

Dual Credit, Dual Enrollment, & Early Postsecondary Opportunities

Early Postsecondary Opportunities

Advanced Placement

Cambridge International Exam

College Level Examination Program

Dual Enrollment

Industry Certification

International Baccalaureate

Local Dual Credit

Statewide Dual Credit

Dual Enrollment and Dual Credit Programs in the Context of Postsecondary Access and Completion

Dual enrollment, dual credit and other early postsecondary opportunities (EPSOs) have been shown to increase secondary and postsecondary educational outcomes.¹ These programs create avenues for students to earn college credit while in high school and streamline the gap between secondary and postsecondary education. Structures vary from completing a course, passing an exam, or a combination of course and exam. Examples of EPSOs offered in Tennessee are listed to the left.

The focus of this policy brief is dual enrollment and dual credit options, based on the recommendations of the Tennessee Legislative Staff Education Institute (TLSEI) planning committee. Engagement in these opportunities creates stronger pathways to college for all students, especially traditionally underrepresented groups.² Other benefits include increased collaboration between high schools and postsecondary institutions, increased professional development for educators, and expanded course offerings for high school students. Key considerations in the structure of dual enrollment and dual credit programs include funding, location, eligibility requirements for students, instructor preparation, and academic rigor.³

for their diploma. Benefits include early exposure to the rigor of college, lower costs for college credit, and shorter time to degree completion.⁴ Courses can be taught at the college campus, at the high school, or online. Receiving postsecondary credit for these courses relies on passing the course.

A subset of dual enrollment is concurrent enrollment, but the terms are frequently used interchangeably. According to the National Alliance of Concurrent Enrollment Partnerships (NACEP), concurrent enrollment refers to courses taught by college-approved high school teachers that aim to be a low-cost scalable model for delivering college courses in high school.⁵

Dual Enrollment

Dual enrollment programs allow high school students to concurrently enroll in college courses and fulfill requirements

Dual enrollment programs are not regulated at the national level, creating a range of definitions among states:⁶

- Tuition costs vary and payment can be the responsibility of the student, local education agency, or postsecondary institution.
- Eligibility ranges from few requirements to policies focused on GPA, placement exams, SAT/ACT scores, and state assessment tests
- Instruction can be delivered by the high school teacher or college faculty member guided by regional accreditation standards.
- Classroom composition varies from only high school students to an integrated classroom with both high school and college students.
- Individual courses can accumulate into a postsecondary credential

Dual Credit

Dual credit programs provide another option for students to earn college credit while fulfilling high school graduation requirements. Definitions vary across the United States, but most programs rely on college credits by assessment. Courses are typically taught at the high school with only high school students in attendance. This model requires students to pass the course for high school credit and pass a comprehensive exam to receive college credit. Credit transferability is typically negotiated between the school district and individual postsecondary institutions. In Tennessee, dual credit opportunities are offered at the local and state level.

Nationwide, dual credit participation is associated with improved postsecondary enrollment and outcomes. Based on a study

from the U.S. Department of Education, students who earn at least one dual credit before enrolling in a four-year college are:⁷

- 31 percent more likely to enroll college-ready - not requiring remedial courses.
- 36 percent more likely to earn all attempted credits.
- 32 percent more likely to persist to a second year.

Relevance to Completion

Early engagement with college-level courses creates a clear path for high school students to college and helps increase a student's college preparedness. As mentioned previously, students who pass at least one dual enrollment course in high school are more likely to engage in postsecondary studies.⁸

Students participating in dual enrollment graduate at equal or higher rates than their peers and in less time.⁹ The commitment made by the Tennessee Department of Education to incentivize school systems to increase early postsecondary opportunities offers signs of hope for increasing postsecondary degree attainment across the state.¹⁰ However, the associated costs can be a barrier to participation.

Dual Enrollment and Dual Credit in Tennessee

Dual Enrollment

Tennessee defines dual enrollment as a college course taught at a postsecondary institution, high school, or online. The student is considered "enrolled" at the postsecondary institution, regardless of the physical location of the class.^{12,13}

Table 1- Tennessee Community College Dual Enrollment and Pass Rates, Fall 2016¹¹

Tennessee Community College Dual Enrollment & Pass Rates		
Institution	Enrollment	Average Pass Rate
Cleveland State Community College	1,163	97%
Columbia State Community College	1,468	96%
Chattanooga State Community College	2,298	95%
Dyersburg State Community College	1,193	91%
Jackson State Community College	1,723	96%
Motlow State Community College	1,450	95%
Nashville State Community College	1,247	97%
Northeast State Community College	582	95%
Pellissippi State Community College	1,768	95%
Roane State Community College	1,936	97%
Southwest Tennessee Community College	492	89%
Volunteer State Community College	2,768	95%
Walters State Community College	2,181	95%
Total All Community Colleges	20,269	96%

