.</p> <p><u>U.C.A. 53E-10-305, U.C.A. 53F-2-409</u>  <b>Also see Utah in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>
Vermont	Dual Enrollment (first two postsecondary courses taught on campus by faculty or at high school by an approved high school instructor)	<p>State pays. Students may enroll in up to two dual enrollment courses at no cost to them before high school graduation. For dual enrollment courses taught by a postsecondary faculty member employed by a Vermont public postsecondary institution, the tuition rate is 90% of the Community College of Vermont (CCV) tuition rate at the time the dual enrollment course is offered. The state pays 100% of the tuition – 50% from the Next Generation Initiative Fund established and codified in <u>16 V.S.A. § 2887</u> and 50% from funds appropriated to the Education Fund.</p> <p>For courses offered at a high school by an approved instructor, the state pays the partnering institution 20% of the tuition rate charged by the Community College of Vermont at the time the course is offered.</p> <p>In both instances, the Vermont Agency of Education is invoiced directly by the institution and payment is made directly to the institution.</p> <p><u>16 V.S.A. § 942</u></p>
Vermont	Dual Enrollment (after student completes first two courses)	<p>Local decision. Districts may pay for more than the two courses offered at no tuition cost to students.</p> <p><u>16 V.S.A. § 942</u></p>
Virginia	Dual Enrollment (for community college courses completed through the College and Career Ready Virginia Program)	<p>Policy silent</p> <p>Effective with the 2025-26 academic year, the state will pay for eligible community college courses completed through the College and Career Ready Virginia Program and funded through the College and Career Ready Virginia Fund. The Virginia Department of Education and the Virginia Community College System will be responsible for making distributions from the Fund to school districts and comprehensive community colleges.</p> <p><u>VA Code Ann. § 22.1-237.1 through § 22.1-237.5</u></p>

State	Program Name <sup>1</sup>	Funding Approach
Washington	Running Start (at postsecondary campus or online)	<p>Combination of state, district, and student pay. Running Start students may be funded at up to 1.4 full-time equivalents including school district and postsecondary institution enrollment. The student's school district pays the student's tuition with its Basic Education Allocation (BEA) based on statewide uniform rates for CTE and general education students. The superintendent of public instruction must separately calculate and allocate per-pupil funds in order for districts to make such payments and to retain 7% of per-pupil funds to offset program-related costs. Institutions may charge non-low-income Running Start students fees of up to 10% of tuition. In practice, some districts cover Running Start students' fees through grant funds.</p> <p><a href="#">RCW 28A.600.310</a>  <b>Also see Washington—Running Start in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>
Washington	College in the High School (at high school)	<p>State pays. Each biennium, the legislature must pass an omnibus operating appropriations act that appropriates to the state board of community and technical colleges and each of the public four-year institutions of higher education state funding for college in high school courses administered at public secondary schools. State funds are allocated to public two- and four-year institutions based on the total number of college in the high school courses each public institution offered in the academic year immediately prior to the current fiscal year. Allocations are \$300 per student, up to a ceiling that varies by institution type. Beginning with fiscal year 2025 the rate per college in the high school course administered must be adjusted annually for inflation.</p> <p><a href="#">RCW 28B.10.058</a></p>
West Virginia	Dual Enrollment (at high school)	<p>State pays, for courses covered by the Dual Enrollment Pilot Program.</p> <p><a href="#">W. Va. Code, § 18B-1-2</a>, <a href="#">W. Va. Code, § 18B-14-4</a>; <a href="#">WVCTCS Series 19, Dual Enrollment Pilot Program</a>; <a href="#">HEPC Title 133, Series 19, Dual Enrollment Pilot Program</a></p>
Wisconsin	Early College Credit Program (ECCP) (for dual credit at a University of Wisconsin, Tribal, or private institution)	<p>Combination of state and district pay, provided a student is taking a course for both high school and postsecondary credit.</p> <p><a href="#">W.S.A. 118.55</a>, <a href="#">W.S.A. 106.125</a></p>
Wisconsin	Early College Credit Program (ECCP) (for college credit only at a University of Wisconsin, Tribal, or private institution)	<p>Combination of state, district, and student pay. If a student enrolls in an ECCP course that is not offered at their high school and does not fulfill a graduation requirement, the student can enroll in the course for college credit only. The student pays 25% of the tuition cost, the state pays 50%, and the district pays 25% and is reimbursed by the state for the tuition cost.</p> <p><a href="#">W.S.A. 118.55</a>  <b>Also see Wisconsin—ECCP in Appendix 3: Low-Income Student Pays Reduced to No Tuition</b></p>
Wisconsin	Start College Now (at technical colleges)	<p>District pays</p> <p><a href="#">W.S.A. 38.12(14)</a></p>
Wyoming	Dual Enrollment (taught by faculty hired and paid by the college) and Concurrent Enrollment (at high school by approved high school teacher)	<p>District pays, per amount determined in the local agreement between the school district and the college or University of Wyoming.</p> <p><a href="#">W.S. § 21-20-201</a>; <a href="#">Wyoming Dual and Concurrent Enrollment Program Manual of Procedures</a></p>

