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EDUCATION FOR ECONOMIC OPPORTUNITY

Dual Enrollment Policies that Promote College/Career-Readiness and Success for Low-Income Youth

American Youth Policy Forum Presentation by Joel Vargas, Jobs for the Future
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JOBS FOR THE FUTURE

Access & Eligibility: Students can enroll in credit-bearing college courses as soon as they are ready based on combination of indicators of readiness

High Quality, Transferable Courses: College credit substitutes for high school credit and is fully transferable across public institutions

Academic and Social Support Systems: Roles and responsibilities for providing support are defined and shared by school districts and colleges

Financing: Funding is based on the principle of no cost to students and no financial harm to either the secondary and/or the postsecondary partner

Data Systems Monitor Quality and Outcomes: The state collects individual student and statewide data to monitor students progress across the K-12 and postsecondary systems

Accountability: Schools and districts report annually to the public on participation, and they and colleges are rewarded for the success of students who earn college credits



DUAL ENROLLMENT

- HOME
- ELEMENTS
- EXEMPLAR STATES
 - Colorado
 - Texas
 - Utah
- METHODOLOGY
- FEEDBACK

COLORADO



- [Eligibility and Access](#)
- [Quality Assurance](#)
- [Sustainable Funding and Finance](#)
- [System for Accountability](#)
- [Aligned Data Systems](#)
- [Academic and Social Supports](#)

PREVIEW

Colorado views **concurrent enrollment as part of its plan to double the number of postsecondary degrees earned by state residents and reduce the number of students who drop out of high school.** Although concurrent enrollment programs have existed in Colorado for many years, a lack of state coordination and support limited student access to college courses in high school. With the 2009 passage of the [Concurrent Enrollment Programs Act](#), the state took deliberate steps to expand such opportunities to a wider range of students, particularly those who live in communities with historically low college participation

rates.

The legislation consolidated concurrent enrollment policies into a comprehensive plan. It also created the Accelerating Students Through Concurrent Enrollment Program—ASCENT. Eligible seniors can remain enrolled in high school for a fifth year that consists entirely of college courses, and many students finish it having completed an Associate’s degree. ASCENT is funded through an annual appropriation totaled \$4.3 million in 2012. The law also included provisions to improve the quality, coordination, and financial transparency of the state’s

<http://application.jff.org/dualenrollment/>

Who should teach the courses?

- High School Teachers as Adjunct College Faculty
- College Faculty

Are particular types of courses more effective than others?

- Academic
- Electives
- CTE

What is the cost-benefit of different policies?

- Early Graduation
- Do No Harm
- Scholarship Funds