The number of students participating statewide in dual enrollment has steadily increased. In the fall 2016 semester, 20,269 students enrolled in over 850 dual enrollment courses offered at community colleges across the state (see Table 1).¹⁴ The average pass rate was 96 percent.¹⁵ High school students taking dual enrollment courses now account for 20 percent of the total enrollment at community colleges in Tennessee.¹⁶

Students can also take dual enrollment courses at 4-year institutions, but the proportion of students enrolled in these programs is much lower than at community colleges.¹⁷ Although community colleges are the primary providers of dual enrollment credit, the majority of students that take a dual enrollment class in high school go on to a 4-year institution.¹⁸

Based on a recent report by the Community College Research Center (CCRC), subsets of Tennessee's dual enrollment students perform at or above national averages regarding postsecondary enrollment and completion. In Tennessee, 93 percent all of former dual enrollment students enroll in college compared to a national average of 88 percent. In Tennessee, high school dual enrollment students who first enrolled at a community college graduated at a rate of 51 percent in five years, compared to a national average of 46 percent.¹⁹

Despite impressive postsecondary outcomes, major gaps still exist in access and success by income. Among students who participate in dual enrollment classes, there is a 15-percentage point gap in postsecondary degree attainment between

high- and low-income students.²⁰

Statewide Dual Credit in Tennessee

In Tennessee, there are two forms of dual credit: statewide and local. Statewide dual credit courses are developed by college faculty, aligned to postsecondary course outcomes, and taught at high schools by high school teachers. Students enrolled in statewide dual credit courses are required to take an online exam at the completion of the course to receive college credit. Statewide dual credit courses are transferable to any public postsecondary institution in Tennessee. According to the Tennessee Department of Education, 3,481 high school students have earned over 10,433 college credit hours over the past four years.

Based on spring 2017 enrollments, the average pass rate for statewide dual credit across the state was 13 percent (see Table 2). Other courses in development include: art appreciation, computer science, introduction to teaching profession, general biology, microeconomics, and principles of marketing.²¹

Table 2- Tennessee Statewide Dual Credit Courses, Enrollment, and Pass Rates, Spring 2017²²

Statewide Dual Credit Enrollment & Success		
Course	Enrollment	Pass Rate
Criminal Justice	298	7%
Intro to Agriculture Business	94	34%
Intro to Plant Science	386	11%
Pre-Calculus	2376	16%
Psychology	188	4%
Sociology	406	24%
World History	385	2%
Total Statewide Dual Credit Courses	5,124	13%

20% of Tennessee community college enrollment is attributed to dual enrollment students²³

Local Dual Credit in Tennessee

Tennessee defines local dual credit as a high school course aligned to standards at a local postsecondary institution with an optional exam for college credit at that same local postsecondary institution.²⁴ The course also fulfills high school graduation requirements. Local dual credit courses can be transferred to other postsecondary institutions at the discretion of the receiving institution. Data for local dual credit courses is not readily available.

Federal Funding

The federal government does not have official definitions or requirements regarding early postsecondary opportunities. However, potential funding streams from the United States Department of Education include:

- Title I: Funds can be allocated to provide support early postsecondary opportunities at high-poverty schools.
- Title II: Funds can be used to support additional credentials and professional development for teachers, including those required for dual enrollment and dual credit qualifications.
- Title IV: Funds provide a flexible block grant program known as Student Support and Academic Enrichment Grants (SSAEG). One broad area in which funds can be used is to provide students with a well-rounded education, which includes early postsecondary coursework such as International Baccalaureate (IB) and Advanced Placement (AP) courses.²⁵

The Carl D. Perkins Grant allocates funds to states to support student industry certifications and programs associated with career and technical education (CTE). Early postsecondary opportunities aligned

with CTE programs are eligible for these funds.²⁶

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) grants support K-16 partnerships for low-income students in rigorous college preparatory coursework. The act encourages states to incorporate dual enrollment and dual credit courses.²⁷

Tennessee Funding

Funding and fees vary across EPSOs in Tennessee and are presented in Table 3.

Table 3- Early Postsecondary Opportunities in Tennessee along with typical associated costs and available funding options.²⁸