## APPENDIX 3

## Low-Income Student Pays Reduced to No Tuition

The states listed below provide tuition reduction or elimination measures for low-income students. Note that in some states listed below, a scholarship or tuition waiver for low-income students may be limited to a certain number or type of dual enrollment courses or credit hours or be designated exclusively for students in certain grade levels. In addition, some approaches listed below are awarded on a first-come, first-served basis, meaning that not all eligible low-income applicants receive dual enrollment scholarships.

Tuition reduction policies listed below defray but do not fully cover dual enrollment tuition for low-income students. In states adopting a tuition reduction, the district, postsecondary partner, or student may be required to pay any tuition costs not covered by the tuition reduction.

State headers designate instances in which student-borne tuition costs are reduced or eliminated under just one of two or more state-designated funding models.

### Arkansas—Endorsed Concurrent Enrollment Courses

Low-income students enrolled in endorsed concurrent enrollment courses [postsecondary offerings in English, math, science, and social studies that adhere to statutory requirements] must be offered waived tuition and fees for up to six credit hours of endorsed concurrent enrollment coursework.

A.C.A. § 6-16-1204(e)(3)(A)

### Delaware

No student shall be denied access to dual credit or dual enrollment courses because of the student's or family's inability to pay. [14 Del. Admin. Code 506 3.1.5](#)

Since 2014, the Delaware legislature has made an appropriation for college access funding, which includes a line item covering tuition and other participation expenses for low-income students. Districts are automatically awarded funds based on the percentage of low-income dual enrollment students reported to the Department of Education for the previous school year.

### Hawaii—Running Start

The Running Start GEAR UP scholarship covers tuition, fees, and books for one 3–4 credit course (taken on a University of Hawaii campus) per semester for applicant low-income Running Start juniors and seniors. Low-income applicants who have not previously received a scholarship are prioritized in scholarship awards; seniors are prioritized over juniors. University of Hawaii Running Start [webpage](#); Hawaii State Department of Education GEAR UP Hawaii Running Start financial aid [webpage](#)

### Indiana

Public institutions must waive dual credit tuition for low-income students.

[IG 21-14-8-1](#)

### Maryland

Funds for the Early College Access Grant program are provided to the Maryland Higher Education Commission in the Governor's annual budget. A student demonstrating financial need may be awarded a grant under the Part-Time Grant Program. [MD Code, Education, § 18-1401](#) [MD Code, Education, § 18-14A-01](#) and [-02](#);

### Massachusetts

Through an annual legislative appropriation, the Commonwealth Dual Enrollment Partnership (CDEP) provides funds to cover costs for approved applicant students from low-income and other underrepresented populations who enroll in postsecondary coursework offered through participating institutions. Participating students complete dual enrollment courses at no tuition cost to them. In FY2023, 1,656 dual enrollment students received at least partial tuition coverage from CDEP; data on the percentage of these students who were low-income is not available as of February 2024.