Costs & Funding Sources Associated With Tennessee EPSOs		
EPSO	Typical Associated Costs	Available Funding Options
Advanced Placement (AP)	<i>Required Costs:</i> <ul style="list-style-type: none"> • Student exam fees <i>Potential Costs:</i> <ul style="list-style-type: none"> • Teacher training • Purchase of materials or curriculum supplements 	<ul style="list-style-type: none"> • State Exam Fee Assistance Pilot • ESSA Title IV Block Grant; Title I • Perkins Basic (in Program of Study) • College Board fee waivers • Chamber or industry partnership
Cambridge International Exams (CIE)	<i>Required Costs:</i> <ul style="list-style-type: none"> • Student exam fees <i>Potential Costs:</i> <ul style="list-style-type: none"> • Teacher training • Purchase of materials or curriculum supplements 	<ul style="list-style-type: none"> • State Exam Fee Assistance Pilot • ESSA Title IV Block Grant; Title I • Perkins Basic (in Program of Study) • College Board fee waivers • Chamber or industry partnership
CLEP Exam	Student exam fee	<ul style="list-style-type: none"> • Perkins Basic (in Program of Study)
Dual Enrollment	<i>Required Costs:</i> <ul style="list-style-type: none"> • Tuition and mandatory fees <i>Potential Costs:</i> <ul style="list-style-type: none"> • Course-specific fees • Textbooks or other materials 	<ul style="list-style-type: none"> • Dual Enrollment Grant • Perkins Basic (in Program of Study) • Institutional scholarships
International Baccalaureate (IB)	<ul style="list-style-type: none"> • Application and/or teacher training costs to become an IB World School • Student exam fees 	<ul style="list-style-type: none"> • State Exam Fee Assistance Pilot • ESSA Title IV Block Grant; Title I • Perkins Basic (in Program of Study) • College Board fee waivers • Chamber or industry partnership
Local Dual Credit	<ul style="list-style-type: none"> • Standard fee of \$25 across all community colleges 	<ul style="list-style-type: none"> • Institutional scholarships
Statewide Dual Credit	<ul style="list-style-type: none"> • Required teacher training • Student exam fees • Electronic system maintenance 	<ul style="list-style-type: none"> • Costs fully covered by Tennessee Department of Education and Tennessee Board of Regents
Industry Certification	<ul style="list-style-type: none"> • Student exam fee • Licensure application fee • Professional organization registration fee 	<ul style="list-style-type: none"> • Perkins Basic • Perkins Reserve Grant

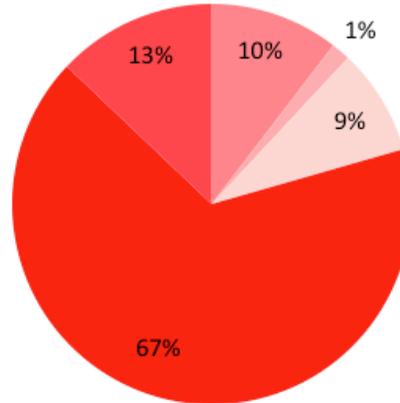
funded by the Tennessee Lottery (TCA § 49-4-930) and administered by the Tennessee Student Assistance Corporation (TSAC). This program provides funds for students who are enrolled in dual enrollment courses. Students are eligible for the grant starting their junior year of high school and are eligible for a maximum award of \$1,200 per year. To remain eligible after the first semester, students must maintain a cumulative GPA of at least a 2.75 for all postsecondary courses attempted.²⁹

The structure of the award depends on the number of courses a student has attempted (see Table 4). Tennessee Colleges of Applied Technology (TCAT) students are awarded \$100 per clock hour for the first 8 courses.³⁰

Students are required to submit an application to TSAC for the dual enrollment grant each academic year in which they plan to participate. Dual enrollment funds are distributed directly to the postsecondary institution. Tuition gaps, additional fees, books, and transportation costs are the responsibility of the student. Some LEAs assist with these costs, but this is a district-by-district decision.

A student may receive funding for one course per semester. If a student enrolls in more than four dual enrollment courses over their junior and senior years, the additional amount will be reduced from their Hope Scholarship.³¹

Dual Enrollment Grant Recipients by Sector



The majority of Dual Enrollment Grant funds are distributed to community colleges.

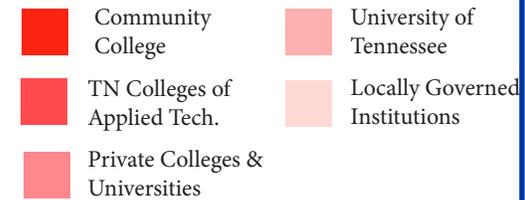


Figure 1- Tennessee Dual Enrollment Grant Recipients by Sector, 2015-2016 academic year.³²

Table 4- Tennessee Dual Enrollment Funding & Sources³³

Tennessee Dual Enrollment Funding & Sources	
Dual Enrollment Grant	
First Course	\$500
Second Course	\$500
Third Course	\$200
Fourth Course	No funds available
Maximum Funding	\$1,200 per year
Tennessee Hope Scholarship	
Fifth Course	\$100 per credit hour
Sixth Course	\$100 per credit hour
Seventh Course	\$100 per credit hour
Eighth Course	\$100 per credit hour
Maximum Funding	\$1,200 per year

State to Watch

Ohio



During the 2013-2014 session, the Ohio General Assembly directed the Chancellor of the Ohio Board of Regents to create the College Credit Plus Program (CCPP). This program focuses on providing dual credit courses to high school students for free. State funds cover tuition, books, and fees at any public college or university in Ohio including online courses.³⁴ Goals of the program focus on increased quality and improved access to dual enrollment programs.³⁵ Students are eligible to take up to 30 college credits in an academic year. The program was implemented in the fall of 2015. Over 54,000 students participated and more than 90 percent earned college credit.³⁶ To be eligible, students complete an assessment exam, apply to a participating college, and be an Ohio resident in grades 7-12.

Outcomes-based Funding Formula

The outcomes-based funding formula provides a premium for dual enrollment at community college. While 4-year institutions engage in dual enrollment activity, they are not awarded in the outcomes-based funding formula. The weight of the measure can be adjusted between 5 and 15 percent based on mission and strategy. While the average weight is currently 10 percent, Dyersburg State, Nashville State, and Roane State have set this metric at 15 percent. Chattanooga State is the only institution with the minimum 5 percent.³⁷

Federal Policy

Federal policy does not regulate dual enrollment or dual credit. Current programs and policies have various federal funding streams that support EPSOs.

- *Early Pell Experiment*: Program implemented in 2016 by the U.S. Department of Education that awarded Pell Grants to 10,000 high school students in 23 states to fund dual enrollment courses. Participating institutions in Tennessee were Northeast State Community College, Southwest Tennessee Community College, and William R. Moore College of Technology. The funds could be used to offset a variety of dual enrollment costs, including tuition and fees.³⁸
- *Every Student Succeeds Act (ESSA)*: Encourages concurrent and dual enrollment as key strategies to increase the college-going rate. The professional development component can be used as a call to increase teacher educational attainment making them eligible to teach dual credit courses.³⁹
- *Making Education Affordable and Accessible Act (MEAA) of 2017*: Proposed federal legislation that would allow the Higher Education Act Title VII Fund of the Improvement of Postsecondary Education (FIPSE) to be used to provide grants to colleges and universities to fund dual and concurrent enrollment programs. Funds could be used to cover tuition, books and materials for students; professional develop for instructors; and to support course design, program outreach, and student support services. This legislation was originally introduced in 2016, but died in committee. It was reintroduced in March 2017 and has stalled in the House Committee on Education and the Workforce.⁴⁰
- *Perkins Grant*: Provides funding to support career and technical education programs, which, at a high school level, can include dual enrollment and credit courses in CTE programs of study.⁴¹

Tennessee Policy/Programming

- *Tennessee Code Annotated, Title 49, Chapter 15 – 2007 amendment*: Authorized public postsecondary institutions and LEAs to establish cooperative innovative programs, including early and middle college high schools. Mandates programs must further state and/or regional economic development, target students who would benefit from accelerated academic instruction or are at risk of dropping out, and programs funded through local, state, or federal funds appropriated to an LEA are prohibited from charging fees⁴³

Program to Watch

Ready Graduate Indicator⁴²

To improve school quality and student success, Tennessee has incorporated a “Ready Graduate Indicator” in the latest Every Student Succeeds Act (ESSA) plan.

The indicator is designed to prepare students for success after high school in postsecondary education, the military, or the workplace.

A key focus of this measures involves engaging high school students in early postsecondary opportunities (EPSOs).

Students are considered “ready graduates” if they meet one of the following criteria:

- Score at least a 21 on the ACT;
- Complete four EPSOs;
- Complete two EPSOs and earn an industry certification; or
- Complete two EPSOs and score a designated score on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)

- *Tennessee Public Chapter 967*: Consolidates oversight of dual credit and dual enrollment under the Department of Education's Office of Career and Technical Education.⁴⁴ This legislation created by the Tennessee General Assembly establishes the Consortium for Cooperative Innovative Education. The consortium is responsible for overseeing cooperative, innovative high school programs and evaluating the success of students in those programs.⁴⁵
- *Move on When Ready Act (TCA § 49-06-8303)*: Enables high school students to graduate high school early if they have met all the requirements including completion of at least two EPSOs.⁴⁶
- *Tennessee Every Student Succeeds Act (ESSA) – 2017*: Established the Ready Graduate Indicator, which is an accountability metric to gauge student readiness for postsecondary enrollment, workforce, or military and includes required EPSO completion.⁴⁷
- *Tennessee Public Chapter 338* – Established the Labor Education Alignment Program (LEAP), which offers grant funding for collaborative projects supporting secondary, postsecondary, and workforce pathways.⁴⁸

Postsecondary Policies and Programs

Postsecondary policies and programs vary by type of program.

Dual Enrollment

Dual enrollment courses are primarily governed by the same policies and procedures as regular college courses,

including faculty requirements. High school teachers are able to teach dual enrollment courses, but they must meet the same standards as an adjunct instructor at the aligned postsecondary institution.

Statewide Dual Credit

According to Tennessee Public Chapter 967, all statewide dual credit courses must be approved by the Consortium for Cooperative Innovative Education prior to being offered as part of the state's program. The Tennessee Board of Regents is responsible for the online content and challenge exam associated with each statewide dual credit course. Courses are designed to match college-level course objectives by postsecondary faculty and are taught by high school teachers.