[CDEP webpage](#)

### Missouri

The Dual Credit/Dual Enrollment Scholarship is a last-dollar scholarship covering tuition and fees for applicant dual credit and dual enrollment students demonstrating economic need and taking coursework through an approved dual credit or dual enrollment provider. Funds are paid to the approved institution and applied to the student's account.

The program is funded by an appropriation to the Dual Credit and Dual Enrollment Scholarship Fund. If funds are insufficient to cover all eligible students, the department of higher education and workforce development will make awards to students in order of earliest application received date until all available funds for the semester are expended.

[V.A.M.S. 173.2505](#); [6 Mo. Code of State Regulations 10-2.195](#)

### Montana

Low-income students who have completed two courses or up to 6 credit hours through One-Two-Free will continue to have a tuition scholarship for early college courses.

[Montana University System One-Two-Free Operating Guidelines](#)

### Nebraska

The Access College Early (ACE) Scholarship Program awards financial assistance to applicant students in three categories:

- Low-income students
- Students or students of parents who have experienced an extreme hardship (as defined in [regulations](#))
- Students enrolling in a course that applies to a career program of study. The student's annual household income must be at or less than 200 percent of the federal poverty level. Funds are awarded first to low-income students and students or families experiencing hardship; after those funds are awarded, any remaining funds may be awarded to cover tuition and fees for a course that applies to a career program of study.

The scholarship award is the lesser of the actual charged tuition and fees, or an amount equal to the tuition and fees if the course were taken by a full-time, resident undergraduate student at the University of Nebraska-Lincoln; the maximum award for students seeking enrollment in a career course is \$250 a term.

[Neb. Rev. St. § 85-2101 through -2108](#); [Neb. Admin. R. & Regs. Tit. 281, Ch. 6, § 001 through § 007](#)

### Nevada

For the 2022–23 and 2023–24 academic years, NSHE establishes a reduced pricing schedule for dual enrollment students eligible for free and reduced lunch—\$58/credit for community college courses, \$80/credit for state college courses, and \$102/credit for university courses. [NSHE Procedures and Guidelines Manual](#), Chapter 7, Section 2, "Dual and Concurrent Enrollment Fees"

**New Jersey**

A dual enrollment agreement between a public institution of higher education and a school district must include a provision that ensures that an eligible student is not excluded from participation because of an inability to pay.

N.J.S.A. 18A:61C-10

**North Dakota**

The Bank of North Dakota awards dual credit scholarships on a first-come, first-served basis to applicant low-income students to cover tuition and other approved expenses. Students may receive financial assistance for up to two courses per academic year.

**Texas**

Through the Financial Aid for Swift Transfer (FAST) Program, eligible students may enroll in eligible dual credit courses at no cost to them if they were educationally disadvantaged [eligible for free-/reduced-price lunch] at any time during the four school years preceding the student's enrollment in the dual credit course. Eligible institutions may participate only if the tuition charged does not exceed the tuition rate established in HECB rule. Public institutions of higher education must annually opt in or opt out of the program. In fall 2024, virtually all Texas public two-year institutions were participating in the FAST program V.T.C.A., Education Code § 28.0095; 19 TAC § 13.500 - 13.506

**Utah**

LEAs use their concurrent enrollment appropriation dollars to pay the \$5 per credit hour concurrent enrollment tuition rate for students experiencing socioeconomic disadvantage. Tuition must be charged in order for students to be awarded postsecondary credit. For students eligible for fee waivers, LEAs are responsible for textbooks, lab fees, and other costs of instruction.

U.C.A. § 53F-2-409

**Washington—Running Start**

Institutions of higher education must make fee waivers available for low-income Running Start students documented by their school district as eligible for free- and reduced-price lunch in any of the previous five years. Acceptable documentation may include other criteria established in the institution's policy.

RCW 28A.600.310

**Wisconsin—Early College Credit Program (ECCP)**

A school district must waive an ECCP student's 25% portion of tuition costs if the department of public instruction determines the cost of the course would pose an undue financial burden on the pupil's family. This applies for ECCP students enrolled in a course for postsecondary credit only.

W.S.A. 118.550