Local Dual Credit

Local dual credit is largely unregulated. Agreements are crafted between local education agencies and postsecondary institutions.

Creating Partnerships

In order to establish dual enrollment and local dual credit partnerships, each postsecondary institution negotiates directly with the associated high school or local education agency. Typically, memorandums of understanding (MOUs) are established between the two entities to ensure transferability of credits. Dual enrollment courses at public institutions are subject to the Tennessee Transfer Pathways (TTP) policies. Courses within Associate of Arts or Associate of Science degrees from a community college are guaranteed to transfer to a Tennessee public or private university.⁴⁹

Program to Watch

Seamless Alignment and Integrated Learning Support (SAILS)

SAILS is an innovative program designed to reduce the need for remedial coursework for students entering college. Although not considered an early postsecondary opportunity, the SAILS program provides an opportunity for students to eliminate the need for learning support courses in college. The SAILS Math program has been statewide since 2013 and is available through all of Tennessee's 13 community colleges. The SAILS English program is currently being piloted in several Tennessee high schools.

In the SAILS program, high school students who do not meet college-ready benchmarks are enrolled in a technology-driven course their senior year of high school. Through the scaling of the SAILS program, the number of students requiring remediation in college declined significantly in Tennessee. In 2011, 77 percent of first-time college students required some remedial coursework, but in 2015, the number had dropped to 63 percent.⁵⁰

Questions to Consider

What do dual enrollment and dual credit programs look like in rural communities?

Currently, 92 percent of Tennessee high schools offer at least one early postsecondary opportunity. According to the Tennessee Department of Education's Office of Early Postsecondary, rural counties are more likely to offer dual enrollment courses than urban areas.⁵¹ In an effort to reach as many students as possible, several postsecondary institutions have placed an emphasis on creating online dual enrollment opportunities. Notable examples are Bethel University and the University of Tennessee – Martin (UT-M). Bethel University offers all of their dual enrollment opportunities online and the UT-M provides a wide array of online dual enrollment options alongside traditional options.

What are the institutional metrics concerning dual credit, dual enrollment, and other early college programs?

The most accessible data is generated via the dual enrollment grant, which is administered by the Tennessee Student Assistance Corporation (TSAC). Data from the 2016-2017 academic year highlight a 56 percent increase in the number of students accessing dual enrollment grant funds from 2014-2015. Currently, two-thirds of students receiving dual enrollment grant funds attend community colleges (see Figure 1).

Statewide dual credit benchmarks are monitored by the Tennessee Board of Regents and the Tennessee Department of Education. The most current data (Spring 2017 semester) averaged a 13 percent pass rate for all courses offered.⁵² Local dual credit is not centrally-monitored. Statewide data requires contacting each LEA individually.

How are statewide dual credit policies and offerings progressing?

Statewide dual credit course offerings have expanded from three courses in 2013 to nine options in 2017 (American History, Criminal Justice, Introduction to Agriculture Business, Introduction to Plant Science, Introduction to Sociology, Pre-Calculus, Psychology, Statistics, and World History).⁵³ Enrollment in statewide dual credit has increased from 2,812 in 2013 to 7,250 in 2017.⁵⁴ The state's Uniform Grading Policy has been updated to include statewide dual credit courses that provide students with an additional four percentage points.⁵⁵

Are students taking courses that transfer easily to postsecondary institutions and accelerate graduation?

Students enrolled in statewide dual credit courses can easily transfer those courses to any public postsecondary institution in the state. Many of these courses fulfill general education requirements at both two-year and four-year institutions. Dual enrollment courses fulfill college requirements, but the types and sequencing of these courses is not regulated by the local education agency (LEA) or the postsecondary institution in a systematic way. Local dual credit courses may or may not count toward college credit beyond the local agreement between the LEA and the specific institution. Increased data collection and structured portfolios of coursework could assist in creating clear, measurable pathways to postsecondary attainment for these programs.

Conclusion

Dual credit, dual enrollment and other early postsecondary opportunities can help engage high school students in college-level coursework. These experiences can increase high school graduation rates, college-going rates, and degree attainment for all students. Well-structured programs integrate student interests and create clear pathways to postsecondary education. They also integrate academic rigor and support student needs (financial, access, transportation, etc.).

Tennessee has established systems that incentivize high schools and postsecondary institutions to partner and create portfolios of early postsecondary opportunities for high school students. Unlike some states, there is limited guidance on the types of courses made available to high school students, based on labor demands or other critical factors. Furthermore, disconnects in the data systems used to measure performance can make it difficult to improve the accessibility and effectiveness of these programs. Tennessee, in comparison to other states, has done a good job of providing an array of early postsecondary opportunities. The Tennessee Department of Education's ESSA plan offers much promise on ensuring these opportunities are equitable across the state. However, more research is needed to understand how early postsecondary opportunities affect college completion.

Complete Tennessee
PO Box 22796
Nashville, Tennessee 37202
615.454.5197

Stay up-to-date on Complete Tennessee news, events, and publications by subscribing at www.completetennessee.org.

Key Terms

Advanced Placement (AP): Nationally-recognized program that offers college-level curriculum delivered via high school coursework. Students receive college credit upon successful completion of a standardized exam that is easily transferrable to postsecondary institutions.

Advanced Placement (AP) Test Fee Program: Funds from the Tennessee Department of Education are allocated to subsidize AP exam fees for economically disadvantaged students. The final cost to qualifying students is \$15 per exam.⁵⁶

Cambridge International Exams (CIE): An early postsecondary opportunity that allows high school students to engage in academic programs with internationally recognized exams that provide college credit upon completion of an exam.⁵⁷

Carl D. Perkins Career and Technical Education Act (Perkins IV): Provides grant funding to support the development of career and technical education (CTE) programs. Funds can be leveraged to provide support for early postsecondary opportunities that align with CTE curriculum.⁵⁸

College Level Exam Program (CLEP): Nationally-recognized exams offered in multiple subjects are used to assess college-level knowledge and provide students with college-level credit upon successful completion of an exam.

Concurrent Enrollment: Similar to dual enrollment but instruction is provided by college-approved high school instructors.⁵⁹

Dual Credit: A high school course in which a student earns both college and high school credit. Course objectives are aligned with postsecondary standards, taught by high school instructors, and an exam is given at the end of the course for students to earn college credit.⁶⁰

Dual Enrollment: Students are enrolled in courses that count for both high school and college credit simultaneously. Courses are taught by college-certified instructors at the high school, postsecondary institution, or online.⁶¹

Early and Middle College High

Schools: Provide an alternative to traditional high school models and allow students to earn a high school diploma concurrently with college credit. Students take an array of dual credit and dual enrollment courses to earn credits.

Early Postsecondary Opportunities (EPSOs):

Courses and/or exams that are aligned to postsecondary standards and provide students postsecondary credit while still in high school.⁶²

Every Student Succeeds Act (ESSA): Federal K-12 law that aims to support the development of programs that increase academic achievement and success for all students, including a focus on early postsecondary opportunities.

Industry Certification: An early postsecondary opportunity to earn certification through secondary and postsecondary career and technical education programs. Certifications are conducted via an independent organization aligned with industry requirements and is based on standards for knowledge, skills, and competencies in the field of study.⁶³

International Baccalaureate (IB):

Academically-challenging course of study offered at the high school level with internationally-recognized exams that lead to college credit.⁶⁴

National Alliance of Concurrent Enrollment

Partnerships (NACEP): The sole national accrediting body for concurrent enrollment partnerships. The organization supports members through sharing best practices, conducting research, and advocating for its national network.⁶⁵

Tennessee Dual Enrollment Grant: Provides grant funding to eligible high school students enrolled in college courses. Eligibility requirements include that the student must be at least a high school junior, meet admissions criteria for dual enrollment for the postsecondary institution, and be a Tennessee resident one year prior to enrollment.⁶⁶

Additional Resources

Community College Research Center - Dual Enrollment Report: "What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?"
<https://ccrc.tc.columbia.edu/media/k2/attachments/what-happens-community-college-dual-enrollment-students.pdf>

National Student Clearinghouse Research Center – Time to Degree Report
<https://nscresearchcenter.org/signaturereport11/>

Tennessee Department of Education - Early Postsecondary Opportunity Strategic Growth Plan
www.tn.gov/assets/entities/education/attachments/EPSO_Strategic_Growth_Plan_FINAL.pdf

Tennessee Early Postsecondary Opportunities – Side-by-Side Comparison
www.tn.gov/assets/entities/education/attachments/epso_opportunities_poster_web.pdf

Endnotes

- ¹Karp, M. M., Hughes, K. L., & Cormier, M. (2012). Dual enrollment for college completion: Findings from Tennessee and peer states.
- ²Karp, M. M. (2015). Dual enrollment, structural reform, and the completion agenda. *New Directions for Community Colleges*, 103-111.
- ³Karp, M. M., Hughes, K. L., & Cormier, M. (2012). Dual enrollment for college completion: Findings from Tennessee and peer states.
- ⁴Dual enrollment: accelerating the transition to college. U.S. Department of Education, Archived Information. Retrieved from <https://www2.ed.gov/about/offices/list/ovae/pi/hsinit/papers/dual.pdf>
- ⁵What is concurrent enrollment. National Alliance of Concurrent Enrollment Partnerships. Retrieved from <http://www.nacep.org/about-nacep/what-is-concurrent-enrollment/>
- ⁶Dual enrollment: accelerating the transition to college. U.S. Department of Education, Archived Information. Retrieved from <https://www2.ed.gov/about/offices/list/ovae/pi/hsinit/papers/dual.pdf>
- ⁷Stephan, J. L., Davis, E., Lindsay, J., & Miller, S. (2015). Who will succeed and who will struggle? Predicting early college success with Indiana's student information system (REL 2015-078). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2015078.pdf.
- ⁸Stephan, J. L., Davis, E., Lindsay, J., & Miller, S. (2015). Who will succeed and who will struggle? Predicting early college success with Indiana's student information system (REL 2015-078). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2015078.pdf.
- ⁹Fink, J., Jenkins, D., Yanagiura, T. (2017). What happens to students who take community college "dual enrollment" courses in high school? New York, NY: Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/what-happens-community-college-dual-enrollment-students.pdf>.
- ¹⁰Tennessee Department of Education. Every Student Succeeds Act: Building on success in Tennessee, 2017. Retrieved from https://www.tn.gov/assets/entities/education/attachments/TN_ESSA_State_Plan_Approved.pdf
- ¹¹Tennessee Board of Regents, Spring 2017
- ¹²Tennessee Department of Education: Early Postsecondary Opportunities Webpage. Retrieved from <https://www.tn.gov/education/section/early-postsecondary>
- ¹³Tennessee Department of Education. Ready graduate indicator in accountability (2017-18): frequently asked questions. Retrieved from https://www.tn.gov/assets/entities/education/attachments/ccte_sr_essa_ready_graduate_faq.pdf
- ¹⁴Source: Tennessee Board of Regents Course Enrollment File, Fall 2016
- ¹⁵Source: Tennessee Board of Regents Course Enrollment File, Fall 2016
- ¹⁶Source: Tennessee Board of Regents
- ¹⁷Source: Tennessee Board of Regents
- ¹⁸Fink, J., Jenkins, D., Yanagiura, T. (2017). What happens to students who take community college "dual enrollment" courses in high school? New York, NY: Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/what-happens-community-college-dual-enrollment-students.pdf>.
- ¹⁹Fink, J., Jenkins, D., Yanagiura, T. (2017). What happens to students who take community college "dual enrollment" courses in high school? New York, NY: Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/what-happens-community-college-dual-enrollment-students.pdf>.
- ²⁰Tennessee Department of Education, 2016-2017 academic year
- ²¹Tennessee Board of Regents, Spring 2017
- ²²Tennessee Department of Education: Early Postsecondary Opportunities Webpage. Retrieved from <https://www.tn.gov/education/section/early-postsecondary>
- ²³Source: Tennessee Board of Regents
- ²⁴Source: Tennessee Department of Education
- ²⁵International society for technology in education (ISTE). Fact sheet: ESSA title IV part A. Retrieved from https://www.iste.org/docs/advocacy-resources/title-iv-fact-sheet-for-essa_final.pdf
- ²⁶U.S. Department of Education. The Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332. Retrieved from <https://www2.ed.gov/offices/OVAE/CTE/perkins.html>
- ²⁷U.S. Department of Education. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Retrieved from <https://www2.ed.gov/programs/gearup/index.html>
- ²⁸Tennessee Department of Education. EPSO strategic growth plan: Achieving equity, access, and success through a portfolio approach to early postsecondary opportunities, 2017. Retrieved from: https://www.tn.gov/assets/entities/education/attachments/EPSO_Strategic_Growth_Plan_FINAL.pdf
- ²⁹Tennessee Student Assistance Corporation. Retrieved from: <https://www.tn.gov/collegepays/article/dual-enrollment-grant>
- ³⁰Tennessee Student Assistance Corporation. Retrieved from: <https://www.tn.gov/collegepays/article/dual-enrollment-grant>
- ³¹Source: Tennessee Student Assistance Corporation, 2016-2017
- ³²Tennessee Student Assistance Corporation. Retrieved from: <https://www.tn.gov/collegepays/article/dual-enrollment-grant>
- ³³Source: Tennessee Student Assistance Corporation
- ³⁴Ohio Department of Higher Education. College credit plus. Retrieved from: <https://www.ohiohighered.org/ccp/about>
- ³⁵Adams, C. (2015). Ohio program aims to expand equal access to dual enrollment. *Education Week*. Retrieved from: http://blogs.edweek.org/edweek/college_bound/2015/02/access_to_college-level_courses_in_high_school_expands_in_ohio.html
- ³⁶Ohio Department of Higher Education. Overview of year one 2015-16. Retrieved from: https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/CCP_overview_2016_11032016.pdf
- ³⁷Tennessee Higher Education Commission. Outcomes-based funding formula. Retrieved from: <https://www.tn.gov/thec/article/2015-20-funding-formula>
- ³⁸U.S. Department of Education. (2016). Fact sheet: expanding college access through the dual enrollment Pell experiment. Retrieved from <https://www.ed.gov/news/press-releases/fact-sheet-expanding-college-access-through-dual-enrollment-pell-experiment>
- ³⁹U.S. Department of Education. Every Student Succeeds Act (ESSA). Retrieved from: <https://www.ed.gov/essa?src=tn>
- ⁴⁰U.S. Congress. (2017). Making Education Affordable and Accessible Act of 2017: <https://www.congress.gov/bill/115th-congress/house-bill/1710/related-bills>
- ⁴¹U.S. Department of Education. The Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332. Retrieved from <https://www2.ed.gov/offices/OVAE/CTE/perkins.html>
- ⁴²Tennessee Department of Education. Ready graduate indicator in accountability (2017-18): FAQ. Ready Graduate Indicator FAQs. Retrieved from https://www.tn.gov/assets/entities/education/attachments/ccte_sr_essa_ready_graduate_faq.pdf
- ⁴³Tennessee Public Chapter Number 459 – 2007: <http://tennessee.gov/sos/acts/105/pub/pc0459.pdf>
- ⁴⁴Tennessee Public Chapter Number 967
- ⁴⁵Tennessee Department of Education. Statewide dual credit: implementation overview. Retrieved from https://www.tn.gov/assets/entities/education/attachments/eps_sdc_implementation_guide.pdf
- ⁴⁶Tennessee Code Annotated § 49-6-8303 (2017). Retrieved from: <https://www.lexisnexis.com/hottopics/tncode/>
- ⁴⁷Tennessee Department of Education. Tennessee succeeds: ESSA in Tennessee. Retrieved from https://www.tn.gov/assets/entities/education/attachments/co_ESSA_Webinar_EPSOs_4-26-17.pdf
- ⁴⁸Tennessee Higher Education Commission and Student Assistance Corporation. Labor Education Alignment Program (LEAP). Retrieved from <https://www.tn.gov/thec/topic/leap>
- ⁴⁹Tennessee Transfer Pathway overview. Retrieved from: <http://www.tntransferpathway.org/>
- ⁵⁰Tennessee Higher Education Commission. Seamless Alignment and Integrated Learning Support (SAILS). Retrieved from: <https://www.tn.gov/thec/topic/sails>
- ⁵¹Tennessee Department of Education. EPSO strategic growth plan: Achieving equity, access, and success through a portfolio approach to early postsecondary opportunities, 2017. Retrieved from: https://www.tn.gov/assets/entities/education/attachments/EPSO_Strategic_Growth_Plan_FINAL.pdf
- ⁵²Tennessee Board of Regents, Spring 2017 statewide dual credit.
- ⁵³Tennessee Department of Education. (2017). Statewide dual credit implementation overview. Retrieved from: https://www.tn.gov/assets/entities/education/attachments/SDC_Implementation_Guide_Oct_2017.pdf
- ⁵⁴Tennessee Department of Education Office of Early Postsecondary
- ⁵⁵Tennessee Department of Education. (2017). Statewide dual credit implementation overview. Retrieved from: https://www.tn.gov/assets/entities/education/attachments/SDC_Implementation_Guide_Oct_2017.pdf
- ⁵⁶Tennessee Department of Education. (2017). 2017 AP test fee program for economically disadvantaged students: procedures and requirements. Retrieved from https://www.tn.gov/assets/entities/education/attachments/eps_ed_ap_summary_and_assurances.pdf
- ⁵⁷Cambridge Assessment International Education. Retrieved from: <http://www.cambridgeinternational.org/>
- ⁵⁸U.S. Department of Education. The Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332. Retrieved from <https://www2.ed.gov/offices/OVAE/CTE/perkins.html>
- ⁵⁹National Alliance of Concurrent Enrollment Partnerships (NACEP). What is concurrent enrollment? Retrieved from: <http://www.nacep.org/about-nacep/what-is-concurrent-enrollment/>
- ⁶⁰Tennessee Department of Education. Early Postsecondary Opportunities Webpage. Retrieved from <https://www.tn.gov/education/section/early-postsecondary>
- ⁶¹U.S. Department of Education. Dual Enrollment: Accelerating the transition to college. Retrieved from: <https://www2.ed.gov/about/offices/list/ovae/pi/hsinit/papers/dual.pdf>
- ⁶²Tennessee Department of Education. Early Postsecondary Opportunities Webpage. Retrieved from <https://www.tn.gov/education/section/early-postsecondary>
- ⁶³Tennessee Department of Education. Student industry certification. Retrieved from: <https://www.tn.gov/education/topic/student-industry-certification>
- ⁶⁴International Baccalaureate. Retrieved from: <http://www.ibo.org/>
- ⁶⁵National Alliance of Concurrent Enrollment Partnerships (NACEP). Retrieved from <http://www.nacep.org/>
- ⁶⁶Tennessee Higher Education Commission and Student Assistance Corporation. Dual enrollment grant. Retrieved from <http://www.tn.gov/collegepays/article/dual-enrollment-grant>